

Industrial and Organizational Psychology Internship  
PSYC 5327, Section 001 – Spring 2011, Room LS 401

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or by appointment

### Eligibility

The internship course is designed to develop and enhance the student's knowledge of I/O psychology. Students enrolled in the Industrial and Organizational (I/O) psychology masters program at UTA are eligible for Internship if they have satisfactorily completed at least one semester of required class work as dictated by their specific graduate catalog. Students are required to attend meetings held throughout the semester and complete specific assignments. More information about the assignments will be provided during the first class meeting.

### Learning Objectives

The purpose of the internship requirement is to provide practical, on-the-job experience in areas relevant to the practice of I/O psychology. Training gained from this experience will enhance the student's knowledge, skills and abilities needed to be strong competitors for employment. That is, integrating the concepts and ideas learned in the classroom and effectively applying this knowledge while on the job will strengthen student performance in the workplace thus enhancing overall marketability. Paid internships are, of course, preferred but not required. The internship course allows students to learn issues related to implementation of course material in practice, to learn specific skills, to learn about themselves, to learn about different practice areas, to make contacts for the future, and to be evaluated by outside experts.

Students are expected to find their own internship opportunities. The internship instructor will provide students with available information regarding internship opportunities; however, it is the student's responsibility to secure their own internship experiences. Interns should be involved in I/O related activities (e.g., job analysis, recruiting, job evaluation and compensation, test validation, assessment and reporting, employee opinion survey analysis and feedback, focus groups, training development or conducting training, performance evaluation programs and succession planning). The student should meet with the internship instructor to discuss the internship position and ensure that it meets the internship instructor's expectations and the program's requirements before a position is considered an internship. The internship instructor must approve each internship experience in advance in order for the student to receive credit for PSYC 5327. Credit will not be given for previous work experiences.

### Readings

Block, P. (2000). Flawless consulting: A guide to getting your expertise used (2<sup>nd</sup> Ed.). Jossey-Bass/Pfeiffer Publishers ISBN: 978-0-7879-4803-0

Lowman, R. L. (2006). The ethical practice of psychology in organizations (2<sup>nd</sup> Ed.). APA Publishers ISBN 13: 978-1-59147-353-4

Assigned Articles

### Attendance at Meetings

The purpose of the internships meetings is to provide an opportunity to share real-world experiences, tools, methods, observations, challenges, accomplishments and best practices, and to provide a forum where students can obtain support, feedback and recommendations. Relevant topics will be discussed and readings will be assigned (see Tentative Schedule of Topics). Attendance is mandatory and promptness is expected.

### Assignments, Papers, Summaries

All assignments should be written in a professional manner. Students should use all of the resources available (working knowledge, real world experience, Internet, text, etc.) to support arguments and explanations. Specific instructions regarding the assignments will be provided during the first class meeting.

### Internship Report

Once the student has secured an internship, a daily log of internship hours should be kept and maintained throughout the internship experience. The daily log should include detailed information regarding activities/achievements, insights, time spent on each activity, as well as feelings or reactions. This log will be used to facilitate writing your Internship Report, which will include the following:

1. An executive summary
2. Your internship log
3. Your overall evaluation of the internship
  - a. Discuss the positive and negative aspects of your experience.
  - b. What have you learned from the experience? What words of advice do you have for others?
  - c. What components of your training thus far have been beneficial in preparing you for you internship?
  - d. What deficiencies did you feel that you had beginning your internship?
4. A technical report describing the purpose of your internship, projects completed, and general outcomes.
5. An Appendix including any materials created during the course of the internship.

A brief presentation providing an overview of the report will be given at the end of the semester, in addition to update presentations throughout the course of the semester.

### Evaluation

PSYC 5327 will be graded based upon the student's ability to complete the required assignments in a timely and professional manner. A student who fails to attend the internship meetings and/or does not complete the course requirements may receive an unsatisfactory grade. If you have any questions, please contact the instructor via e-mail, voice mail, phone, or in person.

Grades will be based on the following:

Assignments.....	30%
Internship Report.....	30%
Presentations.....	20%
Class Participation.....	20%

The course grades will be assigned as follows:

A	90 – 100%
B	80 – 89%
C	70 – 79%
D	60 – 69%
F	0 – 59%

### Academic Honesty

Academic dishonesty is a completely unacceptable mode of conduct and will not be tolerated in any form at The University of Texas at Arlington. All persons involved in academic dishonesty will be disciplined in accordance with University regulations and procedures. Discipline may include suspension or expulsion from the University.

Any student who is found to have committed ANY act of academic dishonesty or scholastic dishonesty in relation to the assignments and requirements of this course will automatically receive a failing grade. The failing grade for the course will be in addition to any university or departmental sanctions deemed appropriate.

Academic dishonesty includes, but is not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts (Regents Rules and Regulations, Part One, Chapter VI, Section 3, Subsection 3.2., Subdivision 3.22).

#### Americans With Disabilities Act

This Instructor and The University of Texas at Arlington are committed to federal equal opportunity legislation (Public Law 93112- The Rehabilitation Act of 1973 as amended and the Americans With Disabilities Act). Pursuant to section 504 of The Rehabilitation Act, there is renewed focus on providing those persons with disabilities with the same opportunities enjoyed by all citizens.

As a faculty member, I am required by law to provide "reasonable accommodation" to students with disabilities, so as not to discriminate on the basis of that disability. Student responsibility primarily rests with informing faculty at the beginning of the semester and in providing authorized documentation through designated administrative channels.

#### Communications

When communicating with faculty members and other professionals, students are expected to behave in a professional manner. This includes addressing the audience using proper titles, using proper grammar, and using proper spelling in written communications. How a message is delivered is often as important as the message itself. Thus, students are expected to communicate professionally when speaking in person and when corresponding in writing (i.e., please use grammar and spell-check functions before sending e-mails to anyone).

***Tentative Schedule of Topics***  
***(Schedule is subject to change)***

<b>Date</b>	<b>Topic</b>	<b>Readings</b>	<b>Assignment Due</b>
19-Jan	Introduction, Types of Internships and Expectations	Cassidy Brannick	
26-Jan	Networking and Seeking Internship Opportunities	Thoroughgood McGinnis, Hess, Vignovic, Poncheri Harman, Behrend, and DuVernet	Goals and Timeline
2-Feb	Identifying your Strengths <b>February 2: Census Date</b>	Fink, Guzzo, Adler, Gillespie, Konczak, Olson, Beier, & Dickson	Resume
9-Feb	Resume Analysis and Strategies	Resume Basics Resume Writing Tips	Strengths and Weaknesses
16-Feb	Interview Preparation	Munson & Phillips	Revised Resumes
23-Feb	Interview Strategies	SIOE Effective Interview Development Tips	Internship and Organization Specs
Mar-11	Weighing your options	Brinley, Durley, & Muoz	Presentations
9-Mar	On the job: Getting started	Cascio	Initial list of Organizational Contacts
16-Mar	<b>Spring Break: No Class</b>		
23-Mar	Ethical Dilemmas	Review Lowman Greiner & Ennsfellner	Contact Update
30-Mar	Working with Co-Workers	Schings	Ethical Dilemma Synopsis
6-Apr	Project Management <b>April 1: Last Day to Drop</b>	Review Flawless Consulting	Contact Update
13-Apr	On the job: Other issues	Kerr & Sachs Reynolds	Contact Update
20-Apr	Saying Goodbye to the Organization	Quitting your Job Workplace Violence	Elevator Pitch
27-Apr	Special Topics		Presentations
4-May	Special Topics		Presentations Internship Report