

Western Carolina University

Department of Psychology

Internship Manual



Revised: Fall 2023

Internship Manual
Psychology 483, Psychology 484, Psychology 485, Psychology 486

TABLE of CONTENTS: General Information, Dates and Forms

University Supervisor: Dr. Nathan Roth
Office: McKee G53
Phone: 828.227.3368
Email: nproth@wcu.edu

PART ONE: GENERAL INFORMATION

Purpose of Internship
Prerequisite Requirements
Procedures for Applying
Interviewing
Registering for Internship
Course Requirements
Ethical Guidelines

PART TWO: FORMS

Form A: Checklist
Form B: Internship Application
Form C: Internship Recommendation Form
Form D: Job Description Form
Form E: Time/Activity Logs
Form F: Program Evaluation
Form G: Internship/Employer Evaluation

PART THREE: APPENDICES

Appendix A: Qualtrics Links
Appendix B: Center for Career & Professional Development Information/Job Cat
Appendix C: Potential Internship Placement List

PART ONE:

Undergraduate Psychology Internship

Finding work can be a real challenge, especially if you don't have any experience. Yet to get experience you must first find a job. It's a nasty catch that can be difficult to get around, but an internship is a good way to do it. College academics are just one part of preparing for a future career. New grads need to offer something extra to prospective employers. That's where an internship comes in. An internship is an employment situation in which a student works (often for free) to gain hands-on experience. Internships offer valuable work experience and help you develop marketable skills and "beef up" your resume. Best of all, they can help you land a job after college. You can explore more about internship through the National Association of Colleges and Employers (NACE) which provides additional information and resources about internship and career opportunities (www.naceweb.org/internships/).

Gain Valuable Work Experience: An internship provides the opportunity to gain hands on work experience that you just can't get in the classroom. First time job seekers and career changers aren't usually desirable candidates, but companies are willing to train them as interns and give them the experience they would need to get a job.

Have an Edge in the Job Market: Employers are usually more concerned with your work experience than your qualifications and internships are often the only way to get the work experience you need to secure a job, so they're a vital part of your resume. Many employers prefer or require applicants who have done an internship or relevant work experience and in many of the more competitive job markets it is essential to set you apart from the others.

Transition into a Job: Employers see interns as prospective employees and many finish their internships and continue working with the company full time. Internships are the number one way for employers to find new staff in the US. Think of it as a really long interview, after which you've proved that you are a capable and hardworking employee. Just as you're giving the industry and the company a trial run, they're doing the same for you.

Decide if this is the Right Career for You: If you're not sure if this is the right career for you, doing an internship is a great way to try it out. Internships are generally short-term, so you can test your future career without committing and find out if it is a career that will satisfy you.

Networking Opportunities: Internships are a great way to meet people in your field. Even if you have experience, knowing people never hurts. An internship allows you to meet people who might help you land a job later on and give you the contacts in the industry you're trying to break into. Plus, references from people in the industry will really add weight to your application.

Apply Classroom Knowledge: An internship can be seen as the pinnacle of your undergraduate education and give you the chance to use the skills you've learned in the classroom in a real-world setting. It's a chance to prove the worth of your qualifications and to show that you can perform in the role you've been given.

Gain Confidence: Getting experience is a great way to build your confidence. What's more, if you have an impressive resume, you will be more confident in your chances of securing a job. After you've done an internship, if an interviewer asks if you know how to do something, you won't say "um, yes, I think I would be able to do that" but can say "absolutely" and supplement your assertion with examples.

Develop New Skills: Internships can also help you diversify your background and experience. While it's good to have an area of strength – a focus for your career – more diverse skills in a variety of fields can make you more marketable to a potential employer. This type of internship is especially important for liberal arts majors. Adding some practical job skills to your academic expertise makes you a much better candidate for any job.

Do Some Comparison Shopping: Use an internship to sample various fields *before* choosing your major. You may not need specialized skills to do this sort of internship; many organizations rely on interns for projects that require only general skills and a good work ethic. This sort of internship gives you important insights into the typical workday in this company or field. Exploring careers in this way can help you choose a major – and a future career.

(From: The Benefits of Internships by Kay Peterson, Ph. D. and i-toi.com)

Department Purpose

The primary purpose of the internship is to give psychology majors an opportunity to integrate theory and practice. The student can translate abstract concepts and diagnoses into human experience, and to evaluate theories of human behavior in an applied setting. Through observation and interaction with clients and professionals, the internship offers the student an excellent opportunity to determine if a career in psychology is compatible with their interests and skills, and to gain experience that should be advantageous when seeking employment after graduation.

Prerequisite Requirements

1. **2.75 GPA**
2. **At least 21 hours completed in psychology**
3. **Satisfactory references from faculty- 3 references are required. At least 2 faculty references must be from psychology faculty.**
4. **Internship Application**

***The *Reference* and *Application* can be completed via Qualtrics.
The link and fillable forms are provided in appendices***

Procedures for Applying and Securing an Internship Placement

1. Watch the Introduction to Psychology Internship video to learn about prerequisites, course requirements, recommended timelines, and expectations.
2. Submit your *References* and *Application* in Qualtrics. Links are provided in Appendix A.
3. Interview with the internship director to evaluate eligibility, explore interests, and potential sites.
4. Review the list of internship sites and begin gathering information about potential sites.
5. Develop a resume and have it reviewed at the WCU Center for Career and Professional Development (CCPD; 150 Reid Building) and the university internship director.
6. Schedule your follow-up meeting with the internship director to prepare for phone calls and interviews.
7. Complete interviews.
8. Once a position is accepted, complete the *Job Description Form* and register to attend an *Internship Orientation* at the Center for Career and Professional Development to finalize your placement. Steps for completing the *Job Description Form* and *Internship Orientation* are included in Appendix B.
9. Once the internship director receives notification of completion, an instructor override will be granted for the course.

Interview Steps

1. The student will contact the agency to arrange an appointment. When you make this call, introduce yourself, your affiliation with the university and the psychology department, and explain that you would like to set up an interview to discuss the possibility of completing an internship with their agency.
2. Set up a time, day, and, if needed, get directions to the agency (consider the time it may take to drive there - Timeliness matters).
3. Before the interview, learn something about the organization and develop a list of questions (5 minimum) for your interview. The university internship director can also help provide you with information about the sites. This will help you generate questions to ask during the interview.

*Note: Big Interview is an online system that helps educate students on how to answer typical interview questions and allows them to be scored by an AI system. Students can create an account at <https://wcu.biginterview.com/> by using their student email.

4. Bring your resume. This should include your educational experiences, other applied professional experiences, career goals, and any skills that may be useful in an applied setting. CCPD can help with this if needed.
5. Arrive on time and dress appropriately. While you do not have to wear a dress or suit and tie, one of the first impressions you make will be your attire. Dress professionally (e.g., a shirt and pants (not jeans) would be appropriate).
6. After the interview, follow-up with the site/interviewer(s) and thank them for their time.
7. By mutual agreement among the student, field supervisor, and internship director a decision to accept or reject the placement will be made.
8. If you decide to contract with the agency, you will need to complete the *Job Description Form* and register to attend an *Internship Orientation* in “Events” at the Center for Career and Professional Development (Reid 150) to finalize your placement.

**Note:* Most sites will also require a background check.

Registering for the Internship

Student will confirm their placement before receiving approval for internship, then an override will be completed by the internship director. It is the responsibility of the student to register for the appropriate course(s).

How many credit hours should you register? For each 3-credit course you will complete 10 hours of field work per week. If you register for PSY 483, you will work 10 hrs/wk; PSY 483/484 (20 hrs/wk); PSY 483/484/485 (30 hrs/wk); PSY 483/484/485/486 (40 hrs/wk). Only 9 credit hours can count toward your major. If the student registers for all 4 courses, 9 credit hours will count as electives in the major and 3 credit hours as general electives.

**Note:* Once you register for a certain number of hours, the hours must be completed – each week. If you are sick or a weather event occurs, you are expected to make up the hours. You should also plan and/or discuss expectations regarding working over university holidays and breaks since the site will be open and they are depending on you.

Internship Course Requirements (see course syllabus for additional details)

1. Attendance: Students are expected to attend class.
2. Readings: Students are responsible for reading the manual and course assigned readings. Supplemental materials will be provided by the university internship director throughout the internship process/course.
3. Reflections: Students will complete relevant reflections to further explore/examine their experience. Reflections are meant develop a sense of self-awareness and as well as successes and areas needing improvement.
4. Weekly Time Log: Students will complete a daily/weekly log. The log should include activities the student engaged, skills or techniques they are learning as well as observations and reactions to the experiences they are having. The emphasis should be on demonstrating knowledge of the role and function of the agency services and the students' awareness of personal strengths and limitations of working in a field placement. These will be submitted to the university supervisor. Students will also log their hours worked at the internship site into the Job Cat system. This should occur weekly. Hours should be rounded to the nearest 15-minute mark.
5. Project: Students will complete a project on some aspect of the internship experience. Interns are encouraged to intern at least one month (or 3 weeks for summer internships) at their internship site before determining a project. The intern and the agency supervisor should work collaboratively in determining the internship project. If the site has no special needs, the university supervisor will work with you on developing a project. Your university supervisor must approve your project.
6. Program Evaluation (Student) and Internship Evaluation (Field Supervisor): Evaluation forms are provided via Job Cat. Once you log all of your required hours into your timesheet and we have reached the end of the semester, your Employer Evaluation will be sent to your field supervisor for completion. You will also complete an evaluation (Program Evaluation) about your internship site. Students should provide a copy of the supervisor evaluation form to their supervisor at the outset of their internship. Student and supervisor evaluations are due before the end of the semester. Specific due dates will be included in the syllabus.
7. Supervision: The internship supervisor will contact the field supervisor at least twice during the internship to evaluate progress, discuss problems, etc. The student intern is expected to meet **weekly** with internship field supervisor. Students should contact the university internship supervisor at any time during the internship should the need arise. The university internship supervisor will meet weekly with interns to complete check-ins during scheduled class time.

Ethical Guidelines

Students participating in internship experiences agree to abide by the same set of ethical principles as certified and licensed psychologists. These guidelines are set forth by a variety of professional organizations in psychology, including the American Psychological Association and National Association of School Psychologists to name a few. You may read the entire set of standards and ethical guidelines on APA's web site. Below are a minimum set of standards interns should know and follow:

1. *Confidentiality.* The identity of clients, or information that would reveal the identity of clients, cannot be revealed without the specific permission of the client. The only exceptions to this are cases in which the client may be a danger to themselves or others and in cases of child/elder abuse. In such situations, there may be legal requirements that responsible agencies be informed. There are also certain legal proceedings in which case notes and other records can be ordered to be released by the courts. Interns must familiarize themselves with, and adhere to, confidentiality procedures of their placements and the laws of the state. Case material discussed in class must be prepared in such a way that confidentiality is maintained.
2. *Recognition of qualifications and limitations.* Interns must recognize the limitations to their training and abilities and must not exceed these in their work with clients. It is incumbent upon interns that they recognize when clinical situations are beyond their knowledge or ability. When such situations arise, interns will seek assistance from their supervisors and the instructor.
3. *Identification as interns.* Interns will explicitly identify themselves as interns to their clients, in reports, and in other professional activities. They will not misrepresent their training, qualifications, or status. Interns who will be at a placement for a limited time will inform clients of that limitation at the outset of services and will consider this limitation in their work with clients.
4. *Record keeping.* Interns will accurately and reliably maintain written and other records as required by their placement agency.
5. *Dual relationships.* Interns will refrain from clinical work with persons with whom the intern is involved in other types of relationships. Such "dual relationships" may inhibit the effectiveness of the intern's clinical work and may jeopardize both the client and the trainee. For example, it would not be ethical for a trainee to take as a client someone who was a fellow student in class. Similarly, coworkers, friends, and others should not be seen as clients.
6. *Prohibition regarding sexual conduct or harassment.* Under no circumstances shall interns become involved in sexual or romantic relationships of any sort with clients of their placement agency. Interns will also refrain from sexual harassment and will respect the sensitivity of others regarding sexual matters.
7. *Self-awareness and monitoring.* Interns will monitor their own emotional and physical status and should be aware of any conditions that might adversely impact their ability to serve their clients or placement agencies. If such conditions arise, interns should inform their placement supervisor and internship supervisor/instructor.

*Note: Any and all concerns should be reported to the faculty supervisor.

(From: Baird, B.N. 1999. The Internship, Practicum, and Field Placement Handbook: A guide for the Helping Professions. New Jersey: Prentice Hall.)

Liability Insurance

Some sites may ask you to obtain liability insurance. There are several sites that offer student liability insurance (e.g., www.hpsso.com/individuals). Most of the policies for undergraduates range from \$30-\$35 annually.

WCU also offers Intern Insurance to students if needed. Information regarding internship insurance can be found at: <https://www.wcu.edu/discover/campus-services-and-operations/facilities-management/safety-and-risk-management/risk-management-insurance-information.aspx/>. This policy costs approximately \$12.00.

PART TWO:

Form A: Internship Checklist

PSYCHOLOGY INTERNSHIP CHECKLIST

Initial Steps – Prerequisites:

- ___ 1. Contact the Psychology internship director to inform them of your interest in pursuing an internship placement.
- ___ 2. Watch the *Introduction to Psychology Internship Video* and Review the *Internship Manual*.
- ___ 3. Confirm the minimum GPA (>2.75) and Psychology credit (≥ 21) requirements.
- ___ 4. Complete the *Student Application* and submit three *Letters of Recommendation* via Qualtrics (template and Qualtrics link included in manual. See Appendix C).

Preparing for Placement:

- ___ 1. Schedule an individual meeting with the internship director to explore interests, potential sites, and prepare your professional resume.
- ___ 2. Schedule a second meeting with the internship director to review potential site list and prepare for phone calls and interviews.
- ___ 3. Contact potential sites and participate in the interview process.

Securing Your Placement and Registration:

- ___ 1. Register for the *Internship Orientation* via Job Cat through the Center for Career and Professional Development.
- ___ 2. After attending the internship orientation, complete the *Job Description Form* via Job Cat through the Center for Career and Professional Development. The career center, site supervisor, and internship director will review and sign digitally.
- ___ 3. Email the internship director for instructor permission to register for the course.

Form B: Application Form

Undergraduate Internship in Psychology Application WESTERN CAROLINA UNIVERSITY

Date _____

1. NAME _____ 2. Student ID No. 92 _____

3. Present Address _____

PO Box/Street _____ City _____ State _____ Zip Code _____
 Telephone No _____ E-mail _____

4. Permanent Mailing Address _____

PO Box/Street _____ City _____ State _____ Zip Code _____
 Telephone No _____

5. Notify in Emergency: Name _____ Relationship _____

Address _____

Telephone _____

Email _____

6. List Colleges Attended:

Name/Location of School	Dates Attended	Degree	Date Awarded or Expected	Major	Minor

7. Academic Status: _____ Fresh. _____ Soph. _____ Jr. _____ Sr.

8. What is your overall academic grade average? _____

What is your grade average in psychology? _____

9. Semester internship desired _____

10. List Academic Honors, Scholarships, Fellowships, and Assistantships which you may have received.

11. Participation in Extracurricular Activities (e.g., University Clubs, and/or Organizations, Student Government, etc.).

12. Employment Record: (Include full-time, part-time, military service, any previous internships/co-ops, and summer positions held. Indicate salary for full-time positions).

From	To	Employer	Type of Work

13. Names and addresses of three persons that will be submitting reference form:

Name	Department/Employer	Phone	Email

Please evaluate the applicant by placing a check in the column that most nearly represents your opinion.

Area	Superior	Above Average	Average	Below Average	Unable to Rank
Intellectual Ability					
Communication					
Self-Reliance					
Motivation					
Professionalism					
Timeliness					
Work Ethic					

Please write any additional comments that might assist in making a decision about this individual:

Signature _____ Date: _____

Form D: Job Description Form

Undergraduate Internship in Psychology Job Description WESTERN CAROLINA UNIVERSITY

Student/Intern Name _____

Local Address _____

Local Phone Number _____

E-mail _____

Name of Internship Facility _____

Supervisor _____

Site Address _____

Supervisor Email _____

Phone Number _____

Internship starting date _____

Internship ending date _____

Academic credit hours _____

Number of hours per week at the site _____

List the specific duties (*and alternative tasks/duties) that you will be engaged in as part of your internship. You will need to confer with your supervisor to develop this list.

Form E: Weekly Time Log

Undergraduate Internship in Psychology Weekly Log WESTERN CAROLINA UNIVERSITY

PSYCHOLOGY INTERNSHIP
Western Carolina University

Name: _____
Week: _____
Dates: _____ - _____

Psychology 483/484/485/486
Internship Weekly Activity Log

Date	Activities/Experiences	Time Spent (Hours)

Total Work Hours _____

Supervisor Signature: _____

Form F: Program Evaluation

Undergraduate Internship in Psychology Program Evaluation WESTERN CAROLINA UNIVERSITY

This form gives you an opportunity to evaluate the Internship Program and your work assignments.

Student *

Employer *

Anonymous*

Remain anonymous when sharing program evaluations with other students. If you decide to click NO, your name will appear on the evaluation that is public for other students to view. These students may reach out to you about your experience at this organization.

Yes No

At the beginning of your internship this semester, please indicate your level of competency in the following areas. 5-High;3-Medium;1-Low

Critical Thinking/Problem Solving *

Exercise sound reasoning to analyze issues, make decisions, and overcome problems. You are able to obtain, interpret, and use knowledge, facts, and data in this process, and may demonstrate originality and inventiveness.

Cultural Responsiveness *

An awareness of key historical and current issues surrounding race, ethnicity, gender, social class, religion, sexual identity, ability, national origin, or other identities, and practicing cultural sensitivity and respect when interacting with others.

Digital Technology *

Leverage existing digital technologies ethically and efficiently to solve problems, complete tasks, and accomplish goals. You demonstrate effective adaptability to new and emerging technologies.

Leadership *

Leverage the strengths of others to achieve common goals, and use interpersonal skills to coach and develop others. You are able to assess and manage your emotions and those of others; use empathetic skills to guide and motivate; and organize, prioritize, and delegate work.

Oral/Written Communication *

Articulate thoughts and ideas clearly and effectively in written and oral forms. You have public speaking skills; are able to express ideas to others; and can write/edit memos, letters, and other communication clearly and effectively.

Professionalism *

Demonstrate personal accountability and effective work habits and understand the impact of non-verbal communication on professional work image. You demonstrate integrity and ethical behavior, act responsibly with the interests of the larger community in mind, and are able to learn from your mistakes.

Self-Reflection *

Identify and articulate one's skills, strengths, knowledge, and experiences relevant to one's career goals, and identify areas necessary for professional growth.

Teamwork *

Build collaborative relationships with colleagues and customers representing diverse cultures, races, ages, genders, religions, lifestyles, and viewpoints. You are able to work within a team structure, and can negotiate and manage conflict.

Please indicate your CURRENT level of competency in the following areas on a scale of 1-5. 5-High;3-Medium;1-Low

Critical Thinking/Problem Solving *

Exercise sound reasoning to analyze issues, make decisions, and overcome problems. You are able to obtain, interpret, and use knowledge, facts, and data in this process, and may demonstrate originality and inventiveness.

Cultural Responsiveness. *

An awareness of key historical and current issues surrounding race, ethnicity, gender, social class, religion, sexual identity, ability, national origin, or other identities, and practicing cultural sensitivity and respect when interacting with others.

Digital Technology. *

Leverage existing digital technologies ethically and efficiently to solve problems, complete tasks, and accomplish goals. You demonstrate effective adaptability to new and emerging technologies.

Leadership. *

Leverage the strengths of others to achieve common goals, and use interpersonal skills to coach and develop others. You are able to assess and manage your emotions and those of others; use empathetic skills to guide and motivate; and organize, prioritize, and delegate work.

Oral/Written Communication. *

Articulate thoughts and ideas clearly and effectively in written and oral forms. You have public speaking skills; are able to express ideas to others; and can write/edit memos, letters, and other communication clearly and effectively.

Professionalism. *

Demonstrate personal accountability and effective work habits and understand the impact of non-verbal communication on professional work image. You demonstrate integrity and ethical behavior, act responsibly with the interests of the larger community in mind, and are able to learn from your mistakes.

Self-Reflection. *

Identify and articulate one's skills, strengths, knowledge, and experiences relevant to one's career goals, and identify areas necessary for professional growth.

Teamwork. *

Build collaborative relationships with colleagues and customers representing diverse cultures, races, ages, genders, religions, lifestyles, and viewpoints. You are able to work within a team structure, and can negotiate and manage conflict.

Please indicate the degree to which the following statements describe your internship experience:

My internship experience was challenging. I was constantly given tasks that were new and/or varied.

*

Strongly Agree

Agree

Disagree

Strongly Disagree

Not Applicable

My job duties were essential. If I had not been there, someone else would have had to perform the functions of my job. *

Strongly Agree

Agree

Disagree

Strongly Disagree

Not Applicable

My supervisor (or training instructor) gave clear, explicit instructions and did so as often as I needed them.*

Strongly Agree

Agree

Disagree

Strongly Disagree

Not Applicable

My supervisor had an open-door policy. I could contact him/her whenever I needed to talk with him/her.*

Strongly Agree

Agree

Disagree

Strongly Disagree

Not Applicable

I felt that my employer did everything possible to make my experience significant and meaningful.*

Strongly Agree

Agree

Disagree

Strongly Disagree

Not Applicable

During this internship term I felt that I was productive for the organization.*

Strongly Agree

- Agree
- Disagree
- Strongly Disagree
- Not Applicable

My training assignment was very well structured. The employer had a training plan in mind for the internship. *

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree
- Not Applicable

I feel that I learned a great deal in my career or professional area. *

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree
- Not Applicable

My greatest learning occurred in the personal/social area.*

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree
- Not Applicable

My internship confirmed my career plans. *

- Strongly Agree
- Agree

- Disagree
- Strongly Disagree
- Not Applicable

I believe my internship will make me more competitive in the job market when I graduate. *

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree
- Not Applicable

I am more confident of my abilities as a result of my internship. *

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree
- Not Applicable

My course work adequately prepared me for the skills, duties, tasks, assignments, and issues associated with this internship. *

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree
- Not Applicable

I recommend this employer for prospective interns. *

- Strongly Agree
- Agree
- Disagree

Strongly Disagree

Not Applicable

Form G: Internship/Employer Evaluation

Undergraduate Internship in Psychology Internship Evaluation WESTERN CAROLINA UNIVERSITY

This form should be completed by the individual in the best position to evaluate the student's training. Appraisals should be made only on those sections where supervisor feels reasonably

competent to judge the individual accurately. The evaluator is encouraged to qualify his/her evaluations by utilizing the comments section at the end of the form.

Student's Name:

Click or tap here to enter text.

Quality of work produced

- | | | |
|--|--|---|
| <input type="checkbox"/> Outstanding | <input type="checkbox"/> Satisfactory | <input type="checkbox"/> Unsatisfactory |
| <input type="checkbox"/> Very Satisfactory | <input type="checkbox"/> Barely Satisfactory | <input type="checkbox"/> Not Applicable |

Sensitivity to problems, ability to solve them

- | | | |
|--|--|---|
| <input type="checkbox"/> Outstanding | <input type="checkbox"/> Satisfactory | <input type="checkbox"/> Unsatisfactory |
| <input type="checkbox"/> Very Satisfactory | <input type="checkbox"/> Barely Satisfactory | <input type="checkbox"/> Not Applicable |

Accuracy and thoroughness

- | | | |
|--|--|---|
| <input type="checkbox"/> Outstanding | <input type="checkbox"/> Satisfactory | <input type="checkbox"/> Unsatisfactory |
| <input type="checkbox"/> Very Satisfactory | <input type="checkbox"/> Barely Satisfactory | <input type="checkbox"/> Not Applicable |

Ability to work under pressure

- | | | |
|--|--|---|
| <input type="checkbox"/> Outstanding | <input type="checkbox"/> Satisfactory | <input type="checkbox"/> Unsatisfactory |
| <input type="checkbox"/> Very Satisfactory | <input type="checkbox"/> Barely Satisfactory | <input type="checkbox"/> Not Applicable |

Effectiveness in oral communication

- | | | |
|--|--|---|
| <input type="checkbox"/> Outstanding | <input type="checkbox"/> Satisfactory | <input type="checkbox"/> Unsatisfactory |
| <input type="checkbox"/> Very Satisfactory | <input type="checkbox"/> Barely Satisfactory | <input type="checkbox"/> Not Applicable |

Effectiveness in written communication

- | | | |
|--|--|---|
| <input type="checkbox"/> Outstanding | <input type="checkbox"/> Satisfactory | <input type="checkbox"/> Unsatisfactory |
| <input type="checkbox"/> Very Satisfactory | <input type="checkbox"/> Barely Satisfactory | <input type="checkbox"/> Not Applicable |

Ability to learn

- | | | |
|--|--|---|
| <input type="checkbox"/> Outstanding | <input type="checkbox"/> Satisfactory | <input type="checkbox"/> Unsatisfactory |
| <input type="checkbox"/> Very Satisfactory | <input type="checkbox"/> Barely Satisfactory | <input type="checkbox"/> Not Applicable |

Effective in preparing and organizing work

- | | | |
|--|--|---|
| <input type="checkbox"/> Outstanding | <input type="checkbox"/> Satisfactory | <input type="checkbox"/> Unsatisfactory |
| <input type="checkbox"/> Very Satisfactory | <input type="checkbox"/> Barely Satisfactory | <input type="checkbox"/> Not Applicable |

Takes the initiative, a self-starter

- | | | |
|--|--|---|
| <input type="checkbox"/> Outstanding | <input type="checkbox"/> Satisfactory | <input type="checkbox"/> Unsatisfactory |
| <input type="checkbox"/> Very Satisfactory | <input type="checkbox"/> Barely Satisfactory | <input type="checkbox"/> Not Applicable |

Is cooperative in working relationships with others

- | | | |
|--|--|---|
| <input type="checkbox"/> Outstanding | <input type="checkbox"/> Satisfactory | <input type="checkbox"/> Unsatisfactory |
| <input type="checkbox"/> Very Satisfactory | <input type="checkbox"/> Barely Satisfactory | <input type="checkbox"/> Not Applicable |

Demonstrates a willingness to accept responsibility

- | | | |
|--|--|---|
| <input type="checkbox"/> Outstanding | <input type="checkbox"/> Satisfactory | <input type="checkbox"/> Unsatisfactory |
| <input type="checkbox"/> Very Satisfactory | <input type="checkbox"/> Barely Satisfactory | <input type="checkbox"/> Not Applicable |

Practices cultural sensitivity and respect when interacting with others.

- | | | |
|--------------------------------------|--|---------------------------------------|
| <input type="checkbox"/> Outstanding | <input type="checkbox"/> Very Satisfactory | <input type="checkbox"/> Satisfactory |
|--------------------------------------|--|---------------------------------------|

Barely Satisfactory

Unsatisfactory

Not Applicable

Demonstrates effective utilization of digital technology and effective adaptability to new and emerging technologies.

Outstanding

Satisfactory

Unsatisfactory

Very Satisfactory

Barely Satisfactory

Not Applicable

Leadership.

Outstanding

Satisfactory

Unsatisfactory

Very Satisfactory

Barely Satisfactory

Not Applicable

Professionalism.

Outstanding

Satisfactory

Unsatisfactory

Very Satisfactory

Barely Satisfactory

Not Applicable

Overall

Outstanding

Satisfactory

Unsatisfactory

Very Satisfactory

Barely Satisfactory

Not Applicable

Assuming there were a position available and no other barriers, would you hire this student in an entry-level capacity?

yes

no

Regarding professional growth and development, is this student making satisfactory progress? What suggestions do you offer?

Click or tap here to enter text.

What makes this student a great candidate?

Click or tap here to enter text.

What are your perceptions of this student's weaknesses?

Click or tap here to enter text.

Has this report been discussed with the student?

yes

no

PART THREE:

Appendix A: Qualtrics Links

Internship Application:

https://wcu.az1.qualtrics.com/jfe/form/SV_25hLGuh3II90VEy

Reference Form:

https://wcu.az1.qualtrics.com/jfe/form/SV_eEU3qEMmeRbmAse

Appendix B: Center for Career and Professional Development/Job Cat

WCU's Center for Career and Professional Development connects on and off-campus employers with student talent. Our services and partnerships set out to prepare our students not only to meet the workforce needs of our region and state but to become leaders in their field. CCPD works in collaboration with the Psychology Department to assist with resume development, internship contracts, and trainings as well as identifying placement sites in the WNC community and beyond.

<https://www.wcu.edu/learn/academic-enrichment/ccpd/>

Job Cat

Students will coordinate with CCPD staff to finalize their internship placement using Job Cat. Steps for completion are provided below.

Steps for Completing the Job Description Form and Internship Orientation:

How to RSVP for Internship Orientation:

- Go to [Job Cat](#) and log in with your WCU credentials
- Click on EVENTS in the upper bar
- Scroll down or use the keyword search to find INTERNSHIP COURSE ORIENTATION
- Click the event name and then click ATTEND in the upper right

Complete Job Description Form:

- Go to [Job Cat](#) and log in with your WCU credentials
- Click on EXPERIENTIAL LEARNING in the box under the banner
- Click ADD NEW EXPERIENCE
- Complete the form and click SUBMIT

NOTE: Make sure to have accurate contact information for your supervisor and ensure there are no spelling errors in their email address or phone number.

Appendix C: Placement Sites

Recent and Possible Internship Placements

ABCCM Ministries: Asheville, NC
Annie Wilson, Ph.D., I/O Consultant, Cullowhee, NC
Appalachian Community Services WNC, Waynesville, NC
Asheville Academy, Asheville NC
Awake, Child Abuse, Sylva, NC
Beacon Transitions, Hendersonville, NC
Black Mountain Academy, Black Mountain, NC
Boys and Girls Club of America, Cashiers, NC
Camp Dogwood, Sherrills Ford, NC
Camp Lakey Gap, Black Mt, NC
Camp Merrie-Woode, Sapphire, NC
Camp Royall, Charlotte, NC
Balsam House/Smoky Mountain Mental Health, Sylva, NC
Big Brothers/Big Sisters, Asheville, NC
Blue Ridge Group Homes, Asheville, Mars Hill, NC
Blue Ridge Mental Health Center, Sylva, Asheville, NC
Blumenthal Performing Arts Center, Charlotte, NC
Bowman Gray Medical Center, Winston-Salem, NC
Broughton Hospital, Morganton, NC
Camp Cheerio, High Point, NC
Camp Green Cove for Girls, Zirconia, NC
Camp Mondamin for Boy Zirconia, NC
Child Development Centers. NC
Child Life, Asheville, NC
CNC Access, Sylva, NC
Crisis Intervention Hotlines, Sylva, Clyde, Waynesville, NC
Developmental Evaluation Centers, Cullowhee, Waynesville, Murphy, NC
Department of Social Services, Jackson, Swain, Macon, Haywood, Buncombe Counties
Eliada Home, Asheville, NC
El Rophe Center, Waynesville, NC
Family Visitation Center, Asheville, NC
Family Resource Center, Webster, NC
Full Spectrum Farms, Cullowhee, NC
Guardian Ad Litem, Jackson, Macon, Swain, Haywood, Buncombe Counties
Hawthorne Heights, Bryson City, NC
Haywood Regional Medical Center Hospice, Waynesville, NC
HIGHTS, Jackson, Macon, Haywood Counties
Hinds' Feet Farm, Asheville, NC
Jackson County Department on Aging, Sylva, NC
Jackson County Family Resource Center, Sylva, NC
Jackson County Mountain Projects, Sylva, NC
Jackson County Public Health Department, Sylva, NC
Jackson County Public Health, Family Services Division, Sylva, NC

Jackson County Recreation and Parks Dept., Sylva, NC
Job Corps, Franklin, Brevard, Cherokee, NC
KARE, Waynesville, NC
Kids Advocacy Resource Effort, Waynesville, NC
Knoxville Zoological Park, Knoxville, TN
LifeSpan, Waynesville, NC
Lutheran Family Services, Raleigh, NC
Macon Citizens for the Handicapped, Franklin, NC
Memorial Mission Hospital, Psychiatric Services, Asheville, NC
Neg CARE, Richmond VA
O'Berry Center, Goldsboro, NC
October Road, Asheville, NC
Planned Parenthood, Asheville, NC
Public School Systems, Jackson, Macon, Haywood, Buncombe Counties
Qualla Housing Authority, Cherokee, NC
SafeLight, Asheville, NC
SOAR, Balsam, NC
Southwestern Community College, Sylva, NC
SUWS of the Carolinas. Old Fort, NC
The Community School, Sylva, NC
Vecinos, Cullowhee, NC

Additional sites are available:

- (1) Psychology Bulletin Board (3rd floor of Killian)**
- (2) WCU Center for Community Engagement and Service Learning (Belk 273)**
- (3) WCU Center for Career and Professional Development (<https://jobcat.wcu.edu>)**
- (4) Exploration of professional goals with the Psychology internship director**

***Note: With the internship faculty's approval, you can find your own placement.**