



Psychology 591: Internship in Applied Psychology

FA1 2023 | Section 1 | 4 Units - Online | 09/04/23 to 12/17/23

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Instructor

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Office Hours: Office hours are made by appointment

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 the chosen area of interest, for example, in market research, marketing, recruiting, human resources, social media, and 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 requirements for this program, students must log 240 hours of work time.

The Professional Design 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

Required Texts

- Goldsmith, Marshall. (2007). *What got you here won't get you there*. Hyperion.
- Helgeson, S. & Goldsmith, M. (2018). *How Women Rise*. Hachette Book Group.

Optional Texts

Carpenter, Ben. (2014). *The Bigs: the secrets nobody tells students and young professionals*. Wiley.

Note: Other readings may occasionally be sent out by the instructors.

The MAPP Your Career Tab on your home page should also be consulted for materials and forms to assist in your internship.

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. Students 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. Students will be astute consumers of research, which is 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. Students 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, students 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. Students 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.

PSYC591 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 communications 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.

Class Day	Corresponding Week Day
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 11:59 p.m. in the Pacific Time zone on the day that is stated in the assignments section.

Required Activities and Expectations

Method of Evaluation	Percentage of Final Grade
Work Log Hours (240)	50%
Learning Plan/Objectives	10%
Internship Reflection Café	10%
Weekly Discussion Topics	10%
Internship Presentation	10%
Internship Portfolio	5%
CEO Informational Interview	5%
Total Percentage	100%

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 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.

Work Log (50%)

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. 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.

Learning Plan/Objectives (10%)

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

Internship Reflection Café (Journal) (10%)

At least 4 times during the semester, you should post a one-page (approximately 400–500 words) entry in the Reflection Café addressing 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 peer's posts. The expectation is that you check in with the Reflection Café to see what new posts have been generated by your peers and respond.

Be sure to choose a different prompt for each of the 4 Reflection Cafes throughout the course

- What challenge or problem are you 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 Helgeson or 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 Helgeson or Goldsmith habits you see in the behavior of someone else at your internship?
- Have you reached one or more of your goals from your Learning Plan? Describe how you accomplished this.
- Reflect on the barriers that you listed in your Learning Plan. Did you pass any of them? What was that experience like?

- What is the most relevant skill or knowledge that you have learned during your Internship?
- Did you acquire additional interpersonal communication and interaction skills? Explain how this has impacted your experience.
- What are the challenges and benefits to working remotely?

Weekly In-Class Discussion Topics (10%)

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 (10%)

All student 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, included in 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.

Internship Portfolio (5%)

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 Information Interview (5%)

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 interview 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.

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.
- Please ensure that each paper is written in APA style. Refer to the APA manual. (6th Edition)
- Finally, typos and spelling errors are unforgivable at this level and reflect poorly on you.
- All page length requirements are for double-spaced pages, with 1-inch margins, in 12-point Times New Roman font.

Policies and Procedures

Grading

The Instructor has final discretion to determine each student's course grade. Faculty may review student performance and participation considering the students entire class record relative to other classmates. Grades shown in a learning management system (Moodle, Blackboard, etc.) are subject to error, are not final, and may be different from the ultimate course grade submitted to the registrar by the professor.

Communication

Official communications about course activities and additional assignments are done weekly through Moodle. Students are responsible for all email communications sent via Moodle regarding the course.

Paper Guidelines

1. All documents should be in Microsoft Word format. Any other format including Google Docs or Pages will not be accepted if submitted in Moodle.
 2. Please ensure that each paper is written in APA style. Refer to the APA manual (7th Edition).
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Live Class Sessions (Required Synchronous Class Sessions)

Please refer to this guide on [how to attend a Live Class Session \(PDF\)](#). Details for specific dates can be found in the general section in the Live Session Information in your Moodle course.

Please note that the session times and dates are subject to change by the instructor and changes will be announced via instructor announcements. Please plan to be in a quiet location where you can log in with your video camera. If you cannot be at a computer at the time of the live session, please do call in on the phone line and make your presence known to the instructor. If you are unable to attend a session, please notify the instructor via email in advance. All sessions are recorded and will be made available in afterward.

Online Classroom and Zoom Etiquette

It is important to recognize that the online classroom is in fact a classroom, and certain behaviors are expected when you communicate with both your peers and your instructors. These guidelines for online behavior and interaction are known as netiquette. Please refer to the [MAPP Netiquette Guide for Online Courses](#) for details.

Library Access

As a USC student, you have access to all the library resources. The Psychology Subject Librarian, Kelsey Vukic (kvukic@usc.edu, 213-740-3284), is available to assist you with any inquiry you may have.

Visit [remote access to electronic resources](#) for information on accessing library tools remotely.

Statement on Academic Conduct and Support Systems

Academic Integrity:

The University of Southern California is a learning community committed to developing successful scholars and researchers dedicated to the pursuit of knowledge and the dissemination of ideas. Academic misconduct, which includes any act of dishonesty in the production or submission of academic work, comprises the integrity of the person who commits the act and can impugn the perceived integrity of the entire university community. It stands in opposition to the university's mission to research, educate, and contribute productively to our community and the world.

All students are expected to submit assignments that represent their own original work, and that have been prepared specifically for the course or section for which they have been submitted. You may not submit work written by others or "recycle" work

prepared for other courses without obtaining written permission from the instructor(s).

Other violations of academic integrity include, but are not limited to, cheating, plagiarism, fabrication (e.g., falsifying data), collusion, knowingly assisting others in acts of academic dishonesty, and any act that gains or is intended to gain an unfair academic advantage.

The impact of academic dishonesty is far-reaching and is considered a serious offense against the university. All incidences of academic misconduct will be reported to the Office of Academic Integrity and could result in outcomes such as failure on the assignment, failure in the course, suspension, or even expulsion from the university.

For more information about academic integrity see [the student handbook](#) or the [Office of Academic Integrity's website](#), and university policies on [Research and Scholarship Misconduct](#).

Please ask your instructor if you are unsure what constitutes unauthorized assistance on an exam or assignment, or what information requires citation and/or attribution.

Students and Disability Accommodations:

USC welcomes students with disabilities into all of the University's educational programs. The Office of Student Accessibility Services (OSAS) is responsible for the determination of appropriate accommodations for students who encounter disability-related barriers. Once a student has completed the OSAS process (registration, initial appointment, and submitted documentation) and accommodations are determined to be reasonable and appropriate, a Letter of Accommodation (LOA) will be available to generate for each course. The LOA must be given to each course instructor by the student and followed up with a discussion. This should be done as early in the semester as possible as accommodations are not retroactive. More information can be found at osas.usc.edu. You may contact OSAS at (213) 740-0776 or via email at osasfrontdesk@usc.edu.

Support Systems:

[Counseling and Mental Health](#) - (213) 740-9355 – 24/7 on call

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

[988 Suicide and Crisis Lifeline](#) - 988 for both calls and text messages – 24/7 on call

The 988 Suicide and Crisis Lifeline (formerly known as the National Suicide Prevention Lifeline) provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week, across the United States. The Lifeline is comprised of a national network of over 200 local crisis centers, combining custom local care and resources with national standards and best practices. The new, shorter phone number makes it easier for people to remember and access mental health crisis services (though the previous 1 (800) 273-8255 number will continue to function indefinitely) and represents a continued commitment to those in crisis.

[Relationship and Sexual Violence Prevention Services \(RSVP\)](#) - (213) 740-9355(WELL) – 24/7 on call

Free and confidential therapy services, workshops, and training for situations related to gender- and power-based harm (including sexual assault, intimate partner violence, and stalking).

[Office for Equity, Equal Opportunity, and Title IX \(EEO-TIX\)](#) - (213) 740-5086

Information about how to get help or help someone affected by harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants.

[Reporting Incidents of Bias or Harassment](#) - (213) 740-5086 or (213) 821-8298

Avenue to report incidents of bias, hate crimes, and microaggressions to the Office for Equity, Equal Opportunity, and Title for appropriate investigation, supportive measures, and response.

[The Office of Student Accessibility Services \(OSAS\)](#) - (213) 740-0776

OSAS ensures equal access for students with disabilities through providing academic accommodations and auxiliary aids in accordance with federal laws and university policy.

[USC Campus Support and Intervention](#) - (213) 740-0411

Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

[Diversity, Equity and Inclusion](#) - (213) 740-2101

Information on events, programs and training, the Provost's Diversity and Inclusion Council, Diversity Liaisons for each academic school, chronology, participation, and various resources for students.

[USC Emergency](#) - UPC: (213) 740-4321, HSC: (323) 442-1000 – 24/7 on call

Emergency assistance and avenue to report a crime. Latest updates regarding safety, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible.

[USC Department of Public Safety](#) - UPC: (213) 740-6000, HSC: (323) 442-1200 – 24/7 on call

Non-emergency assistance or information.

[Office of the Ombuds](#) - (213) 821-9556 (UPC) / (323-442-0382 (HSC)

A safe and confidential place to share your USC-related issues with a University Ombuds who will work with you to explore options or paths to manage your concern.

[Occupational Therapy Faculty Practice](#) - (323) 442-2850 or otfp@med.usc.edu

Confidential Lifestyle Redesign services for USC students to support health promoting habits and routines that enhance quality of life and academic performance.

USC Policies on Accessibility for Online Courses

The University of Southern California is dedicated to maintaining an environment that ensures that all students with documented disabilities, including deafness, ADHD, dyslexia, visual impairments, learning disorders, physical/chronic health conditions and other disabilities, have equal access to its educational programs, activities and facilities. This policy covers all students at USC and in distance learning programs. The accommodations are designed to level the playing field for students with disabilities, while maintaining the integrity and standards of USC's academic programs.

Accommodations are determined on a case-by-case basis. Examples of typical accommodations include assistance in providing note-takers, sign language interpreters, real-time captionists, readers, scribes, advocacy with faculty, accommodated exam proctoring, alternative text formats, adaptive technology, referrals to community resources, support groups and other support services for individual needs unique to a student's disability.

Therefore, any student requesting academic accommodations based on a disability is required to [register with the Office of Student Accessibility Services \(OSAS\)](#) each semester. OSAS will review all complete files with documentation; however, please know that additional follow-up steps may be necessary prior to final accommodation decisions. Once a decision has been made, access your approved accommodations from the [myUSC portal](#) and generate accommodation letters to provide to your instructor.

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. Please note that this service is restricted primarily to problems associated with the functionality of the course delivery platform.

Contact the 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.

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 the Help Desk for guidance; otherwise, contact the vendor.

To talk to a live technical support agent, please call the following number:

Toll Free	877-646-1885
Support Center	http://usc.echelp.org

Course Outline

Week 01: Nuts and Bolts

Live Session

- Week 01 Live Session 01: Status - Where are you in your Internship Progress?

Readings:

- Goldsmith, M. (2007). *What got you here won't get you there*. Hyperion. Chapters 1-3.
- Helgeson, S. & Goldsmith, M. (2018). *How Women Rise*. Hachette Book Group. Chapter 1, 2, 3

Assignments:

- Week 01 Assignment 01: Internship Presentation Sign-up
 - Week 01 Assignment 02: Fill Out and Submit MAPP Internship Agreement Form
-

Week 02: First Impressions: Of the Company, of You

Readings:

- Goldsmith, M. (2007). *What got you here won't get you there*. Hyperion. Pages 33-76 Habits 1-11
- Helgeson, S. & Goldsmith, M. (2018). *How Women Rise*. Hachette Book Group. Chapter 4, 5, 6

Discussions:

- Week 02 Virtual Reflection Cafe
- Week 02 Discussion 01: First Impressions

Assignments:

- Week 02 Assignment 01: Learning Plan/ Objectives - Turn in
-

Week 03: The Physical Environment**Live Session**

- Week 03 Live Session: Internship Presentations

Readings:

- Goldsmith, M. (2007). *What got you here won't get you there*. Hyperion. Pages 77-103 Habits 1-21
- Helgeson, S. & Goldsmith, M. (2018). *How Women Rise*. Hachette Book Group. Chapter 7, 8, 9

Discussions:

- Week 03 Discussion 01: The Physical Environment
-

Week 04: Learning the Ropes: Unwritten Rules**Readings:**

- Goldsmith, M. (2007). *What got you here won't get you there*. Hyperion. Pages 104-135
- Helgeson, S. & Goldsmith, M. (2018). *How Women Rise*. Hachette Book Group. Chapter 10, 11, 12

Discussions:

- Week 04 Discussion 01: Unwritten Rules

Assignments:

- Week 04 Assignment 01: Internship Presentation – Turn In
-

Week 05: Co-Worker Relationships

Live Session

- Week 05 Live Session: Internship Presentation

Readings:

- Goldsmith, M. (2007). *What got you here won't get you there*. Hyperion. Pages 136-176
- Helgeson, S. & Goldsmith, M. (2018). *How Women Rise*. Hachette Book Group. Chapter 13, 14, 15, 16

Discussions:

- Week 05 Discussion 01: Co-Worker Relationships
-

Week 06: Who Is Who and the Organization Chart

Readings:

- Goldsmith, M. (2007). *What got you here won't get you there*. Hyperion. Pages 177-230
- Helgeson, S. & Goldsmith, M. (2018). *How Women Rise*. Hachette Book Group. Chapter 17, 18, 19, 20

Discussions:

- Week 06 Virtual Reflection Cafe
 - Week 06 Discussion 01: Organization Chart
-

Week 07: Informational Interview

Live Session

- Week 07 Live Session: Internship Presentation

Discussions:

- Week 07 Discussion 01: The CEO Informational Interview
-

Week 08: Supervisor Relationships

Discussions:

- Week 08 Discussion 01: Supervisor Relationships
-

Week 09: Power Dynamics and Office Politics

Live Session

- Week 09 Live Session: Internship Presentation

Discussions:

- Week 09 Discussion 01: Power Dynamics and Office Politics
-

Week 10: Emotional Intelligence: Gratitude

Discussions:

- Week 10 Virtual Reflection Cafe
 - Week 10 Discussion 01: Emotional Intelligence: Gratitude
-

Week 11: Networking at Work

Discussions:

- Week 11 Discussion 01: Networking at Work
-

Week 12: Taking Initiative

Discussions:

- Week 12 Discussion 01: Taking Initiative
-

Week 13: Conducting the CEO Informational Interview**Assignments:**

- Week 13 Assignment 01: The CEO Informational Interview
-

Week 14: Final Interviews**Discussion:**

- Week 14 Virtual Reflection Cafe
-

Week 15: Final Interviews and Internship Reflection**Discussion:**

- Week 15 Discussion 01: Portfolio Sharing

Assignments:

- Complete Internship Timesheet
- Week 15 Assignment 01: Final Interview Reaction Paper
- Week 15 Assignment 02: Complete Student and Supervisor Evaluation Forms