Florida A&M University
College of Social Sciences, Arts and Humanities
Department of Psychology
Community Psychology Program

Graduate Student Handbook

Last Revised, October 2016

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INTRODUCTION

Welcome to the Community Psychology Graduate Program at Florida A&M University!

This primary purpose of this handbook is to serve as guide for matriculating students to the curriculum and policies of the Community Psychology Program (CPP). Please refer to it liberally throughout your tenure in the CPP at Florida A&M University (FAMU). For more detailed information on matters not contained in this handbook, please refer to the Graduate Student Handbook available on the School of Graduate Studies and Research (SGSR) website (http://www.famu.edu/index.cfm?graduatestudies).

Program Overview

The Department of Psychology offers a Master's of Science degree in Community Psychology. The program was established in the early 1980s. The psychology department's programs grew out of the university's recognition of the need for more psychologically trained Black para-professionals, professionals and scientists to address the critical shortage in the areas of human services education and research. Additionally, in the wake of the 1960's there was a growing sensitivity in American society regarding the importance of culture in mental health and human behavior, especially where racial and cultural minorities were concerned. Given that FAMU is a historically black college/university with a predominantly African American student populace, increased awareness of the significance of culture led to the incorporation of an emphasis on African American cultural issues into the curriculum and overall programmatic thrust of the Department.

Program Mission Statement

The Department of Psychology exposes students to the science of behavior, provides a foundation for the pursuit of advanced degrees in the field and in related disciplines, and offers students multicultural perspectives for understanding human nature and functioning at undergraduate and graduate levels. A unique multicultural programmatic framework distinguishes our programs. The emphasis of this thrust is primarily, although not exclusively, on the reconceptualization and application of psychology to the experiences of people of African descent.

African-Centered Perspective

The Community Psychology Program (CPP) at Florida A&M and its faculty are committed to an approach to the theory, research and practice of psychology that is rooted in the history, traditions, culture and philosophies of people of African descent. This commitment is evident in our mission statement, integration of African-centered perspectives into our curriculum and our hosting an annual National African/Black psychology conference where prominent African/Black psychologists are honored and recognized. This latter activity is a 2 to 3 day intensive learning experience for our students that facilitates a deeper understanding of how African-centered perspectives are integrated into theory, research and practice of psychology.

GETTING STARTED IN THE COMMUNITY PSYCHOLOGY PROGRAM (CPP)

Financial and Other Assistance

The School of Graduate Studies and Research (SGSR) awards a number of graduate assistantships, tuition waivers and/or fellowships to qualified students who are in good academic standing. If funds are available, assistantships are normally awarded to our incoming graduate students first, and any other available assistantship funds are awarded to eligible returning graduate students on a competitive basis (GPA, former faculty supervisor ratings, financial need, etc…). Assistantships can be awarded for up to twenty hours a week. Depending on the number of hours of the assistantship, it is recommended that students work no more than a total of 10-15 hours a week at any other outside job(s). The rationale here is that in order for students to be most successful in the CPP, adequate time to study is a must. Graduate students who work more than 20-25 hours per week indicate that it becomes much more difficult to sustain academic success. Students who are on assistantship should complete a paper timesheet for approval by their assigned faculty member. All signed timesheets may be reviewed by the Graduate Coordinator and are maintained in the Department's office in case of an audit.

The Department of Psychology also offers fellowships, which are non-competitive (although GPA is considered per SGSR policy) and are primarily awarded based on financial need and availability of funds. Generally speaking, fellowship funds will be awarded to second year returning graduate students. When available, it is possible that a first year graduate student can be awarded both a graduate assistantship and a fellowship. Finally, tuition waivers are awarded less frequently and in some cases the Department may not be able to award any at all based on budget provided from the SGSR. More specific/detailed questions about financial awards can be obtained from the SGSR by contacting Mrs. Vanessa Shaw at 850-599-3505. The difference between an assistantship and a fellowship is…

Academic Advisor

The CPP director is appointed as the advisor to all graduate students upon admission into the Community program. The major advisor assists students in developing a course of study and serves as a primary faculty contact and resource to students throughout their time in the program (and sometimes beyond). Each semester, all students in the program are advised by the CPP director. Advisement will generally take place on the Tuesday after final exams and can be done in both individual and/or group (with other students) sessions, based on student request. In addition to the academic advisor, students may select a research/thesis supervisor, where applicable (see below for a description of the two academic tracks). After discussions with the academic advisor/program director and meetings with Department faculty of interest, students can select a thesis chair from among the Department faculty. All thesis committee chairs must have Graduate Faculty and Graduate Directive status. Information about program faculty and graduate faculty can be obtained from the Department of Psychology and SGSR websites, respectively.

Although all students are assigned an academic advisor and may select a willing research advisor, it should be understood that the Department faculty as a whole feel a sense of responsibility for the development of each CPP student. A fundamental tenant of the African-centered philosophy and perspective is the principle of Consubstantiation? Community, which is expressed in the African adage "I am because we are. Because we are, therefore, I am." In this sense, we like to operate as one unit in the CPP so that all

students should feel free to consult with any CPP faculty on issues pertinent to his/her professional development and matriculation through the program. In line with this sense of collective responsibility for student/program well-being, students should understand that faculty also consult with one another on an ongoing basis and may do so regarding individual students, where appropriate.

Program Tracks

Following their admission to the program, students will be in contact with the program director/academic advisor to be clear about their course of study. The CPP is a dual track program. During the first semester, students are expected to determine whether they will be on the Research Track (RT) or the Professional Track (PT). The RT requires that a student propose and defend a Master's Thesis by the end of their matriculation, whereas the PT has a less research intensive focus, but still requires a major research requirement via Directed Individual Study- DIS. Another distinction between the RT and PT is that during the first summer after Fall admission, students in RT program must work on their thesis while students in the PT program generally take elective courses to better prepare them for careers in counseling. A student's course of study must be in accord with Program, Department/College, and University requirements and be formally approved by the CPP academic advisor. In many instances, a student may have already determined the desired track in their pre-admission consultation(s) with the CPP director/academic advisor.

The program curriculum is described below.

Transfer of Credits

If a student enters with relevant graduate coursework from an accredited college or university, some of these credits may be transferred to fulfill CPP requirements. Approval for requests that such coursework be used to fulfill program requirements rests with the CPP academic advisor, in collaboration with the appropriate faculty member assigned to teach the required course exemption is requested for and, where necessary, the Department Chair. The SGSR further specifies the procedures and guidelines for this process (see http://www.famu.edu/index.cfm?graduatestudies).

Expectations for Professional Involvement

As students matriculate through the CPP, it is important to keep professional development in mind. While being successful in coursework is a must, as students prepare to become professionals in psychology and/or move towards doctoral degrees, professional development opportunities are paramount as well. To this end, students are minimally expected to become student members of the National Association of Black Psychologists. Students may also choose to join other relevant professional associations such as the American Psychological Association . In addition, students are encouraged to involve themselves in professional association activities (e.g., conferences) as well as the national conferences hosted by the Department of Psychology here at Florida A&M University and local community-based efforts like Community Healing Days. Active involvement in Departmental, Program and Community activities is an equally important aspect of professional development.

Other training provided in the department include Mental Health First Aid and Youth Mental Health First

Aid. Information on additional Departmental events and professional development opportunities will be provided to students in their classes and at the Departmental orientation held each Fall semester.

CURRICULUM REQUIREMENTS

The CPP curriculum is designed to provide the student with sound training in community/clinical psychology by adhering to the scholar-healer training model. Students are provided with a grounding in African-centered psychology, which includes an in depth understanding of the history, philosophies, traditions and worldview of Africa. This perspective on psychology is juxtaposed with the more dominant Western/European content areas of biological, cognitive-affective, social, and individual bases of behavior and its history and systems. Such an approach pulls heavily on the critical thinking and analytic abilities of the students in our program while developing and sharpening the same. Community Psychology course work includes theories of personality, assessment, professional and ethical issues, issues of diversity, research design and statistics, and a semester long internship in the last semester of the program.

First Semester- Fall
CYP6936   Seminar in Community Psychology (3)
CYP6938   Advanced Seminar in Black Psychology (3)
PSY6064   Proseminar in Advanced General Psychology (3)
PSY6206   Psychological Statistics & Measurement (3)

Second Semester- Spring
CLP6166   Psychopathology
PPE6055   Seminar in Theories of Personality
PSY6216   Research Methods
SPS6191   Psychoeducational Assessment I

Third Semester- Fall
CLP6445   Individual Personality Testing (4)
PSY6910   Directed Individual Study (3-6)- *PT Students Only*
PSY6075   Professional Issues, Ethics & Law in Psychology (3)
PSY6970   Thesis I (3)- *RT Students Only*
SPS6206   Intervention Techniques (3)

Fourth Semester- Spring
CYP6948   Internship in Community Psychology
PSY6971   Thesis II (3)- *RT Students Only*

Electives

PT (professional track) students are able to take elective courses in the Mental Health Counseling Program

in the Department of Education during the summer semesters. These include courses in group and family counseling, as well as other courses needed to satisfy course requirements for many states offering licensure at the Master's level. The faculty in the Department of Psychology encourage students to select elective credits that will be consistent with their career interests and goals.

Master's Thesis and Directed Individual Study (DIS) Requirements

Students in the Department of Psychology must complete a major research project in order to complete the program. This requirement is different for students depending upon the program track. Students on the Research Track (RT) must complete a Master's Thesis, while Professional Track (PT) students must complete an independent research project under the supervision of a CPP faculty member in the Department of Psychology. Work on the thesis or DIS projects will begin upon entrance into the program during the Fall semester. Students begin preparing their research project ideas in the PSY6064 course (Proseminar), which has an end of semester requirement of a finished research prospectus. By the end of the Proseminar course, all students will have an APA-style poster presentation of their research idea completed. By the end of the first semester in the CPP, or toward the beginning of the second semester, each student will have decided on their preferred program track.

The formal process by which students will make this decision will be the completion of the Thesis Approval Form (TAF) (see **Appendix A**). By completing the TAF, including securing all appropriate signatures, students are formally placed on the RT track. Otherwise, the student will remain on the PT track as this is the default track for all students. The detailed requirements for the Master's Thesis is included in the Thesis and Dissertation Handbook developed by the SGSR and can be found at http://www.famu.edu/graduatestudies/FAMU_Thesis_Dissertation_Manual_BG_rev_062116.pdf. In addition, a suggested timeline for completion of the thesis is also included in **Appendix B** of this document. Similarly, detailed DIS research requirements are included in the course syllabus found in **Appendix C**. In addition to the documents provided and the guidelines and procedure outlined herein, CPP students should always feel free to speak to the CPP director/advisor and/or their individual research advisors directly with questions.

Internship

Overview

The internship provides a supervised setting which allows the graduate student to apply the knowledge and skills garnered in the classroom to a real-world setting. The internship is the culminating experience that allows students to demonstrate and apply knowledge and academic competencies acquired from the first year and half in the CPP. Indeed, this experience is a critical component of the total educational focus of the CPP at Florida A&M University. The philosophy behind the inclusion of the internship semester within the training curricula is to allow for the application of knowledge and practice of skills acquired during training within an environment consistent with the intern's future employment aspirations. The internship may include program development and evaluation, educational program delivery, social service activities, and/or the delivery of mental health services.

Objectives of Internship

The major objectives of the Community Psychology Internship Program are summarized as follows:

1) To provide Community Psychology students with a variety of direct service experiences to individuals, groups, agencies, communities, etc.,
2) To provide Community Psychology students with a forum for integrating knowledge and skills obtained from previous courses and developing insight about themselves as treatment providers and change agents.

Eligibility for Internship

At the beginning of the fall semester of the student's second year of matriculation, the CPP director will provide the Internship Coordinator with a list of graduate students who are eligible to apply for internships that will commence the following spring semester. Eligibility requirements include being in good academic standing and accumulation of the requisite number of credit hours as determined by the Program.

Students eligible for internship should enroll in PSY 6075 (Professional Issues, Ethics, and Laws in Psychology) the fall immediately prior to enrolling in CYP 6948 (Internship in Community Psychology). The internship course is offered annually in the spring semester.

Application for Internship

The internship coordinator has identified a list of internship placements that will be provided to the prospective interns during the PSY 6075 course (Professional Issues, Ethics, and Laws in Psychology). Interns are allowed to identify potential internship placements or to consider the agency in which they may be employed. However, each site must be evaluated by the Internship Coordinator to determine if it meets minimal supervision and training requirements. If a placement that has not been established by the coordinator is requested, there must be sufficient time to establish a formal relationship with the site which includes the completion of an official agreement between agencies. Students are responsible for interviewing at sites and securing a placement. Once the Internship Approval Form has been completed and submitted to the Internship Coordinator, the prospective intern is determined to have secured a placement for spring internship.

The demand for placements may exceed the number of available placements, thus, students are advised to develop their knowledge, skills, and abilities (KSAs) so that they are as competitive as possible. To demonstrate their KSAs, students are required to develop a portfolio to present when interviewing at prospective field placements. This portfolio should include the following sections: an updated resume, honors, publications and/or presentations, a research paper, certifications, letters of reference, continuing education credits, and an unofficial transcript. This program should be started at the beginning of CPP matriculation.

Some placement sites compensate interns during their placement but due to the short length of the internship, most placements do not provide compensation. Students must keep in mind that internship sites have different application dates, requirements, hours of operation, etc. More details on the internship are provided in Appendix D.

Enrollment, Grading and Grievance

Enrollment

Once admitted into the program, students are expected to enroll on a full-time basis during the academic year. The SGSR defines full-time enrollment as 9 credit hours per semester during the Fall and Spring. Students who do not meet the minimum enrollment requirements may forfeit federal and/or departmental student aid in the corresponding semester. It is important to note that once all course work has been completed, students are required to be continuously enrolled until graduation for at least 1 credit hour each semester until research (DIS or thesis) requirement is satisfied. Students who have not been enrolled for twelve continuous months, must re-apply for admission. Students who apply for graduation, but who have not maintained continuous enrollment throughout their course of study, may not be permitted to graduate.

Elective coursework may be offered in the summer sessions for PT students who aspire to satisfy course requirements for licensure stipulated by state boards of psychology. Again, the CPP program does not offer coursework to satisfy licensure requirements at the Masters level, but provides guidance for students who wish to pursue this as an elective while in the program.

Finally, please note that the SGSR enforces a 5 year time limit for the completion of Master's degree requirements.

Grading

Students must earn a minimum 3.0 GPA in each semester of enrollment throughout CPP matriculation. In addition, students must earn at least a grade of B in all CPP core curriculum courses. Should a student earn a grade of C or lower in any CPP required course(s), the course(s) must be retaken until at least a B is earned. Multiple grades of C or lower could bring down the term GPA and result in academic probation, academic suspension and/or loss of financial aid.

In cases where a student has been placed on academic probation or suspension and they wish to register for classes, the Dean of the SGSR may require the CPP director/advisor, in collaboration with the student, to develop a student academic plan. This plan must be submitted and approved before registration/enrollment in courses can resume. Upon approval, the student will be permitted to enroll in courses and must retake any and all courses where a grade of C or lower was earned. If successful, the student may be subsequently removed from academic probation/suspension at the end of successful term. Continued academic success for the remainder of program matriculation will prompt no further action from the CPP or the SGSR. However, if after being placed on academic suspension a student continues to have unsatisfactory academic performance, permanent removal from the program may result.

Grade Grievance Appeal

When a student has concerns about a grade, the first step is to attempt to resolve the problem through a conference with the faculty member and/or CPP director/advisor. If the conference does not bring a resolution, the student may appeal. The grade grievance procedures adopted by the CPP in the Department of Psychology are set forth by the College of Social Sciences, Arts and Humanities (CSSAH). All CPP students must follow these instructions when he or she makes a decision to file such a grievance. These procedures are detailed and located at the CSSAH link http://www.famu.edu/cssah/Grade_Grievance_Appeal_Procedures_&_Application.pdf . In instances where a CPP student's appeal to the CSSAH appeal committee is unsuccessful, the student may appeal to the graduate appeals committee of the SGSR. The SGSR grade appeal procedures, along with the

accompanying grievance forms are explained in detail at the following cite:
http://www.famu.edu/index.cfm?graduatestudies&StudentGrievanceProcedure.

APPENDIX A

Thesis Approval Form (TAF)

Thesis Eligibility & Expectations

Student Information

Student Name: _____   Student ID#: _____

__ First Yr   __ Second Yr.   Other _____   Date: _____

Cur. Term: _____   GPA: _____   # of Previous enrollment- Thesis I: _____   Thesis II: _____

Thesis Chairperson: _____

Thesis Guidelines & Expectations

Thesis-track graduate students are expected to:
1) Select a research topic and Complete a literature review (Proseminar course, First semester)
2) Design research methodology (Research Methods, Second semester)
3) Complete Proposal and Proposal defense, submit to IRB (Thesis I*, Third semester)
4) Complete Final Thesis and Thesis defense (Thesis II*, Fourth semester)

Submit signed (by Faculty & student) thesis eligibility form
- ○ *Student information*
- ○ *Transcript*
- ○ *Research Prospectus*
- ○ *Faculty approval*
- ○ *Student acknowledgement of expectations*
- ○ *Proposal Approval Form, Signed by Committee (for Thesis II)*
- ○ *IRB approval letter (for Thesis II)*

Student Acknowledgement of Expectations

By signing this form, you confirm that you have discussed this review in detail with your chairperson. Signing this form indicates that you acknowledge and accept thesis student expectations as outlined.

I, _____ acknowledge receipt of thesis expectations, and my signature indicates agreement to adhere to these expectations.

_____

Student Signature   *Date*

Faculty Approval/Authorization for Registration

I agree to serve as thesis chairperson for _____, thesis-track student. I agree to provide essential advice, monitor the quality of the thesis and the student's scholarly development.

I authorize this student's enrollment in the ____ THESIS I / ____ THESIS II course assigned to me for SPR/FL 20__.

_____

Thesis Advisor Signature   *Date*

_____

Chairperson Signature   *Date*

APPENDIX B

What is a typical thesis-writing timetable?

September – October (Year One):
- o Begin research; prepare abstract, bibliography, and outline (Proseminar Course).
- o Meet with faculty to discuss research interest; identify potential research mentor/thesis chair
  Note: *It is expected that the thesis chair will serve as the primary research mentor for the duration of your thesis project. It is very important to select a thesis chair that has similar research interests, with whom you feel comfortable establishing a healthy rapport/work relationship with. You are responsible for scheduling frequent meetings with your mentor to assure adequate progression on your thesis project.*
- o Finalize agreement with thesis chair and get internal departmental thesis approval form completed and signed (student and thesis advisor sign).

October – November (Year One):
- o Begin reviewing literature for key study variables in preparation for literature review write-up.

November – December (Year One):
- o Continue formulation of hypothesis (begins in literature review).
- o Refinement of conceptual/theoretical framework.
- o Devise possible research questions with assistance of thesis chair.
- o Provide Abstract and working Research Questions to potential committee members.
- o Select committee members.
- o Download and prepare 'Thesis and Dissertation Research Project Approval Form' for thesis chair and committee signature (SGSR website).

January – February (Year One):
- o Complete IRB CITI training course required of all FAMU research.
- o Give first draft of literature review to thesis chair *and potential committee members*.

February – March (Year One):
- o Begin writing research methodology section to improve literature review and hypotheses based on committee recommendations.
- o Give first draft of complete prospectus [proposal] to thesis chair.
- o Prepare measures for data collection *(if additional steps needed, i.e. developing tasks/ modifying existing assessment metrics or surveys).*

April (Year One):
- o Disseminate edited prospectus to committee members with approval from thesis chair.
- o Request potential prospectus presentation dates from all committee members.
- o Prepare Thesis Prospectus Presentation.

May (Year One): Nine month faculty may not be available over the summer
- o Present prospectus to committee for acceptance.
- o Submit prospectus to IRB for approval.
- o Refine Intro and Methodology based on committee recommendations, and in collaboration with thesis chair
- o Prepare for Data Collection

June – July (Year One):
- o Send out emails and post flyers soliciting participants for thesis, as outlined in IRB/approved prospectus.
- o Begin data collection planning

August – September (Year Two):
- o Continue data collection.
- o Work with thesis chair and/or statistics consultant on data entry and analysis.
- o Conclude data entry and data analysis (by end of Sept.).

October (Year Two):
- o Begin results and discussion write-up (to include tables, figures, appendices, etc.…); with mentor's approval,
- o request thesis defense dates
- o Prepare Thesis Defense Presentation
- o Conduct mock defense with Thesis Chair

November (Year Two):
- o Defend thesis prior to due date post on university calendar by the SGSR.

* Schedule for submission of drafts and approval of the final version is at the advisor's discretion.

APPENDIX C

SYLLABUS

COURSE & TITLE: PSY 6910 Graduate Directed Independent Study

INSTRUCTOR: Gwendolyn Singleton, Ph.D.
OFFICE: Gore Education Complex - B, #203
PHONE: (850) 412-7872
EMAIL: Gwendolyn.singleton@famu.edu
OFFICE HOURS: Wednesdays: 11:00 am - 1:30 pm

COURSE DESCRIPTION:
The course is designed for advanced graduate students in psychology who desire to develop their research skills. The purpose of this course is to provide students with a practical guide to the complex process of writing literature reviews. This course focuses on critical assessment, synthesis, and writing techniques used in psychological research. Emphasis is on reviewing original research published in academic journals and on writing research reports using APA style. The course should equip students with a comprehensive reference for the planning and the organization of research ideas, increase critical and interpretative skills, and provide most immediately the background necessary for post-Masters research in psychology.

PREREQUISITES: PSY 6 Advanced Research Methods (grade B or better); Computer literacy

RECOMMENDED TEXT:
American Psychological Association. (2010). *Publication manual of the American Psychological Association, 6*th Ed. American Psychological Association.
Cone, J.D. & Foster, S.L. (2006). *Dissertations and Theses from start to finish: Psychology and related fields, second edition*. American Psychological Association.
Galvan, J.L. (2006). *Writing literature reviews: A guide for students of the social and behavioral sciences*, 3rd Ed. Glendale, CA: Pyrczak Publishing.

COURSE OBJECTIVES & ASSESSMENT:
Students should demonstrate the following:

1. **Knowledge of evaluation, synthesis, and communication techniques in psychological research**
   - A basic understanding of planning and organizing research ideas
   - An understanding of the types of questions to answer in a critical assessment of literature
   - Application of effectively structuring research reports
   Assessment Method: Written reports
2. **Personal, Professional and Research Ethics**
   - American Psychological Association's (APA) Ethical standards for research and professional conduct
   - Applications of APA ethical standards to personal conduct as student and researchers
   Assessment Method: Active demonstration of ethical conduct

3. **Critical Evaluation of Research Reports**
   - An ability to generate and to critically evaluate reports of inference from quantitative and qualitative data by others

   Assessment Method: Evaluation of preliminary and final reports demonstrating applications of critical evaluation skills

4. **Communication of Research-related Reports**
   - Written and Oral communication of critical and interpretative evaluation of research report
   - Applications of APA writing standards

   Assessment Method: Written and Oral presentations of research

COURSE OUTLINE:

WEEK 1   Introduction – Select and Refine Topic
WEEK 2   Problem/Thesis Statement
WEEK 3   Topic Outline
WEEK 4   Collect & Organize Literature
WEEK 5   Title & Introduction
WEEK 6   Literature Review: Section I
WEEK 7   Literature Review: Section II
WEEK 8   Literature Review: Section III
WEEK 9   Literature Review: Section IV
WEEK 10   FIRST DRAFT COMPLETE (Including Method Section)
WEEK 11   Abstract & Draft REVISIONS
WEEK 12   Draft REVISIONS (Summary Tables, Consent, Questionnaire, if applicable)
WEEK 13   SECOND DRAFT COMPLETE
WEEK 14   Draft REVISIONS
WEEK 15   Draft REVISIONS
              FINAL MANUSCRIPT
              ORAL PRESENTATION

OTHER REQUIREMENTS, POLICIES, & EXPECTATIONS:

Students enrolled in this course must complete a review of literature on an agreed upon topic, of no less than 15 pages.
   - **Papers must follow APA guidelines**
   - **Papers should include a Title page and References (not included in the 15 page minimum)**
   - **A copy of the final graded paper must be given to the Office to maintain in our files. If a copy is not received, the student will not be certified for graduation.**

   1. **There will be weekly tasks, which will vary in scope and content. Students are expected to complete assigned tasks in a thorough and timely manner.**
   2. **Students are expected to meet and communicate with the professor regularly.**
   3. **Students are expected to be well-prepared, having read and thought about the assigned tasks.**

This course is presented in seminar format; hence, it is YOUR course. The instructor is your informed guide and resource, but YOU are the vehicle for teaching and learning. The benefits of this course result from self-initiated communication with the professor; disciplined, independent work; review and preparation of assigned readings and tasks throughout the course, and thoughtful discussion and scholarly critique of research materials.

SELECT UNIVERSITY POLICIES:

Policy Statement on Non-Discrimination

It is the policy of Florida Agricultural and Mechanical University to assure that each member of the University community be permitted to work or attend classes in an environment free from any form of discrimination including race, religion, color, age, disability, sex, marital status, national origin, veteran status and sexual harassment as prohibited by state and federal statutes. This shall include applicants for admission to the University and employment.

Academic Honor Policy

The University's Academic Honor Policy is located in the FANG Student Handbook, under the Student Code of Conduct- Regulation 2.012 section, beginning on page 55-56.

ADA Compliance

To comply with the provisions of the Americans with Disabilities Act (ADA), please advise instructor of accommodations required to insure participation in this course. Documentation of disability is required and should be submitted to the Center for Disability Access and Resources (CeDAR). For additional information please contact the CeDAR at (850) 599-3180.

Visit the Psychology Department's website – Go to www.famu.edu, enter "Psychology Department" in the search bar

Visit the Psychology Department's advisement website – Go to famu.blackboard.com, select "Psychology Advisement"

"The mission of the Psychology Department is to provide personal and academic excellence through unity, responsibility, and cooperation. This goal is realized only by the collective work of the numerous vital elements in this department contributing to our efforts to elevate and empower
Our Department, Our Communities, and Our Profession!"

APPENDIX D

INTERNSHIP HANBOOK WITHOUT ATTACHMENTS (DISTRIBUTED IN INTERNSHIP CLASS)

Program Overview
The Department of Psychology offers the Master's Degree in Community Psychology. Community psychology focuses on the development of theory, research, and practice relevant to the reciprocal relationships between individuals and the social system which constitute the community context. The internship provides a supervised setting which allows the graduate student to apply the knowledge and skills garnered in the classroom to a real-world setting. The internship may include program development and evaluation, educational program delivery, social service activities, and/or the delivery of mental health services.

Objectives of Internship
The major objectives of the Community Psychology Internship Program are summarized as follows:

1) To provide Community Psychology students with a variety of direct service
   experiences to individuals, groups, agencies, communities, etc.,

2) To provide Community Psychology students with a forum for integrating knowledge and skills obtained from previous courses and developing insight about themselves as treatment providers and change agents.

Eligibility for Internship

At the beginning of the fall semester, the Graduate Coordinator will provide the Internship Coordinator with a list of graduate students who are eligible to apply for internships that will commence the following spring semester. Eligibility requirements include being in good academic standing and accumulation of the requisite number of credit hours as determined by the Program.

Students eligible for internship should enroll in PSY 6075 (Professional Issues, Ethics, and Laws in Psychology) the fall immediately prior to enrolling in CYP 6948 (Internship in Community Psychology). The internship course is offered annually in the spring semester.

Application for Internship
A list of internship placements that have been identified by the internship coordinator will be provided to the prospective interns at the beginning of the fall term preceding the spring internship. Interns are allowed to identify potential internship placements or to consider the agency in which they may be employed. However, each site must be evaluated by the Internship Coordinator to determine if it meets minimal supervision and training requirements. If a placement that has not been established by the coordinator is requested, there must be sufficient time to establish a relationship with the site including the completion of an official agreement between agencies. Students are responsible for interviewing at sites and securing a placement. Once the Internship Approval Form has been completed and submitted to the Internship Coordinator, the prospective intern is determined to have secured a placement for spring internship.

The demand for placements may exceed the number of available placements, thus, students are advised to develop their knowledge, skills, and abilities (KSAs) so that they are as competitive as possible. To demonstrate their KSAs, students are required to develop a portfolio to present when interviewing at

prospective field placements. This portfolio should include the following sections: an updated resume, honors, publications and/or presentations, a research paper, certifications, letters of reference, continuing education credits, and an unofficial transcript.

Some placement sites compensate interns during their placement but due to the short length of the internship, most placements do not provide compensation. Students must keep in mind that internship sites have different application dates, requirements, hours of operation, etc.

Length of Internship
The internship in community psychology requires a minimum of 300 hours in a supervised practical experience in agencies and institutional settings. Interns are encouraged to engage in a minimum of 20 hours of training per week (inclusive of supervision) over a 15 week period. The internship period begins the first or second week of the semester (depending on the agreement between intern and site supervisor and the completion of background checks) and ends the last week of classes. Thus, the hours of the internship may exceed three hundred depending upon the agreed upon schedule.

Location of Internship
The internship site must be located in the Big Bend Area so that attendance to the weekly course is possible. In exceptionable circumstances, a student may secure an internship outside of the Big Bend Area. The internship must be approved by the Graduate Director and the Internship Coordinator during the fall semester immediately prior to placement. Students who have been granted an exception must attend the weekly course through Skype and should be mindful of factors such as technology requirements and regional time differences to insure class participation.

Attendance
Attendance is expected as assigned. The intern has the responsibility to be at the site at the specified time. Personal appointments should be scheduled outside of internship hours. In the event of an emergency that prevents one's ability to be on site, students should 1) inform the site supervisor immediately and 2) send an email to the internship coordinator explaining the circumstances.

Since placements are provided by the agency at time and expense to them without any compensation from Florida A&M University, we attempt to disrupt their schedule as little as possible. Therefore, you are expected to be present for the entire duration for the days and hours you are assigned.

Holidays and vacation are at the discretion of the agency. Remember, that you are a guest of the agency and they are providing you with the training the Department of Psychology requires as part of your education at no fee. The agency takes priority over the university calendar. In the event of missed hours, it is the student's responsibility to schedule make up hours with the site supervisor.

Class attendance is also required. The weekly seminar meeting is usually scheduled after normal business hours so that it does not conflict with internship hours and other major activities at most agencies. The University Internship Coordinator also visits placement sites regularly to monitor progress, problem solve, and address any issues that could pose as barriers to the successful completion of the intern's training. Please see the University Catalog for the grading policy as it relates to class attendance. Excessive absences from class or on site may result in a student being unable to complete the internship course successfully.

Attire
Students must dress professionally at all times. Students should wear clothing that covers cleavage, shoulders and thighs. Pants and skirts should sit at the waist. Hair and nails must be neatly maintained. Clothes should be clean, fresh, and free of rips and tears. Clothing should fit well and should not fit tightly. Jeans may be worn only on Fridays if acceptable at the agency. Students should always be well-groomed and appropriately attired. Keep in mind that interns should dress in a manner at least one level above the clients they serve. Attire should not be a distraction.

Like clothing, jewelry should be tasteful and minimal so as to avoid distraction. For example, earrings should be small (less than an inch). No facial jewelry should be worn.

Tennis shoes and spiked-heel shoes should not be worn at any time.

It is recommended that students purchase and wear a metal FAMU nametag to include name, and "Community Psychology Master's Intern" at all times while on-site. This nametag can be purchased at Awards 4You. The name tag adds to the student's professionalism and enhances identification of the student and the program.

Cell Phone Use and Social Media
Interns should refrain from using cell phones when engaged in internship responsibilities unless on break. Under no circumstances should interns reference their internship site, agency, agency employees, clients, or any information related to their internship on social media.

Agency Equipment and Supplies
Use of site computers must be limited to functions related to fulfilling the responsibilities of the internship. Interns should not use agency computers, materials, or supplies for personal use. For example, interns should not use agency computers for checking personal emails, surfing the internet or using agency copiers for personal reasons.

Suggested Internship Activities

1) Prevention and consultation services to include outreach, parent conferences, contact with community resources and in-services

2) Intervention services through individual and group counseling experiences

3) Intake interviews including personal and social history

4) Administration of psychological testing

5) Program planning and evaluation

6) Report writing which may include record keeping, treatment planning, and treatment summaries

7) Research activities for the agency to include data collection and analysis, and grant writing.

8) Supervision experiences: individual, group and/or peer

9) The intern will engage in a weekly didactic seminar and supervision by the internship coordinator to

address ethical and legal issues, requisite clinical skills, and providing opportunities to integrate knowledge and skills obtained in previous coursework to enhance the internship experience.

Site Supervisor Qualifications and Responsibilities

Site supervisors for community psychology interns must hold a master's degree in a mental health area and have at least three years post-master's experience working as a professional. When the intern will engage in clinical experiences such as individual and group counseling, the site supervisor must be a licensed mental health professional. There are times that the direct supervisor may not meet the previously outlined experience/credential requirements. In those cases the supervisor of record for the agency should minimally meet the experience/credential requirements. All site supervisors are asked to complete the "Supervisor Information" form to be submitted to the Internship Coordinator at the same time that the signed internship agreement is submitted.

By accepting a community psychology intern, the site agrees to provide

1) one hour of weekly supervision

2) evaluation of the intern's performance through the internship experience to include formal assessment at midterm and end of training

3) Direct supervision of the intern's interaction with clients either through audio/video recording or live supervision.

Supervision

Supervision provides an opportunity to ask questions and explore ideas with the site supervisor. To prepare for supervision, always take a notebook that includes a copy of your learning objectives. Individually, reflect on your progress and speak with your supervisor about perceived successes, lessons learned, and areas of improvement. Demonstrate initiative by asking for assistance to insure you meet the specified goals. You may also ask your site supervisor for articles or handouts to help you better understand and apply certain techniques or permission to assist with or develop special projects, as appropriate. Supervision is also a time to reflect on any professional development/in-service training you may have recently had, discuss ethical issues, and application of theories. Make sure that you are engaged in the supervision experience and have something that you want to garner from each supervision meeting.

Interns should maintain personal records documenting their supervision hours as they may be useful in the future when the intern applies for state licensure. Interns should also submit internship hours and evaluations via blackboard so that permanent records of these documents can be maintained.
In some cases the site supervisor may not agree to complete the intern's evaluation form at the end of the registered semester. This could occur due to the following reasons: 1) if the supervisor is not satisfied with the intern's progress, cannot favorably rate the intern on the intern evaluation form, and thus requests more hours to address any deficiencies; 2) if goals established (through negotiation between the intern and site supervisor) at the beginning of the internship have not been successfully met and the field supervisor requests an extension of hours; and/or 3) if the intern has completed fewer than the required 300 hours.

Site supervisors can be excellent references for future employment and promotions. Thus, demonstrating professional behavior in professionalism, attitude, KSAs, ethical judgment, oral and written language, problem-solving, ability to work well with peers, initiative, and other characteristics is always important. Moreover, the community psychology intern is mindful that site supervisors are volunteers. Their ongoing positive relationship with community psychology interns and the Department of Psychology is necessary to insure and expand placements for future community psychology interns.

Internship Coordinator's Responsibilities

The internship coordinator is responsible for insuring that students engage in internships in a manner consistent with the policies of the Florida A&M University. The internship coordinator maintains and provides a list of approved sites to eligible students and seeks to cultivate new community partnerships to facilitate available placements for interns.

The internship Coordinator helps to prepare students for interviews, reviews documents in the student's portfolio, and helps to plan learning activities. This process begins with a course on ethics and is followed by a seminar during the internship. In seminar, the internship coordinator meets with interns weekly to review a variety of topics related to professional development, ethics, clinical experiences, and program development and evaluation.

The Internship Coordinator will contact and visit with site supervisors at local agencies. The status of the intern's progress will be reviewed and in the event that the intern is not progressing successfully, an intervention plan for successful completion of the internship will be developed in conference with the field supervisor and intern in order to facilitate successful completion. Visits by the university supervisor and monitoring of student progress will continue in an effort to facilitate successful completion of the internship by each intern. The Intern Evaluation Form that is sent to all on-site supervisors for evaluation of the intern at midterm and at the end of the semester. Interns should review this document so they are aware of areas in which they will be evaluated.

Grading

The Intern's field placement performance is evaluated by the site supervisor and this evaluation will be utilized along with the Internship Coordinator's rating of the student's seminar/class performance. Regardless of performance in other areas, the intern must receive a minimum average score of 2.5 on the end term evaluation to successfully complete the internship. Grades are submitted as S (satisfactory performance) or U (unsatisfactory performance).

Incompletes will be assigned in extenuating circumstances as outlined in the University Catalog. Absences do not qualify for assigning an Incomplete Grade. Interns should make every effort to insure that they exceed the number of hours necessary in case of an emergency.

Background Screening

The application process usually includes the completion of background check and fingerprinting as required by the internship site. The cost of this requirement is the responsibility of the intern. Please follow through on completing this portion of the internship application process as soon as possible so that there is no delay in beginning your internship. If there is the possibility of adverse background information jeopardizing your placement, please discuss this with your internship supervisor as soon as possible in the placement process.
Not passing the background check may prevent placement at a particular facility.

Transportation and other expenses

Students are responsible for their own transportation to and from internship, and for any expense of internship in addition to tuition. Chronic "car problems" is not a valid excuse for tardiness or absences from being on site. Ride sharing is not a valid excuse for altering the working hours as required by the agency.

Insurance

Interns are covered under the policy of the university. Your site may request proof of additional

malpractice coverage.

The following forms are used to monitor the internship process:

Attachment 1 – Internship Approval Form	Attachment 5 – Intern Placement Feedback
Attachment 2 – Placement Confirmation Letter	Attachment 6 – Intern Placement/Seminar time/activity sheet
Attachment 3 – Internship Assignment/Conditions	Attachment 7 – University Supervisor's Site Contact Sheet
Attachment 4 – Intern Evaluation Form	Attachment 8- Learning Agreement and Record