Internship Supervision Resources for Developing Student Employability

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Overview

Internship experiences provide critical experiential learning opportunities for undergraduate psychology majors. They allow students to apply and hone classroom knowledge and skills, as well as stimulate additional learning that further aids in students' career development (Shoenfelt, Kottke, & Stone, 2012; Shoenfelt, Stone, & Kottke, 2013). However, faculty receive little guidance in how to provide structure around the academic requirements of internships using experiential learning principles and techniques. Thus, the new faculty sponsor may be at a loss as to how to provide educational benefits to the psychology intern that can maximize students' experiential learning originating from the internship site.

The purpose of this resource is to assist faculty who supervise psychology undergraduate internships, either as a course instructor or individual sponsor. First, we review background on the importance of internships and their role in the experiential learning model, which informs internship supervision roles. Second, we discuss instructor considerations for setting up an internship course in terms of design and evaluation. Lastly, we provide an example course model based on a "student employability framework," including associated educational activities and a student self-assessment of employability behaviors to guide student career development.

Internship Supervision and Experiential Learning

Supervising undergraduate interns requires a shift in faculty perceptions of their role in the learning process, as it differs considerably from the typical classroom approach. The educational process for internships is based in the experiential learning model, which integrates meaningful experiences outside of the classroom with guided reflection and analysis from the instructor (Chapman, McPhee, & Proudman, 1995). Although many traditional courses may have experiential learning components imbedded in particular assignments (e.g., volunteering

experiences; Kretchmar, 2001; Raupp & Cohen, 1992), internship courses are completely

structured around experiential learning principles because they are mostly driven by

individualized learner experiences. The internship work experience, rather than instructor

defined content, serves as the impetus of the learning cycle. Students are also expected to reflect

on content from prior coursework in relation to that experience, use it as a way to extend or

refine their current knowledge, and use this information to inform future action. Figure 1 shows

what learning in an internship looks like according to Kolb's (1984) cycle of four experiential

learning phases: concrete experiences, observation and reflection, abstract conceptualization, and
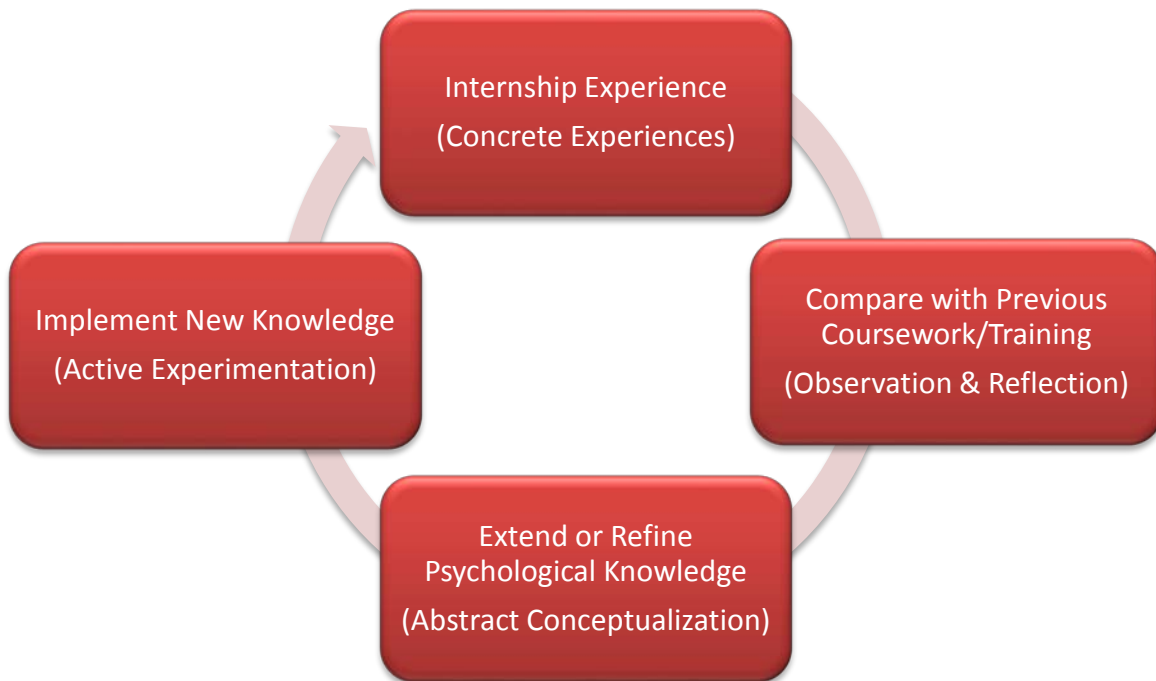
active experimentation.

Figure 1. *Internship experiential learning based on Kolb's (1984) model.*

The internship approach differs from the traditional lecture-style classroom approach in a number of ways. First, the faculty instructor's role is to be more of a "process" expert than a "content" expert. The faculty member does not necessarily need to have a content-based knowledge of the student's particular internship (i.e., specific disciplinary knowledge/skills) because the internship site supervisor should be serving as the content expert for the student. Thus, the faculty instructor serves as an expert in the experiential learning process, providing students with a framework for organizing and evaluating their learning experience. This framework entails a course structure with "clearly defined educational parameters—group working agreements, activity learning goals, a big-picture design plan, etc." (Chapman et al., 1995, p. 243).

Second, student contributions are different from their contributions in lecture-style classrooms, as internships require more of a student-centered process that requires continuous active participation from the student (Chapman et al., 1995). Because the learning cycle starts with experiences, students must actively seek out situations or experiences that they can use for reflection, as well as provide initial interpretations of the meaning of those events. The effectiveness of the experiential learning process for internships relies heavily on persistent student engagement, especially when students inevitably encounter challenges outside of their comfort zone. As such, instructors will find it necessary to take on a cheerleading role to encourage student growth, including showing continued enthusiasm and positivity in the process during obstacles (Warren, 1995).

Third, the primary learning environment (internship site) is dynamic and uncertain (Gentry, 1990). Although the instructor can exert a great deal of structure on the course design

itself, student experiences at the internship site are different for each student and within each student over time. The instructor creates learning goals and activities that help guide students in seeking out learning experiences and interpreting them (including helping students create specific learning objectives for their internships), but instructors cannot control the actual experiences themselves. Thus, a faculty instructor unfamiliar with experiential learning may have difficulty creating a coherent theme or set of activities to promote student professional development. The internship course requires learning experiences that are applicable to various learning environments across internship sites. To address these issues, the following three main sections discuss (a) considerations for internship course design, (b) how to approach evaluation and feedback in the course, and (c) a potential organizing framework that faculty can adopt when supervising undergraduate psychology interns.

Designing the Internship Course

In the design phase, instructors need to specify the learning objectives for the internship course, create or select learning activities, identify factors influencing student learning, and create a timetable and structure for implementation (Wolfe & Byrne, 1975). We discuss each of these factors in the context of supervising experiential learning during psychology internships.

      Specifying learning objectives. Similar to other courses, faculty instructors need to clearly define their learning objectives for students' internship experiences, especially in terms of the academic component of the course. We suggest faculty instructors consider some elements of the *APA Guidelines for the Undergraduate Psychology Major Version 2.0* (American Psychological Association [APA], 2013) in designing their objectives. For example, the fifth goal relating to professional development has a variety of particularly relevant objectives for an internship course: "apply[ing] psychological content and skills to career goals, exhibit[ing] self-

efficacy and self-regulation, refin[ing] project-management skills, enhancing teamwork capacity, and develop[ing] meaningful professional direction for life after graduation" (p. 16). The fourth goal related to communication (i.e., "exhibit[ing]… presentation skills" and "interacting effectively with others," p. 16) and the third goal related to ethical and social responsibility (i.e., "build and enhance interpersonal relationships," adopt community-building values at the local level, p. 16) also have objectives that can be relevant for all types of psychology-related work experiences.

      Creating and selecting learning activities. After selecting objectives, faculty instructors should create or select learning activities that will help students accomplish these objectives. For example, under Goal 5, "developing a meaningful professional direction for life after graduation" (Professional Development; APA, 2013, p. 35), one subobjective (5.5b) is being able to identify skill sets that employers look for when they are selecting individuals with a background in psychology. An associated learning activity is to have students research skills required for their desired job. This could include analyzing job descriptions from websites or search task information using O*Net (http://www.onetonline.org/). Other subobjectives under "developing a meaningful professional direction for life after graduation" include describing how curriculum vitae or résumés are used in job searches (5.5e) and describing settings in which people with backgrounds in psychology typically work (5.5c). Having students create résumés to be reviewed by the instructor or university career counselors would match the former objective, and having students conduct *informational interviews* with individuals in their desired career field (i.e., interviews designed to learn more about what it is like to actually work in a specific type of position; see Lorenz, 2008) would match the latter objective.

Another objective under Goal 5 (5.2; APA, 2013, p. 34) is to "exhibit self-efficacy and self-regulation." This includes the subobjectives of recognizing links between self-management efforts and achievement outcomes (5.2a), accurately assessing performance quality in relation to external standards (such as those set by an internship site supervisor or course instructor; 5.2b), and incorporating feedback from educators and mentors (5.2c). A helpful learning activity for this goal is to have students form their own internship learning objectives for specific knowledge and skill development to be discussed and revised with their internship site supervisor and the course instructor. Internship learning objectives are a tailored—and more specific—version of the course instructor's learning objectives that focus on specific knowledge or skill obtainment. Students can pick what they would like to know or be able to do by the end of their internship, specify actions or steps they will take to accomplish these goals, and decide how they will measure if they have achieved their objectives (see Figure 2 for examples). In addition to helping students learn how to engage in effective self-regulation to meet their goals, this type of activity also helps students gain specific knowledge and skills that are unique to their internship experiences.

Finally, if faculty desire to include an objective regarding presentation skills (4.2 under Goal 4: Communication; APA, 2013), a related learning activity is to have students briefly present their internship experiences to other psychology majors in the department via an oral or poster presentation. Presentations beyond the classroom can help advertise and promote internship experiences in the department, as well as get interns involved in helping with the professional development of other students (which is another example of a local community-building activity). Examples of these and other types of learning activities are located in

Appendix A. Other potential readings and resources to support learning activities are in

Appendix B.

Student-Created Internship Learning Objective	Actions To Take to Accomplish Objective	Indicators of Achieving Objective Success
Identify client prescriptions and associated disorders for entering information into client files	--Review past client files with internship site supervisor to learn patterns/names --Shadow other employees while they enter client information and practice prescription names/uses --Review training and coursework notes regarding medications and disorders relevant to my clientele	--Correctly identifying prescription names, uses, and associated disorders in client files without assistance --Perfect performance on a prescription/disorder "quiz" created with my internship site supervisor at the beginning of the internship
Demonstrate interpersonal skills when talking to crisis hotline clients	--Take training module on handling crisis situations --Shadow other employees on calls --Take at least 10 supervised calls a week to practice	--Personal comfort when taking new calls --Consistently positive supervisor feedback on recorded calls --Positive feedback from client
Demonstrate quantitative analysis skills in creating adverse impact reports for the human resources department	--Complete human resources assistant training --Review adverse impact calculation notes from I/O psychology course	--Accurate completion of adverse impact reports (supervisor feedback) --Completion of adverse impact reports without referring to notes

Figure 2. *Examples of student-created internship learning objectives, actions, and*

indicators of success

Another key point of consideration regarding learning activities is to consider variations

on observation and reflection activities. Using diaries is a common pedagogical tool to

accomplish a variety of learning goals. For example, student interns can complete reflections

with the goal of meeting a number of learning objectives related to identifying coursework

application, new knowledge/skill development, insights into personal preferences, insights into

work/career fields, identification of weakness for improvement, and identification of key

strengths (see Figure 3 for journal entry prompts).

However, both individual and group meetings would qualify as other types of observation

and reflection activities (Blanton, 2001). Faculty supervisors may choose to hold regular group

sessions in which students discuss some of their internship activities to solicit feedback or merely

share their experiences. Group sessions can also be used to provide professional development

information to assist students with learning activities, such as learning key tips for

professionalism in the workplace, how to write a résumé (and frame the internship in a résumés,

or how to discuss their internship experiences during job interviews.

Coursework Application	**New Knowledge/Skill Development**
What knowledge and skills from your coursework were you able to use this week?	What new knowledge and skills beyond your coursework did you develop this week?

Insight into Personal Preferences	**Insight into Work/Career Field**
Was there a particular incident that yielded insight into your personal preferences or contributed to your personal growth and development (that is, clarification or changes in values, motives, or attitudes)?	Was there a particular incident (or set of experiences) that yielded more insight into this type of work or career field?

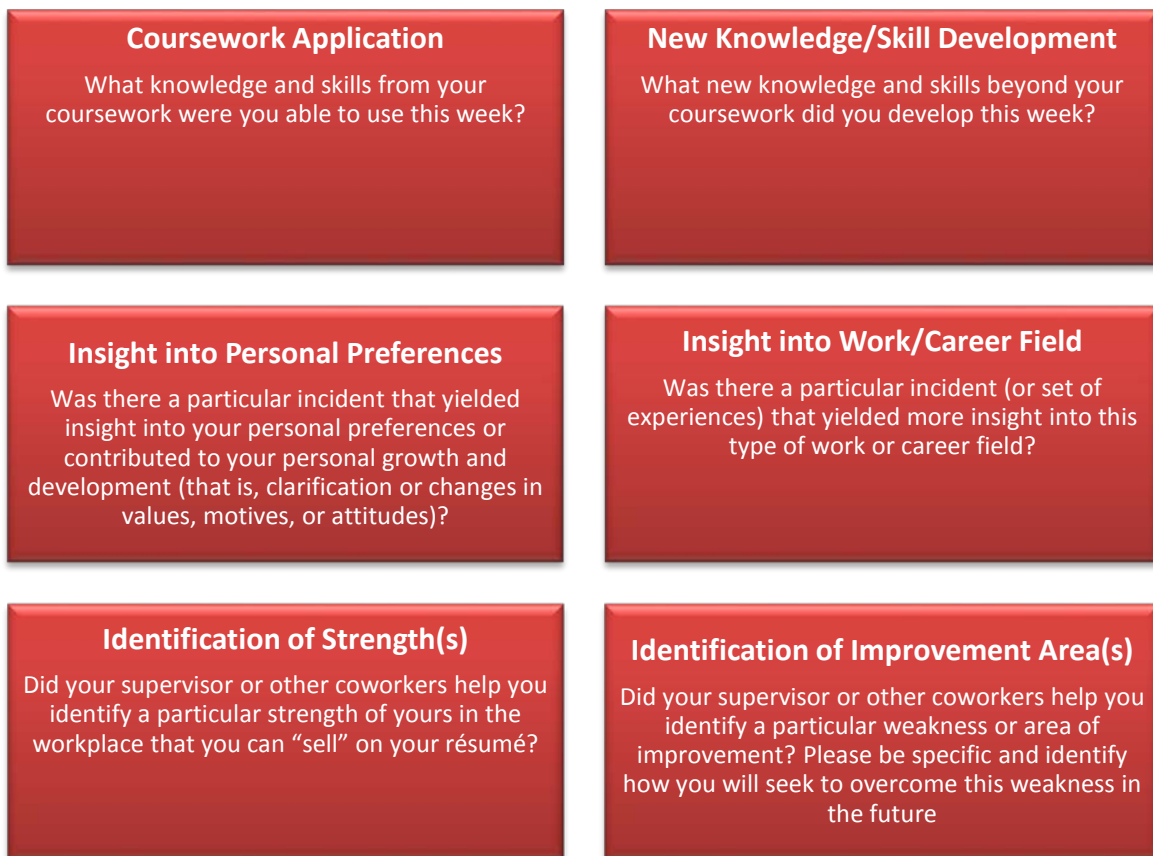| **Identification of Strength(s)**	**Identification of Improvement Area(s)**
Did your supervisor or other coworkers help you identify a particular strength of yours in the workplace that you can "sell" on your résumé?	Did your supervisor or other coworkers help you identify a particular weakness or area of improvement? Please be specific and identify how you will seek to overcome this weakness in the future

Figure 3. *Example of journal entry prompts.*

Identifying factors influencing student learning outcomes. A third aspect of design is identifying factors that influence student learning and success in internship courses. These factors are not directly under faculty control, but can be indirectly managed, such as faculty approval of the internship site and student readiness factors. Although faculty members cannot fully control all factors relating to the internship site or student readiness, they can put into place some eligibility requirements to optimize learning outcomes.

With respect to internship site factors that can be indirectly managed, the faculty instructor needs information regarding the site supervisor, location, typical training duties, hours worked per week, and length of internship (start/stop date). Information regarding hours and length of internship ensures there is enough time for student learning (e.g., 10 hours over at least a 12-week span). Faculty should also explicitly discuss with the student and the site what tasks are appropriate for student development in relation to a psychological background; the appropriateness cannot always be inferred from the organization or job title by itself. For example, some organizations that provide psychological services may have particular positions that are not related to psychology (e.g., front desk or minor clerical work), and organizations that do not provide psychological health services still have positions that are related to applied psychology careers (e.g., human resources and employee training for industrial-organizational psychology). Additionally, faculty instructors may want to provide some guidelines or an information packet for site supervisors to help convey the course expectations, especially to sites that have not previously worked with interns. This information packet or guidelines document may include providing site supervisors with a copy of the syllabus, assignments, or suggestions for how to interact with the interns to help them with professional development beyond the

essential job tasks. Beard (2007) provided an excellent template for employer guidelines that includes suggestions such as discussing company policies and culture, providing a variety of work tasks for broad skill development, scheduling regular meetings to discuss performance and career plans, and conducting an exit interview based on the intern's final performance evaluation.

Student readiness is another factor that faculty instructors should consider in terms of student eligibility requirements for the course. An internship course can be considered as more "high stakes" than the traditional college classroom because there are additional stakeholders in the learning relationship beyond just the student and instructor. These stakeholders include site supervisors and coworkers and clients that interns interact with at the internship site. Also, the success of student interns in their respective organizations is critical to building strong relationships between the department and community. If students from a particular psychology program are not prepared to do well, their poor performance may hurt the program's reputation and make the site less willing to accommodate future psychology interns. Consequently, faculty instructors may want to consider basing eligibility requirements on indicators of academic achievement and course content mastery (Shoenfelt et al., 2012). These requirements may include completed coursework or educational status (e.g., juniors and seniors), major grade point average (GPA), or overall GPA. Instructors may also want to provide students with assistance in creating their résumés or other materials in preparation for an internship search (or direct them to relevant support services on campus, such as a Career Services office). In discussing the potential eligibility for enrolling in an internship course or beginning an internship search, faculty should help students understand that "the student is representing not only himself or herself but also the academic department and university" (Shoenfelt et al., 2012, p.103).

Structuring implementation. The final consideration is how to implement the design components. At this stage, faculty instructors should consider how scheduling course sessions and assignments will best affect learning outcomes. For example, having an orientation session regarding learning outcomes, the experiential learning approach, and how to get the most out of their internship (e.g., professional behavior) is useful to students before they start their internship experience. Having students create their specific internship learning objectives and indicators of success with their site supervisor (e.g., as shown in Figure 2) is important to do within the first week or two of the internship. Instructors may also want to consider methods for helping students complete journal reflections regularly instead of retrospectively completing multiple weeks of reflections right before submission deadlines or group sessions. For example, using online journaling functions helps instructors track when students complete journal entries, while also allowing instructors to provide real-time feedback to improve journal reflection quality. Finally, summative reflections on the entirety of the experience and giving a presentation (as well as creating an action plan for future career development opportunities) make the most sense at the end of the course.

Evaluating the Internship Experience and Providing Feedback

Another important instructor role in internship supervision is providing evaluation and feedback (Wolfe & Byrne, 1975). Next, we discuss evaluation considerations that include (a) faculty instructor evaluation of the student intern, (b), student evaluation of the internship site and internship course learning activities, and (c) internship site supervisor evaluation of the student intern. Integrated in this discussion, we also mention the importance of feedback both during and at the end of the internship experience.

Faculty instructor evaluation and feedback. The first consideration is how faculty will evaluate student work and provide feedback in relation to the overall course grade. These considerations include

- Will students get a chance to revise assignments based on instructor feedback, or will the instructor's grade be final?

- Are students required to attend any information sessions or group discussions?

- Will faculty grade students' participation or attendance to information or group sessions?

- Will faculty grade students' attendance or completion of work hours at the internship site?

- Will faculty use supervisor evaluations on specific dimensions to inform student grades?

- Will students receive specific grades or only satisfactory or unsatisfactory feedback?

The instructor's approach may also depend on whether the course is graded using a satisfactory/unsatisfactory cutoff, letter grades (*A*s, *B*s, etc.), or some other alternative. Given that the experiential learning approach is critical to an internship course, students may benefit most from receiving feedback on all of their assignments before turning them in for a grade. For example, an instructor can have assignments periodically due for "draft completion" credit throughout the semester and provide feedback on each submission. At the end of the course, students can turn in a final portfolio with all of their learning activities that incorporate the feedback as part of their final grade.

Student evaluation and feedback. Students should also have the opportunity to provide evaluations on the learning activities and their internship experiences. Depending on departmental requirements, faculty instructors may or may not have formal course evaluations, and thus it is important that instructors develop their own evaluations to inform potential revisions of the course. A few examples include asking students to rate the usefulness of specific activities, guest lectures, information sessions, group discussions, or other aspects of the course. Evaluations of the site can also be valuable department data to consider when recommending students for future internships in specific organizations or positions within organizations. Example dimensions can include ratings of the actual internship site (facility and resources, atmosphere), internship duties (relevant to career, challenging work), and the site supervisor (accessibility, feedback, orientation to work). Instructors may also want to ask questions related to student professional development, such as if the internship helped the students better prepare for professional work or graduate school and if they attained new knowledge, skills, or information about themselves for their career. A sample evaluation provided by Beard (2007) has students provide self-evaluations on dimensions such as dependability, self-confidence, communication (written and oral), acceptance of criticism, and ability to work with others.

Internship site supervisor evaluation and feedback. Finally, the faculty supervisor needs to discuss the intern's evaluation with the site supervisor. For example, our psychology department requires our interns to register their internship information with the university's Career Service center because this office requests formal evaluations of the intern's performance on six dimensions (relations with others, attitude, judgment, ability to learn, dependability, and quality of work). We then use this evaluation as part of successful completion of the course (i.e.,

the intern has to attain a pre-established cutoff score for credit), as well as a learning tool to help

guide the student on what types of behaviors are valued in employment settings.

At our university, using the Career Services evaluation has the dual benefit of adding

internship information to their database, while also freeing the faculty member from the role of

managing supervisor evaluation distribution and receipt. However, other faculty instructors may

not have this option at their institution or may prefer to create their own evaluations. Regardless

of the type of supervisor evaluation used (i.e., created by the faculty member or borrowed from

another institutional office), it is important to share the rating dimensions with students before

they begin their internship. In this way, students understand what is expected from them and are

not surprised by the rating dimensions that are used to evaluate their performance.

Student Employability: An Organizing Framework for Internship Coursework

As mentioned previously, having a "big picture design plan" may be a useful way to

make experiential learning more coherent for students (Chapman et al., 1995). Thus, instructors

may want to give some thought to creating a theme for the course to help guide student activities.

One organizing framework applicable to an internship is to consider "the eye of the employer,"

or student employability. That is, what general competencies can students develop in the

internship (and beyond) that can make them a more attractive job candidate for a psychology-

relevant career? The employability framework (Hogan, Chamorro-Premuzic, & Kaiser, 2013)

suggests that organizations make attributions of employability based on three central aspects of a

job candidate's profile: evidence that they are rewarding to work with (R), have the ability to do

well (A), and are willing to work hard (W; also known as the "RAW model"). Thus, students

should understand common sources of information that employers use when making hiring

decisions, including a variety of documents such as cover letters, interviews, references, letters

of recommendation, and transcripts. Additionally, students should be aware that they can engage

in a variety of behaviors to help strengthen their applicant profile (see Figure 4). Given that

educational institutions are under increasing pressure to demonstrate their graduates can obtain

gainful employment, the internship course is an excellent mechanism for helping students start to

think about how their educational activities—including, but not limited to, the internship—will

help increase their employability or selection for graduate school.

Employer Perception (Characteristics)	Sources of Information on Student Applicant Profile	Example Behaviors That Strengthen Applicant Profile
Rewarding to Work With (Social/interpersonal skills, compatibility with organization)	Cover letter, interviews, references, or letters of recommendation	Researching organizations and positions, building rapport with instructors and supervisors
Ability to Do Well (Abilities, expertise, qualifications, achievements)	Curriculum vitae or résumé, transcript grades	Practicing skills in internships or research experiences, coursework performance, certifications, awards, courses taken
Willing to Work Hard (Ambition, work ethic, drive to succeed)	References or letters of recommendation, attention to detail in application documents	Demonstrating reliability and punctuality in both work tasks and coursework (excellent attendance and participation)

Figure 4. *Student applicant profile sources of information and example behaviors*

adapted from the RAW framework (Hogan et al., 2013).

A key advantage of using the RAW model (Hogan et al., 2013) to help frame the course

is that it introduces two important concepts to students. First, it helps students understand that

their psychology degree (and associated coursework) is not the sole goal of their educational

activities. Timely degree completion and exposure to multiple disciplines through a liberal arts

education is certainly important, but students should also keep in mind that they need to fully

develop key areas of expertise and skills that make them desirable employees for their future

careers. This shift in perspective helps students understand that they should give considerable weight to additional learning opportunities outside of the classroom and timely degree completion requirements. Students who do the latter could find themselves in the frustrating position of not being able to obtain employment after graduation. From years of experience as academic advisors, we have seen multiple students needing to return to college in some capacity to gain additional research or internship experiences to improve their applicant profiles in relation to the job market or graduate school admissions.

Second, the RAW model (Hogan et al., 2013) emphasizes that merely *having* the three RAW characteristics is not enough to secure employment. Students need to effectively *convey* to employers—through multiple sources of information—that they have these characteristics. When applying to any given job, students are often competing with hundreds of others with a degree in psychology; degrees are often minimum job requirements. What will set them apart in the application process is demonstrating—with substantial evidence—that they have the ability to do well, are rewarding to work with, and are willing to work hard in a particular job. Information derived from grades, letters of recommendation or references from instructors and supervisors, internship experiences, leadership experience, research experience, and other activities are all important factors that employers and graduate schools consider in the selection process.

In line with the RAW model (Hogan et al., 2013), we developed the RAW Potential Self-Assessment as a tool to help students better make a connection between their day-to-day interactions in the classroom and beyond. This self-assessment has the dual purpose of having students gauge their current level of employability, as well as educating them on activities that help increase their employability on each domain. The RAW Potential Self-Assessment was

developed by reviewing and elaborating on research on positive common behaviors that instructors see in their courses (Landrum, 2011; Parr & Valerius, 1999) and categorizing behaviors under the tool's associated subsection of "rewarding," "ability," and "willingness" indicators. For example, students can convey their willingness to work hard by attending classes regularly, adhering to course deadlines, and following assignment instructions; instructors can discuss these behaviors in letters of recommendation. These same behaviors also apply to internships sites in terms of punctuality, completion of work on time, and following supervisor instructions.

In consultation with three faculty members, a career service representative, a director of undergraduate studies, and two advanced undergraduates who took an internship course, we developed 63 behavioral statements. We assigned them to the appropriate RAW dimension: 20 Rewarding, 17 Ability, and 26 Willingness statements (see Appendix C). More psychometric work on this tool is needed beyond subject matter expert input, but the initial version of the measure was piloted during a psychology internship orientation with seven students. Anecdotally, the RAW Self-Assessment served as a helpful tool for discussing professional behavior with students. We encourage instructors to use these behavioral statements to spark class discussion based on students' reactions and questions that arise from completing the self-assessment. For example, students may have questions regarding what qualifies as "meaningful" participation in classes or what constitutes information that is "too personal or inappropriate" to discuss with instructors during class. These expectations can differ by contextual factors such as the type of class, personality of the instructor, and students' previous relationship with specific instructors. Helping students acknowledge these factors and discuss how to make appropriate adjustments can help them reflect more on their behaviors both inside and outside of the

classroom. This discussion can be a good first step toward students learning prescriptive

information regarding how to develop characteristics that will lead to better letters of

recommendation from instructors and increase other aspects of their application materials for

jobs after graduation or graduate school. As one psychology intern noted after taking the RAW

Potential Self-Assessment Tool, "This (assessment) makes me panic a little, but at least I know

in what areas I need to improve and what to do about it."

Conclusion

Supervising psychology interns can be a rewarding experience for faculty members, and

research suggests that internships have far-reaching effects on students' professional

development and career success (Shoenfelt et al., 2013). We encourage faculty to help students

take advantage of this unique learning environment by following suggestions from the

experiential learning approach in relation to course design, evaluation, and feedback. Faculty

may also want to frame the internship course experience through the "employability" model

(Hogan et al., 2013), which focuses on what characteristics are valued most by employers across

all types of careers (rewarding to work with, ability to do well, and willingness to work hard).

To this end, we hope the RAW Potential Self-Assessment will be a useful tool for student

development in an internship course.

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Appendix A: Example Learning Activities

Assignment 1: Internship Introduction, Career Goals, and Objectives

Internship Overview: Describe your internship organization, your position, and the duties required in your training agreement. Make sure to include your supervisor's name and contact information.

Career Exploration and Goals: Go to O*Net (http://www.onetonline.org/) and find your desired job (or a job in the closest related job family, if it is not listed) after college. If you still haven't decided on a particular job or career, visit the Psychology Careers page provided by Career Services to find a job you'd be most interested in (http://www.niu.edu/careerservices/weblinks/majors/psychology.shtml).

After visiting O*Net, discuss the following in this section in narrative form:
- What is the job title and description?
- What are some key tasks for this job, AND how do your internship activities match it?
- What are some key knowledge and skills for this job, AND how do you think your internship activities are helping you develop these?

Learning Objectives and Overall Goal Statement: In our first group session, we discussed how to develop your "RAW potential" to be the type of job applicant employers want. Create one learning objective for your internship in each of the three "RAW" potential areas: Rewarding to work with, Ability to do well, and Willingness to work hard. Thus, you should have three objectives total, one in each area. Your objectives should be specific and realistic. Also consider how you would like your internship to relate to your coursework: Will you be applying existing skills, honing your skills, or developing new skills? How might this internship help you move from college to career?

For each learning objective, you should address the following:
- What specifically would you like to KNOW or be able to DO by the end of your internship in relation to demonstrating….
  - Social/interpersonal skills (Rewarding to Work With)?
  - Technical skills or expertise (Ability to Do the Job)?
  - Work ethic and reliability (Willing to Work Hard)?
- After describing your objective, give TWO specific actions you will take to accomplish these objectives. For example, what resources will you use, what meetings/training sessions will you attend, how will you practice this skill?
- How will you (and/or others) know you've accomplished this objective? That is, how will your success be measured?

After creating your learning objectives, combine elements from each objective into a statement discussing your overall goals and your objectives, actions, and assessment methods. This statement should give the "big picture" of what you hope to gain from this experience.

Assignment 2: Internship Experiences Work Diary

You will need to start keeping a log (work diary) of your internship activities after your first week (this will exclude some of your initial training and orientation time). In order to maintain confidentiality of your coworkers and clients, please make sure not to use anyone's actual name and use abbreviations only (e.g., my supervisor, "JC"). After the end of each workweek, provide a professional narrative that discusses the following:

- Coursework Application: What knowledge and skills from your coursework were you able to use this week? Please be specific (e.g., mention the specific class, use appropriate terminology and names of psychological principles/concepts).
- New Knowledge/Skill Development: What new knowledge and skills beyond your coursework did you develop this week?
- Insight into Personal Preferences: Was there a particular incident (or set of experiences) that yielded insight into your personal preferences or contributed to your personal growth and development (e.g., clarification or changes in values, motives, or attitudes toward something)?
- Insight into Work/Career Field: Was there a particular incident (or set of experiences) that yielded more insight into this type of work or career field?
- Identification of Weakness for Improvement: Did your supervisor or other coworkers help you identify a particular weakness or area of improvement? Please be specific and identify how you will seek to overcome this weakness in the future (i.e., action steps).
- Identification of Key Strength: Did your supervisors or other coworkers help you identify a particular strength of yours in the workplace that you can "sell" on your résumé?

You will probably not be able to comment on ALL of these reflections in a given week. However, it is expected that you will be able to address all of these questions at least twice over the course of the semester. See the brief example work diary entries below (you will provide slightly more detailed reflections).

Week 2 (9/2/13 to 9/6/13)
Coursework Application: I was able to apply my research skills from NIU coursework to my internship this week. My supervisor asked me to find out if there was any research on a cognitive behavioral therapy with kids. I was able to easily do this for her because I learned how to find academic journal articles and interpret study findings in my Research Methods (PSYC 305) course.

Insight into Personal Preferences: This week I realized that meeting and spending time with children is quickly becoming my favorite part of this internship. Before, I did not think I would like to work with kids. I also thought their stories would be too difficult to hear and that I would not be strong enough to work with them. After meeting several children and talking to their families, I quickly realized that this is the group I am meant to be working with and I am passionate about this type of work.

Assignment 3: Self-Exploration and Marketing Yourself

The purpose of this activity is to help you think more about your work identity and about how you present yourself to others on the job market. This is often called creating a "personal brand" (see below)

> *Your personal brand is more than just the brand statement you use as your elevator pitch when you introduce yourself in real-life encounters or to market yourself in your paper and online career marketing communications (resume, bio, LinkedIn profile, website, etc.).*
>
> *Your brand is your reputation – the perception of you held by the external world. It is the combination of personal attributes, values, drivers, strengths, and passions you draw from that differentiates your unique promise of value from your peers, and helps those assessing you to determine if they should hire you or do business with you.* (Guiseppi, n.d., "10-Step Personal Branding Worksheet," para. 1-2)

Brand Activity: Using this worksheet, answer the following questions about your personal brand. Make sure to answer these questions in the form of a coherent narrative (rather than just a list of answers). Think about each of these questions in relation to your broader career goals.

1. What are your vision and purpose for your career?
2. What are your career values?
3. What are you career-related passions?
4. What are your top career goals for the next year, 2 years, and 5 years?
5. What are your top career-related brand attributes? What three or four adjectives best describe the value you offer to organizations?
6. What are your core job-related strengths and skills?
7. What is your professional reputation?
8. What are your job-related strengths, weakness, opportunities, and threats?
9. Who is your target audience (where would you like to work)?
10. What differentiates you from other psychology majors?

Brand Artifacts: After completing the above activity, create or revise three products in relation to your brand. Put them in your portfolio based on whether you are applying to graduate school or going straight into employment after graduation. Visit Career Services to get feedback on your brand artifacts.

Below, we have provided instructional links and example for creating each of the required products.

1. CV (Grad School) OR Résumé (Employment)
   http://www.psychologytoday.com/blog/career-minded/200806/writing-your-ciriculum-vitae
   http://www.psychologytoday.com/blog/fulfillment-any-age/201110/writing-the-perfect-resume-5-step-guide
   http://www.psychologytoday.com/blog/career-transitions/201110/writing-effective-cvs-and-resumes
2. Personal Statement (Graduate School) OR Job Cover Letter (Employment)
   http://www.psychologytoday.com/blog/career-transitions/201104/writing-the-dreaded-cover-letter
   http://psych.iupui.edu/sites/default/files/guidetowritingapersonalstatement_1.pdf
3. Online Presence (LinkedIn profile) or Professional Website
   http://www.linkedin-makeover.com/linkedin-profile-samples/
   http://www.forbes.com/sites/lisaquast/2013/11/04/job-seekers-polish-your-linkedin-profile/ [and click on "continue to site."

Assignment 4: Informational Interviewing and Networking

The purpose of this activity is to help you learn more about your career field through informational interviewing (see Career Services Handout at http://www.niu.edu/careerservices/jobtools/handouts/Information%20Interview.pdf), as well as building your career network.

You will need to conduct informational interviews with at least **three** individuals in your potential field. These interviews may also include people who are in advanced training for a given occupation. For example, if you are planning on going to graduate school, you may want one of these people to be a graduate student in a particular program you are interested in.

Make sure to take good notes on your contacts' answers to the informational interview. After interviewing all three people, write a narrative that summarizes what you've learned about the following questions from each of your contacts (be sure to use initials instead of full names for anonymity):

> • What is a typical work day like? Do the duties change at any time (each week, month, season)?

> • How did you prepare for entry into this field? What specific training or degree did you obtain?

> • Where is the best place to get appropriate education, training, or experience?

> • What are the opportunities for advancement within this field? This company?

> • What rewards do you get from your work? What are the frustrations of your work?

See the brief excerpt below from a previous student to get an idea of how your narrative should look:

****

Information Interview 1 (School Psychologist): I spoke with KZ regarding her career as a school psychologist. In a typical work day, KZ spends the majority of her time in meetings. In fact that is one of the frustrating aspects of school psychology, in her opinion. The budget is constantly being cut which makes it difficult to do more for the children with less funding, supplies and manpower available and has become the main topic of most of the meetings. KZ is spread between three different buildings; traveling between them is a large part of her typical day. KZ does appreciate the independence of her position and in contrast of the more mundane aspects of school psychology, she's often excited to assess a child, giving her all to help a student in need. As a psychologist within a co-op there is a lead psychologist above the other psychologists, however the only other opportunity for advancement would be in a regional position. KZ "kinda

feels stuck" in her position but qualifies her statement by revealing she loves her career and would not care to be too far up the administrative hierarchy because that would remove her from student interaction. KZ noted that seeing a kid become successful due to her making the right decision or finding the appropriate level of support a child needs is the most rewarding aspect of being a psychologist. KZ confirmed several ideas I had about school psychology. I know that I am meant to work with children and adolescents and I cannot think of a better way than by helping students with their educational needs. I look forward to the day when it is my turn and plan to keep in touch with KZ as I finish my college career.

Assignment 5: Final Internship Reflections and Career Planning

Final Internship Reflections: In this section, please reflect on your internship, making sure to address each of the following questions (in narrative form):
- Reflect on your initial learning objectives and steps you took to meet them in your internship. How well did you accomplish each objective?
- What supportive factors or barriers did you have to accomplishing your objectives?
- What skills and knowledge (beyond your objectives) did you develop in your internship?
- What skills and knowledge from your classes or activities at this university were you able to use in the internship?
- What about your internship did you like the most? If you could change something about your experience, what would it be?
- What key insights about yourself can you take away from this internship portfolio?
- Reflect on your initial thoughts about your career and what you have learned over the course of the semester. Were there any significant changes?
- How has this experience affected your academic and/or career plans?

Career Action Planning: In this section, please provide information on how you will continue your career development after this semester, making sure to address the following questions (in narrative form):
- What are some remaining knowledge and skills that you think you need to develop to get ready for your career?
- Are there any additional training or educational requirements that you found you will need to best prepare for your career?
- What specific steps will you take to seek out opportunities for future growth and development? Be specific about these opportunities (potential coursework, degrees, research or other applied work experiences, certification, etc.) and your timeline for completing them.

Assignment 6: Internship Presentation

You will develop a 5-10 minute presentation via PowerPoint showcasing your internship site, experience, and accomplishments.

This is a very short time, so make sure to practice your talk and keep your slides simple (only six slides needed). You should include the following:
- Slide 1: Title slide
- Slide 2: Internship site overview-Organizational mission, area/subspecialization of psychology, your responsibilities
- Slide 3: References to psychological course work that relate to internship activities
- Slide 4: Your learning goals/outcomes
- Slide 5: Specific experiences that allowed you to acquire NEW marketable psychology-related career skills beyond your coursework.
- Slide 6: How internship impacts your future career path in psychology

Marketable psychology-related career skills may include, but are not limited to:
- Public speaking
- Communication
- Writing
- Research
- Statistical
- Data entry/management
- Data presentation
- Teamwork/collaboration
- Critical thinking
- Decision-making
- Leadership
- Organizational
- Etc.

Appendix B: Other Resources to Support Learning Activities

Student Resources for Navigating the Psychology Internship Experience

Hettich, P. (2012). Internships! *Eye on Psi Chi, 16*(4). Retrieved from
http://www.psichi.org/?page=164EyeSum12eHettich&hh

Hettich, P. (2010). How to "ace" your freshman year in the workplace with C's: Culture,
competence, and consequences. *Eye on Psi Chi, 14*(3). Retrieved from
http://www.psichi.org/?page=143EyeSpr10dHettich&hh

Landrum, R. E. (2002). Maximizing undergraduate opportunities: The value of research and
other experiences. *Eye on Psi Chi, 6*(2). Retrieved from
http://www.psichi.org/?page=062EyeWin02bLandrum&hh

Norcross, J. C., & Cannon, J. T. (2008). You're writing your own letter of recommendation. *Eye
on Psi Chi, 13*(1). Retrieved from
http://www.psichi.org/?page=131EyeFall08bNorcros&hh

Society for Industrial and Organizational Psychology. (2014). *I-O internships.* Retrieved from
http://www.siop.org/IOInternships/TOC.aspx

Walter, T. J. (2007). The undergraduate psychology internship: Benefits, selection, and making
the most of your experience. *Eye on Psi Chi, 11*(3). Retrieved from
http://www.psichi.org/?page=113EyeSpr07cWalter&hh

Yancy, G. B., Clarkson, C. P., Baxa, J. D., & Clarkson, R. N., (2003). Examples of good and bad
interpersonal skills at work. *Eye on Psi Chi, 7.* Retrieved from
https://www.psichi.org/?073EyeSpring03dYance

Student Resources for Career Preparation (General)

Aubrecht, L. (2001). What can you do with a BA in psychology? *Eye On Psi Chi, 5*(2). Retrieved from http://www.psichi.org/?page=052EyeWin01eAubrecht

Brooks , K. (2011, October 9). Writing effective CV's and resumes [Web log post]. Retrieved from http://www.psychologytoday.com/blog/career-transitions/201110/writing-effective-cvs-and-resumes

Brooks , K. (2011, April 6). Writing the dreaded cover letter [Web log post]. Retrieved from http://www.psychologytoday.com/blog/career-transitions/201104/writing-the-dreaded-cover-letter

Landrum, R. E. (2009). *Finding jobs with a psychology bachelor's degree: Expert advice for launching your career.* Washington, DC: American Psychological Association.

Karlin, N. J. (2000). Creating an effective conference presentation. *Eye on Psi Chi, 4*(2). Retrieved from http://www.psichi.org/?page=042EyeWin00cKarlin

Sleigh, M. J., & Ritzer, D. R. (2007). Undergraduate research experience: Preparation for the job market. *Eye on Psi Chi. 11*(3). Retrieved from http://www.psichi.org/?page=113EyeSpr07dSleigh&hh

Whitbourne, S. K. (2011, October 12). Writing the perfect resume: A 5 step guide [Web log post]. Retrieved from http://www.psychologytoday.com/blog/fulfillment-any-age/201110/writing-the-perfect-resume-5-step-guide

Zeigler, D. E., & Orchowski, L. M. (2010). Psychology major! What are you going to do with it? Strategies for maximizing your degree. *Eye on Psi Chi, 14*(3). Retrieved from http://www.psichi.org/?page=143EyeSpr10cZeigler&hh

Student Resources for Career Preparation (Graduate School)

Anthenien, A. M. (2012). Building relationships with professors: A roadmap to obtaining strong letters of recommendation. *Eye on Psi Chi, 16*(4). Retrieved from http://www.psichi.org/?page=164EyeSum12aAnthenie&hh

Appleby, D. (2003). What does your transcript say about you, and what can you do if it says things you don't like? *Eye on Psi Chi, 7*(2). Retrieved from http://www.psichi.org/?072EyeWin03cAppleby

Appleby, D. C., & Appleby K. M. (2007) How to avoid the kisses of death in the graduate school application process. *Eye On Psi Chi, 11*(3). Retrieved from http://www.psichi.org/?page=113EyeSpr07aAppleby&hh

Arnold, K. L., & Horrigan, K. L. (2002) Gaining admission into the graduate program of your choice. *Eye on Psi Chi, 7*(1). Retrieved from http://www.psichi.org/?page=071EyeFall02eArnold&hh

Buskist, W. (2001) Seven tips for preparing a successful application to graduate school in psychology. *Eye on Psi Chi, 5*(3). Retrieved from http://www.psichi.org/?page=053EyeSpring01eBuski

Harden, M. (2008, June 12). Writing your curriculum vitae [Web log post]. Retrieved from http://www.psychologytoday.com/blog/career-minded/200806/writing-your-ciriculum-vitae

Indiana University-Purdue University Indianapolis Psychology Advising. (n.d.). *Guide to writing a personal statement.* Retrieved from http://psych.iupui.edu/sites/default/files/guidetowritingapersonalstatement_1.pdf

Landrum, R. E. (2005). The curriculum vita: A student's guide to preparation. *Eye on Psi Chi, 9*(2). Retrieved from http://www.psichi.org/?092EyeWin05dLandrum

Landrum, R. E. (2004) New odds for graduate admissions in psychology. *Eye on Psi Chi, 8*(3). Retrieved from http://www.psichi.org/?page=083EyeSpringcLandrum

Norcross, J. C. (1997). GREs and GPAs: The numbers game in graduate admissions. *Eye on Psi Chi, 1*(2). Retrieved from http://www.psichi.org/?page=012EyeWin97aNorcross

Norcross, J. C. (1997) How much and when? Application fees and deadlines for graduate psychology programs. *Eye on Psi Chi, 2*(1). Retrieved from http://www.psichi.org/?page=021EyeFall97aNorcros

Palladino, J. J., Handelsman, M. M. (2002) Letters of recommendation: A guide for students and professors. *Eye Psi Chi, 6*(2). Retrieved from http://www.psichi.org/?page=062EyeWin02jHandelsm

Rewey, K. (2000). Getting a good letter of recommendation. *Eye on Psi Chi, 5*(1). Retrieved from http://www.psichi.org/?page=051EyeFall00dRewey

Walfish, S. (2004). An eye-opening experience: Taking an online practice graduate record examination. *Eye on Psi Chi, 8*(2). Retrieved from http://www.psichi.org/?page=082EyeWin04cWalfish

Faculty Resources for Supervising Internships – The following is a selection of books and articles geared toward faculty members who supervise interns.

Alpay, E., & Walsh, E. (2008). A skills perception inventory for evaluating postgraduate transferable skills development. *Assessment & Evaluation in Higher Education*, *33*, 581–598. http://dx.doi.org/10.1080/02602930701772804

Brooks, L., Cornelius, A., Greenfield, E., & Joseph, R. (1995). The relation of career-related work or internship experiences to the career development of college seniors. *Journal of Vocational Behavior*, *46*, 332–349. http://dx.doi.org/10.1006/jvbe.1995.1024

Beard, D. F. (2007). Assessment of internship experiences and accounting core competencies. *Accounting Education: An International Journal*, *16*, 207–220. http://dx.doi.org/10.1080/09639280701234625

Blanton, P. G. (2001). A model for supervising undergraduate internships. *Teaching of Psychology*, *28*, 217–219. http://dx.doi.org/10.1207/S15328023TOP2803_08

Fernald, C. D., Tedeschi, R. G., Siegfried, W. G., Gilmore, D. C., Grimsley, D. L., & Chipley, B. (1982). Designing and managing an undergraduate practicum course in psychology. *Teaching of Psychology*, *9*, 155–160. http://dx.doi.org/10.1207/s15328023top0903_6

Frontczak, N. T. (1998). A paradigm for the selection, use and development of experiential learning activities in marketing education. *Marketing Education Review*, *8*(3), 25–33. Retrieved from http://library.ilsworld.com/papers/pdfs/Frontcza1998-%28Fall%29.pdf

Gault, J., Redington, J., & Schlager, T. (2000). Undergraduate business internships and career success: Are they related? *Journal of Marketing Education*, *22*, 45–53. http://dx.doi.org/10.1177/0273475300221006

Green, B. P., Graybeal, P., & Madison, R. L. (2011). An exploratory study of the effect of professional internships on students' perception of the importance of employment traits. *Journal of Education for Business*, *86*, 100–110. http://dx.doi.org/10.1080/08832323.2010.480992

Hays-Thomas, R., & Kass, S. J. (2003). Integrating classroom knowledge and application: The industrial/organizational psychology internship presentation. *Teaching of Psychology*, *30*, 69–70. http://dx.doi.org/10.1207/S15328023TOP3001_11

Kisamore, J. L., & Alexander, E. (2008). Using an internship opportunity to expand awareness of industrial/organizational psychology. Retrieved from http://files.eric.ed.gov/fulltext/ED503736.pdf

Kiser, P.M. (2011). *The human services internship: Getting the most from your experience (practicum/internship)* (3rd ed.). Belmont, CA: Cengage Learning

Landrum, R. E., (2010) Skills for the undergraduate psychology majors: Because you need it, do
     we measure it? *Eye on Psi Chi, 14*(3). Retrieved from
     http://www.psichi.org/?page=143EyeSpr10bLandrum&hh

Shoenfelt, E. L., Kottke, J. L., & Stone, N. J. (2012). Master's and undergraduate
     industrial/organizational internships: Data-based recommendations for successful
     experiences. *Teaching of Psychology*, *39*, 100–106.
     http://dx.doi.org/10.1177/0098628312437724

Shoenfelt, E. L., Stone, N. J., & Kottke, J. L. (2013). Internships: An established mechanism for
     increasing employability. *Industrial and Organizational Psychology*, *6*, 24–27.
     http://dx.doi.org/10.1111/iops.12004

Simons, L., Fehr, L., Blank, N., Connell, H., Georganas, D., Fernandez, D., & Peterson, V.
     (2012). Lessons learned from experiential learning: What do students learn from a
     practicum/internship? *International Journal of Teaching and Learning in Higher
     Education*, *24*, 325–334. Retrieved from http://eric.ed.gov/?id=EJ1000685

Vande Creek, L. & Thompson, G. (1977). Management of undergraduate psychology
     internships. *Teaching of Psychology, 4*, 177–180.
     http://dx.doi.org/10.1207/s15328023top0404_4

VandeCreek, L., & Fleischer, M. (1984). The role of practicum in the undergraduate psychology
     curriculum. *Teaching of Psychology*, *11*, 9–14.
     http://dx.doi.org/10.1207/s15328023top1101_2

Wayment, H. A., & Dickson, K. L. (2008). Increasing student participation in undergraduate
     research benefits students, faculty, and department. *Teaching of Psychology*, *35*, 194–
     197. http://dx.doi.org/10.1080/00986280802189213

Yancey, G. B. (2011). Undergraduate internships for psychology majors. In R. L. Miller, E.
     Amsel, B. M. Kowalewski, B. C. Beins, K. D. Keith, & B. F. Peden (Eds.), *Promoting
     student engagement: Volume 1: Programs, techniques and opportunities* (pp. 46–56).
     Retrieved from http://teachpsych.org/Resources/Documents/ebooks/pse2011vol1.pdf

Faculty Resources for Evaluating Internships – The following selection includes examples of various internship evaluations

Alpay, E., & Walsh, E. (2008). A skills perception inventory for evaluating postgraduate transferable skills development. *Assessment & Evaluation in Higher Education*, *33*, 581-598. http://dx.doi.org/10.1080/02602930701772804

Beard, D. F. (2007). Assessment of internship experiences and accounting core competencies. *Accounting Education: An International Journal*, *16*, 207-220. http://dx.doi.org/10.1080/09639280701234625

Indiana University Purdue University Indianapolis Department of Psychology (2013, Spring). B421 *Internship for psychology basic syllabus*. Retrieved from http://psych.iupui.edu/sites/default/files/2012_syllabus_psychology_internship.pdf

Mansfield University Department of Psychology. (2012, February). *Internship guide: A manual for students hoping to obtain and complete an internship.* Retrieved from http://www.mansfield.edu/psychology/upload/Psychology-Internship-Manual-02-25-12-DraftMur.pdf

Shoenfelt, E. L., Kottke, J. L., & Stone, N. J. (2012). Master's and undergraduate industrial/organizational internships: Data-based recommendations for successful experiences. *Teaching of Psychology*, *39*, 100–106. http://dx.doi.org/10.1177/0098628312437724

University of Nebraska-Lincoln Psychology Advising and Resource Center. (n.d.). *Internship packet.* Retrieved from http://psychology.unl.edu/documents/internship_packet.pdf

Appendix C: RAW Potential Assessment

Instructions: The following lists contain behaviors that students may engage in during their time in college that are important for professional development. Course instructors often write letters of recommendation for students based on both in-class and outside-of-class behaviors that are listed below. Thus, future employers often make evaluations of students based on whether they think students (a) are rewarding to work with, (b) have the ability to do well, and (c) are willing to work hard. Please read each behavior carefully and reflect on whether you have engaged in that behavior ("yes") or not ("no") during your time here in college, or if you are unsure. The goal of this self-assessment is developmental, so please answer each question as honestly as possible. Many students do not engage in all these behaviors (or even a majority of these behaviors) and may not even know that some behaviors are considered by faculty members when they write letters of recommendation. As such, you should view this assessment as a developmental tool to help you with your future courses, rather than as an evaluation.

<u>Rewarding to Work With</u>: The behaviors listed below are related to interpersonal interactions with the instructor during class and outside class.

In-Class Behaviors	No	Unsure	Yes
1. I regularly participate in class discussions with thoughtful comments.			
2. I regularly ask meaningful questions during class about the topic material.			
3. I make positive comments to the instructor such as "I enjoyed your lecture" or "this assignment was very helpful for me to understand the material."			
4. I express positive nonverbal reactions in my class toward the instructor, such as smiling, making eye contact, or nodding in agreement.			
5. I engage in course-relevant discussion (sharing current events, humor, etc.) with my instructor before or after class to build a good relationship with him/her.			
6. I address my professor formally in person or over email as "professor" or "Dr." (if he/she has not stated a different preference).			
7. I treat teaching assistants (who report to my instructor) with the same respect and professionalism as my instructor.			
8. When other students make comments, I try to build on what they are saying to promote class discussion.			
9. I show a good attitude toward working on group projects (avoid complaining, treat other students respectfully).			
Out-of-Class Behaviors	**No**	**Unsure**	**Yes**
10. I visit the instructor's office hours to discuss the course material rather than just grades/exams.			
11. I visit the instructor's office hours early in the semester or throughout the semester rather than just during the last week or two of class.			
12. I greet my instructor when we meet on campus/outside of the classroom.			
13. When talking with my instructor, I do not divulge information about myself that is too personal or inappropriate in a work setting			
14. I thank the instructor for feedback on my tests or papers.			
15. I provide sufficient information in my emails to instructors to help them identify me and my course (my name, course name and number, specific assignment or exam details).			
16. I contact my instructors well in advance over email regarding assignments or appointments to give them enough time to respond (i.e., more than 24-48 hrs during the school week).			
17. I reserve discussions about grades to private office hour visits.			
18. I avoid complaining to my classmates or other faculty members about instructors.			
19. I try to build good relationships with instructors outside of class for potential letters of recommendation.			
20. I talk to instructors outside of class about my career plans.			

Ability to Do Well: The behaviors listed below are related to how you demonstrate, develop, and communicate your knowledge and skills that are important for obtaining employment.

Knowledge and Skill Demonstration	No	Unsure	Yes
1. I keep my overall GPA above 3.0.			
2. I keep my psychology major GPA above 3.0.			
3. I have completed certifications or examinations needed to apply for jobs or internships in my field of study and/or graduate school (e.g., Graduate Record Exam).			

Knowledge and Skill Development	No	Unsure	Yes
4. I pick courses based on content that will help develop knowledge or skills relevant to my future career rather than convenience.			
5. I pick courses that will challenge me to learn new things rather than ones I hear are easy.			
6. I put more emphasis on developing my knowledge and skills when taking courses rather than completing credits or finishing my degree.			
7. I participate in student organizations that will help me develop knowledge and skills needed for a career in psychology.			
8. I participate in research laboratories (or independent study in research) to help me develop knowledge and skills needed for graduate school and a career in psychology.			
9. I participate in internship opportunities that will help me develop knowledge and skills needed for a career in psychology.			
10. I visit my university's Career Services office to learn more about myself (career preferences, strengths, and weakness) so that I can make informed choices about my coursework and major.			
11. I visit my university's Career Services to learn more about how to locate and apply to internships suitable for my major.			
12. I discuss career options and graduate school with a psychology major advisor to help plan coursework and receive recommendations about other learning opportunities on campus (student organizations, research assistantships, internships).			
13. I contact professors or graduate students in areas of psychology that interest me most to learn more about what knowledge and skills I need to pursue that career path.			

Knowledge and Skill Communication	No	Unsure	Yes
14. I have created a résumé to convey my knowledge and skills to future employers, instructors (to work in a research laboratory), or internship site supervisors.			
15. I have had a professional review my résumé and provide me with feedback (e.g., someone in my university's Career Services office).			
16. I have visited my university's Career Services to learn more about how to convey my knowledge and skills to others in an interview setting.			
17. I have visited my university's Career Services to learn more about how to convey my knowledge and skills to others in a cover letter.			

Willingness to Work Hard: The behaviors listed below are related to how you demonstrate behaviors that are important to employers in the areas of reliability/work ethic and drive/ambition.

In-Class Behaviors	No	Unsure	Yes
1. I arrive on time for class.			
2. I avoid leaving class early.			
3. I attend all class sessions (or miss less than two sessions per semester).			
4. I take detailed notes in class.			
5. I come to class prepared by reading the material assigned for that day.			
6. I sit near the front of the classroom to focus on the lectures.			
7. When working on group activities, I stay focused on the task and keep irrelevant discussion to a minimum.			
8. I avoid activities that convey inattention to the instructor (e.g., sleeping, talking, passing notes, using electronic devices for non-class activities).			
9. I bring in outside material relevant to lecture topics to discuss in class.			
10. I ask the instructor about suggested or optional readings in courses to learn more about the material beyond lecture.			
11. I ask the instructor about additional projects or experiences I can pursue to learn more about the topics covered in class.			

Assignments	No	Unsure	Yes
12. I carefully review and follow assignment instructions before turning them in.			
13. I complete my course assignments on time or early.			
14. I read assignment instructions well in advance of the due date to ensure I understand the instructions.			
15. I proofread all of my assignments to check for grammar issues.			
16. I carefully review assignment deadlines and keep a reminder of these dates somewhere where I will frequently see them (class binder, calendar, etc.).			
17. Before turning in assignments, I check my writing to make sure I have used my own words or have properly cited work to avoid plagiarism			

Accountability/Poise	No	Unsure	Yes
18. I review the syllabus guidelines or assignment information before contacting my instructor with questions.			
19. I take responsibility for late work and avoid negotiating course policies or grades.			
20. I notify the instructor if I am going to miss class for planned events and make arrangements to complete work early or get make-up materials.			
21. I take responsibility for unexpected missed classes and find out ways to catch up on my own rather than rely on the instructor.			
22. If I miss class or assignment deadlines, I avoid making excuses or providing overly detailed information.			
23. I avoid asking the instructor for extra credit if it is not mentioned in the syllabus or offered to the entire class.			
24. If I receive a grade lower than I expected, I ask the instructor about improvement feedback rather than argue about my grade or assigned points			
25. When I do poorly on an exam or assignment, I ask what I can do differently to improve my grades next time.			
26. I consistently work hard in all of my classes, not just the courses with instructors or content I like.			