**
Application for ThinkAchieve:*Beyond the Classroom (BTC)* Experiential Learning Designation**

*Experiential Learning at UTC takes students beyond the classroom to connect theory and practice through creative endeavors, research, internships, leadership, service-learning and intercultural opportunities.*

**APPLICATION INSTRUCTIONS FOR FACULTY AND STAFF**

Please complete the application and submit to think@utc.edu. More information on ThinkAchieve, UTC’s platform supporting Experiential Learning is at [www.utc.edu/think](http://www.utc.edu/think). If you have questions, please call Bengt Carlson at (423)-425-5825.

**Application Content Requirements**

1. Complete the General Information section
2. Select the *Beyond the Classroom* experience category most applicable
3. Describe the experiential element in the course or program by responding to the two *Beyond the Classroom* Description prompts
4. Attach current Syllabus or experience description/program materials that clarify or highlight the experiential element of the course or program

**GENERAL INFORMATION**

**Faculty/Staff Name:**  Amye R. Warren

**Course/Experience Title (if course, please include course number): Psychology 3560r. Practicum**

 **Department or Office**: Psychology Department

**First Semester the Course/Experience will be Offered**:Spring 2020

**How often do you plan to offer this Course/Experience?** Every semester

***BEYOND THE CLASSROOM* EXPERIENCE CATEGORIES (select one)**

This application will be evaluated using a *rubric corresponding to one of the experience categories.* More information is available at [www.utc.edu/think](http://www.utc.edu/think).

**\_\_\_\_ Creative:** Articulate, implement, and reﬂect on a substantive application of their academic foundations to solving a real-world problem or providing and interpretation or expression

**\_\_\_\_ Intercultural** (Domestic and International): Interact with a culture and/or region distinct from their own. Engage in academic inquiry and application aﬀorded by the speciﬁc oﬀ-campus setting

**\_\_X\_\_ Internship**: Practice skills or methods related to their ﬁeld of study through supervised work in a professional or organizational setting

**\_\_\_\_ Research:** Work from a research question, hypothesis, or thesis statement, apply research design/methods to generate findings, communicate findings through presentation, publication, or other methods of dissemination

**\_\_\_\_ Service Learning:** Articulate, implement, and reﬂect on a substantive application of their academic foundations to a real-world service setting and/or need

**\_\_\_\_ Leadership:** Articulate, implement, and reﬂect on a substantive application of their academic foundations to develop skills for leadership

 ***BEYOND THE CLASSROOM* DESCRIPTION PROMPTS**

Specifically and concisely respond to the following. You may attach your responses if desired.

1. Describe the experiential element of this course/experience (opportunity). This should include a discussion of the ways the opportunity incorporates:
2. **Regular mentorship, supervision, and feedback:** which, taken together with the opportunity itself constitutes **¼** of the entire course or experience. Mentorship entails responding regularly to student work; supporting student reﬂection(more description below), integrating learning through the activity and goal-setting for future involvement or inquiry
3. **Authentic Responsibility:** Student demonstrates initiative in the creation and/or execution of the experience; takes ownership of process and outcomes

This course provides a practicum (internship) experience in various organizations (both nonprofit and for-profit) at a site jointly, and actively, determined by the student, faculty mentors, and supervisors in the organizations. Students can earn between 1 and 3 credit hours depending on how many hours they work at their practicum site employing psychology-relevant knowledge and skills. One credit hour = 34 hours; two credit hours = 67 hours; three credit hours = 100 hours. Students demonstrate authentic responsibility by seeking and choosing their practicum site, describing their role at the practicum site and how it involves their psychology relevant skills, seeking feedback from their practicum supervisor(s), and completing a final evaluation survey in which they describe their experiences in connection to their growth and their future career plans. On-site practicum supervisors select student applicants, sign off on monthly work logs, and complete a final evaluation of the students’ performance. Faculty mentors regularly respond to the students’ work plans, descriptions of their role at the practicum site and how it utilizes their psychology knowledge and skills as well as to weekly reflection prompts about their experiences and the final evaluation of their experience.

1. Share, using the table below, how the course or program requirements direct students to critically reflect before, during and after the experience, integrating theory with practice and generating critical reflection on self and/or society. (e.g. student reﬂects on the activity; articulates personal, civic/social, and/or academic learning; identiﬁes values and attitudes developed through the activity.) More information on Critical Reflection is at <http://www.utc.edu/think-achieve/critical-reflection.php>

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| **Description of pre-experience reflection activities**  | Students complete two journal reflections in the first and second weeks regarding their expectations for the experience, the role they will play in the organization, the ways in which they will use their psychology knowledge and skills, the personal strengths they will bring to the experience, and the ways in which they will manage their time and any personal weaknesses they bring to the experience. |
| **Description during the experience reflection activities** | Students complete weekly journal reflections on various topics including ethical situations that might arise in their settings (connecting to APA code of conduct); see attached document. |
| **Description of post-experience reflection activities** | Students complete evaluation reflections in which they are asked to describe what they learned, the role they played in the organization or project, how they used their psychology knowledge and skills, which knowledge and skills they found most applicable to the experience, how they would describe their experience to other students considering the same, and whether or not the experience has led them to seek a career or further relevant education or training in the field. All survey prompts are included in the attached document. |