

USC Master of Science in Applied Psychology
PSYCHOLOGY 591: Internship in Applied Psychology
Fall 2017
(4 units)

Instructors:

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Hours: Office hours are made by appointment.

Required Texts:

Goldsmith, Marshall. (2007). What got you here won't get you there. Hyperion.

Optional: Carpenter, Ben. (2013). The Bigs: The secrets nobody tells students and young professionals. Wiley.

Other readings may occasionally be sent out by the instructor. The Moodle Internship Resource Tab on your home page should also be consulted for materials and forms to assist in your internship.

Course Description:

This course enables students to apply concepts studied in prior MAPP coursework through an internship or professional development experience of the student's choosing. Internships may be in any industry, including higher education settings. The experience may be paid or unpaid and must be approved by the Program Director. Through the internship, students will deepen real-world skills through on the job training in their chosen area of interest, for example, in market research, marketing, recruiting, human resources, social media, organizational consulting, sales or advertising. In course meetings, students will evaluate, reflect and extend their professional learning through journals and structured experiences. In order to fulfill the requirement for this program, students must log **240** hours of work time.

The professional Development Experience

Your experience may have high points and low points, and this is to be expected. Overall, it should enrich you and enhance your sense of readiness for the next stage of your career, while also enabling you to see more clearly the connection between psychology and the applications of theory in the business world. Please seek me out at any time during the semester to discuss issues that may arise. I am here to help you learn as much as possible from this experience, and to assure it is a productive and fulfilling one.

Applied Psychology Overall Program Learning Outcomes:

We expect our graduates to gain a sound understanding of psychological principles and research methodologies that are at the intersection of theory, research, and practice in business settings. They will be able to identify key theories and apply them to a wide variety of challenges facing contemporary organizations, their employees, teams and business units, and consumers. They will be astute consumers of research used to inform organizational decisions, and will be able to credibly design, conduct, analyze and present research that will assist in corporate decision-making to constituencies both internal and external to the organization. They will be able to use both theory and data to further organizational goals and solve organizational problems, and will persuasively use written, oral and social media communication. Finally, they will approach their own career development broadly and creatively, prepared to apply psychology in new ways as the diverse worlds of work and human endeavor evolve.

Specifically, our graduates will:

Outcome 1: Learn and be able to apply key psychological theories and concepts to issues facing contemporary organizations, their employees, teams and consumers.

Outcome 2: Be able to design, conduct, analyze and present to a business audience both qualitative and quantitative research that is responsive to business needs and credibly informs business decisions. They will be astute consumers of such research.

Outcome 3: Be able to advance organizational goals to internal and external constituencies using written, oral and social media communication channels.

Outcome 4: Seek new opportunities to apply psychology in the ever-changing worlds of work and human endeavor and be prepared to think broadly and creatively about potential career applications.

PSYC 591 Course Objectives:

1. To deepen exposure to real-world challenges facing contemporary organizations and businesses.
2. To extend practical skills through learning and working in a business setting, including communication skills.
3. To identify real-world workplace issues that may be informed by psychology theory and research.
4. To identify mentoring and networking relationships in a business setting.
5. To work effectively as a contributing member of a work group or team.
6. To continue development of personal branding and career goal clarification leading to next career steps.
7. To provide opportunities to develop capstone treatise or project ideas in the context of the internship placement.

Sessions and days of the week:

The course is divided into 15 one week sessions. Due dates for assignments and discussions are stated in day number. Day 1 is Monday, the first day of the beginning of each weekly session.

Day 1	Monday
Day 2	Tuesday
Day 3	Wednesday
Day 4	Thursday
Day 5	Friday
Day 6	Saturday
Day 7	Sunday

Assignments are due no later than 11:55 p.m. in the Pacific time zone on the day that is stated in the assignments section.

Methods of Evaluation:

Method of Evaluation	Percentage of Final Grade
1. Work Log Hours (240 hours)	50 %
2. Learning Plan/Objectives	10 %
3. Internship Reflection Cafe	10 %
4. Weekly Discussion Topics	10 %
5. Internship Presentation	10 %
6. Internship Portfolio	5 %
7. Executive Informational Interview	5 %

Work Log

Please keep a regular log of the number of hours by date that you spend in the workplace. At the end of the semester, you will total your hours and the supervisor will be asked to verify that you have met the required number of hours (240) to meet the credit hours for this course.

Learning Plan Objectives

You will develop your personal learning objectives in collaboration with your work supervisor. Ideally, there is a meeting with your supervisor to discuss your learning objectives and to set goals together. The written document should follow this meeting and be developed once you have been in your position for at least a week. Remember, it should be based on what you see as realistic opportunities

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in the site you have chosen. Please refer to the Moodle Internship Resource tab for sample learning plans.

Internship Reflection Café/Journal

At least 8 times during the semester, you should write a one page entry in the Reflection Café. Your journal entry should address something that is currently on your mind regarding your experience in the internship. After you post, you will engage in a virtual “after work chat” with your classmates to share, compare, and learn from each other. In other words, you are required to respond to your peers’ posts. The expectation is that you will check in with the Reflection Café on a weekly basis to see what your classmates are posting about and then have a conversation with at least one of them by responding to their post.

Of the 8 total semester posts, at least one must address each of the questions below. The other 2 can be on any topic currently relevant at your internship.

- What is a challenge or problem you are facing at your internship?
- What is something at work you are excited about, for example a project that went well or a new skill learned?
- What have you noticed at work that reminded you of a psychology theory you learned in class? Describe the situation and how psychology applies.
- How has your internship stimulated a new idea or insight about your future career or learning goals?
- What is one of the Marshall Goldsmith habits that you notice in your own behavior at your internship and how will you work to improve this?
- What is one of the Marshall Goldsmith habits you see in the behavior of someone else at your internship? How does it affect their effectiveness?

Weekly in-Class Discussion Topics

Each week there will also be a topic for in-class discussion that requires you to observe and reflect on a common theme during your internship. Please respond to at least one classmate in the discussion and be thoughtful in doing so.

Presentation about your Internship

All students will make a presentation to the class about their internship. The presentation is intended to introduce the other students to your internship site, the others who work there, the type of industry and the major competitors, and the role you play in the organization, including what type of projects you are working on. The presentation should be 10 minutes in length and may include informal video taken on the job, photos, website shots, and Powerpoint or Prezi slides. Be creative and professional in your choice of presentation materials. Presentations will be made across several weeks and you will sign up for the week of your choice. You will also upload your presentation in the General Presentation Sharing area of the course site so others in the class may refer back to it.

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Internship Portfolio

By the end of the course, you will develop an Internship Portfolio including at least the following information:

- Resume
- A hyperlink to your LinkedIn profile.
- An example of your best work from the MAPP program (Including varied presentations and case studies)
- An annotated list of the classes in your MAPP program
- Any work product from your internship that you are allowed to show to potential employers

CEO or Executive Informational Interview

You will be asked to identify a high-ranking executive (preferably a C-Suite or VP level individual) at the location of your internship to approach for an informational interview. This will be an opportunity to both market yourself within the organization as well as learn about the ingredients that have led to their career success. If you do not have an appropriate person at your internship site, you will be expected to locate someone through networking and to meet with them for the interview. You will submit a written summary of the interview and your observations of the experience.

Final Interview

At the end of the term, students will be interviewed by the professor in a recorded Adobe Connect session about their internship. This will be an integrative experience as well as an opportunity to demonstrate communication skills. Students will be given a recording of their completed interviews to review, and will write a one page summary providing feedback to themselves on ways they could improve their self-presentation skills. Each student will email the professor to set up an individual appointment during week 14 for the interview.

Evaluation

Credit for Psych 591 Internship (4 Units) is awarded on a Credit or No Credit basis for meeting the required number of internship hours and meeting all course expectations. Credit will not be awarded if a student has failed to attend live sessions or participate in the activities designed to extend the learning from the internship experience without prior explicit permission from the instructor. Students and their supervisors will complete a written evaluation of the internship experience. Both evaluations must be submitted before credit will be awarded for the course.

The log of hours worked is especially important to be kept up to date in order to assure the requisite number of hours for credit has been achieved.

Policies and Procedures

Official communications about course activities and additional assignments will be sent through Moodle announcements from the professor.

Paper guidelines

- All documents should be in Microsoft Word format.
- Papers must be type-written or word-processed, double-spaced, with 12 point font.
- Make sure you keep a copy of all submitted papers.

Live Class sessions

This course has at least 5 required Live Class Sessions. Please refer to the guide below on how to attend a Live Class Session. <https://lmscontent.embanet.com/USC/VQS+Guide+for+Participants.pdf>

Live sessions are planned in weeks 1, 3, 5, 7, and 9. Please note, depending on class enrollment, more sessions may be needed to accommodate all internship presentations.

Details can be found in the general section in the Live Session Schedule.

<https://dornsifeonline.usc.edu/mod/forum/discuss.php?d=2124>

Academic Conduct

Plagiarism – presenting someone else’s ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in *SCampus* in Section 11, *Behavior Violating University Standards* <https://scampus.usc.edu/1100-behavior-violating-university-standards-and-appropriate-sanctions>.

Other forms of academic dishonesty are equally unacceptable. See additional information in *SCampus* and university policies on scientific misconduct, <http://policy.usc.edu/scientific-misconduct>.

Discrimination, sexual assault, and harassment are not tolerated by the university. You are encouraged to report any incidents to the *Office of Equity and Diversity* <http://equity.usc.edu> or to the *Department of Public Safety* <http://capsnet.usc.edu/department/department-public-safety/online-forms/contact-us>.

This is important for the safety of the whole USC community. Another member of the university community – such as a friend, classmate, advisor, or faculty member – can help initiate the report, or can initiate the report on behalf of another person. *The Center for Women and Men* <http://www.usc.edu/student-affairs/cwm/> provides 24/7 confidential support, and the sexual assault resource center webpage <http://sarc.usc.edu> describes reporting options and other resources.

Support Systems

A number of USC’s schools provide support for students who need help with scholarly writing. Check with your advisor or program staff to find out more.

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Students whose primary language is not English should check with the *American Language Institute* <http://dornsife.usc.edu/ali>, which sponsors courses and workshops specifically for international graduate students.

The Office of Disability Services and Programs

http://sait.usc.edu/academicsupport/centerprograms/dsp/home_index.html provides certification for students with disabilities and helps arrange the relevant accommodations.

If an officially declared emergency makes travel to campus infeasible, *USC Emergency Information* <http://emergency.usc.edu> will provide safety and other updates, including ways in which instruction will be continued by means of blackboard, teleconferencing, and other technology.

Library access

As a USC student, you have access to all the library resources and the Psychology Subject Librarian, Emily Bergman (ebergman@usc.edu, 213-740-3855) at the Gerontology Library is available to assist you with any inquiry you may have. http://www.usc.edu/libraries/services/remote_user_services/

Hardware and software requirements

Minimum hardware requirements for PC users

Operating System:	Windows 8 or higher required.
RAM:	4 GB of RAM required (higher is recommended).
Free Disk Space:	4 GB available hard-drive space.
Connection:	Internet service provider (ISP); broadband connection recommended
Audio & Video	Sound card and speakers or headphones for listening to audio components. Webcam (if you have a laptop, a built-in camera will suffice unless otherwise specified for the course).
Monitor	Monitor resolution of 1024 x 768 or higher.
Browser:	Firefox 25 or higher browser.

	<p>Chrome 30.0 or higher Safari 6 or higher Internet Explorer 9 or higher Version 10 is required for drag and drop upload of content from outside the browser into Moodle. All browsers should be set to accept cookies, allow javascript and java, and to show the newest version of a page. Pop-up blockers should be disabled for Moodle.</p>
Also Recommended:	CD/DVD-ROM drive.

Minimum hardware requirements for Mac Users

Operating System:	Mac OS Version 10.9 or higher.
RAM:	4 GB of RAM required (higher is recommended).
Free Disk Space:	4 GB available hard-drive space.
Connection:	Internet service provider (ISP); broadband connection recommended
Audio & Video	<p>Sound card and speakers or headphones for listening to audio components.</p> <p>Webcam (if you have a laptop, a built-in camera will suffice unless otherwise specified for the course).</p>
Monitor	Monitor resolution of 1024 x 768 or higher.
Browser:	<p>Firefox 25 or higher browser.</p> <p>Chrome 30.0 or higher Safari 6 or higher Internet Explorer 9 or</p>

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higher Version 10 is required for drag and drop upload of content from outside the browser into Moodle.
All browsers should be set to accept cookies, allow javascript and java, and to show the newest version of a page. Pop-up blockers should be disabled for Moodle.

Software

Recommended: Microsoft Office 2003 (or Mac 2007) or higher (to include Word, Excel, and PowerPoint), Virus protection software, Adobe Reader.

Plug-ins

General note: Please ensure you have the latest Java plug-ins.

PC: [Windows Media Player](#), [QuickTime](#), [Flash](#), [Shockwave](#), [Adobe Reader](#), and [Java](#).

Mac: [Flip4Mac](#) (to access Windows Media files), [QuickTime](#), [Flash](#), [Shockwave](#), [Adobe Reader](#), and [Java](#).

Check your System Compatibility

To verify that you have the appropriate hardware and software, please log in to the course to launch the Browser Test Page.

Technical support

Assistance to resolve technical problems is available 24 hours a day, every day of the year. This service is provided by Pearson Embanet, and it is restricted primarily to problems associated with the functionality of the course delivery platform. Contact Pearson Embanet Help Desk staff for assistance to resolve problems you believe are not associated with the computer hardware and software you have purchased from a vendor. **1-877-646-1885** or <https://supportcenter.embanet.com/usc>

Examples of problems that fall within this category are:

- Unable to view multimedia files.
- Unable to view responses to comments you have posted in the Discussion area.

If you are not sure whether the problem is due to your computer system, contact Embanet- Compass Knowledge Group's Help Desk for guidance; otherwise, contact the vendor.

COURSE OUTLINE

- Week 1 Nuts and Bolts: Course and Internship Overview
Live Session: Status - Where are you in your internship progress?
Reading: Goldsmith, *What got you here won't get you there.* Chapters 1-3
- Week 2 First Impressions: of the Company and of You
Reading: Goldsmith, Pages 33-76, Habits 1-11
Learning Plans Due
- Week 3 The Physical Environment
Reading: Goldsmith, Pages 77-103, Habits 11-21
Live Session: Internship Presentations
- Week 4 Learning the Ropes: Unwritten rules
Reading: Goldsmith, Pages 104-135
CEO Informational Interview: Planning
- Week 5 Work Relationships
Reading: Goldsmith, Pages 136-176
Live Session: Internship Presentations
Internship Presentations Due
- Week 6 Who is Who and the Organization Chart
Reading: Goldsmith, Pages 177-230
- Week 7 CEO Informational Interview: Planning
Live Session: Internship Presentations
- Week 8 Supervisor Relationships
- Week 9 Power Dynamics and Office Politics
Live Session: Internship Presentations
- Week 10 Significant Events in the Company
Send supervisor an ecard
- Week 11 Networking at Work
- Week 12 Taking Initiative
- Week 13 CEO Informational Interview: Completed
Executive Interview Write Up is Due
- Week 14 Final Interview Appointments
Confirm your appointment time with professor
Portfolio is Due

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Week 15 Final Interview Appointments
 Share your Portfolio
 Supervisor and Student Internship evaluations are Due