



Psychology Program

INTERNSHIP HANDBOOK

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Faculty Supervisor for Advanced Applied Psychology

(Academic Year 2023- 24)

Last updated: Sept 1, 2023

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Advanced Applied Psychology Syllabus Fall 2023

Course: Advanced Applied Psychology (PSYC 400)
Class Meeting Time: Tuesday 5:00-6:30 (See dates below)

Professor: Christine Olson, Ph.D.
Office: CH 127A
Phone: 537-7248
Email: Christine.olson@smsu.edu

Location: CH 127 - Psychology Program Suite

(If not able to attend on campus, may join us by using this Zoom link, though would be great to have as many on campus as possible in a given week! <https://minnstate.zoom.us/j/96059268349> Meeting ID: 960 5926 8349
---- Passcode: 189994)

Book/Resources:

- Loeb, P.G. (2010). *Soul of a citizen: Living with conviction in a cynical time*. New York, NY: St. Martin’s Griffen Press.
- SMSU Psychology Program Internship Handbook (available on Psychology Program website <https://www.smsu.edu/academics/programs/psychology/index.html>) – last update January 2022.
- APA Code of Ethics <https://www.apa.org/ethics/code/>

Course Objectives: The main objectives of this course include gaining applied experiences at your selected internship site and integrating these experiences with your knowledge of the field of psychology. Fulfillment of these objectives will include discussion of ethical and diversity issues as they relate to your applied experiences, as well as consideration of your long term career interests. Finally, you will have opportunities to reflect upon your experiences with respect to your role as a professional working in a psychology related field and as a citizen of your local and global community.

Attendance Policy: Please see below regarding replacing the bi-weekly internship seminar TUES evenings with individual meetings this semester.

TUES Evening Seminar Schedule – Fall 2023

TUES Evening Seminar (see schedule below) for ON CAMPUS students. We will meet as a group in CH 127, Psychology Program Suite, from 5 – 6:00 PM six times throughout the semester. We’ll use this time to touch base about how things are going with your internship and discuss insights from the Soul of a Citizen chapter readings. Please come prepared with having read the assigned chapter and identified at least three quotes from the readings (note quotes/meaning you take from them).

(If not able to attend on campus, may join us by using this Zoom link, though would be great to have as many on campus as possible in a given week! <https://minnstate.zoom.us/j/96059268349> Meeting ID: 960 5926 8349 --
-- Passcode: 189994)

DATE	Soul of a Citizen Chp Readings
Sept 19	Preface and Chp 1
Oct 10	Chp 2
Oct 24	Chps 3 & 4
Nov 7	Chp 5
Nov 28	Chps 6 & 7
Dec 5 – Feel free to stop in in if you have questions about the Final Integration Paper, Portfolio, etc.	

Assignments Due:

FULFILLMENT OF INTERNSHIP SITE REQUIREMENTS AND EVALUATIONS

(NOTE: Hard deadlines are not set below because start/end times vary for internships.)

- Internship Contract** (including attachment describing specific objectives and responsibilities). Need signature of Intern, Site Supervisor, and Faculty Supervisor. Due PRIOR to beginning internship
- Student Training Experience/Internship Agreement: Student Responsibilities and General Understandings** (Needs signature of intern.) Due PRIOR to beginning internship
- Time Log** (signed by supervisor) Due last week of the semester/internship (200 pts)
- Site Supervisor Mid- Semester Evaluation of Intern** Due middle of internship experience (30pts)
- Student Mid-Semester Evaluation of Intern Exp** Due middle of internship experience (30pts)
- Final Supervisor Evaluation** Due last week of the semester/internship (300 pts)

CRITICAL REFLECTION AND INTEGRATION ASSIGNMENTS

- Journal Entries** Completed on weekly basis (~2 pgs/wk) (160 pts) (Discuss during seminars.)
- Final Integration Paper** Due last week of the semester/internship (100 pts)
- Portfolio** Due last week of the semester/internship (100 pts)
- Attend ZOOM Seminars** (7 required meetings total) See schedule above (140 pts)
- Notes on *Soul of a Citizen* Readings** (Chps 1-7) Due every other week throughout semester (140 pts)

TOTAL POINTS = 1200 PTS

SOUTHWEST STATE UNIVERSITY
Department of Social Sciences – Psychology Program

Internship Grade Criteria Checklist

<u>Criteria</u>	<u>Points</u>
A. FULFILLMENT OF INTERNSHIP SITE REQUIREMENTS AND EVALUATIONS	
- Final Supervisor Evaluation	300
- Site Supervisor Mid-semester Evaluation of Intern	30
- Student Mid-semester Evaluation of Internship Site	30
- Fulfillment of Time Commitment (time log) – 120 hours	200
	560
B. CRITICAL REFLECTION AND INTEGRATION ASSIGNMENTS	
- Attend Seminars (Total of seven (5) seminar meetings)	140
- Notes on Chp Readings (Loeb <i>Soul of a Citizen</i> , Cps 1-7)	140
- Journal Entries	160
- Final Integration Paper	100
- Portfolio (updated resume, samples of work, next steps, along with other assignments/paperwork – Contract, Final Integration Paper, Evaluations, Journal)	100
	640

TOTAL = 1200 points

- A 1120-1200 pts
- A- 1080 -1141
- B+ 1040 -1079
- B 1000 -1039
- B- 960 -999
- C+ 919- 959
- C 879-918
- C- 839-878
- D+ 799-839
- D 759-798
- D- 720-758
- F = Below 720 pts.

Requirements for Advanced Applied Psychology (Internship in Psychology Program)

INTERNSHIP CONTRACT: The contract for the internship must be completed and signed by you, your faculty supervisor and site supervisor PRIOR TO beginning your internship experience. BE SURE TO ATTACH A LIST OF OBJECTIVES AND RESPONSIBILITIES TO THE CONTRACT. The Internship Contract form and a sample list of objectives and responsibilities is available in the Appendix of this Internship Handbook.

STUDENT TRAINING/INTERNSHIP AGREEMENT: STUDENT RESPONSIBILITIES AND GENERAL AGREEMENTS. Please review and sign this PRIOR to beginning your internship experience.

TIME COMMITMENT: The Psychology Program requires that you perform a total of **120** hours of work for 3 units of academic credits.¹ Spring/Fall term interns are also required to attend a seminar every other week, scheduled Tuesday evenings 5-7:00 (via Zoom for Fall 2020). Additional requirements for Advanced Applied Psychology are described below. These will be covered in more detail at the start of the semester when you meet for individual Zoom meetings to solidify your internship arrangements. Please review the requirements carefully. Keep in mind Advanced Applied Psychology PSYC 400 may be taken two times for a total of 6 credits. A good number of psychology majors opt to complete 240 hours of on site work, for which enrollment over two (2) semesters is needed. Others opt to intern at two different sites, for 120 hours each. If you are considering enrolling in a total of 6 credits for Advanced Applied Psychology PSYC 400, be sure to discuss this with your faculty supervisor. The minimum internship requirement for PSYCHOLOGY majors is **three (3)** credits of Adv Applied Psychology, and the minimum requirement for CPHP majors is **six (6)** credits of Adv Applied Psychology.

ORIENTATION/INTERNSHIP CONFIRMATION MEETINGS: Prior to the semester or in the first few weeks of the semester in which you plan to do your internship, you will need to begin making arrangements for your internship experience. An important starting point is reading this handbook in its entirety, followed by setting up an individual meeting with your faculty supervisor (Dr. Christine Olson for 2020-21 year). Your internship site must be approved by the faculty supervisor, who will submit a “permission to enroll” for PSYC 400 (Section 01 for PSYCHOLOGY majors; Section 88 for CPHP majors). This opens up a slot for you to enroll in the course. Evaluation of this course is based upon BOTH completion of all required paper work, hours on site and critical reflection/integration components of the course while doing one’s internship.

TIME LOG: You will need to keep a time log to track and record the dates/hours for final verification of credit hours earned. The time log may be kept in a spiral notebook, on time cards provided by the site, or you may make use of other record keeping systems. The most important factor is keeping the record and having it verified by your site supervisor. Whatever form of record keep you choose to use, it will need to be signed by your site supervisor.

REFLECTIVE JOURNAL: Developing a habit of deliberately reflecting upon the experiences you have during your internship experience is critical with respect to enhancing learning. Maintaining a reflective journal creates an opportunity for you to integrate internship experiences with your formal academic coursework. Reviewing journal entries will also provide you with a resource from which to draw while writing your final integration paper. With this I mind, you will be asked to make at least one journal entry a week (though more are encouraged) throughout the course of your internship. This entry should be at least two pages in length. This should not merely account for the time spent at your site (time log serves that purpose). Rather, journal entries should involve critical reflection upon the learning that is taking place while fulfilling your role as intern. Although I, as faculty supervisor, will review the entries to insure

Note¹:

If you anticipate doing an internship during the Summer Session(s) you may enroll for academic credit either the semester before or after you do your internship. By the end of summer or early into the Fall Term, you will need to submit all required assignments (e.g., Journal, Final Integration Paper, Portfolio). Faculty supervision will be available for internship experiences during the Summer Sessions on a distance learning basis (i.e., via Zoom/phone/email) and seminars are waived. Given waiving of seminar meetings, it will be necessary to make up seminar time with on-site time (i.e., total of 10 additional hours for summer interns and Community Psychology and Health Promotion majors).

fulfillment of internship requirements, the journal will not be retained by the Psychology Program and its contents will be kept confidential.

INTEGRATION SEMINARS: On campus majors are required to attend integration seminars every other week throughout the semester. For Fall 2023 there will be a total of 5 small group seminar meeting times, with the first few weeks devoted to individual meetings with interns). The integration seminars will involve reflecting upon insights gained from your internship experiences, learning about the experiences of other interns, considering relevant ethical issues, considering the relationship between your internship experience and your long term career objectives and sharing your thoughts on “self as citizen” (drawing from notes on Loeb’s *Soul of a Citizen* book).

FINAL INTEGRATION PAPER: This paper will involve integration of your applied experiences with your academic coursework and with information you have gathered about your career interest(s). It should be approximately 8-10 pages in length and should be written in APA format. Review of your journal entries and seminar notes can serve as good sources of information for this paper. Topics addressed in this paper include: key insights from your internship experience about the nature of the profession in which you worked (e.g., addictions counselor, youth group leader, public health educator); reflections on current career interests; reflections on personal strengths and areas needing improvement; and next steps (e.g., seeking work in this area or going a whole new direction, pursuing graduate studies, learning a foreign language).

PORTFOLIO: Each student is responsible for preparing a portfolio to be turned in at the conclusion of the semester. A copy of your completed Internship Contract, Final Integration Paper, Time Log, and all evaluations should be included in your portfolio. It should also contain samples of work/roles assumed, such as the following: sample forms you needed to complete, newsletters, job description, internship site descriptive materials. Information from two relevant national (or international) professional organizations and two graduate studies programs should be included as well. Finally, you will need to include an updated resume in which you have noted your internship experience. These may be submitted in the following ways: drop it off at the Social Science Department Office; mail to Dr. Christine Olson; upload to Brightspace dropbox; or email it.

EVALUATION: As an on-going process, evaluation will be done jointly with the internship site supervisor and the faculty supervisor. The student will be kept well-informed of the process and will have input into the overall evaluation. Students should request that their site supervisor complete a mid-semester evaluation in addition to the final evaluation form, and signed copies of both should be sent/mailed to the faculty supervisor.

GRADING: Recognizing that each student will be going into the internship experience with a different background and knowledge about the role/tasks expected at one’s internship setting, mid-semester and final evaluations are considered along with the progress made by the student over the course of the internship experience. In addition, the quality of the integrative assignments submitted (e.g. journal, paper and portfolio) will contribute to the final grade for the internship and the extent to which the student integrates the internship experience with his/her academic training (via journaling and attending integration seminars). See grade criteria sheet (pgs. 4-5) for more detail.

Suggestions for Enhancing Learning throughout the Internship Experience

Following are some suggestions for what you can do to enhance your learning during the internship experience.

- Observe daily operations.
- Take a tour of the facilities.
- Read the organization’s annual reports (with supervisor permission), studies, professional literature, and journals.
- Familiarize yourself with the goals and objectives of the organization.

- Observe and discuss with other staff persons their roles and responsibilities.
- Discuss personal attitudes, values, and services which are expected at the agency.
- Familiarize yourself with in-house forms, library, and resource information.
- When appropriate, ask for permission to sit in on sessions where other services are provided.
- After you have completed your initial assignments, discuss with your supervisor the possibility of adding more or varied responsibilities or projects.
- Keep in mind your long term plan for professional development as you consider projects/tasks you would like to take on (with site supervisor approval) at your site. It may be helpful to consider yourself being interviewed for an entry level position or for selection into a graduate studies program, what would you like to be able to say about yourself with respect to skills, knowledge, experience with diverse populations, experience with program evaluation/research, etc.?
- Ask for feedback on an on-going basis.
- Keep a reflective journal of your experiences.
- Ask your supervisor(s) about relevant professional organizations so that you may become aware of the national/international context for this profession, attend conferences/trainings, network, gain information about career development and job opportunities, and more!

Suggestions for Reflecting Upon the Internship Experience (via Journal Entries)

In addition to tracking the hours that you work at the internship site, it is important that you reflect on your experience in an on-going way. Your self-awareness of personal strengths, weaknesses, and values will be enhanced by this process. Having developed the habit of reflective journaling can also contribute substantially to enhancing the quality of your Final Integrative Paper; you will have acquired a rich base of insights into the nature and outcomes of your internship by reflecting upon your experiences in an integrated, multi-faceted manner. Listed below are some sample suggestions and sample questions that can aid with reflective journaling.

Suggestions for reflective journaling:

- Write an *objective* account of the daily events that occur.
- Describe your feelings and perceptions, questions and ideas about what happened during the day. This is your *subjective* account of the day, and should constitute the bulk of your journaling. Let your thoughts roam freely while doing this portion.
- Outline actions for your next contact based upon what you learned during the day/evening. If problems or needs surfaced during the hours in which you worked, be sure to include a plan of action to deal with this as soon as possible. In this way you can use your log as an means of personal growth.

Sample reflective journaling questions:

- What is the best thing that happened today/this week?
- What is the most difficult/satisfying part of your work? Why?
- What do you think is your most valuable/valued contribution?

- Did you receive any compliments/criticisms? What did you learn from these?
- Tell about a person there who you find interesting/challenging to be with.
- How do people treat you? How do they view your role? Is this congruent or in conflict with how you see your role?
- Were you confronted (directly or indirectly) with a question of values, a moral dilemma? How did you think about this conflict?
- How did issues of race/ethnicity, social class, and gender influence what happened while working at your internship site today/this week?
- Tell about something you learned as a result of a disappointment or even a failure.
- Think back on a moment when you felt especially happy or satisfied in your placement. What does this tell you about yourself?
- Is there some situation that you had problems with that you would want to talk to your site supervisor about?
- How did you feel today? Did you just feel like you were working because you were required to work? What got you going?
- How is all this relevant to readings, discussions, and what you have learned in general during your academic studies?
- How does this experience connect to your long-term goals?
- What kind of person does it take to be successful at the kind of work that the agency does? Could you do this?
- What are you getting out of your service?
- What is the agency/community getting out of your service?
- How has this internship changed since you first began? (e.g., different activities, more or less responsibility)
- What do you feel is your main contribution?
- What did someone say to you that surprised you?
- What compliments have been given and what do they mean to you?
- Did you take (or avoid taking) a risk this week? Why?
- What did you do this week that made you proud of yourself?

Locating an Internship Experience: Step-by-Step Guidelines

1. Let your faculty supervisor (Dr. Christine Olson Christine.olson@smsu.edu) know of your interest in enrolling in PSYC 400 Advanced Applied Psychology (Internship).

- Contact Dr. Olson via email and express your interest in enrolling in Advanced Applied Psychology. In your email, **please provide your 8-digit student ID so that a “permission to enroll” may be submitted to the Registration Office.** This will open up a slot for you to enroll. You will need to enroll yourself in this course (Section 01 for Psychology majors; Section 88 for CPHP majors).
- Review the Internship Handbook** and arrange to meet in person or correspond via phone/Zoom/email about your specific internship interests.

2. Carefully consider what you would like to gain from the internship experience. Making use of these resources may be helpful.

- O*NET SUMMARY REPORTS:** It can be able to helpful to identify professions that relate to your long term career interests on O*Net <https://www.onetonline.org/>. The Summary Report for a given profession (e.g., substance abuse counselor, public health educator, clinical psychologist, physical therapist) may be especially helpful because it provides a detailed list of skills and knowledge needed for that particular line of work. Highlighting skills/knowledge you would like to gain will help you to be specific about your interests as you approach potential site supervisors to express your interest in doing an internship.

EXAMPLE: Substance Abuse Counselor <https://www.onetonline.org/link/summary/21-1011.00>

- RELEVANT PROFESSIONAL ORGANIZATIONS.** Professional organizations can be very useful resources for a number of reasons. For example, they often provide the following: good overview of the nature of a given field; list of workshops, trainings, and conferences that you could take advantage of prior to and after graduation (often at a very affordable student rates); readily available network of professionals in a given line of work; lists of accredited graduate training programs; and access to job listings; and certification/licensure information. O*Net lists relevant professional organizations at the end of their SUMMARY REPORTS. The *Occupational Outlook Handbook* <https://www.bls.gov/ooh/> can also be a useful resource for identifying relevant professional organizations. Finally, feel free to ask your site supervisor about what professional organizations you should be aware that would help you to progress in this field.

EXAMPLE: Health Educator - Here is a selecting listing or relevant professional organizations provided by O*Net at the bottom of the Summary Report for the profession of **Health Educator** .

- [American College Health Association](#)
 - [American Nurses Association](#)
 - [American Public Health Association](#)
 - [American School Health Association](#)
- **DIVISIONS AND INTEREST GROUPS WITHIN A PROFESSIONAL ORGANIZATION.** Specific divisions and interest groups with a professional organization can be very useful with respect to learning about new research in a given field, upcoming training opportunities and conferences, graduate studies information, and much more!

EXAMPLE: The *American Psychological Association* (APA) currently has 54 Divisions (e.g., Health Psychology, Counseling Psychology, Community Research and Action-Community Psych, Trauma Psychology, and School Psychology <https://www.apa.org/about/division/>).

EXAMPLE: The *American Public Health Association* (APHA) has a comprehensive list of 32 “Member Sections” (e.g., mental health, maternal and child health, public health education and health promotion) <https://apha.org/apha-communities/member-sections>. Members of these sections can be excellent contacts to find out more about a given profession or learn more about possible internship experiences.

3. Use a variety of resources to locate a potential internship site.

It is your responsibility to locate an internship site. A number of resources may be helpful:

- SMSU Career Services Internship Resources**
<https://www.smsu.edu/campuslife/careerservices/job-search/internship-links.html>
- SMSU Job and Internship Fairs** <https://www.smsu.edu/campuslife/careerservices/students-alumni/job-fairs.html>
- SMSU Handshake** (replace Mustangs Volunteer as resource for locating volunteer and internship opportunities) [Handshake](#) is a resource that allows our area employers to post part-time jobs, full-time jobs and internships free of charge for SMSU students. Many of our non-profit partners post volunteer positions in addition to these types of opportunities. Once your registration is approved, you will be able to post volunteer opportunities, jobs, and internships on the platform. NOTE: *Mustangs Volunteer will become inactive on Thursday, August 27, 2020*. Feel free to reach out to Melissa Scholten with any questions about this resource. at 507-537-6017 or melissa.scholten@smsu.edu.
- AmeriCorps VISTA SUMMER ASSOCIATE Program**
<https://www.nationalservice.gov/programs/ameri-corps/ameri-corps-programs/ameri-corps-vista>
- Forbes Top 10 Websites for Locating an Internship**
<https://www.forbes.com/sites/susanadams/2015/01/30/the-10-best-websites-for-finding-an-internship/#1f89f811b440>
- Minnesota Psychology Association Internships** <https://www.mnpsych.org/internships>
- National Alliance for Mental Illness Internships – Minnesota**
<https://namimn.org/internships/>
- State of Minnesota Internships** <https://mn.gov/mmb/careers/search-for-jobs/interns-and-student-workers/>
- 2020 Public Health Internships in Minnesota** <https://www.internships.com/public-health/minnesota>
- Selected list of sites at which psychology majors have recently attained internships** (listed alphabetically):
 - **Avera Marshall Regional Medical Center** <https://www.avera.org/careers/internships/>
 - **Greater Minnesota Family Services** <http://www.greatermnnesota.org/>

- **Hope Harbor** <https://hopeharbormn.org/>
- **HyVee (Human Resources)** <https://www.hy-vee.com/stores/store-management/Default.aspx?s=7>
- **Lynd Public School** <http://www.lyndschoool.org/>
- **Marshall Area YMCA** <https://marshallareaymca.org/>
- **Project Turnabout-Granite Falls** <https://www.projectturnabout.org/>
- **SMSU Center for Civic and Community Engagement** <https://www.smsu.edu/campuslife/civicengagement/index.html>
- **SMSU Office of Diversity and Inclusion** <https://www.smsu.edu/administration/diversityinclusion/index.html>
- **Southwest Health and Human Services Internships** <http://swmhhs.com/about-us/internship-opportunities/>
- **Western Mental Health** <https://wmhcinc.org/>

4. Contact potential site(s) and express your interest in doing an internship.

- Review descriptive materials of the site(s) that you are considering so that you can get a better sense of what resources you are able to offer the site, what types of experiences you may have there, and what populations are served by the site.
- Update your resume and print a few copies so you have them on hand for in-person contacts.
- Call and/or email site staff to arrange for meeting with staff member(s) who assumes responsibility for supervising interns.
- It can be a good idea to include the following as you discuss your interest in doing an internship at a given site:
 - i. “I am _____, and I am currently majoring in _____.”
 - ii. “The Psychology Program requires that psychology majors complete a 120 hour internship (two for CPHP majors, total of 240 hrs).”
 - iii. “I understand that you may not have a specific office or staff member designated for interns, and that is okay. I am interested in speaking with someone who may be willing to explore the possibility of having me work here from ____ to ____ (time frame) and serve as supervisor.”
 - iv. “I want to be a resource for you, while also gaining experience with _____, _____, _____, etc.”
 - v. “The SMSU Psychology Program has an Internship Handbook that provides an overview of requirements for majors within the Program, along with all necessary paperwork. It also includes a mid-evaluation and final evaluation that site supervisors are asked to complete.”
 - vi. “The Internship Handbook may be found on the SMSU Psychology Program website <https://www.smsu.edu/academics/programs/psychology/index.html>. Also, feel free to contact Dr. Olson with any questions you may have: Christine.olson@smsu.edu; 507-530-0928.”
 - vii. “Thanks very much for your time. I can be reached at _____.”

5. IMPORTANT: Internship sites are NOT limited to given organization or establishment. It is important to note that internships are not limited to a given organization or establishment. For example, students may seek an internship with a community coalition focused on an area of interest to you e.g., Marshall, MN HEALTHY 56258 network. In other words, students may opt to work with a member/leader of a community coalition to identify a given concern and create an internship that would fit within the 120 hour time frame (for 3 credits) or 240 time from (for 6 credits). If this option is pursued, an individual affiliated with the coalition or initiative would need to agree to serve as your primary supervisor.

- **Community Development/Community Coalition Based Internship.** Student approaches community coalition working on a social issue important to you (e.g., Marshall Healthy 56258) and expresses interest in assisting coalition through arranging for an internship experience with the coalition. In this case, students will need to identify one individual involved with the coalition to serve as supervisor. See previous section on Locating an Internship Experience:
 - **Creating Option for Program Evaluation/Research/Literature Review, in Collaboration with Site Supervisor and Faculty Supervisor.** Internship descriptions may be created/adapted to include responsibilities that could be done remotely. For example, an intern working with Western Mental Health could suggest expanding resource list for clients experiencing eating disorder related problems, or an intern working at the YMCA could suggest collecting data about the YMCA Child Care Center from parents, with intent of enhancing delivery of childcare services. Whatever is worked out, all parties (intern, site supervisor and faculty supervisor would need agree to arrangement).
6. **Volunteer/service databases can be great starting point for identifying internships opportunities!** Keep in mind that organization that provide information about service/volunteer opportunities through regional, state, and/or national databases are often quite responsive to students expressing an interest in adapting what is typically a service experience into an internship experience.

Links for volunteer service databases that may be helpful:

VOLUNTEER DATABASES: Regional and National

- **SMSU Center for Civic and Community Engagement – Volunteering**
<https://www.smsu.edu/campuslife/civicingagement/types/volunteering.html>
- **SMSU Center for Civic and Community Engagement – Career Resources for Making a Difference** <https://www.smsu.edu/campuslife/civicingagement/career-resources.html>
- **Sioux Falls and greater South Dakota Resource/Volunteer link – HELPLINE CENTER**
<https://www.helplinecenter.org/when-disaster-strikes/>
- **Twin Cities, Minnesota – HANDS ON Volunteer link** <https://www.handsontwincities.org/>
- **Corporation for National and Community Service NATIONALSERVE.GOV – Ten Ways to Safely Serve Your Community During COVID-19** <https://www.nationalservice.gov/serve>
- **Idealist** - <https://www.idealist.org/en/careers/help-others-coronavirus>
 - **How to Get Involved with Virtual Volunteering** <https://www.idealist.org/en/careers/how-to-virtual-volunteering>
 - **Nine Ways to Help Others During the Coronavirus Pandemic**
<https://www.idealist.org/en/careers/help-others-coronavirus>
- **Points of Light** - <https://www.pointsoflight.org/virtual-volunteering-opportunities/>
- **VolunteerMatch** - Matches volunteers with service needs in one's region; coronavirus service opportunities (includes virtual service opportunities) <https://www.volunteermatch.org/covid19>

7. Once an internship opportunity has been located, complete the **Internship Contract** and the **Student Training Experience/Internship Agreement: Student Responsibilities and General Understandings**. Attain the necessary signatures and submit to submit it to Dr. Olson PRIOR to starting your internship.
 - The **Internship Contract** and the **Student Training Experience/Internship Agreement: Student Responsibilities and General Understandings** may be found in the Appendix section of your Internship Handbook.
 - Be sure to attach a specific description of the internship experience. You will need to collaborate with the Site Supervisor while developing this contract.
 - Be sure that you have attained all necessary signatures prior to submitting forms to Dr. Olson.

Community Psychology and Health Promotion Majors

ADDITIONAL EXPECTATIONS FOR INTERNSHIP

Community Psychology and Health Promotion interns are required to complete the equivalent of two (2) internships. You may opt to complete two entirely separate internships, each requiring a 120 hour time commitment, or you may opt for doing an extensive internship for 240 hours at the same site or with the same group/community coalition. The guidelines and expectations described in this *SMSU Psychology Program Internship Handbook* all apply. **IN ADDITION, for at least one of your internship experiences, you will need to provide evidence of having engaged in at least 30 hours (i.e., one quarter of the 120 hours required) of one or more of the following applied learning experiences: needs assessment, program development, program evaluation, and/or grant writing.** Fulfilling this portion of the internship may take the form of becoming involved with some initiative already in progress (e.g., local YMCA is conducting a community needs assessment and you assist with this, Marshall Area HEALTHY 56258 health promotion coalition is in the process of writing a grant seeking federal funding and you assist with this). Alternately, you may initiate one or more of these community resource development/evaluation efforts (e.g., you develop a short structured questionnaire at a not-for-profit agency to assess how the agency might better meet the needs of clientele served) or you may start a new program and include a short evaluation of that program.

Feel free to contact the Faculty Internship Supervisor, Dr. Christine Olson (christine.olson@smsu.edu), to further clarify how this requirement may be met. Evidence of having completed this requirement should be included in your Portfolio.

Resources below may be helpful for you as you plan for meeting this requirement.

Community-Based Prevention and Program Evaluation Resources

<https://www.ruralhealthinfo.org/toolkits/health-promotion/4/types-of-evaluation>

Corporation for National and Community Services (variety of community development resources)

<https://www.nationalservice.gov/resources>

Needs Assessment

Community Action Partnership – Needs Assessment Resources

https://communityactionpartnership.com/publication_toolkit/community-needs-assessment-resource-guide/

The Community Toolbox – Wide variety of grant writing, needs assessment, and program evaluation resources (very accessible!) <https://ctb.ku.edu/en> <https://ctb.ku.edu/en/applying-for-grants>

Use of HANDSHAKE Platform for Coordinating Internships – Pilot Use – Fall 2023

For Fall 2023, we will be using the Handshake platform for collecting information related to students' internship experiences. We will still be using Brightspace to collect most assignments, but Handshake will (hopefully!) prove to be more time efficient means of gathering aggregate data about the students' internship experiences. Will provide more information about this soon!

**ADVANCED APPLIED PSYCHOLOGY
FORMS AND ADDITIONAL RESOURCES**

**Psychology Program
Southwest Minnesota State University**

PSYCHOLOGY PROGRAM INTERNSHIP CONTRACT

1. _____ (Student) on this date _____, agree to an internship with _____ (Agency/Community Site/Coalition) for _____ total contract hours, to begin on ___ (Date) and completed by ____ (Date).

Based on contract hours designated, the internship will carry _____ semester hours of academic credit.

2. Site Supervisor: _____

Telephone: _____ Email: _____

Address: _____

3. Intern Telephone: _____ Email: _____

Address: _____

4. Internship Schedule: In the space below, designate the scheduled days of the week and approximate times the intern normally would be expected to be on the job. Please not if varies week to week.

Monday _____ Thursday _____

Tuesday _____ Friday _____

Wednesday _____ Sat/Sun _____

The intern and the organization agree on the attached job description or statement of goals/objectives. As specifically as possible, this statement should indicate what the intern will be expected to do or accomplish during the internship in order to meet both organizational and academic goals. **Please be sure to attach the description to this application.**

(Intern signature)

(Print name)

Christine M. Olson, Ph.D.
Faculty Supervisor of Psychology Interns –
Southwest Minnesota State University
Christine.olson@smsu.edu 507-530-0928

(Site Supervisor signature)

(Print name)

IMPORTANT: This contract needs to be signed by Site Supervisor, Faculty Supervisor and Intern, PRIOR to beginning internship.

SAMPLE JOB DESCRIPTION OR STATEMENT OF GOALS/OBJECTIVES

Name of Site: *ABC Organization*

General Description of Intern Role:

Intern's role may include direct casework with clients, assist in pre-school children's education and socialization; community agency resource referral; assisting families gain self-sufficiency through job training; grant preparation; advise on public relations; editing, translating, accounting; completing health screenings, nutrition assessments and education.

Responsibilities of student interns (please be specific):

- *Will work on and maintain Resource Book utilized by social workers in making referrals*
- *Under supervision, will provide assistance in handling incoming calls*
- *Will accompany managers on home visits to do assessments*
- *Will assist in implementing non-clinical services as indicated on care plan under the direction of the manager.*
- *Develop interviewing and assessment skills*
- *File adequate, accurate progress notes on each participant contact*

Brief description of orientation and training provided by agency:

One-hour orientation sessions are held on the first Thursday of every month. Training sessions are 2-3 hours on the third Thursday of every month. Policies and procedures will be covered as well as skills and techniques required to work for the organization. Monthly brainstorming sessions and any additional workshops are held on Saturday mornings. These sessions provide further training opportunities for Interns.

Please attach any supplemental materials that would be helpful in describing this internship.

SMSU PSYCHOLOGY PROGRAM STUDENT TRAINING EXPERIENCE/INTERNSHIP AGREEMENT: STUDENT RESPONSIBILITIES AND GENERAL UNDERSTANDINGS

Name of College/University: SOUTHWEST MINNESOTA STATE UNIVERSITY (SMSU)
Name of College/University Program (“the Program”): PSYCHOLOGY PROGRAM
Type of Training Experience/Internship: PSYCHOLOGY and/or COMMUNITY PSYCHOLOGY AND HEALTH PROMOTION
Dates of Training/Internship: _____
Student’s Name: _____ Phone #: _____
Facility Name and Address: _____
Facility Representative’s Name: _____ Phone #: _____
Activities/Job tasks and skills the Student will learn: _____ (See SMSU Psychology Program Internship Contract.) _____

STUDENT RESPONSIBILITIES

In exchange for the opportunity to participate in the training experience/ internship at the Facility and gain graded academic credit through SMSU, the Student agrees to:

1. Keep regular attendance and be on time, both at school and at the Facility’s training site. The Student will promptly notify the Facility’s training site if unable to report. The Student’s placement will automatically terminate if the Student terminates his/her enrollment in the Program or is no longer enrolled as a student at SMSU; and
2. Demonstrate honesty, punctuality, courtesy, a cooperative attitude, desirable health and grooming habits, desirable/required dress and a willingness to learn; and
3. Furnish the coordinating College/University instructor, Dr. Christine Olson, with all necessary information and complete all necessary reports requested by the instructor. Submitting falsified reports is cause for immediate expulsion from the Program; and
4. Conform to all rules, regulations, and policies including health, safety, and work environment of the Facility, follow all instructions given by the Facility and always conduct myself in a safe manner
5. Consult with the College/University instructor, Dr. Christine Olson, about any difficulties arising at the Facility’s training site; and
6. Be present at the Facility’s training site on the dates and for the number of hours agreed upon; and
7. Not terminate his/her participation in the training experience at the Facility without first consulting with the College/University’s instructor.

The Student also understands and agrees that:

- a. placement and participation in this training experience is *not* employment with SMSU or Facility;
- b. the Student is not covered by the College/University worker’s compensation coverage; and
- c. the Student will not receive any money or compensation or benefits of any kind from SMSU in exchange for his/her participation in the training experience (with the exception of students already receiving compensation through the SMSU Work Study Program). The Student also understands that the Facility does not promise or guarantee any future employment for the student. The Student understands that he/she is responsible for providing his or her own health insurance and for any and all medical expenses incurred by him/her related to any injury, loss or illness sustained by him/her while participating in the training experience at the Facility.

Student’s Signature: _____
Student’s Name (please print): _____
Date: _____

(Students must sign this agreement, along with the Internship Contract, prior to beginning one’s internship experience.

**PSYCHOLOGY INTERNSHIP PROGRAM
SITE SUPERVISOR MID-SEMESTER EVALUATION OF INTERN**

Intern: _____

Work Period: _____ (Please note timeframe this evaluation covers.)

Internship Site: _____

Internship Supervisor: _____

Check the appropriate rating		Additional Comments
RELATIONS WITH OTHERS	<input type="checkbox"/> Exceptionally well accepted <input type="checkbox"/> Works well with others <input type="checkbox"/> Gets along satisfactorily <input type="checkbox"/> Difficulty working with others <input type="checkbox"/> Works very poorly with others	
JUDGMENT	<input type="checkbox"/> Exceptionally mature <input type="checkbox"/> Above average in making decisions <input type="checkbox"/> Usually makes the right decision <input type="checkbox"/> Often uses poor judgment <input type="checkbox"/> Consistently uses bad judgment	
ABILITY TO LEARN	<input type="checkbox"/> Learns very quickly <input type="checkbox"/> Learns rapidly <input type="checkbox"/> Average in learning <input type="checkbox"/> Rather slow to learn <input type="checkbox"/> Very slow to learn	
ATTITUDE APPLICATION TO WORK	<input type="checkbox"/> Outstanding in enthusiasm <input type="checkbox"/> Very interested and industrious <input type="checkbox"/> Average in diligence and interest <input type="checkbox"/> Somewhat indifferent <input type="checkbox"/> Definitely not interested	
DEPENDABILITY	<input type="checkbox"/> Completely dependable <input type="checkbox"/> Above average in dependability <input type="checkbox"/> Usually dependable <input type="checkbox"/> Sometimes neglectful or careless <input type="checkbox"/> Unreliable	
QUALITY OF WORK	<input type="checkbox"/> Excellent <input type="checkbox"/> Very good <input type="checkbox"/> Average <input type="checkbox"/> Below average <input type="checkbox"/> Very poor	
OVERALL RATING	<input type="checkbox"/> Excellent <input type="checkbox"/> Very good <input type="checkbox"/> Average <input type="checkbox"/> Marginal	
ATTENDANCE	<input type="checkbox"/> Regular <input type="checkbox"/> Irregular	
PUNCTUALITY	<input type="checkbox"/> Regular <input type="checkbox"/> Irregular	

(1) Please comment on the student's strengths.

(2) Please comment on the student's academic or personal areas that need attention.

(3) Additional Comments

Please sign below and return to:

Christine M. Olson, Ph.D.
Faculty Supervisor of Internships
Psychology Program
Department of Social Sciences
Southwest Minnesota State University
Marshall, MN 56258
Fax: (507) 537 – 6115 Phone: (507-530-0928) Email: christine.olson@smsu.edu

Intern signature

Date

Site Supervisor signature

Date

**PSYCHOLOGY INTERNSHIP PROGRAM
STUDENT MID-SEMESTER EVALUATION OF INTERNSHIP SITE**

Intern: _____

Site Supervisor: _____

Site: _____

Title: _____

Phone (home): _____

Phone (work): _____

Starting Date: _____

Describe your current placement and responsibilities:

Circle the number which best indicates your perception of your current placement:

	ALWAYS				NEVER
1. Are there ample opportunities for learning?	5	4	3	2	1
2. Is there a good mix between routine tasks and work assignments with greater learning potential?	5	4	3	2	1
3. Do your actual activities fulfill your expectations?	5	4	3	2	1
4. Did you receive adequate orientation for your job?	5	4	3	2	1
5. Do you receive assistance when you need it?	5	4	3	2	1
6. Do you feel free to ask questions?	5	4	3	2	1
7. Do you receive adequate, on-going feedback?	5	4	3	2	1
8. Do you have regular meetings with your supervisor?	5	4	3	2	1
9. Do you have a good working relationship with your co-workers?	5	4	3	2	1

List problems, concerns or comments about your placement (*include comments on "2" or "1" responses above*):

**PSYCHOLOGY INTERNSHIP PROGRAM
SITE SUPERVISOR FINAL EVALUATION OF INTERN**

Intern: _____

Intern Job Title: _____

Date Started Internship: _____

Date of Evaluation: _____

Supervisor Name: _____

Supervisor Title: _____

Company/Agency: _____

Department: _____

Address: _____

Phone: _____

Email: _____

This evaluation is designed primarily to provide feedback on job performance and related issues to assist the student in his/her academic, personal, and professional development. Please review and discuss your evaluation with the student.

Record your appraisal of the student’s performance by writing the appropriate number in the blank after each item. For any items with a rating of “1” or “2”, provide an explanation in the space provided. Comments on any other items would also help the student. Use “N/A” if there has been no opportunity to observe the skill, or if it is not relevant to the work setting.

<i>Needs Improvement</i>		<i>Satisfactory</i>		<i>Excellent</i>
1	2	3	4	5

		RATING	COMMENTS
I.	RELATIONS WITH OTHERS		
	Ability to communicate with staff _____		_____
	Ability to communicate with clients _____		_____
	Ability to work with and for others _____		_____
II.	SUPERVISION		
	Ability to seek and use help _____		_____
	Openness to constructive criticism _____		_____
	Ability to work independently _____		_____
III.	PERSONAL QUALITIES		
	Decision-making _____		_____
	Trust and confidentiality _____		_____
	Initiative _____		_____
	Creativity _____		_____
	Dependability _____		_____
	Punctuality _____		_____
	Personal appearance _____		_____
	Ability and willingness to learn _____		_____
	Adaptability _____		_____
	Adherence to agency rules/norms _____		_____

IV. SKILLS

Verbal communication	_____	_____
Written communication	_____	_____
Analyzing problems	_____	_____
Problem solving	_____	_____
Organizing/seeing assignments to completion	_____	_____
Making and meeting deadlines	_____	_____

V. JOB PERFORMANCE

List 4 to 6 primary tasks performed by the student in fulfilling his/her job responsibilities. Rate performance of each.

<i>Needs Improvement</i>		<i>Satisfactory</i>		<i>Excellent</i>
1	2	3	4	5

TASK	RATING	COMMENTS
1. _____	_____	_____
2. _____	_____	_____
3. _____	_____	_____
4. _____	_____	_____
5. _____	_____	_____
6. _____	_____	_____

Overall contribution to organization _____

A. What development have you observed in the student's skills, knowledge, personal and/or professional performance?

B. In what specific areas can the student work toward improvement of performance, knowledge, and/or skill development?
(attach additional sheet for further comments if needed)

_____ Intern signature	_____ Date
---------------------------	---------------

_____ Site Supervisor signature	_____ Date
------------------------------------	---------------

_____ Internship Coordinator signature	_____ Date
---	---------------

Please return to:
 Christine M. Olson, Ph.D.
 Supervisor of Internships
 Psychology Program
 Department of Social Sciences
 Southwest Minnesota State University
 Marshall, MN 56258
 Fax: (507) 537 – 6115 Phone: (507-530-0928)
 Email: christine.olson@smsu.edu

**SSU PSYCHOLOGY PROGRAM
STUDENT EVALUATION FORM
FOR INTERNSHIP EXPERIENCE**

Name (optional) _____

Site of Internship (optional): _____

Fall/Spring/Summer 20__ (circle one)

GENERAL INFORMATION

1. Sex _____ Male _____ Female
2. Age _____
3. Predominant cultural/ethnic background (optional)
 Hispanic African American, Asian American or White, not Hispanic American Indian or Pacific Islander, Alaska Native
4. Major _____
5. Have you had an internship before? _____ yes _____ no
 For how long? 6 months or less 6-12 months 1-2 years over 2 years
6. How did you learn about the Internship Program?
 instructor class presentation academic advisor friend ASU catalog/schedule other
7. What motivated you to apply for the Internship? (check as many as apply)
 course credit desire to help others/social concerns experience/career exploration
 apply classroom knowledge personal development required for graduation
 other _____

EVALUATION OF PERSONAL EXPERIENCE

1 Please circle choice 5

	NOT AT ALL				A GREAT DEAL
1. How much did you learn from working at your site?	1	2	3	4	5
2. Do you think you made a significant contribution to your community?	1	2	3	4	5
3. Did your experience increase your level of commitment to "get involved" in your community?	1	2	3	4	5
4. How well did this course enable you to integrate your classroom learning	1	2	3	4	5
5. To what extent did your assigned tasks facilitate your internship contract objectives?	1	2	3	4	5
6. Did your internship experience have any effect on the following?					
_____ improved relationships with the faculty	1	2	3	4	5
_____ increased desire to stay in college	1	2	3	4	5
_____ heightened self confidence	1	2	3	4	5
_____ heightened insight into personal strengths and weaknesses	1	2	3	4	5
_____ enhanced ability to work and learn independently	1	2	3	4	5

7. In what way did your Internship experience change your career or educational plans? (please check only one)

1 2 3 4 5

- Confirmed your plans
- Decided to change career plans
- Made you question your previous choice
- Had no effect

Further comments: _____

PERFORMANCE OF INTERNSHIP SITE

1 Please circle choice 5

	NOT AT ALL				A GREAT DEAL
1. How challenging was your work?	1	2	3	4	5
2. Were your tasks / assignments clear?	1	2	3	4	5
3. Were your tasks / assignments interesting?	1	2	3	4	5
4. Were persons at your site helpful?	1	2	3	4	5
5. Were you given adequate orientation / training?	1	2	3	4	5
6. Did your site provide you with enough work?	1	2	3	4	5
7. How relevant was your classroom learning to your internship placement?	1	2	3	4	5

8. Please rate your experience with the following:

(NEGATIVE					POSITIVE)
1	2	3	4	5	
1	2	3	4	5	
1	2	3	4	5	
1	2	3	4	5	

- Supervision
- Acceptance and support
- Recognition of your efforts
- Work environment

	NO				SOMEWHAT			YES
9. Did your program fulfill your initial expectations?	1	2	3	4	5			
10. Are you thinking of continuing to work at this site, or engage in any other internship?	1	2	3	4	5			
11. Would you recommend to your friends that they take an internship course?	1	2	3	4	5			
12. In what ways, if any, can your site improve the experience for future internship students? _____								

PERFORMANCE OF THE INTERNSHIP FACULTY SUPERVISOR

	No	SOMEWHAT			YES
	1	2	3	4	5
1. Did you get enough information and assistance from the Internship Faculty Supervisor?					
2. Was the registration process clear?	1	2	3	4	5
3. Did the orientation process clarify for you the different roles of the Internship Faculty Supervisor and Site Supervisor?	1	2	3	4	5
4. Do you think you site was appropriate for your needs and abilities? If not, explain. _____	1	2	3	4	5
<hr/>					
5. Were the written materials you were given clear and understandable? What would you add to them or change? _____		1	2	3	4 5
<hr/>					

NEXT STEPS CHECKLIST

Directions: Please check “next steps” you think would be important for you to pursue during your time at SMSU.

Assessment of Interests

<ul style="list-style-type: none"> ○ Take the Strong-Campbell Interest Inventory to sort out my career interests (need appt. w/ Career Resource Office for this) ○ Review course catalogue(s) to see what courses look most interesting to me and think about specific reasons that they are appealing to me ○ Review textbooks from different fields to see which ones sound the most interesting (i.e., What topics seems to “grab me” or energize me right away?) ○ Buy a self-help book on careers and walk through the interest assessment portion ○ Interview someone in a field that is appealing to me ○ Pay attention to my day dreams about what would be fun to do ○ Look up national professional organization information (such as, American Psychological Association, American Counseling Association) and see what interest groups or divisions (i.e., specific disciplines within a professional organization) seem most interesting to me 	<ul style="list-style-type: none"> ○ Take a wide variety of courses to sort out what my main interests are ○ Talk to my faculty advisor (or other faculty member) about my interests ○ Talk with a family member, friend, minister, or other person that cares about my personal and career development ○ Look for volunteer experiences that could help me clarify my interests ○ Look for internships that could help clarify my interests ○ Attend a lecture or other special event on campus that could clarify my interests ○ Attend relevant state, regional, and/or national conference ○ Make use of DWA Detailed Work Analysis option of the O*Net ○ Attends SMU Annual Careers in Psychology Panel ○ Other _____
--	--

Assessment of Abilities

<ul style="list-style-type: none"> ○ Take a variety of courses to assess (and enhance) my knowledge and skills for different academic topics ○ Take a risk and try something new (e.g., start a club, become a leader in an existing club, try out for a part in a play) to discover more about my abilities ○ Get feedback from friends, family members, coaches, advisors and others who know me pretty well about <i>their</i> perception of my abilities 	<ul style="list-style-type: none"> ○ Look for volunteer experiences that could help me get a better sense of my abilities ○ Look for internship experiences that could help me get a better sense of my abilities ○ Try out one or more athletic activities to get a better sense of my abilities related to physical strength, coordination, being a “team player”, etc. ○ Seek minimum of one internship experience, additional experiences if able ○ Other _____
---	--

Enhancing Knowledge of Diverse Populations

<ul style="list-style-type: none"> ○ Attend multi-cultural events on campus and in the community ○ Seek volunteer experiences, internship or paid work experiences w/ diverse populations, involving work with: <ul style="list-style-type: none"> __ children __ youth __ young adults __ adults __ seniors __ urban populations __ rural populations __ lower social class status (i.e., poor) populations __ upper social class status(i.e., rich) populations __ people w/ different ethnic/racial background than my own __ people from a different geographic region than the geographic region(s) where I have lived __ people who have a mental health or physical disability __ people who have a history or trauma __ people who have a different religious background than my own __ people who have a different sexual orientation than my own 	<ul style="list-style-type: none"> ○ Seek ways to spend time in other regions of the United States (e.g., Spring Break trips, summer employment) ○ Seek ways to spend time in other parts of the world (e.g., Global Studies Program, language training program, eco-tourism experiences) ○ Seek information about local, national and international service-learning opportunities (see SMSU Office of Civic Engagement materials) ○ Get information about VISTA, Peace Corps, and other Corporation of National and Community Service programs that involve year (sometimes less) of service opportunities ○ Enroll in courses that heighten my awareness of diversity concerns ○ Learn a foreign language ○ Seek friendships with people with whom I might not typically spend time ○ Seek “slice of life” experiences (i.e., put myself in situations that might make me a little uncomfortable – in a good way) ○ Other _____ ○ Other _____
---	--

Gathering Information about Graduate Study/Professional Certification

<ul style="list-style-type: none"> ○ Review Peterson’s Guide to get more information about graduate programs that are available in my field of interest ○ Interview people working in my area of interest to find out more about advantages and disadvantages of pursuing a graduate degree in my field ○ Call or email to request graduate studies information from colleges and universities of interest ○ Contact faculty members at graduate programs of interest ○ Enhance my vocabulary 	<ul style="list-style-type: none"> ○ Call students at graduate programs of interest ○ Find out what it takes to get certified/licensed in my area of interest (see O*Net website) ○ Find out what national qualifying exams are typically used for my area of interest (e.g., GRE, MCAT) ○ See opportunities to help out with or initiate my own research study(ies) ○ Participate in the Annual SMSU Undergraduate Research Conference ○ Locate relevant professional organizations and access the education/training/certification links ○ Other __
--	--

Gathering Information about Financial Aid and Job Salaries

<ul style="list-style-type: none"> ○ Meet with a financial aid advisor to figure out a plan for funding my academic training ○ Look up information about scholarships in my area(s) of interest (SMSU online process) ○ Interview people in my field of interest to find out how they funded their formal education ○ Ask graduate programs about funding they provide for their students ○ Look up information on salary.com or O*Net about salary of job(s) in my area(s) of interest ○ Interview people in this region to find out how much I may be expected to earn my field of interest 	<ul style="list-style-type: none"> ○ Determine how many loans I am willing to take out over the course of my academic training (i.e., how much debt am I willing to take on) ○ Ask prospective work sites whether they assist with tuition for graduate studies ○ Gather information about loan forgiveness options for professionals working in mental health fields (e.g., Public Service Loan Forgiveness) ○ Gather information about how to fund cross-cultural experiences ○ Consider VISTA options as means of paying off student loans/pay for tuition for grad studies ○ Other _____ ○ Other _____
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Figuring out Ways to Market Myself as a Recent Graduate with a B.A. in Psychology

<ul style="list-style-type: none"> ○ Learn how to describe myself in terms of my knowledge, experiences, values, etc. as they relate to my area(s) of interest ○ Put together or update my resume ○ Get feedback from more than one person (from faculty member, person working in field of interest, and career counselor ○ Take advantage of a variety of workshops/events sponsored by SMSU Career Services related to job search process 	<ul style="list-style-type: none"> ○ Practice doing an interview (preferably videotaped) ○ Think in a broad way about how to acquire a broad range of learning experiences (in-class and out of class experiences) ○ Other _____ ○ Other _____
--	--

Creating a Business of My Own

<ul style="list-style-type: none"> ○ Get information about starting a non-profit agency ○ Get information about micro-financing of a small business ○ Get involved with SMSU Enactus club (learn more about social entrepreneurship) 	<ul style="list-style-type: none"> ○ Get information about starting a for-profit business ○ Review benefits of starting not-for-profit w/ regard to loan forgiveness options (e.g. .PSLF) ○ Other _____
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