

Internship Reflection Paper

Your reflection paper should be a well-crafted and thoughtfully written critical analysis of your internship experience.

- Required length: 750-800
- Due to the Career Center: (Deadline determined at beginning of each semester)
- Can be turned in to Career Center or by email to rbrowner@cia.edu

Student Name:	Semester and Year of Internship:
Faculty Sponsor:	
Internship Site:	Internship Supervisor:

Attach your reflection paper to this form and submit it to the Career Center by the due date. Your opinions will be considered when recommending sites to future students. Your faculty sponsor will assign you a pass/fail grade for the internship based on your supervisor's evaluation of you along with your reflection paper.

Assess the overall quality of the internship. How valuable did you think it was and why?
Please rate using this scale and elaborate in your reflection paper.

1. Very Valuable
2. Somewhat Valuable
3. Neutral
4. Not very valuable
5. Not valuable at all

The reflection paper should address, but does not need to be limited to, the following:

- Describe your activities at the internship.
- The relationship between your internship work and your studio work.
- What you learned through your internship and how it was of value to your academic and career goals.
- A description of the most important assignment(s) and why they were significant.
- What surprised you about the internship, if anything.
- Whether the internship has changed your perception of what you want to do.

Psychology Internship Reflection Paper

Judy Hall, Elizabeth Altmaier



Psychology Internship Reflection Paper:

Clinical Psychology Internship for Underrepresented Students Anastasia Kim, Abigail Johal, 2021-08-16 This text introduces Taking Flight a year long clinical psychology internship program to be implemented for students of color and first generation college bound students The program offers hands on opportunities for participants to develop skills that will propel them to seek advanced degrees in mental health The book offers a comprehensive internship curriculum based on a culturally affirming mentorship framework that aims to increase interns exposure of clinical psychology build confidence in their ability and foster a sense of belonging as a means to inspire educational and career pursuits in the field Chapters cover topics such as common mental health concerns self reflections and insights research and clinical approaches capstone projects and presentations and integration of knowledge skills and self concept An appendix includes worksheets to utilize throughout the course of the program The program is designed to be operated within psychology departments in partnership with local high schools The text will guide mental health providers and school professionals to executing this program in the hopes of ensuring a more diverse and inclusive clinical psychology workforce

Master of Child Psychology Internships Reports Lee Suan Lim, 2021-08-11 This Master of Child Psychology Internships Reports manual is ideal for references if you are interested in careers working with school children or young adults Apart from samples of writing daily and weekly report reflections you will gain an in depth understanding of how current issues in secondary school children psychology and learn to apply practical therapies and theories to real life settings by undertaking a placement For example Expressive Arts Therapy Positive Psychology and Stress Management Coping Skills are proven to be effective in create mental health wellness among school children

Mastering Industrial-Organizational Psychology Elizabeth Shoenfelt, 2020 This volume brings together faculty from top ranked I O master s programs to provide best practices and discussions of important topics for the training of master s level I O psychologists including areas of career practice applying to graduate school applied experiences needed to prepare graduates for the workplace methods of teaching and considerations for faculty in I O master s programs and consulting in organizations as a component of graduate education

Internship Training in Professional Psychology Richard Henry Dana, W. Theodore May, 1987 First published in 1987 Routledge is an imprint of Taylor Francis an informa company

Teaching Psychology Jillian Grose-Fifer, Patricia J. Brooks, Maureen O'Connor, 2019-02-12 A guide to an evidence based approach for teaching college level psychology courses Teaching Psychology offers an evidence based student centered approach that is filled with suggestions ideas and practices for teaching college level courses in ways that contribute to student success The authors draw on current scientific studies of learning memory and development with specific emphasis on classroom studies The authors offer practical advice for applying scholarly research to teaching in ways that maximize student learning and personal growth The authors endorse the use of backward course design emphasizing the importance of identifying learning goals encompassing skills and knowledge and how to assess them before developing the

appropriate curriculum for achieving these goals Recognizing the diversity of today's student population this book offers guidance for culturally responsive ethical teaching The text explores techniques for teaching critical thinking qualitative and quantitative reasoning written and oral communication information and technology literacy and collaboration and teamwork The authors explain how to envision the learning objectives teachers want their students to achieve and advise how to select assessments to evaluate if the learning objectives are being met This important resource Offers an evidence based approach designed to help graduate students and new instructors embrace a student centered approach to teaching Contains a wealth of examples of effective student centered teaching techniques Surveys current findings from the Scholarship of Teaching and Learning Draws on the American Psychological Association's five broad goals for the undergraduate Psychology major and shows how to help students build life long skills and Introduces Universal Design for Learning as a framework to support diverse learners Teaching Psychology offers an essential guide to evidence based teaching and provides practical advice for becoming an effective teacher This book is designed to help graduate students new instructors and those wanting to update their teaching methods It is likely to be particularly useful for instructors in psychology and other social science disciplines

Handbook of Education, Training, and Supervision of School Psychologists in School and Community, Volume I Enedina García-Vázquez, Tony D. Crespi, Cynthia Riccio, 2010-12-20 Published with the sponsorship of the Trainers of School Psychologists this two volume handbook examines the essential tenets of the school psychology profession critically reviews training and practice issues and evaluates how the traditional and changing skills and issues translate into meeting the needs of children and the systems that serve them Volume I focuses on the professional issues and topics that form the core of the university curriculum for the school psychology specialist degree It explores contemporary university training programs the foundations of school education and key areas of responsibility for school based mental health professionals and takes a look at the future of training for school psychologists Specific issues such as the teaching of specialty skills and training for unique areas and special populations are also discussed By way of raising questions and issues that ultimately play out in the field it lays the groundwork for Volume II which is dedicated to bridging the training and practice gap **The Oxford**

Handbook of Prevention in Counseling Psychology Elizabeth Vera, 2012-10-18 The Oxford Handbook of Prevention in Counseling Psychology presents a lifespan approach to prevention that emphasizes strengths of individuals and communities integrates multicultural and social justice perspectives and includes best practices in the prevention of a variety of

psychological problems in particular populations **Handbook of Counselling Psychology** Ray Woolfe, Sheelagh Strawbridge, Barbara Douglas, Windy Dryden, 2009-11-17 This book has done the almost impossible improve on what was an informative and worthwhile second edition Gella Richards Roehampton University London The Handbook of Counselling Psychology continues to be a key resource for people considering undertaking a career as a counselling psychologist current students and more experienced practitioners It has continued to develop its focus over time and has justly earned a

reputation as a classic text This book deserves a place on the bookshelf of every Counselling Psychologist Professor Rachel Tribe Director of Professional Doctorate in Counselling Psychology and related programmes at the University of East London The contents cover key areas of theory and practice include the key issue of reflexivity that is a particular philosophy and signifier of this profession The articulation of future opportunities highlights some leading edge ideas Professor Vanja Orland Metanoia Institute Middlesex University This third edition of a seminal text reflects new developments with counselling psychology In six sections it covers areas such as neuroscience narrative approaches and post modernist thinking New chapters include the nature of evidence interpreting case material attachment theory and neuroscience community psychology legal frameworks testing measurement and diagnosis the interface between psychopharmacological and psychotherapeutic approaches Special attention has been paid to the research evidence current issues and debates theoretical and philosophical underpinnings political and resource issues and illustrative case material The handbook is an essential companion for students and practitioners in the field of counselling psychology at all stages of their career and across the whole range of settings NHS education private and voluntary

The Oxford Handbook of Education and Training in Professional Psychology W. Brad Johnson Ph.D., Nadine Kaslow Ph.D., 2014-03-11 The Oxford Handbook of Education and Training in Professional Psychology provides the first comprehensive treatment of the processes and current state of the art practices bearing on educating and training professional psychologists Thousands of psychologists are employed full time as faculty members or clinical supervisors in graduate practicum internship and postdoctoral training programs or training sites This handbook provides a single resource that pulls together the substantial scholarship on education and training in psychology covering the full spectrum of historic developments salient issues current standards and emerging trends in psychology education and training It provides a thorough analysis of doctoral and postdoctoral training for psychologists in clinical counseling or school psychology specialties Because competency issues are moving to the forefront in the design of training programs and the evaluation of trainee performance the handbook's authors have made models and standards for competency a primary theme This volume captures the current state of education and training while emphasizing emerging trends and forecasting future directions

Journal of Character Education Jacques S. Benninga, Marvin W Berkowitz, 2020-03-01 The Journal of Character Education is the only professional journal in education devoted to character education It is designed to cover the field from the latest research to applied best practices We include original research reports editorials and conceptual articles by the best minds in our field reviews of the latest books and other relevant strategies and manuscripts by educators that describe best practices in teaching and learning related to character education The Journal of Character Education has for over a decade been the sole scholarly journal focused on research theory measurement and practice of character education This issue includes a Voices section highlighting the 2017 Character.org Sandy Award recipient along with four peer reviewed articles and a book review

Supervision in School

Psychology Dennis J. Simon, Mark E. Swerdlik, 2016-12-08 Supervision is a core professional competency requiring specific training for the benefit of supervisees clients and the profession Supervision in School Psychology The Developmental Ecological Problem solving Model examines specific factors that contribute to successful supervision in school psychology including the integration of a developmental process of training the ecological contexts that impact practice and evidence based problem solving strategies Written for graduate students researchers and professionals in the field of school psychology this book provides thorough specific and immediately applicable methods and principles for supervisory practice Featuring a diverse set of pedagogical tools Supervision in School Psychology is an important resource for navigating the distinct challenges specific to the demanding and diverse core competencies associated with supervision in school based settings

Psychologie der Werte Dieter Frey, 2015-11-24 Dieser Sammelband l dt ein sich mit den Grundwerten unserer Gesellschaft neu auseinanderzusetzen Was bedeuten eigentlich Empathie Respekt Vertrauen u a Werte im Kern Was wissen psychologische Forschung Philosophie oder Theologie dar ber Welche Bedeutung haben diese Werte f r jeden Einzelnen pers nlich Wie k nnen diese Werte gelebt und in Erziehung Unternehmen und Gesellschaft methodisch didaktisch und inhaltlich vermittelt und gef rdert werden Ein Buch f r alle die sich in Zeiten des gef hlten Wertewandels auf fundierte Weise mit Werten befassen bzw dar ber klar werden m chten welche Werte f r das eigene Privat oder Berufsleben wichtig sind Ein Buch f r interessierte Laien Studierende F hrungskr fte Lehrer oder Politiker das aktuelle Wissen liefert sowie zu Selbstreflexion und Diskussion anregt

Global Promise: Quality Assurance and Accountability in Professional Psychology Judy Hall, Elizabeth Altmaier, 2008-04-23 Psychology has become a global profession Professionals are now readily able to practice in geographic areas far from where they were trained In practice psychology has a social contract with the public to promote human and societal welfare all the while responsible for the constant upkeep of systems that promote maintain and demand quality from health care professionals In Global Promise Quality Assurance and Accountability in Professional Psychology editors Judy E Hall and Elizabeth M Altmaier examine the tools needed for evaluating the crucial components of quality assurance education training accreditation and designation licensing and credentialing ethics mobility and continuing professional development from an international perspective with a specific focus on practices in the United States Canada the European Union Latin America Australia and The Netherlands and vignettes on the United Kingdom China and South Africa An international team of contributors synthesizes the progress made in implementing quality assurance mechanisms across the globe and offers diverse perspectives as to how the wider international community can promote quality and mobility With an eye toward the future of psychology as well as on the systems that will support it Global Promise is required reading for universities regulatory bodies professional associations professionals and students

Multidisciplinary Approaches to Culminating Student Experiences Michael G. Strawser, Robin Yaure, 2024-05-14 Despite the relatively recent popularity of culminating experiences a multidisciplinary and practical resource that provides information for all types of

culminating student experiences is not yet available The idea for this volume arose because of the recognition that a holistic and applied resource for those looking to have general knowledge of different ways to assess student learning especially at the undergraduate level was lacking This text seeks to fill a gap and provide a historical context for culminating experiences suggestions for assessment foundational knowledge for different types of projects and finally approaches to using these experiences in various disciplines Because of the information desired experts in their field from a wide variety of disciplines were approached to be chapter contributors This resource focuses predominantly on undergraduate students but many of the chapters can either be applied to both undergraduate and graduate students e g thesis or specifically focus on the graduate student population e g dissertation *Resources in Education* ,2001 *The Journal of Transpersonal Psychology* ,2006

The Clinical Psychologists Bernard Lubin,Eugene Elmer Levitt, *Disaster, Diversity and Emergency Preparation* L.I. Magnussen,2019-11-06 One of NATO s objectives is a better understanding of the human and social aspects of security related issues This book presents the proceedings of the NATO Science for Peace and Security Advanced Research Workshop ARW Leadership Development Programme on Gender and Diversity Peace Risk and Emergency Preparedness and Collaboration held in T nsberg Norway on 11 12 December 2018 one of the aims of which was to strengthen organizational leadership The workshop firmly established the collaboration between Japan and other NATO countries with regard to Women Peace and Security WPS The workshop gave the participating leaders and researchers an opportunity to meet and debate to learn and to build networks of leaders for change This book consists of fourteen chapters including a summarizing introductory chapter It explores topics related to the way in which continued progress and change in institutional behaviors require an approach focused on altering perspectives and enhancing the skill sets of leaders Each chapter stands alone but is ordered within the framework of the Societal Programme Model SPM described in Chapter 1 The book will be of interest to all those involved in building leadership and changing institutional behavior **Inquiry in Education, Volume I** Mark W. Aulls,Bruce M. Shore,2023-05-09 Why should inquiry the engine for independent curiosity and interest driven life long learning be a curricular imperative and its presence a criterion for excellent education Is it possible to teach inquiry skills systematically and to engage learners in being inquirers across elementary secondary and post secondary schooling To answer these urgent questions this book pulls together more than four decades of expert opinion quantitative research and qualitative research on inquiry in different disciplines school subjects and levels of education and presents a dozen different pedagogical philosophical and disciplinary traditions within which evidence and rationale are found for building learning and teaching experiences around inquiry based curricula Inquiry in Education Volume I The Conceptual Foundations for Research as a Curricular Imperative is the first book to gather all these sources together to build a cross disciplinary case for inquiry as the central core of sound curriculum design and to offer an organized interpretation of this large body of knowledge from a variety of perspectives and for different educational purposes A companion volume Shore Aulls Delcourt

Eds Inquiry in Education Volume II Overcoming Barriers to Successful Implementation focuses on a corollary question If inquiry is such a good thing why is it not universal practice What barriers stand in the way and how can teachers overcome them Inquiry in Education Volume I is intended for scholars faculty and students of education and for practitioners at all levels of schooling who support inquiry oriented reforms in education and who want to learn more about how to use inquiry in their own practice

Careers in Mental Health Kim Metz, 2016-01-08 Accessible and unbiased Careers in Mental Health introduces upper level high school students and beginning undergraduates to the different aspects of various mental health professions Contains essential career advice for anyone considering an advanced degree in one of the helping professions within mental health Covers clinical psychology counseling psychology social work counseling marriage and family therapy substance abuse counseling and school psychology Clarifies the distinctions between professions by discussing the history and philosophy of each field requirements for advanced education licensing available jobs salary potential and more Includes a section with practical information applicable to all the professions such as characteristics for success ethical issues the importance of critical thinking applying to graduate school and current issues affecting the field of mental health

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