*Black font should not be altered. Red italicised font should be removed before providing the course outline to the student. All other bold red font should be altered as directed to customize the course.*

**Student Name:  
Student ID:**

**Student Email:**

**Course Title: Psychology Externship (PSYC\*3910)**

**Course Description:**

An independent program of study formally integrating the student's academic study with an external work experience, to be decided by the student in consultation with a faculty supervisor. The goal of the course project is to make a significant contribution to the external organization.

**Credit Weight:** 0.50

**Academic Department (or campus):** Psychology (Main Campus)

**Semester Offering: [Fall, Winter, or Spring/Summer]**

## Faculty Supervisor Information

Supervisor Name: **[TBD]**

Supervisor Email: **[TBD]**

Office location and office hours: **[TBD]**

## Course Content

The student is to identify challenges faced by the external organization, to which psychology could provide insight. During the course of the semester, the student is to learn more about these challenges while in the work environment, and more about what psychology has to say about them by reviewing the academic literature. The student is to document these experiences in a weekly diary and summarize their findings in a final paper. *More details can be added here that are specific to the proposed externship.*

**Specific Learning Outcomes**

In this 3000-level course, it is expected that students have developed critical thinking, literacy, communication and professional/ethics abilities to a degree that will support their training and continued development at a Reinforce level.

*The following are the 5 intended learning outcome facets that this course MUST be meet for each course. Each course must have at least one course-level learning outcome that corresponds to each facet. More than one course learning outcome can target each facet. The 5 facets that must be met are: problem solving, oral communication, written communication, integrative communication, and personal organization and time management.*

Following completion of this course, the successful student will be able to:

*You should replace each statement with a course-level learning outcome that indicates how your course offering will meet this learning outcome facet at the reinforce level. A possible example is given in brackets that you can choose to use or replace. For reference, this is followed by the definition of that facet (from the 2014 Psychology undergraduate learning outcome dimensions glossary). You can add additional learning outcomes.*

1. **[Demonstrated ability to identify challenges faced by the external organization, and to offer solutions based on a review of the academic literature.]**

*Problem solving: Is a process in which one works through a series of operations to come to a conclusion. Reinforce: - Identifies and solves issues in an effective manner; - Evaluates the appropriateness of different approaches and rejects less acceptable methods to solving the problem; - Creates and follows a plan, including operationalizing any measures.*

1. **[Demonstrated ability to deliver an oral presentation to interested parties (e.g., faculty supervisor and members of the external organization) in which the student will communicate findings in a clear, organized, and engaged manner using appropriate visual aids.]**

*Oral communication: Includes interpersonal skills, oral speaking and active listening as they apply to psychology. Reinforce: - Speaks clearly and accurately in presentations; - Demonstrates oral communication skills that are organized and presented in a creative and interesting manner (e.g., with visual aids).*

1. **[In a written form (e.g., diary, paper), demonstrated ability to summarize information in a clear and organized manner using appropriate form and style and correct grammar and spelling.]**

*Written communication: The ability to express one’s ideas and summarize theory and research through a variety of writing styles (e.g., American Psychological Association [APA] style, term papers, posters). Reinforce: - Writes with appropriate vocabulary, APA style adherence, proper referencing, and little grammatical, spelling or functional errors.*

1. **[In the final paper, demonstrated ability to relate experience and knowledge acquired while in an organizational setting to broader psychological theories, findings, and practices.]**

*Integrative communication: A mental process that integrates existing psychological knowledge to develop and communicate new knowledge across the curriculum. Reinforce: - Adapts previous psychological knowledge and experience gained in past situations to new situations in order to solve problems or explore psychological issues; - Generates connections between psychological research and/or theory from more than one discipline or perspective.*

1. **[Demonstrated effective time management for the duration of the project (including but not limited to: meeting established goals with supervisor, meeting deadlines, meeting weekly goals (e.g., as reflected in the weekly diary and in the final paper assignment).]**

*Personal organization/Time management: An ability to manage several tasks at once and prioritize. Reinforce: - Prioritizes and completes important or urgent tasks.*

**Student-supervisor communication**

Given that the student is working at an external organization, it is expected that most communication will occur electronically. In addition to the weekly diary entry submissions, the student will contact the supervisor to consult about the final paper, and to schedule the oral presentation.

*Details about the formal communication schedule and expectations can be added here.*

**Course Assignments**

*The following table is a template: The standard assignments are mandatory, but the specific assignment descriptions, due dates, and weighting can vary depending on the individualized research experience. If you add learning outcomes above, they should be reflected in this table. The student must receive substantive feedback before the 40th day of class.*

| **Assignment or Test** | **Due Date** | **Contribution to Final Mark (%)** | **Learning Outcomes Assessed** |
| --- | --- | --- | --- |
| Diary | **[Weekly]** | **[11 entries x 4% = 44%]** | **[1,3,5]** |
| Final reflection | **[End of semester]** | **[1 entry x 6% = 6%]** | **[1,3,4,5]** |
| Proposal: Final paper | **[Mid-semester]** | **[10%]** | **[1,3,4,5]** |
| Final paper | **[End of semester]** | **[25%]** | **[1,3,4,5]** |
| Oral presentation | **[End of semester]** | **[15%]** | **[2,5]** |

*The standard assignments below are mandatory, but the specific assignment descriptions can change to meet the unique focus of each course. If assignments are added, they should also be reflected here.*

1. Diary
   * + **[Students will be required to keep a diary of all course-related activities. Diary entries should record the nature and duration of each activity, as well as important knowledge and skills learned during each activity.]**
2. Final reflection
   * + **[The final diary entry should be a maximum two double spaced pages. It should reflect how the students’ abilities or perspectives in regard to one (or more) of the learning outcomes has developed as a result of their experience in this course. Students should discuss both their struggles and their successes.]**
3. Final paper
   * + Proposal: **[By the mid-point of the semester, the student will submit a proposal for their final paper. Substantive feedback from the supervisor will enable the development of the final paper.]**
     + Final: **[By the end of the semester, the student will produce a final report summarizing the progress made toward the goals of the project and incorporating feedback from the proposal.]**
4. Oral Presentation
   * + **[An oral presentation of the final report will be made to the supervisor and other interested parties. Substantive feedback will be provided by the supervisor and other members of the audience. The work supervisor will also be invited. The student should be prepared to address questions and feedback during the presentation.]**

**Course Policies**

**Grading Policies**

***Please indicate all course policies regarding in-semester tests and assignment submissions, including time and place for submission of assignments and explicit penalties for late submissions.***

[Undergraduate Grading Procedures](https://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-grds-proc.shtml)

[Graduate Grade interpretation](https://www.uoguelph.ca/registrar/calendars/graduate/2014-2015/genreg/genreg-as-gradeint.shtml)

***Please note that these policies are binding unless academic consideration is given to an individual student.***

**Course Policy on Group Work:**

***If appropriate please provide polices for group work, including individual responsibilities for submitted assignments.***

**Course Policy regarding use of electronic devices and recording of lectures:**

***Default text: Electronic recording of classes is expressly forbidden without consent of the instructor. When recordings are permitted they are solely for the use of the authorized student and may not be reproduced, or transmitted to others, without the express written consent of the instructor.***

**University Policies**

***The following default text regarding University policies is required:***

**Academic Consideration**

When you find yourself unable to meet an in-course requirement because of illness or compassionate reasons, please advise the course instructor in writing, with your name, id#, and e-mail contact. See the academic calendar for information on regulations and procedures for

Academic Consideration:

[Academic Consideration, Appeals and Petitions](http://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-ac.shtml)

**Academic Misconduct**

The University of Guelph is committed to upholding the highest standards of academic integrity and it is the responsibility of all members of the University community, faculty, staff, and students to be aware of what constitutes academic misconduct and to do as much as possible to prevent academic offences from occurring.

University of Guelph students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff and students have the responsibility of supporting an environment that discourages misconduct. Students need to remain aware that instructors have access to and the right to use electronic and other means of detection. Please note: Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work before submitting it. Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with a faculty member or faculty advisor.

The Academic Misconduct Policy is detailed in the Undergraduate Calendar:

[Academic Misconduct Policy](https://www.uoguelph.ca/registrar/calendars/undergraduate/2014-2015/c08/c08-amisconduct.shtml)

**Accessibility**

The University of Guelph is committed to creating a barrier-free environment. Providing services for students is a shared responsibility among students, faculty and administrators. This relationship is based on respect of individual rights, the dignity of the individual and the University community's shared commitment to an open and supportive learning environment. Students requiring service or accommodation, whether due to an identified, ongoing disability or a short-term disability should contact the [Student Accessibility Services](https://www.uoguelph.ca/csd/) as soon as possible.

For more information, contact SAS at 519-824-4120 ext. 54335 or email csdexams@uoguelph.ca or the [Student Accessibility Services Website](https://www.uoguelph.ca/csd/)

**Course Evaluation Information**

Please refer to the [Course and Instructor Evaluation Website](https://courseeval.uoguelph.ca/ceval_CEC.php) **.**

**Drop date**

The last date to drop one-semester courses, without academic penalty, is **[insert date]*.*** For regulations and procedures for Dropping Courses, see the [Schedule of Dates in the Academic Calendar](https://www.uoguelph.ca/registrar/calendars/undergraduate/current/c03/index.shtml).

[Current Undergraduate Calendar](https://www.uoguelph.ca/registrar/calendars/undergraduate/current/)

**Additional Course Information**

***Please include any additional course information as required.***

***Please add the following message to Courselink, or to your course outline, if you intend to use Turnitin in your course:***

Course instructors are allowed to use software to help in detecting plagiarism or unauthorized copying of student assignments. Plagiarism is one of the most common types of academic misconduct on our campus. Plagiarism involves students using the work, ideas and/or the exact wording of other people or sources without giving proper credit to others for the work, ideas and/or words in their papers. Students can unintentionally commit misconduct because they do not know how to reference outside sources properly or because they don't check their work carefully enough before handing it in. As the 2014/15 Undergraduate Calendar states: "Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work before submitting it" (p. 31).

In this course, your instructor will be using Turnitin.com to detect possible plagiarism, unauthorized collaboration or copying as part of the ongoing efforts to prevent plagiarism in the College of Social and Applied Human Sciences.

A major benefit of using Turnitin is that students will be able to educate and empower themselves in preventing misconduct. In this course, you may screen your own assignments through Turnitin as many times as you wish before the due date. You will be able to see and print reports that show you exactly where you have properly and improperly referenced the outside sources and materials in your assignment.

**Advanced Independent Research Project (PSYC\*3910) Contract**

Advisor’s Name (please type or print) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Advisor’s Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student’s Name (please type or print) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student’s Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Verified by Academic Manager and Advisor, Sharon Helder

Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_