Students will spend the equivalent of one day per week (six to eight hours)—a ***minimum*** of 60 hours over the course of the semester working at a mental health agency in the community. As most of these agencies tend to be open during the hours of 9am to 4:30pm, students should leave one day free in their schedules to accommodate their fieldwork placement and secure supervision from a professional during those hours.

 There may be a few opportunities to do fieldwork hours in the late afternoon or evening. If students do not have their own transportation, they may car pool or use public transportation; there are limited opportunities for fieldwork at agencies to which one can walk from campus.

 RAMAPO COLLEGE OF NEW JERSEY

School ofSocial Science Human Services

PSYC 320-01 CRN 40533 ABNORMAL PSYCHOLOGY FIELDWORK Fall 2014

Course Information Instructor Information

College Web address: [www.ramapo.edu](http://www.ramapo.edu) Mary C. Starke, Ph.D.

PSYC 320-01, 4 credits Professor of Clinical Psychology

Mondays 9:45 am - 1:00 pm Voice Mail: 201-684-7623

Location ASB 230 E-mail: mstarke@ramapo.edu (preferred)

 Office: Trailer Office: TO #005

Prerequisites: PSYC 101, CRWT 102,

PSYC 303 and 304, Junior/ Senior Status, Office Hrs: By appointment only.

or permission of instructor. I would be happy to meet with you.

Prerequisite/co-requisite: Abnormal Psychology314 Please make an appointment in

Prerequisite: Research Methods PSYC 303 person or by e-mail to see me.

and Data Analysis PSYC 304 Mailbox:ASB 431 FAX:201 684 7257

This course fulfills the requirement for a SSHS (201-684-7625/7051)

category 6 course in the psychology major alspach@ramapo.edu,zpetros@ramapo.edu

 Electronic Forms of Communication: In accordance with College policy, I will use your **Ramapo College email address**, first letter of your first name and maximum of first seven letters of your last name@ramapo.edu., to communicate with you about course-related matters. Please be sure your Ramapo e-mail account has been activated and check it at least twice a week.

 Some course materials will be posted on My Ramapo/ Luminis: http://my.ramapo.edu

I do **not** accept electronic submission of papers. Unless you have my permission, written assignments that are not submitted in hard copy on the due date will be penalized as “late.”

**Course Description**: An applied study of abnormal psychology. This course is to be taken in conjunction with PSYC 314, or after completing PSYC 314. Beginning in 2013, students must have completed CRWT 102 and Psyc 303 and 304 before taking Fieldwork courses. Students will spend the equivalent of one day per week (six to eight hours) over the course of the semester (11 weeks) working in an agency that deals with emotionally disturbed children, adolescents, or adults (e.g., mental hospital, school or pre-school program for special children, residence for children diagnosed with mental retardation, training program for children diagnosed with autism, and so on). As most mental health services agencies tend to be open during the hours of 9am to 4:30pm, students should leave one day free in their schedules to accommodate fieldwork placement. Like all fieldwork courses, this course requires a substantial term paper based on library research from the professional journals that is to be integrated with the practicum experience. *Due to obligations to community agencies and their clients, admission to fieldwork placements is at the discretion of the psychology faculty.* Lab fee.

**Course Goals**:

 Students will refresh their base of understanding and knowledge of the field of abnormal psychology through readings and practicum experiences. Through observation and supervised work with clients, students will gain first-hand experience with the issues of etiology, treatment, diagnosis, and public policy. Students may also acquire, in the course of this work, certain skills in communication, special education, behavior therapy, and establishing rapport with clients who have emotional difficulties.

 Students will integrate their practicum experience with theoretical issues through class discussion, through oral presentations in which the students describe their work in the field and present a case study, and through a term paper that incorporates library research in professional journals with observations and experiences from the practicum.

 Students will be expected to learn and use the formatspecified by the current edition of American Psychological Association.(2010**).** *Publication manual of the American Psychological Association., 6th ed.* Washington DC: American Psychological Association.

 Students will acquire a practice—through writing, through class exercises, through breathing, through meditation, and/ or through movement that will help them reflect on their fieldwork, their course and life experiences: Students will be asked to practice daily--a minimum of 15 minutes—and to reflect on their practice in their journals, in class exercises, and in class discussion.

**Course Objectives and Student Learning Outcomes:**

1.2 Demonstrate knowledge and understanding in the content areas relevant to the field placement.

1.2 Document the development of **skills in working with clients** as appropriate to the placement.

2.1 Use the concepts and language of the discipline in discussing the relationships between theory and practice.

3.1 Demonstrate knowledge of overarching themes, persistent questions, or enduring conflicts in psychology.

4.1 Demonstrate information literacy in psychology. Formulate questions and find credible sources.

4.2 Use **critical thinking** effectively.

5.6 Demonstrate **effective writing using APA** **format** **for research** papers.

5.7 Demonstrate effective **oral communication** skills.

 Adopt a practice that will result in reflection on fieldwork and life experiences

 **Requirements:**

 1. **CONCURRENT ENROLLMENT IN PSY 314**, Abnormal Psychology, **or COMPLETION** OF PSY314 in a previous semester, or permission of the instructor. You may not take the fieldwork course without the classroom component. Beginning in 2013, students must have completed CRWT 102 and Psyc 303 and 304 before taking Fieldwork courses.

 2. **MATURITY AND DEPENDABILITY**. You will be working with emotionally disturbed individuals who are very vulnerable to disappointment and rejection. **If you cannot attend your field placement regularly as scheduled** (due e.g., to an unreliable car, an ailing relative, an ongoing emotional crisis, an overly ambitious work or course schedule, your own emotional or physical problems, medications that have not been stabilized, and so on), do not take this course at this time. **It is not fair that you add to the emotional problems these clients already have.**

 **One** or perhaps, **two, emergencies** might qualify for **rescheduling during the semester, but no more** than that as these are disruptive to the clients and the agency**.**

 You will be working at human service agencies that will make a place for you in their programs. **If you do not show up as scheduled,** their programs will suffer, and **they will be reluctant to accept Ramapo students for placement in the future.** When I place you at an agency, I am vouching for your maturity, dependability, common sense, and sense of responsibility. Please do not destroy my professional reputation with the social service agencies in our community.

**EXPERIENTIAL COMPONENTS**: This course includes a minimum of 60 hours of work in a community agency in addition to regularly scheduled class meeting and course assignments. Observations from the field experience will be integrated with course material through the term paper and through the three oral presentation assignments: See descriptions of these assignments below.

 3. **TERM PAPER**. See separate **handout** for guidelines**.** Papers that do not follow the GUIDELINES for the paper with regard to permissible sources and format of bibliographical references and citations receive an “F.” ***Do not write this paper without reviewing the sample term papers on library*** ***reserve*** ***or the written******guidelines****.* Your **topic** is due in writing before or in class on Monday, **September 29th** e.g., psychosocial treatment of ADHD, discrete trial training treatment for autism, or medication treatment for schizophrenia. Annotated bibliography of journal articles for your term paper in APA format for references is due **Monday, October 13th**. In addition to containing all required reference information for each journal article in APA style, this bibliography should include a brief summary of each article and its relevance to your term paper topic. The first **three pages including at least two examples of integration from your field experience, an outline, and two references**  typed out in **APA format** for the term paper are *due in hard copy*--no electronic submissions--in class or before on Monday, **October 27th**. I will return these to you with feedback either during the next class or the one after that.

 I will require that some of you take drafts of your paper to the **Writing Center** so that tutors there may help you with your writing skills: **guide.ramapo.edu**/ scroll down on the left to Tutoring/ Center for Academic Success link. The tutors require three sessions in which they sign off on the corrections they suggest. In other words, you will have to return with revisions of three successive drafts of your paper for the tutors to help you produce a well-written final product.I will expect you to include time for this process of revising several drafts of your paper if your writing skills need improvement. Please take this process into consideration when deciding the date to begin writing your paper.

The final paper is ***due* *in hard copy***--no electronic submissions--in class or before on**Monday, November 17th.  *Late papers will be penalized.*** At the instructor’s discretion, students who submit papers late may be required or allowed to take an “Incomplete” grade in the course.

Please **examine sample term papers** written by students in past semesters that received various grades from "A+" to "F." They are on reserve at the library under my name, PSY 320, Abnormal Psychology **Fieldwork**. They will give you an idea of the quality and quantity of research I expect in this assignment. As material from the **Internet** is **not allowed** unless it is a journal article, please allow **3 weeks for** the Ramapo library to obtain (free) **interlibrary loan journal articles** from other research libraries for the research section of your paper. Reference librarians may be a helpful resource in finding appropriate journal articles.

 4. (Optional) Powerpoint **PRESENTATION** an oral presentation consisting of an **interview of a professional** in the field with Powerpoint slides. Suggested questions e-mailed to students before beginning of the semester. Presentations/ answers to questions due in class October 1st., 8th , and 10th . Reflect on whether you would choose to take such a position.

 5. Powerpoint **PRESENTATION** on a topic relevant to the **population** with which you work: symptoms and treatment on topics such as autism, schizophrenia, dementia, conduct disorder, child abuse, and so on. Your topic is due before Monday, September 24th. Student presentations will begin soon after this date. Dates and times of the presentations will be arranged to so that **students coordinate with other students** **working** on the same population **topic**. Please see **handout**. You may use combinations of lecture, question and answer, Powerpoint, video clips, group discussion, and so on, but you ***may NOT******read*** your presentation. I encourage you to use audiovisual materials. If you are unable to give your presentation as scheduled, please let me know as soon as possible so that we can make alternate arrangements, ***if*** possible. If you do not show up for your presentation as scheduled, your grade will be penalized, and it may not be possible to reschedule it. **Send me your presentation**—slides, notes-- **at least one week before it is due in class**. You must include an estimate of the **duration of your presentation** along with the Powerpoint or outline you send me for feedback. Do NOT e-mail your presentation using Microsoft Office suite 2007 with an “x” suffix. Save it “down” in an **older version such as Powerpoint 2003, XP**, or send it to me as a pdf file. Reflect on whether you would like to work with this population again in the future: In a similar agency? In a different setting? With a different population?

 6. Powerpoint **PRESENTATION** on **your agency and** a **case presentation**. See separate **handout** for guidelines. You will share information about the agency where you work, and you will give a case presentation on one of the clients with whom you work: dates and time to be arranged. If you are working in the same agency as one or more of your classmates, I will ask you to **coordinate the presentation** so that class members do not hear repetitive information about the agency or particular cases. If you are unable to give your presentation as scheduled, please let me know as soon as possible so that we can make alternate arrangements. If you do not show up for your presentation as scheduled, your grade will be penalized, and it may not be possible to reschedule it. Reflect on whether you would like to work in this agency or another like it that deals with consumers of the sort with whom you have worked.

 7. **QUIZZES**: Quizzes covering syllabus, articles, presentations, videos, and other class material on substance abuse, autism, schizophrenia, dementia, conduct disorder and so on. Late assignments are not accepted. Please submit your work in class on the day it is due or submit it in the class before. **No make-ups.**

 **8**. **FIELDWORK**. **Minimum** **Sixty Hours**. Placement to be arranged with the instructor at end of the previous semester, over the semester break, or at the very latest, during the first class meeting of the semester. Do not miss this class as it is difficult to repeat all of the information about agency populations, locations, hours, programs, and so on. You also may not be able to get your first choice placement if many other students have already chosen to work in that particular agency or if the deadline for completing paperwork or training in that agency has passed.

 You will be spending the equivalent of one day per week at your field placement, although in some cases, you may be able to break that day up into two mornings, two afternoons/ evenings or some other weekly combination. You may do **PART** of your fieldwork in the evenings or on weekends if the agency where you are working is open at those times. You may **NOT** do **ALL** of your **hours in evenings/ weekends** unless the professional staff is available to supervise you at those times.

 You may ***not miss attendance*** at your field assignment ***except for emergencies.*** ***If an emergency arises, please notify the agency*** as early as possible that you will not be able to attend. A *significant* portion ***of your grade*** for this course will be based on absences and notification of your supervisor in a timely manner about any absences that might be necessary. This is an important part of the **professional role** in mental health work. Please inquire what the agency's policy is regarding closings due to **inclement weather or holidays**. (Agency closings and holidays are often different from Ramapo College closings/ holidays.) Please inquire whether there is a dress code: **Avoid transparent or overly-revealing clothing**; dress neatly and appropriately. Avoid bringing drugs or valuables to your field placement.

 If there is anything in your life at this time that may cause you to have spotty or sporadic attendance at your field placement (e.g., a chronic illness-- yours or that of someone close to you-- that may require unpredictable changes in your schedule, unregulated medication issues that may affect your behavior, an emotional stressor or a substance abuse problem that may cause pronounced shifts in your ability to show up or function reliably), please postpone your field experience to a semester when life is more stable for you.

 Should **problems** arise during your fieldwork, **notify me immediately**. I will contact your fieldwork supervisor and try to resolve the issue.

 **9. Journals.** Please keep a journal of each of your field experiences. Journals must be **brought to class for sharing of fieldwork experiences** and reflection exercises; sharing of journals, reflections, and fieldwork experiences will constitute **part of the class participation grade.** As the **term paper requires integration between practicum experiences and the research** literature, journal entries will remind you of relevant observations from your field experience. Journal entries will also enable you to participate more in class, give a more comprehensive **case study presentation** and note developmental changes in your personal experience. Journals help students improve their critical thinking and writing skills. Finally, journal entries will be helpful to you in noting changes that take place in your development and in your goals over the course of the semester. This will be useful when you participate in the written and oral exercises in which you **reflect on the changes** you see in yourself and in your goals over the course of the semester.

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  **10**. **CLASS ATTENDANCE and PARTICIPATION**. I must be able to communicate with you regularly to insure that fieldwork goes smoothly. Therefore, you are **expected to attend all fieldwork class meetings**. Class participation involves meaningful contributions in class e.g., criticisms of theories or research, answering questions, sharing relevant observations, sharing experiences in the reflection exercises, and participating in class discussions. The grade for class participation will be determined by **quality** as well as quantity of participation. All students are expected to share in the creation of a comfortable and respectful learning environment. We will engage in discussions of reading materials, field experiences, reactions to presentations, and reflection exercises. Students are encouraged to contribute questions and experiences from their fieldwork even if these fall outside the topics listed on the syllabus. We will learn and share from each other’s experiences, so attendance and participation is an integral part of the course design.

 Absences will be allowed for emergency reasons only, and the accumulation of more than **two absences for any reason** will result in an **“F” grade**. Regular lateness in arriving for class or early departures will be counted as absences. Do **not contact me** if you miss class. **Contact one of your classmates** to obtain class notes and find out about any handouts or announcements you may have missed.

 College policy states that students must notify faculty within the first three weeks of the semester if they anticipate missing any classes due to religious observance

 11**. MONITORING your RAMAPO E-MAIL.** There will be times whenI will have to communicate with you between class meetings, especially if emergencies arise at your field placement. You will need to check your Ramapo e-mailbox **at least twice a week between class meetings** and respond to my inquiries in a timely manner.

 12**. READINGS.** You will also need a **current**--publication date within the last three years--edition of a **research-based** **textbook** in Abnormal Psychology or Childhood Disorders for the oral report on the population with which you are working, to help you choose your term paper topic, and as a starting point for your term paper research. The **DSM-5** was adopted by APA in May 2013. Please be sure your presentations and writings **reflect current diagnostic criteria and research** in the topic you have chosen for your **presentation(s) and term paper**.

You may also have to go online for certain updates on your topic.

If you will be working with **adults**, I would recommend:

Kring, A.M., Johnson, S.L., Davison, G., Neale, J. (**2014**). *Abnormal psychology* ***DSM-5 Update****, 12th ed.* Hoboken, NJ: Wiley Publishers.  ISBN: 978-1-118-640883 Cstmr Svc Voice:800-225-5945

Important: DSM-5 is the current diagnostic manual, so please purchase the edition that says, **DSM-5 Update in the title**. (There have been quite a few changes over the antiquated DSM-IV TR.

I would recommend the following if you will be working with **children or adolescents:**

Mash, E.J. & Wolfe, D.A. (2013). Abnormal child psychology, 5th ed., Belmont, CA: Wadsworth/ Cengage Learning.  ISBN 978-1-111-83449-4 This version includes many DSM-5 updates.(Cstmr Svc Voice: 800-354-9706.

Additional readings may be required by your field supervisors. ***Library research—specifically, journal articles-- required for the term paper.***

 MISC. Some field agencies may have additional requirements e.g., the Early Childhood Learning Center requires that you get a MANTU (tuberculosis screening) test before you begin work at the agency and a criminal background check. Some agencies require finger printing or security checks; others agencies require letters of recommendation, or completion of training programs. Please comply with these **before the semester begins** so that you may begin your fieldwork as soon as possible. Most agencies will not allow you to begin your fieldwork until all of these requirements have been met. If you begin your practicum late, you will not have time to become expert in the topic you have chosen: your population presentation, case study, and term paper research will be late, and you will not be able to complete your coursework in a timely manner.

 **13. Daily Practice:** Wewill be engaging in a variety of exercises in class—breathing, relaxation, imagery, contemplation—and you will be asked to reflect on your experiences during these exercises. In addition, you will be asked to practice at home: a minimum of 15 minutes per day. You may adapt some of the exercises, from class or your own practice--if you meditate, pray, perform yoga, “journal,” or engage in some other type of contemplative practice. You will document, date and time—see time management sheet at end of syllabus--, as well as reflect on this practice in your journal and share your experiences periodically with the class by reading from your journal and/or during class exercises. Journals must be brought to class, they will be collected approximately two thirds of the way through the semester

 **Course Accommodations**: If you need course adaptations or accommodations because of a **disability** **documented** with the Office of Specialized Services, please make an appointment with me at least a week before an assignment due date. I would be happy to discuss any special needs with you.

 **Academic Integrity**: Students are expected to read and understand the section on academic integrity in the college catalog regarding cheating, plagiarism, academic misconduct, and fabrication. Members of the Ramapo College community are expected to be honest and forthright in their academic endeavors. Violations will be reported to the Provost’s Office and managed in accordance with college policy.

 Classroom Decorum: In order to maintain a classroom environment conducive to learning, please to adhere to the following rules:

a. Turn **off cell phones before entering class**.

b. Limit late arrivals, leaving and returning to class only to emergencies.

c. Refrain from making remarks that are not related to the subject matter at hand.

d. Refrain from chatting with classmates.

e. Conduct should contribute to an atmosphere that encourages the exchange of perspectives springing from differences in age, race, gender, ethnicity, sexual orientation, and social class background (i.e., no racist, sexist, etc. comments will be tolerated).

 g. Treat your classmates and instructor with respect.

**Writing Intensive (WI) Course:**

 Writing will be integrated into the life of this course. You will receive comments, direction, and support as you work on strengthening your writing skills. Your writing will be evaluated and returned in a timely fashion, allowing you to incorporate my comments into your future work. For help outside the classroom, please see me during my office hours and/or work with a writing tutor in the Center for Reading and Writing, Room: L-211, x7557, crw@ramapo.edu. Professor Michael Bitz, chair of WI curriculum, 201-684-7369; email mbitz@ramapo.edu or Priscilla Tovey VanAulen, English Instructor/Outreach Coordinator Center for Reading and Writing, ptovey@ramapo.edu.

 You will receive feedback on your term paper topic and on drafts of your term paper in a timely manner, and you will have the opportunity to revise and re-submit these, although no revision will be accepted for the final term paper. The same will be true of your written work for the class presentations: You will submit drafts, and I will give you feedback before and after the presentation is made in class. In addition, you will practice your writing skills in the weekly journals you will keep of your fieldwork experiences and your reflection exercises or practice. These journals will provide material to be integrated into your class participation, into the term paper and into the presentations made in class. Please consult detailed guidelines and handouts for the term paper and for each of the presentations in addition to feedback evaluations for these assignments.

 **Grading Policy**: Term Paper, based on refereed journal articles **42%**

 (Optional Oral Presentation: Interview a Professional, 3%**)?**

 Population presentations on autism, schizophrenia, dementia.

 conduct disorder and other topics relevant to the populations with

 which you work, **15%,**

 Presentation on agency and one of your cases, **8%**

 Evaluation of Fieldwork Supervisor, **27%**

 Class participation (and quizzes, if we have them), **5%** (or +3%?, if

 Student chooses not to do optional professional interview)

These are the guidelines from the college's All-College Task Force on grading;

100-104 **=** 103 = A+

97-100 = 99 = A = outstanding 73-76 = 75 = C = average

93-96 = 95 = A- = excellent 69-72 = 71 = C- = below average

89-92 = 91 = B+ = very good 65-68 = 67 = D+ = well below average

85-88 = 87 = B = good 60-64 = 63 = D = passing

81-84= 83 = B- = well above average below 60 = F = failing (due to failure to complete assignments,

77-80 = 79 = C+ = above average failure to follow guidelines for assignments, irresponsible or

 unethical behavior at fieldwork agency).

 Names, phone numbers, e-mail addresses of classmates working at the same agency with you or working with the same population for coordination of presentations, missed notes, and so on:

1.

2.

 3.

4.

5.

Tues. May 6, 2014 1:00-2:30 pm

**First class** meeting.

1. Distribute and review syllabus and time sheets, assignments, grading

2. Overview of course, fieldwork requirements

3. Instructor meets individually with each student to discuss goals, potential issues,

 practicum placement

4. Each student chooses agency where s/he would like to work the following semester.

**Tues. May 6 - Aug 31, 2013**

1. Instructor contacts agency supervisors, meets with students individually and places each student.

2. As some students are forced to drop course over the inter-session break and others add it, instructor meets individually with new students and places them at their agencies, if possible. Agency requirements such as fingerprinting, background checks, orientations, or other agency requirements may make it impossible to place students if they miss the first class meeting.

3. Students contact their supervisors, meet with them, and **comply with all agency requirements**: finger printing, criminal background checks, TB Mantoux and other medical tests, application, Human Resources processing, orientation and training sessions, letters of recommendation, and so on. Students begin their fieldwork on or before the week of September 4th.

4. With instructor’s approval and if feasible, students may change fieldwork agencies/ and or supervisors as necessary

5. Instructor e-mails copy of questions for “Interview a Mental Health Professional” assignment and textbooks to students early in June/ (December for spring courses).

5. Instructor e-mails copy of all course materials to students: 11 Handouts, journal articles before second class meeting at the beginning of the current semester. Students print these out and bring them to second class meeting early in September/ (Januaryfor spring courses)..

6. Students buy textbook for course in accordance with their field placement—adult OR child/ adolescent abnormal psychology textbook. Textbook information is sent to students over the semester break.

**M Sept 8, 2014** **Second** class Meeting

Class meets per fall Schedule of Classes at **9:45 am-1:00 pm** in **AB 230**

**1.Attendance will be taken at the beginning of each class**. Lateness will be noted, and repeated latenesses will add up to an absence, particularly if the students is very late. If a student is late, it is his or her responsibility to ask the instructor to amend the attendance sheet. Late arrival will interfere with students’ ability to participate in class discussion and reflection—course participation grade will be affected. Lateness will not be tolerated once student reports begin to avoid flustering the presenters.

2. If a **reflection exercise** is in **progress when a late student arrives** for class, s/he will be instructed to **wait outside** **the room** until the exercise is over and processing/ reflection of the exercise is taking place.

3. Review fieldwork requirements: 60 hours, regular **attendance** at agency and in class.

4. Discussion: advantages and disadvantages of fieldwork.

5. Instructor checks with each student on progress over the break: secured placement, met with supervisor(s), and completed all agency requirements?

\*6. Go over handout: “Guidelines for Students in Field Placements”: dress code, work ethic, boundaries, etc. Handout was e-mailed to students before class.

7. If you have not already done so, you should begin working at your agency this week.

8. Reflect upon and share your initial fieldwork experience: How did you feel about contacting your supervisor? scheduling the first meeting with the supervisor?, complying with agency requirements? Getting to the agency? meeting the clients or consumers for the first time? What did you learn during this process—about yourself? about the field of mental health services?? about finding a job in the field of mental health? about the clients or consumers? about the agency in which you will work?

9. Reminder to keep **journal entry** for each fieldwork visit and each daily reflection session: This information will be helpful to you in sharing fieldwork experiences and reflection exercises as part of class participation and as a source of supporting material in your term paper and in collecting material for your second oral presentation: case study

10. Reminder to keep your **Time Sheet** up to date for each fieldwork visit: date, hours worked, number of hours completed. You will add up the total number of hours you have worked at the end of the semester. Your **supervisor must sign off on this Time Sheet**, and it will be **submitted** in class ortogether with your **Supervisor Evaluation** form to the instructor before you can receive credit for the course.

11. Go over **“Interview A Professional” oral presentation assignment**. Suggested questions were e-mailed to students over the semester break. Any questions regarding assignment? This gives students who need extra practice with oral presentations an opportunity to give a presentation that is readily organized and for which there is relatively little grading downside. It also gives students who are interested in a particular profession the opportunity to find out more about that profession and to reflect on the advantages/ disadvantages of a career in that profession. Mental health professional interview Powerpoint presentations **begin Sept 15 or 22**.

\*12. Reflect about which **topic** you would like to choose for you **Oral Population Presentation**: This should be a **diagnosis from the DSM** and a **disorder you see in your** work at the **agency** that **interests you**—e.g., schizophrenia, autism, depression, bipolar disorder, conduct disorder, ADHD, borderline personality disorder, and so on—and **one which you may narrow down for your term paper topic** where you may discuss **treatment approaches** for this disorder you have seen at your agency. Review the handout for the population presentation. You may also wish to **consult with your supervisor on the best topic to choose.** It should be one for which you see treatment approach(es) at your agency. **If more than one student chooses a particular diagnosis, students will break up and share the topic**, working to put together an oral presentation for the class that is well organized and free of redundancies. **Consult with your supervisor** and **consider** **several** possible **topics**, especially if you prefer not to share a topic with another student. The class will hear **only one presentation per topic,** and all presentations on a given topic will be presented on the same date. Your Powerpoint presentation, along with an **estimate of its** **duration** is due to the **instructor for** **feedback** **via email** **a week before** the presentation is scheduled in class. Student **population** Powerpoint **presentations: Begin Sept. 30th,.**

13. **Syllabus quiz**, emailed along with other handouts during the semester break, is **due, with answers printed out, in next class.**

14.Just Like Me exercise and reflection

15. Overview of the advantages of a daily reflective practice: for anxiety and stress reduction, for problem solving, for improvements in focus and concentration, for enhanced neuropsychological development, for improved mental and physical health. Choosing a time of day—See Time Management Sheet. Daily journal notation/ entry and reflection on the practice

16: Daily Practice Assignment: Choose a convenient time, set a timer, and sit quietly for 15 minutes, emptying your mind of thoughts, if possible, or allowing thoughts to come and go without judging them, not making any effort to think about anything in particular—no answering texts or voice mail, not planning what you have to do; try to focus on your breathing unless that causes anxiety. Daily, note the date and time in your journal and write a brief paragraph about what happened during those 15 minutes you allotted to yourself: how did you feel? physical effects? emotional effects? nature of your thoughts? nature of your breathing? How did you handle interruptions? What did you learn about yourself?

17. Get to know a classmate and instructor. Exercise and reflection

18. Students who added the course late and did not meet individually with instructor before the beginning of classes will do so today and **may** be placed at an agency, if placements are available . Students do NOT contact agency until instructor has contacted the supervisor and given the student permission to contact his or her supervisor.

 (W Sept 10: Last day for Schedule Adjustments )

**M Sept 15**

Attendance

1.Reflect upon and share feedback on your first experiences at agencies: Bring your journals to class. How did you feel meeting consumers for the first time? How did your interactions with them go? If you did not have a chance to share your experiences about meeting your supervisor or going to the agency for the first time, we may have time for those reflections at this class. (Consult your journal entries for items to share, questions about fieldwork, interesting experiences, and so on.)

2. Reminders about work ethic and dress code issues.

\*\*3. **Print out your answers**, **print your name** on, and **bring to this class homework assignment**: **Syllabus Quiz** e-mailed to students over semester break, before second class meeting. We will go over the answers to the assignment in class. **Some** of the **answers to quiz** questions appear on **Guidelines for Term Paper handout** e-mailed to students before the second class meeting. If you do not bring this homework assignment to class, it will **not be accepted late**; please get the answers from a classmate who was in class so that you do not perform poorly in the course.

4. Study Techniques, SQ3R,

\*5. Time Management: Daily 15-minute practice and reflection should be noted on the schedule as well as our class meeting time, your regular time to attend fieldwork practicum, additional work/ study for our class (and other classes, job and regular duties) due in next class

<http://www.youtube.com/watch?v=se8Xncrpn24>

\*6. Go over “Ethical Guidelines for Students in Fieldwork Assignments” handout; please print out the handout from the e-mail and bring it to class. Sign off in class.

\*7. Go over **oral population handout**: Please print out from e-mail and bring the handout to class. Consult with your supervisor, consider several DSM categories, if possible, especially if you do not wish to do the oral presentation with other students.

\*Preliminary oral (population) report topic is due in the next class in writing. Include more than one option, where possible, particularly if you are reluctant to collaborate with classmate(s) on your presentation.

\*8. Daily practice for next week: Rationale for **breathing exercises** and the advantages of mindful breathing. Diaphragmatic breathing and three-part breath. Try to **condition yourself to breathe this way** as frequently as possible during the day, NOT only during your 15-minute practice.

\*\*9. Read Atul Gawande, A. (2004 December 6). “The Bell Curve.” ***New Yorker.*** http: //www. newyorker.com/archives/2004/12/06/041206fa\_fact. Retrieved 22 May 2010.

Classs discussion on this article. Article was e-mailed to students before beginning of semester. We will have a reflection exercise on this article in class: It may involve writing about the article and/ or discussion about it. Major question for reflection: Why did the instructor assign this article? What did you find most interesting or surprising about it?

9. Lillienfeld article questions assigned to students by instructor via e-mail. Answer all questions, print out and bring to next class. Focus especially on the questions assigned to you.

\*10. Instructor emails questions on Lillienfeld article to students. We will begin going over answers in the next class. **Continue to bring your answers to class** as it will take several classes to finish this going over this assignment and we will fit it in as time permits.

11. Reflection: What was the nature of your daily practice this week? How did your daily practice go? Were you able to sit and to reflect each day when you intended? scheduling issues? sitting issues? interruption issues? writing out your reflection issues? What did you learn about yourself?

**M Sept. 22**

Attendance

**1.Dr. Eileen Quaglino 9:45 in ASB 230: Careers in Psychology; Graduate School;** Dr. Quaglino is an experton career counseling and graduate school. Every semester students report they find her presentations in class invaluable, informative, and motivational. She and I answer students’ questions. ( Donna Kauder**,** **dkauder@ramapo.edu** is your SSHS Cahill Center representative, C209. Aron Lorenz,**alorenz@ramapo.edu**Cahill Center, C209 is your graduate school advisor.) Dr. Quaglino reviews the valuable Cahill Center services. If you are interested in graduate school or getting a job, you should not miss this presentation.

2. Reflection and feedback on Dr. Quaglino’s presentations

3. Reflect upon and share your fieldwork experiences (read journal entries or verbal reports).

\*\*4. Time Management: Daily Practice and Study Schedules are due in class

<http://www.youtube.com/watch?v=se8Xncrpn24>

4. Instructor returns graded syllabus quizzes

\*5. Instructor schedules (optional) “Interview a Mental Health Professional” presentations Powerpoint presentations begin in next class Sept. 29;

\*\*6. Preliminary oral **report topic is due in class in writing**. Choose one of the DSM disorders you observe in your field placement. If you miss this class, e-mail your topic to instructor in time to receive feedback before the next class where students will divide up their oral presentation topics.) If two or more students choose the same topic, they will divide the topic up, and they will work together to coordinate their presentation so there is no overlap for the class. (If you do not wish to work with others on this presentation, choose a second and possibly third choice for your disorder.)

7. Continued discussion of Atul Gawande “Bell Curve”article e-mailed to students before class #2.

8. Process your reflection practices during this week: What was your reaction to mindful breathing: diaphragmatic breathing and the three-part breath? Were you able to do it every day at the time you scheduled for it?Were you able to remember to breathe this way at other times during the day—not only during your 15-minute practice: while waiting in line/ waiting for a friend/ walking to class/ waiting for class to begin/waiting for a text? any differences in energy level/ quality of sleep/ability to focus? any problems?

9. Daily practice: Imagery exercises in class: Incorporate your favorite imagery into your daily 15-minute practice and condition yourself to relax when you use the imagery. Try to use imagery at other times of the day: when you are having trouble falling asleep, when you are anxious, when you are preparing for an important “performance”—a music recital, an athletic competition, an exam. Class exercise: Experiment with autogenic phrases, a form of self hypnosis to induce relaxation or other desirable altered states of consciousness.

10. Reflection: Note your reactions to the imagery, autogenic phrases, diaphragmatic breathing/ and three-part breath every day. Try to increase the times during the day when you use diaphragmatic breathing and to condition yourself to breathe this way. Do you notice any difference in the tone of your abdominal muscles? any difference in your overall feelings of well-being? any differences in level of tension or muscle aches you experience as a result of practice?

10. Reflection on Lillienfeld article: Major questions: Why did your instructor assign the article? What did you find most surprising or interesting about it? What were the most important items you learned from reading it? Were you able to answer most of the questions or did you have to look them up?

11. Rationale for Research Methods: Consequences when scientists make mistakes,

 SIDS, autism, Specific Reading Disorder (aka dyslexia), eating disorders and

 recovered memory syndrome, facilitated communication, and other misguided

 treatments

\*12. If time permits, begin going over student answers to Lillienfeld article questions. Continue bringing your answeres to the questions to class as we will continue to return to this assignment over the course of the semester as time permits.

\*13. Term paper topics are due **in writing** in next class. See handout for term paper assignment.

**M Sept. 29th**

Attendance

1. Discussion of your fieldwork experiences (Consult your journal entries).

 \* 2. Continue going over student answers to Lillienfeld article questions.

 \* 3. Students begin “Interview a Mental Health Professional” Powerpoint presentations

 \* 4. Finalize oral population presentation topics and schedule them: **Begin Oct. 13th.**

 \* 5. **Term Paper topic due** in class in writing. If you miss this class, p lease e-mail the term paper topic to the instructor. One sentence suffices e.g., “Pharmaceutical Treatments for Attention Deficit Hyperactivity Disorder” or “Discrete Trials Treatment for Autism” or “Social Skills Training in the Treatment of Asperger’s Disorder.” Term paper topics are subject to instructor approval and may be modified by instructor. (NB: “treatment of autism,” “schizophrenia,” “conduct disorder,” or “ADHD” are too broad to serve as term paper topics.) You are most likely to be successful if you chose a type of treatment for one of the disorders from DSM-5 you observe in your practicum.

6. Process your reflection practices during this week. What was your reaction to using imagery on a daily basis in your practice this week? What were your favorite images/ locations? Did you use imagery to prepare/practice for any (difficult) assignments such as a performance, athletic event, exam, or oral presentation? How about your reaction to the autogenic phrases? Can you condition yourself to relax to a particular phrase or phrases? How are your diaphragmatic breathing/ three-part breath exercises coming along? How was your daily focus and concentration during the exercises? Were you able to use the breathing, imagery, or autogenic phrases at other times of the day to help yourself relax—not only during your 15-minute practice? Which seems to work best for you?

7. Daily Practice exercise: Autogenic training. Practice using autogenic training phrases during your daily 15-minutes practices at home this week and note your reactions.

8. Continue going over students’ answers to Lilienfeld questions emailed to students earlier in the week.

9. Reminder: Students’ annotated bibliographies for their term papers are due in **only two weeks:** on **October 13**. This means you will have to submit the list of articles you plan to use in your term paper in alphabetical order, in APA style, along with a brief paragraph summarizing each article and the reason you plan to use it in your term paper—how it relates to your thesis.

**M Oct 6th**

Attendance

1. Discussion of and reflection on your fieldwork experiences (Consult your journal entries. Or extemporaneous sharing)

\*2. Students divide up their oral report topics: **DSM organization, symptoms**, **treatment**, etiology? epidemiology? prognosis? **Students** **meet outside of class** to **coordinate their presentations** so they are well organized, and there are **no repetitions** of information for the class.

\*3. Review handout, “Guidelines for **Term Paper**” in class

4. Daily practice in class exercise alternate nostril breathing. An additional breathing tool to add to your arsenal to help you focus, relax, solve problems, enter into a beneficial state of altered consciousness.

\*4. Research Methods and Students present answers to Lillienfeld article questions

C**ontinue to bring your answers to this assignment to class.** If we do not finish going over the answers in this class, we will go over a few whenever class time permits **before the end of the semester**.

Additional (optional) readings on this topic:

 Barlow, D.H. (2010). Negative effects of psychotherapy. *American Psychologist, 65*, 13-20.

 Castonguay, L.G., Boswell, J.F., Constantino, M.J., Godlfried, M.R. (2010). Training implications of harmful effects of psychological treatments. *American Psychologist, 65*, 34-49.

 Dimijian, S., Hollon, S.D. (2010). How would we know if psychotherapy were harmful? *American Psychologist, 65*, 21-33.

 Lillienfeld, S.O. (2007). Psychological treatments that cause harm. *Perspectives on Psychological Science, 2,* 53-70. http://pps.sagepub.com/content/2/1/53.abstract

Retrieved 05 September 2007.

6. Continue students “Interview A Professional” Powerpoint presentations.

\*7. Instructor **assigns dates for oral population presentations** and e-mails them to students. Review the schedule for your date and topic. Please catch any errors.

8. Students **e-mail Population Powerpoint presentation** or notes **and** **duration** of their presentations to instructor one week before presentation is due in class. (Do NOT use Pwpt 2007. ppx. Save it “down” and **send** as **presentation, as XP file, pptx, Powpt 2003 or an earlier version, or pdf file**.)

9. Process your daily practice during this week: Your reactions to diaphragmatic breathing, three-part breath/ use of imagery, autogenic phrases, and alternate nostril breathing during daily practice this week. Read from journal entries or verbal responses: problems? benefits? practice in class

10. . Reminder: Students’ annotated bibliographies for their term papers are due in next **week:** on **October 13**. This means you will have to submit the list of articles you plan to use in your term paper in alphabetical order, in APA style, along with a brief paragraph summarizing each article and the reason you plan to use it in your term paper—how it relates to your thesis

11. Daily practice exercise: Swing arms and bellows breath—“yoga coffee”, tadasina. Try these exercises first thing in the morning or at other times of the day when you need energy, perhaps, substituting these exercises for some of your caffeine or nicotine intake? (The general recommendation is to swing your arms 100 times in conjunction with diaphragmatic contraction. Note your reactions in your reflection journal every day.

**M Oct. 13th**

 **Happy Columbus Day; college DO classes meet.**

Attendance

1.Reflection and discussion of your fieldwork experience

\*\*2. Annotated bibliography of journal articles for your term paper in APA format for references is due **Monday, October 13th.**This means you will submit the list of journal articles you plan to use in your term paper in alphabetical order, in APA style, along with a brief paragraph summarizing each article and the reason you plan to use it in your term paper—how it relates to your thesis

\* 3. Instructor gives sample Powerpoint Population presentation on a topic not chosen by students

\* 4. Daily practice: **Relaxation Training**: Deep muscle relaxation, imagery, autogenic training, diaphragmatic breathing or in vivo exposure to reduce anxiety: case example: public speaking? exam anxiety? other?

5. Interview A Professional oral presentations, continue

6. Reflection on various methods of reducing anxiety, increasing concentration and problem-solving, improving brain function and general health: Which works best for you and why? diaphragmatic breathing, three part breath, alternate nostril breathing, imagery, or autogenic phrases?

7. Students present answers toLillienfeld article, continued.

8. Students **e-mail Population Powerpoint presentation** or notes **and** **duration** to instructor one week before presentation is due in class. (Do NOT use Pwpt 2007. ppx. Save it “down” and **send** as **presentation, as XP file, pptx, Powpt 2003 or an earlier version, or pdf file**.)

9. Reminder: Term paper drafts are due on October 27: in only two weeks: The first three pages including at least one example of fieldwork experience integration with research citation, and an outline of the paper will be due in class.

**M Oct. 20th**

Attendance

1. Reflection and discussion of your fieldwork experiences: reading from your journal entries or extemporaneous recall?

2. Conclude “Interview A Professional” oral presentations.

\*3. Student oral Population Powerpoint presentations begin

5. Feedback to presenters by instructor and students

6. Reflection: Which of the breathing/ relaxation exercises works best for you: three-part breath, diaphragmatic breathing, alternate nostril breathing, imagery, autogenic phrases, or deep muscle relaxation works best for you? Can you condition yourself to enter an “alternate state of consciousness” using only a single word, phrase, or image? If you like deep muscle relaxation, can you do a quick body scan to see where you are holding tension, send the breath to that area of the body or use an image or phrase to relax the tension?

\*6. Reminder: Term paper drafts are due next week, on October 27: The first three pages including at least one example of fieldwork experience integration with research citation, and an outline of the paper will be due in class. If you did not submit the annotated bibliography on October 13, it is also due at this time. If you submitted the annotated bibliography, make any corrections or additions that were necessary and submit that with the draft.

7. Daily Practice: Energizing exercises in class: Swinging arms/ with diaphragmatic contraction or bellows breathing. The recommendation is to swing your arms approximately 100 times to raise your energy level. Can you do this first thing in the morning to cut down on your nicotine or caffeine intake? Running in place to energize, to increase blood circulation, to improve focus, to avoid pins and needles from sitting, as a form of weight-bearing exercise.

8. Research Methods and students’ Lillienfeld article answers, continued, if time permits

9. Students **e-mail Powerpoint presentation** or notes **and** **duration** to instructor one week before presentation is due in class. (Do NOT use Pwpt 2007. ppx. Save it “down” and **send** as **presentation, as XP file, Powpt 2003 or an earlier version, or pdf file**.)

**M Oct. 27th**

Attendance

1. Share and reflect upon your fieldwork experiences during the week. Read from journal entries or extemporaneous sharing.

\*\*2. **Term paper drafts due**: first three pages including at least one example of fieldwork experience integration, an outline, of the paper, (and two journal references typed out in APA format, if you did not submit the annotated bibliography on October 13th. Otherwise, submit the (corrected) annotated bibliography with additional references or online sources, if appropriate. The instructor hopes to return the drafts in class the following week.

Student oral presentations, continue

3. Student oral population presentations continue

4. Reflection: Which of the breathing/ relaxation exercises works best for you: three-part breath, diaphragmatic breathing, alternate nostril breathing, imagery, autogenic phrases, or deep muscle relaxation? Does either of the energizing/ increasing blood circulation exercises work for you—arm swinging, running in place? Have you noticed less need for intake of caffeine or nicotine as a result of these exercises?

5. Daily practice: Tadasana in class exercise, Mindful breathing while moving slowly and focusing on the body’s movement: In a continuous flow of movement where the breath “pulls the arms up” and “allows them to come down”: Interlace your fingers with palms facing up at full arm extension; breathe in slowly and gradually allowing your arms “to draw the breath in” while raising your arms to your chin. Reverse your interlaced fingers at chin level so that the palms of your interlaced hands now face the ceiling and continue to raise arms to full arm extension above your head while continuing to breathe in slowly and rhythmically and simultaneously coming up on your toes, stretching from the hips and contracting your abdomen; lower your interlaced fingers to chin level, begin to breathe out as arms reach chin level. Pause in breathing while simultaneously reversing the interlacing of your fingers—backs of hands will now point down towards the floor and palms up towards ceiling as you continue breathing out and gently contract the abdomen when the hands reach full extension at/ below groin with palms of interlaced fingers pointing up as at the beginning of the movement. This is a great stretching exercise—try it as a study break--, and walking on your tip toes with interlaced fingers and arms stretched above your head, palms facing up, also helps balance and digestion. (You may also breathe out gently while up on your toes, gently bending your arms to the right, breathe in and come center, breathe out gently while still on your toes and breathe out gently bending your outstretched arms to the left for a good side stretch. Breathe in with arms stretched straight up and out, once again reversing the palms and interlaced fingers when you come to the chin level.)

6. Students **e-mail Powerpoint presentation** or notes **and** **duration** to instructor one week before presentation is due in class. (Do NOT use Pwpt 2007. ppx. Save it “down” and **send** as **presentation, as XP file, Powpt 2003 or an earlier version, or pdf file**.)

Happy Halloween

**M Nov 3rd**

1. Reflect on and share your fieldwork experiences: from your journal entries or extemporaneously

2. Student Population Oral presentations, continue

3. Feedback to students on oral presentations

\*4. Instructor returns term paper drafts submitted last week with feedback

5. Go over handout on agency and case oral presentations

6. Reflection: Share journal entries on your daily practice: How is your mindful breathing during daily practice and at other times—diaphragmatic, 3-part breathing, or alternate nostril breathing coming along? How about using imagery or autogenic phrases to prepare for difficult performances? Have you used any of the deep muscle relaxation exercises or spot checks for tension? How about the energizing breathing/ increasing blood circulation of swinging your arms and contracting your diaphragm on the down swing 100 times per day? “Running” in place--while seated or standing? Have you tried the tadasana slow, mindful movement coordinated with breathing and stretching exercise with fingers interlaced? Reactions: emotional or physical? on ability to focus? effects on mood—good or bad?

7. Students answers to Lillienfeld questions, continue

\*8. Instructor sends “Supervisor Evaluation” forms to supervisors; if I do not have the first and last name of your immediate supervisor, his or her CORRECT email address, and cell phone or voicemail: please provide all information asap: for students at West Bergen Mental Health-Aspie & ADHD (Christopher, Daniela); RCPC (Lisa, Stephanie, Brittany).

If the name of the supervisor I have listed for your agency is not correct please discuss with me and provide an alternate supervisor: first and last name, CORRECT email address, and cell or voice mail: **Alpine Lrng**: Jame Stine (2 Ss); **Care Plus**: Melissa Sempath (3Ss); **Adv Hsg**: Christopher Kent (1 S) ; **Summer Hse**: Asemina Kremos (1 S); Chrstn Hlth: Vanessa Frega (1 S); W Berg Adult Partial Care: Julie Mansfield (2 Ss)

**M Nov. 10th**

Attendance

1. Reflect on and share your fieldwork experiences: from your journal or extemporaneous

3. Student oral presentations continue: Population presentations continue

4. **Agency/Case presentations** begin.

5. Reflection exercise: mindful eating: good preparation for the Thanksgiving break ahead: the raisin exercise

6. Reflection: Which practices in your daily practice—breathing, moving—yoga/ tadasana, mindful dancing coordinated with breathing, imagery or autogenic phrases, or increasing blood circulation seem to feel best or seem to be most useful in your daily practice? Why or how?

5. Students **e-mail Population Powerpoint presentation**, notes **and** **duration** to instructor one week before presentation is due in class. (Do NOT use Pwpt 2007. ppx. Save it “down” and **send** as **presentation, pptx, as XP file, Powpt 2003 or an earlier version, or pdf file**.)

**M Nov. 17th**

Attendance

**1**. Presentation on Interviews and Resumes by **Dr. Eileen Quaglino.** 9:45 am – 11:00/11:30 am; **(**Donna Kauder,**dkauder@ramapo.edu** **is your SSHS Cahill representative** Aron Lorenz alorenz@ramapo.edu is the graduate school advisor; both have offices in C209 or are available for appointments through email or voicemail. **Bring a copy of your resume,** if you have one, so that you may make corrections or note suggestions from Dr. Quaglino’s presentation. A good resume can help you get into graduate school or get a job. The same is true of being prepared for interview questions—whether for graduate school or for a job interview. What should be listed on your resume and how should it be presented? What questions are likely to be asked and what is the best way to answer them? Learn from a professional and find out about Cahil resume services and interview practice services.

\*\*\*2. **Final copy of term paper is due in class**: Include check-off sheet for this assignment from the handout for term paper, the paper itself, list of references in APA style, photocopy of each article cited, (the corrected) annotated bibliography, and (the corrected) 3-page draft with feedback in the package.

**Late papers** will be **penalized and graded down.**

3. Reflect on and share your fieldwork experiences

**M Nov. 24th**

1. Reflect on and share your fieldwork experiences (Consult your journals.)

2. Continue oral presentations: Agency and Case presentations

Enjoy your Thanksgiving break :=).

M Dec 2

1. Reflect on and share fieldwork experiences (Consult your journals and Instructor’s questions.)

2. Student oral presentations, continue: Agency and Case presentations

3. Review and reflect on feedback from your supervisor’s evaluations

4. Return (some) term papers

5. Reflect on what has been most helpful during the course: Fill out Course evaluations

6. Reflect on what has been good about your agency and your experience there? What could be improved? Help make next semester’s student experiences better: Your agency evaluation is due in class. We will discuss them

M Dec 8

**Last class meeting**

1. Share fieldwork experiences (Typed “Reflections on Your Fieldwork” exercise is due in class. Discussion processed in class.)

2. Student oral presentations, continue: Agency and Case presentations

3. Review and reflect on feedback from your supervisor’s evaluations

4. Return the rest of the term papers

5. Fill out Course evaluations, if not completed last week

6. Fill out Agency evaluations, if not completed last week

7. All students should have **submitted time sheets** with dates, hours worked, **and total number of fieldwork hours completed.** These time sheets should be **signed by your agency supervisor,** especially if s/he has not indicated that you compl**e**ted a minimum of 60 hours on the Supervisor Evaluation form I collected from the supervisor earlier in the semester.

8. If students were absent during the class processing of the “Reflections on Your Fieldwork” exercise in class or did not hand in a typed copy of the exercise, if students did not submit their “Agency Evaluation forms” or failed to submit a satisfactory term paper, they will not receive a passing grade in the course.

Fri., Dec. 12, in ASB 230/ 522, room reservation required. Spring 2015 Fieldwork students? The instructor will be on sabbatical leave, spring 2015: no incomplete work accepted for fall 2014 semester.

Sun. Dec 14 Reading Day. No classes

**Mon., Dec. 15,** M, 11:30 a.m. – 2:30 p.m. **IF** necessary to collect outstanding (LATE) work only with instructor’s permission or to make up (missed, late) oral presentations, only with permission of the instructor

 Sat. Dec. 20 Common Finals (**if** necessary) 9:00 a.m. – 12:00 p.m.

Mon. Dec. 15 – Sat. Dec. 22 Final Exams

FALL 2014 Calendar http://www.ramapo.edu/academic-calendars/future-calendars/

 Final exam schedule: http://www.ramapo.edu/web-resources/fall-2014-exam-schedule/

R Sept 4 / R FIRST DAY OF CLASSES

W Sept 10 / W Last day for Schedule Adjustments

R September 25 / R Rosh Hashanah (classes held, NO TESTG

T September 30 / T January Graduation applications due

F October 3 / F Yom Kippur (classes held, no testing)

M October 13 / M Columbus Day (offices closed, classes held) no photocopyg fr secys

R October 23 / R Last day to withdraw fr courses with “W” grade

Oct 23 - Oct 31 online registrn

T Nov 4 Election Day (classes held, offices closed)

T Nov 11 Veteran's Dy (classes held, offices closed)

W Nov 26 - Sat Nov 29 Thanksgiving Recess

M Dec 8 Last FLDWK class mtg

R Dec 11 Last Dy Abn Psych classes

Sun Dec 14 Readg Dy

F Dec 19 Last dy to req I grades

FINAL EXAM MR, 2:00–3:30 R Dec. 18, R, 3:00 p.m. – 6:00 p.m.

 40123 - PSYC 314 - 01 B 121 14 Ss

FINAL EXAM MR, 3:45- 5:15 M Dec. 15, M, 3:00 – 6:00 p.m.

 41305 - PSYC 314 - 05 10Ss

FINAL EXAM TIME FLDWK M, 9:45 am–1:00 pm M 11:30am-2:30pm

 40533 - PSYC 320 - 01 ASB 230

SPRING 2015 http://www.ramapo.edu/academic-calendars/future-calendars/

 Final exam schedule: http://www.ramapo.edu/web-resources/fall-2014-exam-schedule/

 M Jan 5 College re-opens

**T January 20 FIRST DAY OF CLASSES**

Mon. - Sat. **March 16-21 / Mon-Sat** Spring Break

Online Registration???

Meet w Fall 2015 Fieldwork Ss? M,.May 4= last day of classes students (T May 5**=**  Reading day)

 Final exams **May 6-12 / Wed-Tue**