

Southwest Minnesota State University
Field Experience in Psychology

*Southwest Minnesota
State University Field
Experience in
Psychology*

Scott Peterson and Zoe Hess

Southwest Minnesota State University Field Experience in Psychology
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Introduction

Welcome to your field experience in psychology! This book contains information for students enrolled or going to be enrolled in PSYC 399 and PSYC 400. This is a handbook to help you through the pre-field experience (PSYC 399) and field experience (PSYC 400). It will contain almost everything you, as a student, may need throughout this part of your academic journey. Please use this handbook to acquaint yourself with each of these courses, as it includes syllabi, forms, assignments, and more for each of these courses. For any questions or concerns about field placement, please contact your faculty supervisor, Miss Zoe Hess at zoe.hess.2@smsu.edu or (507)-537-7585.

PART I

General Info

Overview of Field Experience

As a psychology major at SMSU, you are required to complete a field experience. This is to help you gain real-world, practical experience and to provide you with an opportunity to dip your toes into the psychology career force. Thus, it will allow you a chance to investigate, change, or solidify your career aspirations, which will give you a good idea of your next steps after college. This experience will have two parts, pre-field (PSYC 399) and field (PSYC 400). In the pre-field experience, you will work with the faculty field experience coordinator, Miss Hess, to find and secure a field placement. In the field experience, you will get hands on experience by completing 120 hours of field work at that designated site you secured in your pre-field course.

Ideas for Field Experience Sites

- **SMSU Career Services Internship Resources**
<https://www.smsu.edu/campuslife/careerservices/job-search/internship-links.html>
- **SMSU Handshake** 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: Feel free to reach out to Melissa Scholten with any questions about how to register for a Handshake account scholten@smsu.edu.
- **AmeriCorps Home | AmeriCorps**
- **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/>

Selected list of sites at which psychology majors have recently attained internships (listed alphabetically):

- **Avera Marshall Regional Medical Center**
<https://www.averab.org/careers/internships/>
- **Greater Minnesota Family Services**
<http://www.greaterminnesota.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.lyndschool.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://swhhs.com/about-us/internship-opportunities/>

- **Western Mental Health** <https://wmhcinc.org/>

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 can bring to 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.

Some helpful talking points:

- It can be a good idea to include the following as you discuss your interest in doing an internship at a given site:
 - “I am _____, and I am currently majoring in _____.”
 - “The Psychology Program requires that psychology majors complete a 120-hour internship (two for CPHP majors, total of 240 hrs).”
 - “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 a supervisor for me.”

- “Thanks very much for your time. I can be reached at (email & phone number).”

Also, feel free to contact Miss Hess with any questions you may have: zoe.hess.2@smsu.edu

PART II

PSYC 399: **Pre-Field** **Experience**

This section contains all the information you need for Pre-Field Experience.

*Syllabus***Course Description:**

- This course prepares students for the psychology internship. Students, in consultation with the faculty internship coordinator, select field placements in community agencies. These sites are to have a site supervisor, approved by the internship faculty supervisor. This course includes completion of pre-internship forms, such as the internship contract, internship agreement, goals and objectives, and more. A review of the American Psychological Association Code of Ethics will also be discussed.

Instructor Information:

- Zoe Hess, M.S., LSC
- Office: BA 143
- Phone: (507)-537-7585

Course Learning Goals & Outcomes:

1. Increased self-awareness of career goals/paths and the steps needed to achieve them.
2. Identification of community agencies and service organizations as possible internship sites.
3. Understanding how to apply for an internship and effectively communicate in the workplace setting.
4. Understanding of ethical principles and codes of conduct as they apply to the human services settings.
5. Increased awareness and ability to appropriately and effectively market themselves to the human services job sector.

Required Materials:

- *Experiential Learning and Internship for Undergraduates: A Workbook for Undergraduate Interns in the Human Services Field, 1st Edition, (2024)* ISBN 9781032466576
- SMSU Psychology Program Handbook
- APA Code of Ethics
****Can be found here: <https://www.apa.org/ethics/code/>

Suggested Materials:

- Essentials Ethics for Psychologists: A Primer for Understanding and Mastering Core Issues ISBN 978-1433808630 (*This book will be used for PSYC 400, but may be helpful during PSYC 399*)

Course Calendar:

Fall Class Meeting Dates	Spring Class Meeting Dates
September 2	January 15
September 23	February 12
November 11	April 9

****Classes are mandatory for all students. If you must miss, you need to have documentation and provide it to the instructor**

Methods of Instruction & Learning:

- Large group discussions, cooperative and collaborative learning, problem solving and critical thinking exercises

Assignments/Grading:

- Initial assignment describing career goals and finding own potential sites
- Résumé
- Assigned Readings and corresponding notes
- Internship Contract
- Student Training Experience & Internship Agreement: Student Responsibilities and General Understandings
- Description of Roles and Responsibilities as an Intern at that Site

- Goals & Objectives
- Two individual meetings with the instructor
- Three weekly Class meetings- Zoom

Grade Scale:

A	94-100%
A-	90-93.9%
B+	87-89.9%
B	83-86.9%
B-	80-82.9%
C+	77-79.9%
C	73-76.9%
C-	70-72.9%
D+	67-69.9%
D	63-66.9%
D-	60-62.9%
F	59.9% and below

Attendance Policy:

- Attendance to scheduled zoom meetings (2 individualized meetings set up by student and instructor, and three class meetings)

Academic Honesty Policy:

- It is expected of the student to acquaint themselves with the Academic Honesty Policy, which can be found in the SMSU Student Handbook.

- Any form of academic dishonesty, including plagiarism and cheating, on assignments will be dealt with according to the procedures specified in this policy.
- This can include but is not limited to: receiving an automatic zero for a grade on an assignment, or it could involve an automatic failing grade for the course, depending on the severity of the academic honesty issue.

Accessibility Accommodations:

- Please notify the instructor as soon as possible if you require an accessibility accommodation. Students requiring accommodations must register with Accessibility Services to verify their eligibility for appropriate accommodations and to coordinate the provision of those services. Contact Vickie Abel, Coordinator of Accessibility Services: vickie.abel@smsu.edu (507)-537-7318 IL 220. This course involves the use of D2L Brightspace as well as various other software tools. Students needing assistance with the use of these technologies should notify Accessibility Services.

Assessment Statement:

- Please be aware that student materials from this course (including homework assignments) may be used anonymously for assessment of the Psychology program student learning outcomes. If you do not want your data

included in any such assessment efforts, please inform your instructor. This course is meant to aid you in developing and/or honing critical thinking skills and ethical decision making, specifically in the field of Psychology. Skills that may be assessed & developed include but are not limited to: respect and understanding of others' viewpoints, acquaintance and understanding of the process of supervision, handling ethical dilemmas in the health services field, and greater clarity of career goals.

Withdraw Deadline:

- April 14th

Assignments

These are the assignments for your pre-field experience:

- **Initial assignment describing career goals and finding own potential sites**
- **Résumé**
- **Assigned Readings and corresponding notes**
- **individual meetings with instructor**
- **Three weekly Class meetings- Zoom**
- **Internship Contract**
 - This NEEDS to be signed by you as the intern, your site supervisor, and your field experience faculty coordinator
- **Student Training Experience/Internship Agreement: Student Responsibilities and General Understandings**
 - This needs to be signed by you as the intern

- Description of your Role and Responsibilities as an Intern at that site
- Goals and Objectives (at least two goals, with two corresponding objectives for each goal)
- Assigned Readings and Corresponding Notes

Initial Assignment describing Career Goals and Finding Own Potential Sites:

This is a brief writing of you sharing your career aspirations. Then researching and coming up with ideas of where you could and would potentially complete your field placement.

Résumé:

This is a copy of your résumé. Instructions and tips will be listed on D2L on how best to complete this.

Assigned Readings and Corresponding Notes:

Students will read certain portions of the assigned textbook, *Experiential Learning and Internship for Undergraduates: A Workbook for Undergraduate Interns in the Human Services Field, 1st Edition (2024)* and take notes about the readings. Note taking instructions can be found on D2L.

Individual meeting with instructor & Three Class meetings-Zoom

Internship Contract:

This is the form that allows you to complete your field experience. You CANNOT begin your placement until this has been signed and submitted to the faculty coordinator.

Student Training/Internship Agreement: Student Responsibilities and General Agreements:

This is the form that states you agree to all the responsibilities that come from having this placement. Please review and sign this PRIOR to beginning your internship experience.

Description of your Role and Responsibilities as an Intern at that site:

This is a form that describes what your tasks/role will be at your site. Please contact your site supervisor to either create it together or see if the company already has one made up for you.

Goals and Objectives (at least two goals, with two corresponding objectives for each goal):

This is completely created by you and what you want to get out of, or accomplish, by doing this field experience. A template can be found on D2L.

Forms

PDF's of Necessary Forms:

- Internship Contract
- Student Training and Experience Agreement Student Responsibilities and General Understandings
- Proposal for Place of Employment Form

PART III

PSYC 400: Field Experience

This is all the information you need during your Field Experience.

*Syllabus***Course Description:**

Students will complete at least 120 hours of supervised field practice in community agencies and programs. As a practical application of psychology knowledge and skills gained from major coursework, students will complete reflection journals and a final integration paper. This course may be repeated for credit once. NOTE: Students majoring in Community Psychology and Health Promotion must take this course twice, with one of the internships being directly related to community psychology and include a minimum of 30 field hours related to one or more of the following applied learning experiences: program evaluation; outcome/process evaluation of a mental health education workshop, health promotion initiative, or prevention program; narrative interview or other form of qualitative research; and/or grant writing experience.

Instructor Information:

Instructor: Zoe Hess, M.S., LSC

Office: BA 143

Phone: (507) 537-7585

Email: Zoe.hess.2@smsu.edu

Class Meeting Time and Location:

Tuesday 5-7 pm on Zoom

Course Schedule:

Fall Class Meeting Dates

September 9

Spring Class Meeting Dates

January 29

September 30

February 19

November 18

April 16

****Classes are mandatory for all students. If you must miss, you need to have documentation and provide it to the instructor**

Attendance Policy:

Students- Attending the Tuesday evening Internship

Seminar is expected for all students. If you cannot attend, please email me, letting me know you will not be attending. Students will work with the internship faculty supervisor to set up an individual meeting.

Resources Needed:

- SMSU Field Experience Handbook
- *Essential Ethics for Psychologists: A Primer for Understanding and Mastering Core Issues* ISBN: 978-1433808630
- APA Code of Ethics ****Can be found here:
<https://www.apa.org/ethics/code/>

Course Objectives:

1. Students will gain applied experience, specifically in a certain career that is closely related to, if not within, their desired career path
2. Students will be able to relate their applied experience to the various psychology courses and psychological concepts learned throughout their academic journey
3. Students will be able to integrate their knowledge learned from this experience into other areas and aspects of their life
4. Students will have a greater understanding of their desired career goals/path and the required next steps to achieve this
5. Students will be able to reflect upon real-life experiences within their internship and gain a better

understanding of their strengths and weaknesses as it relates to their desired career goals/path

6. Students will be more equipped and prepared to work in the field of psychology, and related mental health fields

Assignments:

- **Journal Entries-**

- o Should write one entry for about every twelve hours
 - o 10 total entries
 - o Follow prompts on D2L

- **Assigned Readings and Notes-**

- o Read two chapters and take notes on insights gained, importance of that ethical standard, etc.

- **Mid-Semester Evaluation Forms-**

- o Mid-Semester Evaluation of self
 - o Site Supervisor's Mid-Semester Evaluation of intern

- **Final Evaluation Forms-**

- o Final Evaluation of Internship site
 - o Site Supervisor's Final Evaluation of intern

- **Time Log-**

- o Complete record of hours logged throughout field placement
 - o Site Supervisor MUST sign and date this

- **Additional Documents-**

- o There is great leeway in what these are
 - o Examples include: certificates awarded throughout your internship, schedules of typical day at the internship, worksheets/lessons you taught or created, etc.

**If you are wondering or questioning a certain document and if it applies, please email or call me 😊

- **Individual meetings with instructor**
- **Three week Class meetings- Zoom**

Grading Breakdown:

Assignment	Points
-Assigned Readings and Notes	80 points (40 points each)
-Journal Entries	200 points (20 points each) **** for those of you that do zo insights
-Mid-Semester Evaluation Forms	
Mid-Semester Evaluation of self	30 points
Site Supervisor's Mid-Semester Evaluation of intern	30 points
-Final Evaluation Forms	40 points
Final Evaluation of Internship site	
Site Supervisor's Final Evaluation of intern	200 points

-Time Log 200 points

-Additional Documents 20 points

-Final Paper 250 points

Grade Scale:

A 94-100%

A- 90-93.9%

B+ 87-89.9%

B 83-86.9%

B- 80-82.9%

C+ 77-79.9%

C 73-76.9%

C- 70-72.9%

D+ 67-69.9%

D 63-66.9%

D- 60-62.9%

F 59.9% and below

Attendance Policy:

Attendance to scheduled zoom meetings (2 individualized meetings set up by student and instructor, and 3 class meetings)

Academic Honesty Policy:

It is expected of the student to acquaint themselves with the Academic Honesty Policy, which can be found in the SMSU Student Handbook. Any form of academic dishonesty, including plagiarism and cheating, on assignments will be dealt with according to the procedures specified in this policy. This can include but is not limited to: receiving an automatic zero for a grade on an assignment, or it could involve an automatic failing grade for the course, depending on the severity of the academic honesty issue.

Accessibility Accommodations:

Please notify the instructor as soon as possible if you require an accessibility accommodation. Students requiring accommodations must register with Accessibility Services to verify their eligibility for appropriate accommodations and to coordinate the provision of those services. Contact Vickie Abel, Coordinator of Accessibility Services:

vickie.abel@smsu.edu (507)-537-7318 IL 220. This course involves the use of D2L Brightspace as well as various other software tools. Students needing assistance with the use of these technologies should notify Accessibility Services.

Assessment Statement:

Please be aware that student materials from this course (including homework assignments) may be used anonymously for assessment of the Psychology program student learning outcomes. If you do not want your data included in any such assessment efforts, please inform your instructor. This course is meant to aid you in developing and/or honing critical thinking skills and ethical decision making, specifically in the field of Psychology. Skills that may be assessed & developed include but are not limited to: respect and understanding of others' viewpoints, acquaintance and understanding of the process of supervision, handling ethical dilemmas in the health services field, and greater clarity of career goals.

Withdraw Deadline:

April 14th

Assignments

Reflection Journals:

Throughout the course of your internship, you will need to submit one journal entry after you complete approximately ten (10) hours of work at your internship site. *Each entry should be at about one and a half pages, double spaced.* Importantly, 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 (i.e., insights gained, skills acquired, things you learned about yourself, etc).** Although I, as Faculty Supervisor, will review the entries to ensure fulfillment of internship requirements, the journal will not be retained by the Psychology Program and its contents will be kept confidential. There will be journal prompts on D2L to help guide you in your reflections.

** Developing a habit of deliberately reflecting upon the experiences you have during your internship experience is critical to enhancing your learning. Writing a reflective

journal provides an opportunity for you to integrate internship experiences with your academic coursework. Furthermore, reviewing journal entries will also provide you with a resource to draw ideas from while writing your Final Integration Paper.

Individual Meetings with instructor and three Zoom class meetings

Mid-Semester & Final Evaluations:

You and your supervisor will both fill out an evaluation on your performance at the mid-point of your internship and at the end. These forms can be found under the content area in D2L and within this handbook. *Make sure to complete these in a timely fashion!*

Time Log:

You will need to keep a time log to record the dates and the hours you worked for final verification of credit hours earned. The time log may be kept in a word document form or alternate record keeping system, such as excel. *As long as you have a record of hours and dates worked that is signed by your site supervisor and turned in by the end of the semester, you will receive credit.*

Final Integration Paper:

This paper should include the following:

- summarizing insights gained about the nature of the profession in which you worked (e.g., addictions counselor, youth group leader, public health educator)

- summarizing insights gained about career interests and personal strengths and areas needing improvement
- feedback you received from your supervisor and/or coworkers
- describing at least two ethical considerations/obligations related to the work you did as an intern, making use of APA Ethics Code <https://www.apa.org/ethics/code> or an alternative Code of Ethics (must be approved by Faculty Coordinator)
- integrating your applied experiences with your academic coursework
- articulating next steps related to career development (e.g., applying for a job in this professional field, pursuing graduate studies, learning a foreign language, working with AmeriCorps VISTA Program).

This paper should be 8-10 pages in length (cover page included), and it should be written in APA format. Review of your journal entries can serve as a good source of information for this paper.

Forms

PDF's of Necessary Forms:

- 2025 Mid-Internship- Interns
- 2025 Mid-Internship Eval- Supervisor
- 2025 Final Evaluation Form- Interns
- 2025 Final Evaluation Form- Supervisor

**Students are to create their own time log

Community Psychology and Health Promotion

Community Psychology and Health Promotion (CPHP) interns are required to complete the equivalent of two (2) field experiences. You may opt to complete two entirely separate experiences, 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 *Handbook* all apply.

IN ADDITION, for at least one of your field experiences, you will need to provide evidence of having engaged in at least 30 hours 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 field experience 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). Alternately, you may initiate one or more of these community resource development/evaluation efforts (e.g., you develop a short, but structured questionnaire at a not-for-profit agency to assess how the agency might better meet the needs of clients they serve) or you may start a new program and include a short evaluation of that program. Feel free to contact the Faculty Supervisor, Miss Hess (zoe.hess.2@smsu.edu), to further clarify how this requirement may be met. Evidence of having completed this requirement should be included in your additional documents (make sure to make it clear which documents meet this requirement).

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>

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>

PART IV

PSYC 499: Extended Field Experience in Psychology

This is all the information you will need if you are planning to do additional hours for your internship.

Syllabus

PSYC 499: EXTENDED PSYCHOLOGY INTERNSHIP

Varied Credits

Instructor Information:

Instructor: Zoe Hess, M.S., LSC

Office: BA 143

Phone: (507)-537-7585

Email: Zoe.hess.2@smsu.edu

Course Description:

Students register for this course when their internship requires more field hours than are credited in PSYC 400, or when they wish to explore additional areas of professional practice in psychology. Students will be required to spend a minimum of 50 hours in the field for each credit hour.

Course Requirements:

- For every credit enrolled, the student must complete an additional 50 hours of field work. (i.e. 1 credit requires 50 hours, 2 credits requires 100 hours, 3 credits requires 150 hours).
- Intern must be responsible for keeping a time log of additional internship hours. These hours can be reflected on the same time sheet as their original internship, or be completed on a separate time sheet. If the intern decides to do a separate time log sheet, it must be signed by a site supervisor as well.

Course Calendar:

Individual meetings as set up between the internship coordinator and the enrolled student when and if deemed necessary

Methods of Instruction & Learning:

applied experience by field hours, individualized meetings when necessary

Assignments/Grading:

Students will be graded based off of their completion of field hours, which varies per credit, and a completed time log.

Academic Honesty Policy:

It is expected of the student to acquaint themselves with the Academic Honesty Policy, which can be found in the SMSU Student Handbook.

Any form of academic dishonesty, including plagiarism and cheating, on assignments will be dealt with according to the procedures specified in this policy.

This can include but is not limited to: receiving an automatic zero for a grade on an assignment, or it could involve an automatic failing grade for the course, depending on the severity of the academic honesty issue.

Accessibility Accommodations:

Please notify the instructor as soon as possible if you require an accessibility accommodation. Students requiring accommodations must register with Accessibility Services to verify their eligibility for appropriate accommodations and to coordinate the provision of those services. Contact Vickie Abel, Coordinator of Accessibility Services: vickie.abel@smsu.edu (507)-537-7318 IL 220. This course involves the use of D2L Brightspace as well as various other software tools. Students needing assistance with the use of these technologies should notify Accessibility Services.

Assessment Statement:

Please be aware that student materials from this course (including homework assignments) may be used

anonymously for assessment of the Psychology program student learning outcomes. If you do not want your data included in any such assessment efforts, please inform your instructor. This course is meant to aid you in developing and/or honing critical thinking skills and ethical decision making, specifically in the field of Psychology. Skills that may be assessed & developed include but are not limited to: respect and understanding of others' viewpoints, acquaintance and understanding of the process of supervision, handling ethical dilemmas in the health services field, and greater clarity of career goals.

Withdraw Deadline:

April 14th

After College Advice

Here are some helpful links to provide you with some advice and help, whether you go to graduate school or join the career force directly.

- **Graduate School:**

Applying to Graduate School- <https://www.apa.org/education-career/grad/applying>

More Than You'd Ever Want to Know About Getting into and Going to Graduate School PDF Article: Getting Into and Going to Grad School

- **Joining the Career Force:**

Tips for Joining the Career Force-

<https://www.forbes.com/councils/forbescoachescouncil/2019/10/03/15-essential-tips-for-college-students-preparing-for-their-future-careers/>

Résumé Tips-

Make your Résumé stand out in some way

- Use a different color for accent pieces (not too bold and flashy of a color, remember to still remain professional)

Consistency Matters!!!!

- If you have three bullet points under one of your educational experiences or jobs, try to put three on all the rest
- If you list your GPA for one school, list it for the other

Condense things as much as possible

- Instead of having so many separate categories, try to get your points across within categories (i.e., instead of having a separate section of accomplishments, try to put your specific accomplishments as bullet points under other categories)

Always use reverse chronological order (most recent listed first)

Make sure it is only one page

- omit jobs that may not relate to the position you want

Should always have these sections, typically in this order:

- Education
- Work Experience

- Applied Experiences (if you have enough, otherwise omit this)
- Skills