

PSY M80: INTERNSHIP IN PSYCHOLOGY

Originator

vboucquey

Co-Contributor(s)
Name(s)

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College

Moorpark College

Discipline (CB01A)

PSY - Psychology

Course Number (CB01B)

M80

Course Title (CB02)

Internship in Psychology

Banner/Short Title

Internship in Psychology

Credit Type

Credit

Start Term

Fall 2022

Catalog Course Description

Provides on-the-job learning to develop effective work habits, attitudes, and career awareness in paid or unpaid internships that are related to Psychology. Involves the development and documentation of learning objectives and the completion of an internship paper, presentation, or project. Includes both workplace supervisor and faculty adviser feedback and/or written evaluations.

OTHER: To take this course, contact the Career Transfer Center. Requires orientation session. Students receive one unit of credit for 60 hours of unpaid or 75 hours paid work. May enroll in up to 4 units a semester with a maximum of 16 total units of any type of work experience.

Taxonomy of Programs (TOP) Code (CB03)

4932.00 - *General Work Experience3

Course Credit Status (CB04)

D (Credit - Degree Applicable)

Course Transfer Status (CB05) (select one only)

B (Transferable to CSU only)

Course Basic Skills Status (CB08)

N - The Course is Not a Basic Skills Course

SAM Priority Code (CB09)

C - Clearly Occupational

Course Cooperative Work Experience Education Status (CB10)

C - Is Part of a Cooperative Work Experience Education Program

Course Classification Status (CB11)

Y - Credit Course

Educational Assistance Class Instruction (Approved Special Class) (CB13)

N - The Course is Not an Approved Special Class

Course Prior to Transfer Level (CB21)

Y - Not Applicable

Course Noncredit Category (CB22)

Y - Credit Course

Funding Agency Category (CB23)

Y - Not Applicable (Funding Not Used)

Course Program Status (CB24)

2 - Not Program Applicable

General Education Status (CB25)

Y - Not Applicable

Support Course Status (CB26)

N - Course is not a support course

Field trips

Will not be required

Grading method

(L) Letter Graded

Alternate grading methods

(O) Student Option- Letter/Pass

(P) Pass/No Pass Grading

Does this course require an instructional materials fee?

No

Repeatable for Credit

Yes

Maximum units a student may earn in this course

16

Specify the Title 5 justification for repeatability

Cooperative Work Experience Education (§ 55253)

Justification for Repeatability

Repeating this course will provide students more opportunity to develop work experience that is highly desirable in the workforce

Is this course part of a family?

No

Units and Hours

Carnegie Unit Override

No

In-Class

Lecture

Activity

Laboratory

Total in-Class

Total in-Class

Outside-of-Class**Internship/Cooperative Work Experience****Paid**

Minimum Paid Internship/Cooperative Work Experience Hours

75

Maximum Paid Internship/Cooperative Work Experience Hours

300

Unpaid

Minimum Unpaid Internship/Cooperative Work Experience Hours

60

Maximum Unpaid Internship/Cooperative Work Experience Hours

240

Total Outside-of-Class

Total Outside-of-Class

Total Student Learning

Total Student Learning

Total Minimum Student Learning Hours

60

Total Maximum Student Learning Hours

300

Minimum Units (CB07)

1

Maximum Units (CB06)

4

Prerequisites

Completion of or concurrent enrollment in one course in the discipline and instructor approval

Requisite Justification**Requisite Type**

Prerequisite

Requisite

Completion of or concurrent enrollment in one course in the discipline and instructor approval

Requisite Description

Credit program requisite (credit only)

Level of Scrutiny/Justification

Other (specify)

Specify Other Level of Scrutiny/Justification

Student should have some level of course work knowledge in the area of the internship to have a better understanding and appreciation for the learning objectives of the internship

Student Learning Outcomes (CSLOs)

Upon satisfactory completion of the course, students will be able to:

- | | |
|---|---|
| 1 | demonstrate work experience pertaining to Psychology. |
|---|---|

Course Objectives

Upon satisfactory completion of the course, students will be able to:

- | | |
|---|--|
| 1 | develop on-the-job learning objectives that demonstrate new and expanded learning at the work site that directly relate to their educational goal (major). |
| 2 | demonstrate successful workplace human dynamics, which may include working as part of a team, following implicit and explicit instructions including company policies and procedures, and practicing work ethics. |
| 3 | demonstrate appropriate work skills such as communication, problem solving, decision-making, teamwork, self-management, initiative, and/or technical skills that are gained as a result of new and expanded learning at the work site. |
| 4 | organize and maintain occupational work experience records, including time sheets, a consultation record, and learning objective proposals, evaluation, and documentation. |
| 5 | appraise and evaluate the occupational work experience situation as it applies to their educational goal (major) in written or verbal format which will take the form of a paper, project, or presentation. |

Course Content**Lecture/Course Content**

Not applicable.

Laboratory or Activity Content

- (10%) Formulate learning objectives
- (30%) Construct a demonstration of new and expanded learning experiences that occurred at the work site
- (40%) Engage in occupational work experience
- (5%) Maintain and update work experience records
- (15%) Manage work experience project through collaboration with faculty adviser and job-site supervisor

Methods of Evaluation

Which of these methods will students use to demonstrate proficiency in the subject matter of this course? (Check all that apply):

Written expression
Skills demonstrations

Methods of Evaluation may include, but are not limited to, the following typical classroom assessment techniques/required assignments (check as many as are deemed appropriate):

Film/video productions
Individual projects
Journals
Oral analysis/critiques
Oral presentations
Reports/papers
Research papers
Skills demonstrations
Written creation (poem, screenplay, song)
Projects
Participation
Reports/Papers/Journals

Instructional Methodology

Specify the methods of instruction that may be employed in this course

Audio-visual presentations
 Case studies
 Clinical demonstrations
 Computer-aided presentations
 Distance Education
 Field experience/internship
 Instructor-guided interpretation and analysis
 Instructor-guided use of technology
 Internet research
 Lecture
 Observation

Describe specific examples of the methods the instructor will use:

audio-visual presentations, computer-aided presentations, discussions, and instructor-guided interpretation and analysis.

Representative Course Assignments

Writing Assignments

- 1) Write a resume and cover letter related to the internship experience.
- 2) Write learning objectives for the respective internship.
- 3) Prepare a paper detailing the internship experience.
- 4) Write a reflective journal related to the internship.
- 5) Write a literature review based on research interests of worksite supervisor.
- 6) Develop and write a statement of personal philosophy on internship focus.

Critical Thinking Assignments

- 1) Examine current personal schedule and identify ways to improve time-management skills.
- 2) Analyze worksite for inefficiencies and apply industrial-organizational principles to make improvements.
- 3) Develop a research proposal based on current gaps in psychological research.
- 4) Identify pros and cons of a particular treatment technique used to help clients served through the worksite.

Reading Assignments

- 1) Read scholarly research associated with topics pertaining to the internship.
- 2) Read passages from textbooks associated with general principles in psychology that can be applied to worksite.
- 3) Read about current career trends in psychology.

Skills Demonstrations

- 1) Demonstrate ABA (Applied Behavior Analysis) techniques gained through internship.
- 2) Role-play Cognitive-Behavioral techniques/strategies gained through internship.
- 3) Role-play QPR (Question, Persuade, Refer) techniques gained through internship.

Outside Assignments

Representative Outside Assignments

- 1) Listen to podcasts or watch TED talks by psychologists who discuss current psychological research.
- 2) Interview a psychologist currently working in a subfield of interest such as an Industrial-Organizational Psychologist, School Psychologist, or Forensic Psychologist.

District General Education

A. Natural Sciences

B. Social and Behavioral Sciences

C. Humanities

D. Language and Rationality

E. Health and Physical Education/Kinesiology

F. Ethnic Studies/Gender Studies

Course is CSU transferable

Yes

CSU Baccalaureate List effective term:

F1998

CSU GE-Breadth

Area A: English Language Communication and Critical Thinking

Area B: Scientific Inquiry and Quantitative Reasoning

Area C: Arts and Humanities

Area D: Social Sciences

Area E: Lifelong Learning and Self-Development

Area F: Ethnic Studies

CSU Graduation Requirement in U.S. History, Constitution and American Ideals:

IGETC

Area 1: English Communication

Area 2A: Mathematical Concepts & Quantitative Reasoning

Area 3: Arts and Humanities

Area 4: Social and Behavioral Sciences

Area 5: Physical and Biological Sciences

Area 6: Languages Other than English (LOTE)

Textbooks and Lab Manuals

Resource Type

Other Resource Type

Description

Written or online materials relevant to the organization and operation of the workplace or work assignment.

Library Resources

Assignments requiring library resources

Research appropriate topics related to the area of work using the Library's print and online resources.

Sufficient Library Resources exist

Yes

Example of Assignments Requiring Library Resources

- Review current, scholarly research on psychological topics such as autism or addiction.
- Research subfields in psychology such as Social Psychology, Evolutionary Psychology, or Positive Psychology.

Distance Education Addendum

Definitions

Distance Education Modalities

- Hybrid (1%–50% online)
- Hybrid (51%–99% online)
- 100% online

Faculty Certifications

Faculty assigned to teach Hybrid or Fully Online sections of this course will receive training in how to satisfy the Federal and state regulations governing regular effective/substantive contact for distance education. The training will include common elements in the district-supported learning management system (LMS), online teaching methods, regular effective/substantive contact, and best practices.

Yes

Faculty assigned to teach Hybrid or Fully Online sections of this course will meet with the EAC Alternate Media Specialist to ensure that the course content meets the required Federal and state accessibility standards for access by students with disabilities. Common areas for discussion include accessibility of PDF files, images, captioning of videos, Power Point presentations, math and scientific notation, and ensuring the use of style mark-up in Word documents.

Yes

Regular Effective/Substantive Contact

Hybrid (1%–50% online) Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	The faculty advisor may post discussion topics regarding the student project or the internship learning objectives and encourage dialog. These discussion topics may aim to probe and assess student knowledge and progress, or lead the student to explore new concepts and experiment with novel approaches to either problem solving or conquering the learning objectives.
E-mail	The faculty advisor and the student may utilize emails to communicate regularly about a variety of matters including but not limited to upcoming meetings, events, due dates, project details, etc. The student may also email the faculty advisor any documents about the project which will require an action on the part of the faculty advisor.
Face to Face (by student request; cannot be required)	The student may request face-to-face meetings with the advisor to discuss any issues of concern regarding either the learning outcomes of the project, the work environment, or obstacles that are hindering the student's progress. Additionally, the student may request a face-to-face meeting perhaps to demonstrate a skill that the student has learned, or the operation of a device that the student has built, or an art piece that the student has created.

Synchronous Dialog (e.g., online chat)	The faculty advisor may schedule online meeting times with the student to discuss the student's learning objectives, have a dialogue about the student's progress, clarify expectations, or answer questions. The faculty advisor may also meet online with the student and the work site supervisor to discuss the student's contributions to the work place, and any areas of strength or concerns that would help the faculty advisor better guide the student's experience.
Video Conferencing	The faculty advisor and the student may utilize video conferencing for lessons, discussions, collaborations, or Q/A sessions. Video conferencing may also be utilized for student progress and student work assessment and evaluation where the student can illustrate and discuss the outcomes of the learning objectives.
Hybrid (51%–99% online) Modality:	
Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	The faculty advisor may post discussion topics regarding the student project or the internship learning objectives and encourage dialog. These discussion topics may aim to probe and assess student knowledge and progress, or lead the student to explore new concepts and experiment with novel approaches to either problem solving or conquering the learning objectives.
E-mail	The faculty advisor and the student may utilize emails to communicate regularly about a variety of matters including but not limited to upcoming meetings, events, due dates, project details, etc. The student may also email the faculty advisor any documents about the project which will require an action on the part of the faculty advisor.
Face to Face (by student request; cannot be required)	The student may request face-to-face meetings with the advisor to discuss any issues of concern regarding either the learning outcomes of the project, the work environment, or obstacles that are hindering the student's progress. Additionally, the student may request a face-to-face meeting perhaps to demonstrate a skill that the student has learned, or the operation of a device that the student has built, or an art piece that the student has created.
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Video Conferencing	The faculty advisor and the student may utilize video conferencing for lessons, discussions, collaborations, or Q/A sessions. Video conferencing may also be utilized for student progress and student work assessment and evaluation where the student can illustrate and discuss the outcomes of the learning objectives.
100% online Modality:	
Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	The faculty advisor may post discussion topics regarding the student project or the internship learning objectives and encourage dialog. These discussion topics may aim to probe and assess student knowledge and progress, or lead the student to explore new concepts and experiment with novel approaches to either problem solving or conquering the learning objectives.
E-mail	The faculty advisor and the student may utilize emails to communicate regularly about a variety of matters including but not limited to upcoming meetings, events, due dates, project details, etc. The student may also email the faculty advisor any documents about the project which will require an action on the part of the faculty advisor.

Face to Face (by student request; cannot be required)

The student may request face-to-face meetings with the advisor to discuss any issues of concern regarding either the learning outcomes of the project, the work environment, or obstacles that are hindering the student's progress. Additionally, the student may request a face-to-face meeting perhaps to demonstrate a skill that the student has learned, or the operation of a device that the student has built, or an art piece that the student has created.

Synchronous Dialog (e.g., online chat)

The faculty advisor may schedule online meeting times with the student to discuss the student's learning objectives, have a dialogue about the student's progress, clarify expectations, or answer questions. The faculty advisor may also meet online with the student and the work site supervisor to discuss the student's contributions to the work place, and any areas of strength or concerns that would help the faculty advisor better guide the student's experience.

Video Conferencing

The faculty advisor and the student may utilize video conferencing for lessons, discussions, collaborations, or Q/A sessions. Video conferencing may also be utilized for student progress and student work assessment and evaluation where the student can illustrate and discuss the outcomes of the learning objectives.

Examinations

Hybrid (1%–50% online) Modality

On campus
Online

Hybrid (51%–99% online) Modality

On campus
Online

Primary Minimum Qualification

PSYCHOLOGY

Review and Approval Dates

Department Chair

03/22/2021

Dean

03/23/2021

Technical Review

09/02/2021

Curriculum Committee

10/19/2021

DTRW-I

10/28/2021

Curriculum Committee

MM/DD/YYYY

Board

12/14/2021

CCCCO

MM/DD/YYYY

DOE/accreditation approval date

MM/DD/YYYY

