**Psychology 405: Internships in Psychology**

California State University at Long Beach

SAMPLE

**Class session:** TBD

**Instructor:** Courtney Ahrens, Ph.D.

Office Hours: TBD

**Mode of Instruction**

*In-Person*: All classes will meet in person once per week. TBD.

**Course Description**

This course provides Psychology majors a chance to gain supervised experience in the field. Students completing this class will: 1) develop professional skills at a Psychology-related internship; 2) develop soft-skills needed to succeed in professional settings; 3) utilize ethical and multicultural guidelines at their internship site; 4) explore career and graduate school options in their chosen field.

**Prerequisites**

- Psychology major

- 3.0 GPA overall and in major

- Completion of Psy 301 & 12 upper division units in Psychology

- Instructor approval based on on-line application

**Grading Criteria**

Credit/no credit grading only. To receive credit for this class, students must …

1. Document 90 hours of fieldwork experience to be confirmed by the site supervisor at the end of the semester
2. Attend a minimum of two CLA Internship Workshops.
3. Attend class and turn in assignments weekly.
4. Obtain a satisfactory evaluation from the internship site supervisor at the end of the semester.

Students who do not complete all of these tasks will receive *no credit* in the course (regardless of the amount of hours completed at your site). Alternate assignments will be available in the event of extreme circumstances.

***Class Schedule***

Week 1: **Internship Goals**

**Perusall Reading:** The 30-60-90 Day Plan

**DUE:** Signed Placement Approval Form

**In Class:** Introductions & 30-60-90 day plan

Week 2: **Taking Initiative**

 **Perusall Reading:** 15 Ways to Stand Out as an Intern

 **DUE: 30-60-90 day plan**

**In Class:** Rejection video & discussion

Week 3: **Time Management**

 **Perusall Reading:** 100 Year Old To Do List Method Promises Productivity

**DUE:** Weekly Time Monitoring Table

**In Class:** Stress resilience video & discussion

Week 4: **Problem Solving**

 **Perusall Reading:** Problem Solving Skills

 **DUE:** Problem Solving Activity

 **In Class:** Retrograde analysis video & discussion

Week 5: **Communication**

 **Perusall Reading:** 10 Commandments of Effective Communication

**DUE:** Effective Feedback Activity

 **In Class:** Active Listening Activity

Week 6: **Diversity & Inclusion**

 **Perusall Reading:** Identifying and Avoiding Microaggressions at Work

**DUE:** Inclusion Reflection

**In Class:** Single Story Video & Discussion

Week 7: **Self-Care**

 **Perusall Reading:** Self-Care: 12 Ways to Take Better Care of Yourself

 **DUE:** Self-Care Checklist

 **In Class:** Vicarious Trauma Video & Discussion

Week 8: **Ethics in Psychology**

**Perusall Reading**: APA Ethical Guidelines

**DUE:** Ethics Worksheet

**In Class:** Ethics Case Discussions

Week 9: **Career Planning**

 **Perusall Reading:** Your Career: Psychology Can Take You Great Places

 **DUE:** 16 Personalities Test

 **In Class:** Candid Career, O’Net, & Resume Builder

------------------------------- SPRING BREAK --------------------------------------------------------------------------

Week 10: **Jobs with a BA**

 **Perusall Reading:** Preparing to Use Your Bachelor’s Degree in Psychology

 **DUE:** Resume

 **In Class:** Negotiation video & discussion

Week 11: **Graduate School in Psychology**

 **Perusall Reading:** The Alphabet Soup of Mental Health Professions in California

**DUE:** Informational Interview Flipgrid Video

**In Class:** Career Pathway Breakout Rooms

Week 12: **Interview Preparation**

 **Perusall Reading:** The Job Interview: Strategies for Success

 **DUE:** Job Search Activity

**In Class:** Improv Interview Preparation

Week 13: **Applying to Graduate School**

 **Perusall Reading:** Strategies for Applying to Graduate School

 **DUE:** Big Interview Activity

 **In Class:** Letters of Recommendations Discussion

Week 14: **Framing Your Internship**

 **Perusall Reading:** Preparing Your Personal Statement for Graduate School Applications

 **DUE:** Letter of Recommendation Form

 **In Class:** Personal Statement Discussion

Week 15: **Lessons Learned**

 **In Class:** Lessons Learned & Next Steps Discussion

***Additional Documentation***

**Finding an Internship**

Students who have been accepted into the class will be given access to an online list of community partners who offer internships to CSULB students every semester. Students are also welcome to utilize more general search platforms (e.g., internships.com, volunteer.com, idealist.org, glassdoor.com) or their own networks to find internships. It is then up to the student to inquire about internship opportunities, complete internship applications, participate in internship interviews, complete background checks or health screenings, and negotiate the specific tasks, days, and hours for their internship. Once these details have been solidified, students must turn in a signed Placement Approval Form (see below) before starting to work at their internship. ***Students will not be allowed to enroll in the class until a signed Placement Approval Form has been turned in.*** Once the form has been turned in, students may complete up to 25 hours at their site prior to the start of the semester.

**Placement Approval Form**

Students must obtain an internship on their own and complete a *Placement Approval Form* which can be downloaded from Beachboard. This form is to be completed by both the student and the site supervisor. This form should provide contact information for the person who will be directly supervising the student (I will use this contact to email your supervisor periodically) and a description of the days, times, and activities you will complete during your internship. The *Placement Approval Form* is due prior to starting your internship or on the first day of class. Please note that ***you may not begin interning at the site until this form has been turned in and any hours completed before this form has been turned in will NOT count toward your total.*** If you turn in the form early, you may count up to 25 hours at your site prior to the start of the semester.

**Documented Field Experience**

Students must complete 90 hours (approximately 6 hours per week) of documented field experience over the course of the semester. Up to 25 hours may be completed in advance once the Placement Approval Form has been approved, but students are strongly encouraged to spread out the rest of their hours over the entire semester. Students will document this experience through the Experiential Learning Module on CareerLINK (which can be accessed through the CSULB single sign-on page). Once you navigate to the system, you can input your hours and a brief description of what you learned or worked on each week. Hours must be inputted ***each week***. Supervisors will then be sent a link to review these hours at the end of the semester. The last day to input hours is TBD. Documented hours that add up to less than 90 hours may result in **no credit** for the class.

**Supervisor Evaluations**

Students are required to obtain **a completed evaluation** from their site supervisor at the end of the semester. Evaluation forms will be sent to supervisors through the Experiential Learning Module on CareerLINK, along with the request to validate your final hours. This link will be sent to supervisors on TBDand the supervisor will be given one week to complete the evaluation. Please remind your supervisor to complete this evaluation as your final grade will depend upon it.

***Assignments***

**Class Attendance**

The first half of class will be spent checking in about internships and solving problems that arise there. The second half of class will be devoted to professional development activities such as self-care, soft skills, ethics, and career planning. Class attendance is required in order to provide ongoing supervision. If you cannot attend class, you will be required to email a 1-2 page description of your internship activities that week (including problems encountered and solutions generated) and email the missed in-class activity or write a 1-2 page description of any videos missed in class. This make-up assignment will be due by the following class unless extreme circumstances warrant an extension.

**CLA Internship Workshops**

Students must attend at least **two** workshops held by the CLA Internship Office. Only those workshops listed on the CLA Internship Program flyer (posted on Beachboard) will count. The workshops include information about making the most of your internship, goal setting, networking, resume building, and interviewing skills. You may choose which workshops work best for you as long as you don’t repeat the same topic twice. If you cannot attend at least two workshops, you may make up for this missed assignment by reading and writing a 3-5 page summary of a textbook chapter about making the most of your internship for each workshop you miss. Textbook chapters will be made electronically available to you upon request. Please contact the instructor to request a chapter.

**Weekly Perusall Readings**

Each week, students will be expected to annotate a short article about that week’s topic using Perusall. Perusall can be accessed by clicking on the Beachboard tab labelled Perusall. Once Perusall opens in Beachboard, click on the icon that looks like a folder with a checkmark to see the assignments. Choose that week’s assignment and click on the green button that says work on assignment. As you read through the article, highlight the text you want to comment on. A comment box will then appear where you can type in your comment. Click return when you are done. It will save automatically. To comment on other students’ questions, click on the highlighted text and then start typing in the box below their question. To upvote a question or comment, click on the question or checkmark symbol in the comment bubble. Perusall will then grade you on reading the entire document, contributing thoughtful comments and answers throughout the reading, posing questions or comments that elicit responses from others, and upvoting other students comments or questions. To receive full credit, students must create at least 5 annotations (either original comments or thoughtful responses to other students’ annotations). Each annotation must be several sentences long and should evidence critical thinking. Examples of critical thinking include providing examples from one’s own life to illustrate the point, making connections between the points in the article and other concepts learned in class, describing how you will use the advice at your internship or in your own life, or providing advice to other students based on the article.

**Weekly Assignments**

Each week, students will be expected to complete a short, applied activity. All activities are aimed at helping students develop the professional skills needed to succeed at their internship and in their chosen career upon graduation. Materials needed for each weekly assignment will be available on Beachboard, and students must upload their completed assignments to the designated Beachboard Dropbox folder by the beginning of class on the day they are due.

***Week 1: Signed Placement Approval Form***. Upload a copy of your signed Placement Approval Form to Beachboard Dropbox if you have not already emailed a copy to Dr. Ahrens.

***Week 2: 30-60-90 Day Plan***. Use the template posted on Beachboard to complete a 30-60-90 Day Plan for your internship. Follow the guidelines and consult the examples provided in the assigned reading on this topic. Be as detailed as possible when coming up with your specific learning, performance, and personal goals for each 30 day period. Students whose goals and metrics are too vague will be asked to re-do the assignment. Upload your completed plan to Beachboard Dropbox.

***Week 3: Weekly Time Monitoring Table***. Use the template posted on Beachbord to monitor how you spend your time for an entire week. Create a color coding scheme for each major category (e.g., work, errands, entertainment, school) and count up the number of hours you spent on each category. Are there things you can spend less time on? Are there things you want to spend more time on? Upload your completed worksheet to Beachboard Dropbox.

***Week 4: Problem Solving Activity***. Complete the worksheet posted on Beachboard to identify a problem in your life and brainstorm at least 3 possible solutions to the problem. Come prepared to discuss your responses with a classmate and upload your completed worksheet to Beachboard Dropbox.

***Week 5: Effective Feedback Activity***. Complete the activity on effective feedback posted on Beachboard. After reading over the 10 criteria for effective and ineffective feedback on the worksheet, read over the provided examples to determine if they are examples of effective or ineffective feedback. Upload your completed activity to Beachboard Dropbox.

***Week 6: Inclusion Reflection***. Answer the questions about inclusion posted on Beachboard to describe situations where you felt included and situations where you felt you did not fit in. Reflect on how you can use these experiences to help the kids/clients/coworkers at your internship feel like they belong. Upload your completed questions to Beachboard Dropbox.

***Week 7: Self-Care Checklist***. Complete the checklist posted on Beachboard about the kinds of self-care strategies you currently use. For each strategy listed, rate how often you use the strategy. Come to class prepared to discuss the strategies you find most effective and upload your completed checklist to Beachboard Dropbox.

***Week 8: Ethics Scenarios***. Read over the scenarios posted on Beachboard about ethical dilemmas in Psychology. For each scenario, identify the APA Ethical Guidelines that applies to situation and suggest a solution to the problem. Come prepared to discuss your solutions with the class and upload your completed responses to Beachboard Dropbox.

***Week 9: 16 Personalities Test***. Use the link posted on Beachboard to complete the free online 16 Personalities test. Do your best to answer each question without overthinking it and then read about your results. Pay particular attention to results sections labelled Career and Workplace Preferences. Take a screenshot of the first page of your results (where it tells you your personality type) and upload the screenshot to Beachboard Dropbox.

***Week 10: Resume Builder***. Follow the instructions posted on Beachboard to log into the Big Interview website. From there, you will watch a couple of videos about putting together effective resumes. You will then use their Resume Builder tool to create a resume. Upload your completed resume to Beachboard Dropbox.

***Week 11: Informational Interview***. Follow the instructions posted on Beachboard to interview someone who has the career you want. Ask about their educational path, what they do at work, what they like and don’t like, and advice. Then summarize what you learned in a 4-5 minute Flipgrid video that other students can watch.

***Week 12: Job Search Activity***. Follow the instructions posted on Beachboard to find a job ad for a job you would be interested in applying to. Print out a copy of this ad and bring it to class. Also upload a copy of the ad to Beachboard Dropbox.

***Week 13: Practice Interview Activity***. Follow the instructions posted on Beachboard to log into the Big Interview website. From there, you will watch a couple of videos about best practices for interviews. You will then record yourself answering interview questions and rate yourself on a number of dimensions. When complete, you may email your results to courtney.ahrens@csulb.edu.

***Week 14: Recommendation Form***. Follow the instructions posted on Beachboard to access a recommendation form. Complete the form about yourself, providing ratings and evidence of a variety of skills that graduate schools and jobs are typically interested in. Come prepared to discuss your ratings in class and upload a copy of your completed form to Beachboard Dropbox.

***Policies & Resources***

**Missed Class or Assignments**

As a credit/no credit class, students are expected to attend class via Zoom each week and complete all assignments on the stated due date. Students who fail to attend class, a workshop, or turn in assignments on time risk receiving no credit for the class, regardless of the number of other assignments that have been completed. The only exception will be for university excused absences such as (1) illness or injury to the student; (2) death, injury, or serious illness of an immediate family member or the like; (3) religious reasons (California Education Code section 89320); (4) jury duty or government obligation; (5) University sanctioned or approved activities.  In these events, it is the student’s responsibility to contact the instructor ahead of time and provide supporting documentation.  In such cases, students will be allowed to complete an alternate assignment instead. The specific assignment will depend on the nature of the workshop/assignment/class that was missed but will likely involve reading an assigned chapter and applying the information from the chapter to your internship experience in a 3-5 page paper.

[CSULB Class Attendance Policy](http://catalog.csulb.edu/content.php?catoid=5&navoid=369)