

## **SYLLABUS**

**Title: Internship in Educational Psychology**  
**GLBL 488**

**Instructor: Adriana Apuy Rojas**

**Language of Instruction: English**

**UO Credits: 4**

**Contact Hours: 120**

**Level: 400**

**Costa Rica**

**Pre-requisites: SPAN 188**

### **COURSE DESCRIPTION**

The Academic Internship Program for Education (Educational Psychology Focus) provides undergraduate students in Education, Educational Psychology, and Human Services with structured, supervised field experience in educational and community settings. The program bridges theory and practice by allowing students to apply psychological, developmental, and learning theories studied in the Educational Psychology course to authentic educational contexts.

Through observation, participation, and guided reflection, students develop professional competencies in culturally responsive education, inclusive practices, socio-emotional learning, and ethical decision-making, particularly within the Costa Rican educational and socio-cultural context.

### **COURSE OBJECTIVES**

The main learning objectives of the program are:

- Analyze educational systems in Costa Rican schools and organizations.
- Participate in projects and responsibilities to apply educational methodologies under professional supervision and academic mentorship.
- Integrate the principles of education and psychology through active observation and participation in educational models in practice.
- Develop transversal competencies — intercultural communication, teamwork, critical thinking, and professional ethics — in multicultural educational environments.

### **Student Outcomes**

By the end of the internship, students will be able to:

- Apply major educational psychology theories (developmental, behavioral, constructivist, socio-cultural, and socio-cognitive) in real educational settings.
- Observe and analyze cognitive, social, emotional, and behavioral development in children and adolescents.

- Design and support inclusive and differentiated educational practices grounded in UDL/PIAR principles.
- Integrate cultural, family, and community perspectives into educational practice.
- Demonstrate ethical conduct, cultural humility, and professional responsibility in educational environments.
- Engage in reflective practice to connect internship experiences with academic learning and professional growth.

## **INSTRUCTIONAL METHODOLOGY**

Orientation: All participating students will attend an orientation session to familiarize themselves with the program objectives, expectations, and guidelines.

Internship Placement: Students will be matched with internship placements based on their interests, career goals, and academic background. Placements may include but are not limited to:

- Public or private schools (early childhood, primary, secondary)
- Special education institutions
- Community education programs and NGOs
- Educational psychology or psychopedagogy centers
- Youth development or enrichment programs
- Family and human services organizations linked to education
- Government or institutional educational programs

Each student will be assigned:

- An on-site supervisor (teacher, psychologist, coordinator, or program leader)
- An academic supervisor (faculty member)
  - Supervision includes regular check-ins, feedback, and performance evaluations focused on professional growth and ethical practice.

Academic Component:

The internship runs concurrently with the Educational Psychology course, functioning as a situated learning laboratory.

Students are expected to:

- Maintain reflective journals connecting field observations to course theories
- Participate in guided reflection seminars or discussions
- Apply course frameworks (Vygotsky, Piaget, Bandura, neuroeducation, motivation, inclusion) to real cases observed in the field

**Field Assignments:** Students will complete assigned tasks and projects at their internship placements, which may include:

- Classroom observation focused on learning, behavior, and development
- Supporting differentiated instruction and inclusive strategies
- Assisting with socio-emotional learning activities
- Observing assessment and evaluation practices
- Collecting qualitative data (field notes, observations, interviews)
- Supporting small-group instruction or intervention activities
- Assisting with program evaluation or educational projects

## **METHOD OF EVALUATION**

**Evaluation and Assessment:** Students will be evaluated based on their performance in both the field and academic components of the program. Evaluation criteria may include:

- Professionalism and ethical conduct
- Communication skills
- Critical thinking and problem-solving abilities
- Collaboration and teamwork
- Initiative and self-direction
- Integration of theoretical knowledge with practice
- Reflection and self-assessment

**Weighted scoring:**

## **GRADING**

- Compliance with the schedule (attendance): 20%

- Performance in the tasks and activities entrusted:	50%
- Final report	30%
	<b>TOTAL</b>
	<b>100%</b>

### **Final project:**

#### **Internship Experience Reflection**

Students will submit a comprehensive reflective paper analyzing their internship experience through the lens of educational psychology. The reflection must explicitly connect field experiences with course theories, cultural context, and professional identity development.

### **Instructions:**

#### ***Reflection Writing Prior Knowledge:***

*How to write a reflection paper.* (n.d.). Royal Holloway International Study Centre | Study abroad in the UK. <https://www.rhulisc.com/blog/how-to-write-a-reflection-paper>

### **Part 1: Previous Expectations**

- a. Take some time and brainstorm about your internship expectations.
- b. You may use the WH- questions to stimulate your thinking briefing of the reflection. Here are some examples of questions you might ask yourself.
  - What do you expect?
  - Which do you believe will be your challenges?
  - How do you think will day one go?
  - When will be a good time to do a self-evaluation?
  - Who will you get advice from?
- b. After working on your brainstorming, write an introductory paragraph or paragraphs with your internship previous expectations.

### **Part 2: Reality**

- a. During the first days of your internship, take notes on the most valuable pros and cons of your daily tasks.
- b. Go back to previous expectations' introduction paragraph or paragraphs and reflect on what reality looks like.

- c. Write a paragraph or paragraphs to compare and contrast the reality of your internship practice.
- d. You may ask yourself these examples of critical thinking questions:
  - How far or close were my expectations to the reality I am facing now?
  - Which are some of the challenges I didn't expect?
  - What do you ask yourself about social work nowadays?
- e. You may re-do this part near to the last week of your internship to add or re-write your ideas.

### **Part 3: What have you learnt? How have you grown?**

- a. Once you have finished your internship hours, take some time to reflect on your personal journey over professional practice.
- b. Analyze and write about your self-learning outcomes:
  - What have you learnt? All the good and not so good details are valuable.
  - How have you grown personally and professionally?

### **Part 4: Future Recommendations**

- a. Reflect upon what you could advise or make aware of your future social work professional practice.
- b. Brainstorm a list if it helps gather your thoughts together.
- c. Write a conclusive paragraph with your final recommendations to your professional self.

### **Final Project Evaluation Rubric**

**Name:** \_\_\_\_\_ **Points: 28 /** \_\_\_\_\_ **Grade:** \_\_\_\_\_

Criteria	Excellent (4)	Proficient (3)	Basic (2)	Below Expectations (1)	Unacceptable (0)
<b>Part 1: Previous Expectations</b>					
Subject	Demonstrates little or no understanding of the writing prompt and subject matter.	Reflection addresses most aspects of the topic and/or prompt.	Reflection addresses some aspects of the topic and/or prompt.	Reflection addresses a few aspects of the topic and/or prompt.	Reflection is off-task or makes little reference to the topic and/or prompt.
Self-Awareness	Student questions own biases, stereotypes, preconceptions, and/or assumptions and definitions. new modes of thinking as a result.	Student questions own biases, stereotypes, and preconceptions.	Students somewhat question own biases, stereotypes, and preconceptions.	Student attempts self-criticism, but the reflection fails to demonstrate a new awareness of personal biases, etc.	Students make no attempt at self-criticism.
Critical Thinking: Analyzing Perspectives	Students exceptionally assess and evaluate. perspectives, knowledge, and	Student assesses and evaluates. perspectives, knowledge, and	Students somewhat assess and evaluate. perspectives, knowledge, and	Students poorly assess and evaluate. perspectives, knowledge, and	Students accept things at face value; opinions are stated without analysis or support.

	opinions gained from the internship and experience.	opinions gained from the internship and experience.	opinions gained from the internship and experience.	opinions gained from the internship and experience.	
Depth of Reflection	Metacognitive: Students examine the learning process, showing what learning occurred, how learning occurred, and how newly acquired knowledge or learning impacted existing knowledge.	Analytical: Student applies learning to a broader context of personal and professional life.	Empathy: Student demonstrates thoughts about or challenges to beliefs, values, and attitudes of self and others.	Descriptive: Student demonstrates acquisition of new content from significant learning experiences but does not apply new content to self.	Demonstrate little or no understanding of the writing prompt and subject matter.
Use of textual evidence and historical context	Use specific and convincing examples from professional practice to support claims in its own writing, making insightful and applicable connections between issues. Fully comprehends and has insight into what has made a difference to own practice.	Use relevant examples from professional practice to support claims in its own writing, making applicable connections between the issues. Understands what has made a difference to own practice.	Use examples from professional practice to support discussion with some connections made between the issues. Understands there has been a difference to own practice.	Uses incomplete or vaguely developed examples to support discussion only partially with no connections made between the issues. Unable to say if there is a difference to own practice.	No examples from the professional practices are used and claims made in its writing are unsupported and irrelevant to the issues at hand. No indication there is no been a difference to own practice.
<b>Language and format</b>					
Clarity and Coherence	The writing is clear, coherent, and well-organized, enhancing the overall readability of the assignment.	The writing is clear and mostly coherent, contributing to the overall readability of the assignment.	Writing lacks clarity or coherence in some sections, impacting on the overall readability of the assignment.	The writing is unclear and lacks coherence, making it challenging for the reader to follow the student's reflections.	The writing is incoherent and makes it difficult to understand the student's reflections.
Grammar and Mechanics	The assignment is virtually free of grammatical errors and mechanical issues, enhancing overall professionalism.	The assignment contains few grammatical errors or mechanical issues, maintaining a professional tone.	The assignment has several grammatical errors or mechanical issues that may slightly detract from its professionalism.	The assignment has numerous grammatical errors or mechanical issues that significantly impact its professionalism.	The assignment is riddled with grammatical errors and mechanical issues, making it difficult

## Internship Academic Supervisor's Rubric

Criteria	Excellent (5)	Good (4)	Satisfactory (3)	Needs Improvement (2)	Unsatisfactory (1)
Research Skills and Methodologies	Demonstrates advanced research skills and effectively applies diverse methodologies to address research questions or objectives.	Demonstrates strong research skills and applies methodologies effectively to address most research questions or objectives.	Demonstrates basic research skills and apply methodologies adequately to address some research questions or objectives.	Demonstrates limited research skills and struggles to apply methodologies effectively to address research questions or objectives.	Demonstrates little to no research skills and consistently fails to apply methodologies effectively to address research questions or objectives.
Analytical and Critical Thinking Abilities	Demonstrates exceptional analytical and critical thinking abilities, effectively analyzing data, identifying patterns or trends, and drawing insightful conclusions.	Demonstrates strong analytical and critical thinking abilities, effectively analyzing data, identifying patterns or trends, and drawing reasonable conclusions.	Demonstrates basic analytical and critical thinking abilities, analyzing data and identifying some patterns or trends, but may encounter challenges in drawing conclusions.	Demonstrates limited analytical and critical thinking abilities, struggling to analyze data or identify patterns or trends effectively.	Demonstrates little to no analytical and critical thinking abilities, consistently failing to analyze data or identify patterns or trends effectively.



Professionalism and Ethical Conduct	Demonstrates exemplary professionalism and consistently adheres to ethical standards in all interactions and activities.	Displays professionalism and adheres to ethical standards in most interactions and activities.	Demonstrates basic professionalism and adheres to ethical standards in some interactions and activities.	Demonstrates inconsistent professionalism and occasionally fails to adhere to ethical standards.	Demonstrates unprofessional behavior and frequently disregards ethical standards.
Communication Skills	Communicates effectively and confidently with diverse individuals and groups using appropriate verbal, nonverbal, and written communication techniques.	Communicates effectively with diverse individuals and groups using appropriate verbal, nonverbal, and written communication techniques.	Communicates adequately with most individuals and groups but may occasionally encounter challenges in expressing ideas clearly or articulating thoughts.	Communication is often unclear or ineffective, leading to misunderstandings or difficulties in conveying information.	Communication is consistently unclear or ineffective, hindering effective interaction and collaboration.
Collaboration and Teamwork	Collaborate effectively with colleagues, supervisors, and other stakeholders to achieve common goals and objectives, demonstrating respect, flexibility, and willingness to contribute to team efforts.	Collaborates adequately with colleagues, supervisors, and other stakeholders to achieve common goals and objectives, demonstrating respect and willingness to contribute to team efforts.	Collaborate with colleagues, supervisors, and other stakeholders to achieve common goals and objectives, but may encounter challenges in demonstrating respect or willingness to contribute to team efforts.	Demonstrates limited collaboration with colleagues, supervisors, or other stakeholders, hindering the achievement of common goals and objectives.	Demonstrates little to no collaboration with colleagues, supervisors, or other stakeholders, impeding the achievement of common goals and objectives.
Initiative and Self-Direction	Demonstrates exceptional initiative and self-direction, proactively seeking opportunities to contribute, learn, and take on additional responsibilities.	Demonstrates strong initiative and self-direction, actively engaging in tasks and projects without constant supervision.	Demonstrates basic initiative and self-direction, completing assigned tasks with minimal guidance but may require occasional direction.	Demonstrates limited initiative and self-direction, often requiring significant guidance or direction to complete tasks or projects.	Demonstrates little to no initiative and self-direction, frequently requiring constant supervision or direction to complete tasks or projects.
Reflection and Self-Assessment	Engages in reflective practice regularly, demonstrating insightful self-awareness and a willingness to critically evaluate personal strengths, areas for growth, and the impact of experiences on professional development.	Engages in reflective practice consistently, demonstrating self-awareness and a willingness to evaluate personal strengths, areas for growth, and the impact of experiences on professional development.	Engages in reflective practice periodically, demonstrating some self-awareness and a willingness to assess personal strengths, areas for growth, and the impact of experiences on professional development.	Engages in reflective practice occasionally, demonstrating limited self-awareness and a sporadic willingness to assess personal strengths, areas for growth, and the impact of experiences on professional development.	Engages in reflective practice rarely or not at all, demonstrating little to no self-awareness and an unwillingness to assess personal strengths, areas for growth, and the impact of experiences on professional development.

## Internship On Site Supervisor's Rubric

Criteria	Excellent (5)	Good (4)	Satisfactory (3)	Needs Improvement (2)	Unsatisfactory (1)
Communication (Oral & Written)	Professional, error free, timely	Regular communication	Unclear and sloppy	Incomplete and unresponsive	Little or none
Professionalism Appearance & Behavior	Professional attire & behavior	Appropriate	Coaching needed	Casual apparel, indifference	Complaints
Responsibility & Dependability	Met all deadlines, attended all meetings. Good follow-through on projects.	Missed no more than one meeting and deadline. Good follow-through on projects.	Late/missed, rescheduled deadlines, time management challenges. Poor follow-through, needs prompting, and lack of attention to details in work.	Incomplete work cannot depend on projects being done on time	Incomplete work
Quality of work	Extra effort, did extra deliverables	Varied engagement depending on schedule	Met the minimum, reluctance to do more	Multiple errors even with feedback, complete only the required activities	Poor quality. Not acceptable in a professional work setting.

Contribution & Productivity	Exceeded expectations, innovative ideas, additional deliverables, Able to take a task and develop steps to succeed with little direction	Deliverables exceeded expectations, professional, few errors, Needed minimal direction	Met minimum, Average contributions to the agency. Needed oversight, reminders, supervisor-initiated contact.	Work has multiple errors, work requires substantial revision, poor productivity, reminders, consistently supervisor-initiated contact.	Supervisors are often concerned about quality of work. Need to contact field supervisor regarding performance.
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### **Internship Academic Supervisor's Rubric***Academic Misconduct*

[The University Student Conduct Code](#) defines academic misconduct. Students are prohibited from committing or attempting to commit any act that constitutes academic misconduct. By way of example, students should not give or receive (or attempt to give or receive) unauthorized help on assignments or examinations without express permission from the instructor. Students should properly acknowledge and document all sources of information (e.g. quotations, paraphrases, ideas) and use only the sources and resources authorized by the instructor. If there is any question about whether an act constitutes academic misconduct, it is the students' obligation to clarify the question with the instructor before attempting an act. Additional information about a common form of academic misconduct, plagiarism, is available at [researchguides.uoregon.edu/citing-plagiarism](#).

### **Prohibited Discrimination and Harassment Reporting**

Any student who has experienced sexual assault, relationship violence, sex or gender-based bullying, stalking, and/or sexual harassment may seek resources and help at [Help for Victims and Survivors](#). To get help by phone, a student can also call either the UO's 24-hour confidential hotline at 541-346-7233 [SAFE], or the non-confidential Title IX Coordinator at 541-346-2204. From the SAFE website, students may also connect to [Callisto](#), a confidential, third-party reporting site that is not a part of the university.

Students experiencing any other form of prohibited discrimination or harassment can find information at [How to Get Support](#). You can contact [Investigations and Civil Rights Compliance](#) through this link and at 541-346-3123, or the [Dean of Students Office](#) at 541-346-3216 for help. As UO policy has different reporting requirements based on the nature of the reported harassment or discrimination, additional information about reporting requirements for discrimination or harassment unrelated to sexual assault, relationship violence, sex or gender based bullying, stalking, and/or sexual harassment is available at [Discrimination & Harassment](#).

The instructor of this class, as a Student Directed Employee, will direct students who disclose sexual harassment or sexual violence to resources that can help and will only report the information shared to the university administration when the student requests that the information be reported (unless someone is in imminent risk of serious harm or a minor). The instructor of this class is required to report all other forms of prohibited discrimination or harassment to the university administration. Specific details about confidentiality of information and reporting obligations of employees can be found at [Employee Reporting Responsibilities](#).

### **Mandatory Reporting of Child Abuse**

UO employees, including faculty, staff, and GEs, are mandatory reporters of child abuse. This statement is to advise you that your disclosure of information about child abuse to a UO employee may trigger the UO employee's duty to report that information to the designated authorities. Please refer to the following links for detailed information about mandatory reporting: [Mandatory Reporting of Child Abuse and Neglect](#).