TO: Upper Level Psychology Students

FROM: Janice McLean, Ph.D., Psychology 3191 Instructor

This information on our department’s internship course will help you decide if you are interested in taking the course and the requirements for registration. The course is offered each year in the autumn and spring semesters. Internship placement opportunities continue to be added with time. The requirements for taking the course are: 1. You must be a junior or senior. 2. You must have completed Psychology 1100 plus an additional 15 credit hours in Psychology. 3. You must have a cumulative grade point average of 2.8. 4. You must have a grade point average of at least 3.3 in Psychology. 5. You must be able to devote 8 or 9 hours per week at your internship, and be punctual and dependable in your attendance. Hours may vary by week as needed, e.g., special events within your internship. 6. You must be able to attend class every other week for sixty minutes throughout the term at a time to be arranged at the convenience of the class. 7. You will keep a journal of your internship experience, complete assigned readings relevant to your internship experience to be discussed in class, and submit at least two papers about your internship experience. One paper will be an overview of your placement program, your job description there, staffing, and the goals and challenges of your placement. The second paper will be a retrospective of your experiences, including goals met, challenges, and suggestions for future interns for that placement setting. 8. You will meet individually with me at least twice during the term to discuss your placement experience, and be evaluated by your site supervisor. 9. Class time will be devoted to sharing your experiences, problem-solving, brainstorming, discussing class readings, and discussing how your vocational plans are affected by your experiences.

Additionally, you may be required to be fingerprinted and/or pass a security check for certain internships. This will be at the student’s expense and costs about $25 through OSU-N’s security office.

There will be 6 enrollment spaces in each offering of Psychology 3191. I will meet with each enrolling student to assist in selecting the best experience for each student. Considerations will be interests, skills, vocational plans, and personality. There may be more students interested in taking the course or choosing a particular placement than there are places, and class seniority and supervisor input will be considered in decision making.

VOLUNTEER POSITIONS THAT CAN BE USED FOR 3191 INTERNSHIPS ARE AVAILABLE IN THE FOLLOWING PROGRAMS WITHIN THE LOCAL COMMUNITY: (Note: Students can intern at an approved alternative site of their choosing.)

1. THE YES CLUB (Newark) (A MENTAL HEALTH AMERICA program/ mhalc.org)

According to its website, “The YES program began in 1992 as a service-learning project funded by a grant from the Ohio Department of Education in partnership with Mental Health America.
of Licking County. Due to the overwhelming number of participants and need for a safe haven for after school hours, YES was established in 1999 as a program of the MHA, and moved to its current location in downtown Newark.” The clubhouse currently serves 35-40 youth, ages 11-18 years of age, on a weekday basis.

Staff and adult volunteers provide mentoring, tutoring, life-skills and anger management classes, along with a daily meal. Membership is free thus allowing youth from economically disadvantaged families to take advantage of all the services and opportunities that YES affords. Children who attend daily are required to participate in service projects in order to maintain membership. Students at Newark High School may earn credit towards graduation for service.

A Typical Day at YES During the School Year

Monday through Thursday

2:00 Staff transports children to the clubhouse.

2:30-3:30 Prime time for the children to receive quality one-on-one time with a staff member or college mentors. The entire house is open for participation in: Nintendo, board games, computer games, music, basketball, arts & crafts, first phase of meal preparation. Small group service projects Students submit answers to a “Question of the Day”

3:30 Staff transports high school students to the clubhouse

4:00 Large group discussion—overview of a life skill or anger management technique

4:20 An hour session devoted to homework, reading, development of computer skills, or further discussion of a life skill or anger management technique. A few children will help with the last phases of meal preparation. Occasionally, guest speakers will be invited during this hour, anyone from musicians to government officials have been kind enough to speak with our kids.

On Fridays, the program is focused on healthy-living activities. Students help prepare a healthy snack and staff takes a group to the YMCA for swimming, basketball, or track.

End of Day

Family-style dinner. All members eat together and the food is provided by local sources. YES purchases the remainder of items to make a balanced meal. Students can earn raffle tickets for prizes by helping clean up after dinner.” (mhalc.org)

2. PATHWAYS PREVENTION PROGRAM: (pathwayslc.org). This prevention program serves grades 6-12 within Licking County through school-based education groups, activities, and evening support groups.

Program Description
The Prevention program of has provided multiple components to the students of Licking County for over 25 years.

Interns with the Pathways program will assist with program implementation, group development and program management (i.e., reporting, fundraising, etc.), and involvement in the Youth Leadership Program.

Individuals interested in interning with the program need excellent written and verbal communication skills and will have a desire to work with students from all over Licking County. Applicants should have high levels of energy and enthusiasm, creativity, and a strong desire to make a difference in the community.  

- Multiple middle school groups (lasting no longer than 45 minutes)  
- Community meetings with fellow youth serving programs to accomplish a community-wide approach to prevention.  
- Program management (reporting, budgeting, etc.)  
- Curriculum development sessions with supervisor  
- Planning and implanting alternative activities  
- Possible professional development conferences

3. THE CRISIS/HOTLINE & INFORMATION CENTER (211) (Newark)

(A PATHWAYS Program /pathwayslc.org)

This is a very learning intensive program in which the student is trained to field calls of all kinds through instruction, modeling, role playing, and monitoring. Training will compose about two thirds of the internship experience. By the final third of the internship period, the student will be a fully trained phone volunteer working more independently. The communication and resource skills learned through this internship will be valuable in any job setting in the future, including applying them in a paid capacity at Pathways after the internship is completed.

Pathways’ website states, “The mission of the Crisis/Hotline and Information Center is to promote growth and self-reliance by providing quality 24/7 short-term crisis intervention, crisis management and information and referral services as part of an integrated, comprehensive system of health, mental health, and other human service providers in Licking and Knox counties. Crisis Response Specialists are available 24 hours a day, 7 days a week. The Crisis/Hotline and Information Center utilizes a best practice model for crisis intervention that is based on the work of David Switzer. The model closely follows crisis theory and the logical progression of problem solving.

ADDITIONAL INTERNSHIPS include Heartbeats of Licking County, a pregnancy support agency, an equine therapy program, the Early Head Start program for at-risk children, the court system, mentoring for incarcerated men and women, Angel Paws therapy animal program, The Main Place drop-in center, school guidance, the Coalition for Housing, Hospice, and others. Additional placements will be added in future terms of Psychology 3191.

Enrollment priority may be given by class seniority, with the instructor having final approval of placements.
***Students may request internships not listed that they secure on their own, with the permission of the instructor and a site supervisor. These must be in positions that are new to the student and are unpaid.

Internships may change due to loss of funding by sponsoring agencies.

The instructor reserves the right to adjust course requirements as necessary to accommodate changes within site placements, funding, etc.

WHAT TO DO IF YOU ARE INTERESTED IN ENROLLING FOR THE COURSE:

1. Determine if you meet the requirements for the course. 2. Read about each internship here as well as each agency’s website to determine which internships most interest you and why. 3. Contact me by email (mclean.59@osu.edu) to arrange an appointment to discuss the best internship match for you and to answer any questions you might have. In the email, let me know what internship(s) most interests you and include your class standing, e.g., autumn term senior. Please make sure to put your name and “3191” in the subject line. Follow this step even if I have met with you informally to answer questions you had about the course.

I look forward to working with you in this course. It’s a wonderful opportunity to learn first-hand about mental health and community agencies, to apply your learning, and to clarify your career path through real-life experience in the field.

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