



GOLDEN GATE UNIVERSITY

Welcome to the Psychology Department at Golden Gate University!

I hope that this is the beginning of a deeply rewarding professional future for you. I believe our Department is offering a well-rounded and rigorous education in Counseling Psychology and Industrial-Organizational Psychology. Over the years, I have seen many students complete our degrees as a first step toward beginning a new career or toward revitalizing current professional endeavors. In many cases, I have seen students discover whole new aspects of their personal and professional identities. It is my hope that, with your active participation, the Psychology Department offers this same experience to you.

While we strive to make this handbook as thorough as possible, it is a work in process. In addition, no amount of written information can substitute for a personal relationship with your professors and staff. If you have questions that are not answered here or simply want to have a conversation about your experience in classes and traineeship and your professional future in the field, please reach out to me. I'm always happy to talk!

I look forward to seeing you around campus or online!

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Chair, Department of Psychology
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Mission of the Program

The Psychology Department seeks to provide a rigorous and practical education in both Counseling Psychology and Industrial-Organizational Psychology. To this end, we offer two degrees as well as three graduate certificates. These are:

M.A. Counseling Psychology

M.A. Industrial Organizational Psychology

Graduate Certificate in Conflict Resolution

Graduate Certificate in Counseling Skills

Graduate Certificate in Industrial-Organizational Psychology

This document has been created to assist you in navigating your degree program here at Golden Gate University. You should also familiarize yourself with the Psychology Department's [webpage](#), in addition to the GGU [course catalog](#) and [academic calendar](#).

The Registration and Advising Process

It is your responsibility to register for courses each semester. Registration happens online, but if you run in to problems you should contact the registrar or your academic advisor. In addition, during registration you may wish to consult the academic calendar, which provides important dates for registration and classes during each trimester. The Psychology Department also publishes a [Projected Schedule](#) each semester, which will help you to anticipate when courses will be offered in the future.

Golden Gate University assigns an advisor to each student when they are admitted to the program. Your advisor will reach out to you via e-mail to set up an appointment several weeks after you begin the program. The primary task that you will accomplish with your advisor is planning a path-to-completion for your degree program. Together, you and your advisor will plan out which courses you will take during each semester so that you complete your degree efficiently and at a pace that fits with your schedule and other life commitments. Your advisor knows which courses will be offered each semester and is familiar with course pre-requisites and co-requisites. In addition, your advisor can assist you in obtaining any required registration forms and signatures.

M.A. Counseling Psychology

The Master of Arts in Counseling Psychology prepares students to practice relationally-informed psychotherapy in settings ranging from community mental health to hospitals to private practice. Designed with flexibility in mind, the program offers both full-time and part-time enrollment options. Students in this degree program are on a track to apply for licensure by the State of California as a licensed Marriage and Family Therapist (LMFT) and/or to apply for licensure by the State of California as a licensed Professional Clinical Counselor (LPCC). In addition, the degree meets the requirements for MFT and/or LPCC licensure in many (but not all) other states. If you live in another state and intend to complete your traineeship there and/or if you intend to pursue licensure outside of California, you should have a conversation with the Program Director upon admission to the program and with your enrollment advisor when designing your path-to-completion.

The degree program's curriculum emphasizes integration of diverse and in-depth theoretical knowledge and clinical practice. Students complete an in-depth traineeship that promotes the integration of theoretical knowledge with clinical practice. This entails completing 300 face-to-face clinical contact hours and concurrently enrolling in Psych 394: Practicum in Counseling Psychology throughout the traineeship experience.

The program maintains a strategic partnership with the [Psychotherapy Action Network](#), an organization that aims to organize, formulate initiatives, and collectively advocate for mental health policy that is based on the complexity of the individual and not simply on the identification of discrete symptoms. This is consistent with our program philosophy, which envisions psychotherapy as a complex process of individual growth and change and the therapeutic relationship as a key element in successful treatment.

Learning Objectives for the Program

At completion of the M.A. Counseling Psychology, students will

- (1) Demonstrate comprehensive and integrative knowledge of the field of counseling psychology relevant to mental health professionals, including human development, psychopathology, and group, family, couple, and individual dynamics.
- (2) Demonstrate knowledge of ethical and best practice standards that exist for professionals in their field.
- (3) Demonstrate the capacity and willingness to practice psychotherapy from a stance of cultural humility.
- (4) Demonstrate the capacity to practice individual, couple, family, and group psychotherapy from a relational and systemic lens.
- (5) Demonstrate knowledge of research designs and parameters of psychological research, particularly within the field of counseling psychology, and the capacity to critically assess psychological research.

Personal Psychotherapy Requirement

In the Department, we feel strongly students entering the counseling profession benefit both personally and academically from psychotherapy. As part of your degree program, you must complete **50 hours of psychotherapy** with a licensed clinician or therapist under supervision by a licensed clinician (Psychiatrist, Psychologist, MFT, LPCC, or LCSW). You may select individual, couple, family, or group psychotherapy, or some combination of these.

While it is your responsibility to choose a psychotherapist, the Department provides a list of agencies and individuals in the community who offer psychotherapy on a sliding scale (included in Appendix 3). You must document the completion of your personal psychotherapy hours using the Verification of Psychotherapy form (see Appendix 1). Note: this requirement may be waived at the discretion of the Program Director. To request a waiver, fill out the Psychotherapy Hours Waiver form (see Appendix 1).

Academic and Emotional Readiness for Traineeship

In rare cases, concerns may have developed among faculty and staff about a student's readiness to begin work with patients. Clinical work demands emotional maturity and professionalism, and we attempt to hold our responsibility in facilitating students' work with vulnerable populations with thoughtfulness and integrity. This led to the development of Traineeship Candidacy. The process followed when faculty and staff have concerns about a student's academic and emotional readiness is discussed below and the details of Traineeship Candidacy are addressed in the next section.

If there are concerns about a student's academic or emotional readiness for traineeship or psychotherapeutic practice, a Traineeship Candidacy Committee of at least two faculty members will be convened and, whenever possible, a plan will be developed with the student to address gaps in academic performance or emotional readiness. Similarly, if a student's traineeship placement is terminated for any reason, their readiness to participate in another traineeship will be evaluated by the Candidacy Committee according to Candidacy guidelines. If reports are submitted regarding academic or behavioral issues in the classroom after Candidacy has been approved, the Committee may reconvene to review those reports and require an in-person meeting with the student. In rare cases, the Committee may decide that the student has failed to demonstrate professional and personal responsibility (as evidenced by violations of professional conduct, interpersonal trust, or ethical practice) and require students to leave the program.

The Procedures for Traineeship

The traineeship, or clinical work in a supervised field setting, is an integral component of your education. During your traineeship, you will have the opportunity to practice skills being learned in class and to begin your professional development as a clinician. Most students begin their traineeship as soon as they have completed the required pre-requisites and have advanced to Traineeship Candidacy status. This allows plenty of time to accrue the necessary face-to-face hours.

During each trimester at your traineeship, you must register for Psych 394. Students are required to complete 9 units of Psych 394 before graduation and a total of **300 face-to-face hours** of clinical contact.¹ The traineeship fulfills a key requirement of the State of California Board of Behavioral Sciences (BBS) for licensure as a MFT and/or LPCC. Note that as a student, you may accrue up to 1300 hours (750 of counseling and supervision, with the remaining in other categories) toward the 3000 hours of supervised work experience required for licensure as a MFT.

Most traineeships have a set schedule for when they provide supervision, hold team meetings, and offer didactic trainings. In the majority of cases, this schedule is not negotiable, and you will need to be available at the required times in order to accept a traineeship. During an interview, you will also be asked when you are available to work with patients. For most placements, you will need to be available 2 – 3 full days each week, for around 20 hours of work in total.

Before beginning a traineeship (and taking Psych 394), you must have completed Psych 320, 321, and 326. Equally important, you must advance to Traineeship Candidacy Status by submitting the Traineeship Candidacy form to the Department Chair. Upon approval, which will be provided by e-mail, you may begin applying to traineeships. International students in F-1 or J-1 student visa status should also consult with their academic advisor in advance regarding work authorization procedures for the traineeship.

Procedures for Finding a Traineeship

1. Begin planning for your traineeship at least five months in advance of your anticipated traineeship start date. Traineeships at many agencies begin in the fall, after an application and interview period the previous December-March. Some agencies accept applications and start traineeships at other times or year-round. While it is your responsibility to find a traineeship, we are committed to assisting you during each step of the process.
2. Submit the Traineeship Candidacy form (Appendix F) to the Department Chair and wait for a response before applying to any traineeships. You must advance to Traineeship Candidate status before applying to traineeships.

¹ Students enrolled in the M.A. Psychology, MFT concentration and the combined concentration (MA.PSY.MFT or MA.PSY.MFINO) must complete 6 units of Psych 394 and a total of 225 face-to-face hours of clinical contact.

3. Explore placement options by consulting the Traineeship and Internship Sites spreadsheet provided by Nancy Lagomarsino, Psychology Department Traineeship Coordinator. Contact Nancy at nlagomarsino@ggu.edu. Most students apply to 5 – 7 traineeship sites.

As you think about which traineeships make the most sense for you, the following questions may be helpful: (1) What kind of supervision and didactic training is being provided? (2) What population does this traineeship serve? Is it tied to my future plans for practice after graduation? (3) What kinds of settings do I want to gain experience in? Community mental health, school-based counseling, or something else?

4. Make an appointment with Career Services to develop and polish your resume and cover letters and to prepare for interviews with traineeship sites. Remember, Career Services can help you to develop your interview skills. You can find out more about Career Services at <http://www.ggu.edu/career-services>. In addition, guidance for resumes and cover letters is included in Appendix 2 of this document.
5. During this time, you should also obtain reference letters from previous employers and professors. For most traineeship sites, you should include two or three reference letters with your other application materials.
6. Begin sending applications to traineeship sites. Each application includes a cover letter (tailored to that site), a copy of your resume, and 2 – 3 reference letters. Many applications can be sent by e-mail, whereas others require postal mail.
7. Once you receive an offer from a traineeship and decide to accept, fill out the Psychology Practicum Registration Form. Submit the form along with a copy of your traineeship offer letter to the Department Chair, Tom Wooldridge. The Department Chair must approve all traineeship sites. If your site is not already approved, the site's Clinical Director should fill out an *External Field Placement Application* (included in Appendix 1).
8. International students who are in F-1 or J-1 status will also need to obtain employment authorization from their academic advisor before beginning the traineeship. The advisor will need to review the offer letter, sign approval on the Psychology Practicum Registration Form, and issue a new I-20 (for F-1 students) or DS-2019 (for J-1 students) indicating the employment authorization.
9. The internship registration form must then be submitted to the Registrar's Office to be registered in the PSYCH 394 course. Email Department Chair, Tom Wooldridge, for this form.
10. Once you receive approval, accept your traineeship. Before you begin, you and your supervisor must complete a *Supervised Fieldwork Agreement* and *BBS Form 37A-523 - Supervisor Responsibility* (included in Appendix 1). Keep the originals in a safe place and submit copies to the Department Chair.

11. Congratulations!

During your Traineeship

1. Every trimester, you must contact Department Chair Tom Wooldridge to discuss your progress at your traineeship and submit an updated Psychology Practicum Registration Form to register for Psych 394. During your degree program, you must complete **9 units** of Psych 394. For students who started their program earlier than Fall 2017, these units may be distributed however you choose (i.e., you may take 3 units of Psych 394 for two semesters, and then distribute the remaining 3 units over two semesters. For students who start their program Fall 2017 or later, the traineeship must be taken for 3 units each term for three terms.
2. International students in F-1 or J-1 status will also need to obtain a renewal of their work authorization each term after being approved to re-enroll in the PSYCH 394 course and before the new term starts.
3. Attend all scheduled meetings of Psych 394 and participate actively! The case conference is an excellent aid for your professional development.
4. At the end of each trimester, make sure that the Department Chair receives an evaluation of your work from your supervisor. This may be delivered via e-mail to twooldridge@ggu.edu, by phone to (415) 442-6618, or by mail to GGU. In addition, submit to the Department Chair a copy of your completed *Marriage and Family Therapist Weekly Summary of Hours of Experience* sheet for your work during this trimester, with your supervisor's weekly signatures. Keep the original forms in a safe place. You'll need to submit them to the BBS with your Associate application.

Upon Completion

1. After you have completed 9 units of Psych 394, your supervisor must complete a *Trainee Evaluation* (included in Appendix 1), submitted to the Department Chair. In addition, you should submit remaining copies of your *Marriage and Family Therapist Weekly Summary of Hours of Experience* sheets (Make sure to keep the originals for your licensure application.)

After Graduation

After graduation from the GGU M.A. Counseling Psychology (after GGU has formally conferred your degree, which generally happens within 8 – 10 weeks from the last day of your last trimester):

1. You must apply to the California Board of Behavioral Sciences to become registered as a Marriage and Family Therapist Associate in order to accrue post-graduation hours of supervised experience towards the licensing requirements.
 - An application packet including instructions and forms can be downloaded at <http://www.bbs.ca.gov/pdf/forms/mft/imfapp.pdf>.
 - Note that BBS requires submission of a *Marriage and Family Therapist In-State Program Certification: Form B (37A-601)* form from GGU. You will need to request this from the Psych Department Chair via e-mail, providing your name, Social Security Number and mailing address. When you receive the certification form in the mail, **do not open the envelope!** You must forward the form in the sealed envelope to BBS with your application.
 - If you apply for a MFT Associate registration within 90 days of your degree's conferral date, you can count hours accrued in-between the degree conferral date and the issue date of the Associate registration number. The Board honors the postmark date when checking whether or not an applicant met the 90 day window.
2. If you intend to pursue licensure as a LPCC, you must apply to the California Board of Behavioral Sciences to become registered as an Associate PCC (APCC) in order to accrue post-graduation hours of supervised experience towards the licensing requirements.
 - An application packet including instructions and forms can be downloaded at http://www.bbs.ca.gov/pdf/forms/lpc/pci_app.pdf
 - Note that BBS requires submission of a *Professional Clinical Counselor In-State degree Program Certification: Form B (37A-667)* form from GGU. You will need to request this from the Psych Department Chair via e-mail, providing your name, Social Security Number and mailing address. When you receive the certification form in the mail, **do not open the envelope!** You must forward the form in the sealed envelope to BBS with your application.
3. You will receive an e-mail invitation to join the GGU Psychology Department Faculty and Alumni group on LinkedIn. Please accept this invitation so you can continue to network with faculty and fellow graduates.

The Marriage and Family Therapy License (MFT)

The California Board of Behavioral Sciences (BBS) is responsible for consumer protection through the licensing and regulation of several mental health professions: Licensed Marriage and Family Therapists (LMFT), Licensed Clinical Social Workers (LCSW), Licensed Professional Clinical Counselors (LPCC) and Licensed Educational Psychologists (LEP). The BBS also registers and regulates MFT Associates, Associate Clinical Social Workers (ASW), Associate Professional Clinical Counselor (APCC) and Continuing Education Providers.

For an in-depth description of the license requirements for someone who wants to pursue licensure as a LMFT in the State of California, please familiarize yourself with the [BBS website](#) and refer to [Navigating the MFT Licensing Process](#). In brief, the licensure process entails:

1. Get your qualifying Master's degree and earn supervised experience as a trainee.
2. [Register with the BBS as an MFT Associate](#) and begin earning post-degree experience.
3. Apply to take the [California Law & Ethics Examination](#).
4. When you have earned the total 3,000 hours and passed the CA Law & Ethics, apply for the [Clinical Examination](#).
5. Pass the Clinical Examination.
6. [Apply for initial licensure](#).
7. Get your official LMFT license!

Many students have questions about earning supervised experience. To become licensed as a LMFT, you must complete 104 weeks of supervision and 3000 hours of supervised work experience. No more than 40 hours may be gained in any one week. During each week in which experience is claimed, you must have at least one hour of direct individual or two hours of group supervision for every five hours of client contact in each setting in which the experience is gained. All hours of supervised experience (pre- and post-degree) must be gained in no less than two (2) calendar years obtained over a period of no less than 104 weeks. All experience must be gained within six (6) years immediately preceding the date the application for licensure was filed, except that up to 500 hours of clinical experience gained with the supervised practicum are exempt from the six year requirement. For an in-depth description of hours requirements, please refer to [Navigating the MFT Licensure Process](#) on the BBS website.

Once you meet all requirements and the BBS reviews and approves the application for examination eligibility, you will receive an eligibility notice to take the LMFT Standard Written Examination. The eligibility notice indicates that the examination candidate must take the examination within one year of becoming eligible. Upon passing the Standard Written Examination, you must pass a LMFT Written Clinical Vignette Examination. When in the exam cycle, you must take an examination within one year of failing an

examination or within one year of passing the Standard Written Examination. You must take the Clinical Vignette Examination within one year of passing the Standard Written Examination. Once you pass both examinations, you must apply for an Initial License Issuance within one year of passing the Clinical Vignette Examination in order to receive a license number.

The Licensed Professional Clinical Counselor License (LPCC)

Licensed professional counselors, or in some states, “licensed professional clinical counselors” or “licensed mental health counselors,” provide mental health and substance abuse care to millions of Americans. Licensed professional counselors (LPCs) are master’s-prepared mental health service providers, trained to work with individuals, families, and groups in treating mental, behavioral, and emotional problems and disorders. LPCs make up a large percentage of the workforce across the country employed in community mental health centers, agencies, and organizations, and are employed within and covered by managed care organizations and health plans. LPCCs also work with active duty military personnel and their families, as well as veterans. Licensed professional clinical counselors’ education and training is oriented toward the adoption of a truly client-centered, and not primarily illness-centered, approach to therapy.

For an in-depth description of the license requirements for someone who wants to pursue licensure as a LPCC in the State of California, please familiarize yourself with the [BBS website](#) and refer to [LPCC Information](#) webpage. In brief, the licensure process entails:

1. Get your qualifying Master’s degree.
2. Register with the BBS as a APCC and begin earning post-degree experience. Supervised work experience must be gained *after* the conferral date of the applicant’s qualifying degree. All hours of supervised work experience must be gained while registered as a APCC, with some exceptions. See the BBS webpage for more information.
3. Once you have met all the experience requirements, submit an application for examination eligibility.
4. Pass the California Law and Ethics Examination.
5. Pass the National Clinical Mental Health Counselor Examination (NCMHCE).
6. Apply for initial licensure.
7. Get your official LPCC license!

Comparison of the MFT and LPCC

Students often ask whether they should pursue the MFT or LPCC license. Unfortunately, there is no straightforward answer to this question. In California, the MFT license is more widely recognized. In 1945, California began licensing social workers, and in 1963 the legislature created a new category of counselor that became known as Marriage, Family and Child Counselor, and began licensing practitioners the same year. In contrast, LPCCs were accepted into the state in 2009, making it a newcomer in terms of recognition and understanding by the public. California was one of the last states to accept the LPCC license, which is a nationally-based exam, similar to the licensing of psychologists, who take a national exam and then a separate state-related exam. In contrast, although over half the MFTs in the country are here in California, California administers its own MFT exam and does not use the national MFT exam.

These licenses are grounded in philosophical differences. Historically, MFTs have been trained to focus on how the past impacts current relational patterns, especially in families and larger social systems. In contrast, LPCCs have focused more on individual development, with an emphasis on helping patients to achieve optimal functioning in their day-to-day lives. This distinction parallels that of clinical and counseling psychology. Clinical psychologists are trained to work with a wide range of functioning, including severely mentally ill patients, whereas counseling psychologists focus on the “worried well” in an effort to restore a blocked developmental process. At the present time, these philosophical differences seem to have less and less impact on the day-to-day functioning of practitioners within each discipline.

Perhaps the main consideration in deciding which license to pursue (or whether to pursue both licenses) is whether you intend to move out of the state of California. Because the license is more widespread and the exam is administered nationally, it may be easier to get licensed in another state with the LPCC. On the other hand, the California MFT exam is very similar to the national MFT exam, so this may mitigate any difficulties with getting licensed in another state.

Professional Associations

You should strongly consider joining professional organizations as a means of continuing your professional development. These organizations provide opportunities for you to meet other students and practitioners in your discipline and to continue learning and developing as a professional.

- ***The California Association of Marriage and Family Therapists***
CAMFT is the professional association for Marriage, Family and Child Counselors. Members receive a bi-monthly journal, *The California Therapist*, which includes articles on clinical practice and information on the actions and updates of the BBS with respect to the professional practice of counseling and psychotherapy. Students are also encouraged to join the local chapter of the CAMFT. See www.camft.org.
- ***The California Association of Licensed Professional Clinical Counselors***
CALPCC is the professional association for Professional Clinical Counselors, and membership provides networking opportunities, continuing education and advocacy for the profession of clinical counselors. See www.calpcc.org.
- ***The Association of Family Therapists of Northern California***
See www.aftnc.org
- ***Northern California Society for Psychoanalytic Psychology***
See www.ncspp.org

Self-Disclosure in the Classroom and in Clinical Practice

Because classes in this field speak to issues that we all experience, discussions in the classroom may at times move towards students' individual experiences. This raises the question: How much about myself and my life should I disclose in an academic setting?

Many of the issues therapists face in deciding whether to self-disclose personal information are relevant to students in academic settings, and the academic environment provides students with an opportunity to practice clinical decision-making around self-disclosure.

In brief, consider the **3Cs** before self-disclosing:

Context (setting, awareness of cultural differences, timing)

Consequences (impact on others now and in the future)

Career (impact on career)

Motivation: Is this disclosure likely to have a positive impact on my client or on the learning environment? I should not self-disclose for personal reasons such as self-promotion, boredom, or to receive therapeutic support for a personal issue. I should be mindful of how others may perceive my sharing. For example, a client could perceive me as either boasting or reassuring if I mention a new professional certification.

Long-term Ramifications/Effect on Others: Is there any reason this disclosure could be problematic in the future? Will my client, peers, professor, or I ever feel uncomfortable because of what I've shared? For example, if I, as a therapist, disclose my own medication use, how might this impact my client's choice of whether to take medication in the future?

Setting/Context: Consider the effect of treatment modality, such as traditional analytic therapy in a private practice setting or recovery-oriented care in a community mental health clinic. Consider the nature of the class: is it primarily didactic or experiential? Is disclosure an inherent part of the learning experience such as in Multicultural Awareness and Sensitivity or Group Counseling?

Power Differential: As a therapist, I am in a position of power and my disclosure is likely to carry more weight with my client. My client may have a disproportionately positive or negative response. As a student, I am not in a position of power. My professor is responsible for evaluating me, and my disclosures may affect my professional development evaluation.

Cultural Context: What cultural attitudes toward sharing do I have? Does my client have? How does my sharing impact the comfort/discomfort of my client or my peers in the classroom?

Timing: Is this a first session with a client or a long-term clinical relationship? Is the client in a vulnerable or stable position? Is it the end of a session or treatment? Will we have enough time to process the disclosure? As a student, is this my first impression on new peers or the middle of my graduate school experience? What is the size of my personal speaking “bubble” compared to the rest of this class? If I disclose at the end of a class, is there enough time for the professor to address any issues that may arise from my disclosure?

Thoughtfulness/Intentionality: Is my decision to self-disclose to clients, classmates, or professors well thought out in terms of all of the considerations above?

M.A. Industrial-Organizational Psychology

The M.A. Industrial-Organizational Psychology prepares students to enter or advance in the field of industrial-organizational psychology and allied disciplines. Students receive thorough grounding in the field's major theoretical frameworks, consulting and other professional practice models, and individual, team, and organizational research methods. Graduates of the program are prepared to assume leadership roles in industrial-organizational psychology in small, medium, and large organizations in a variety of fields – technology, pharmaceuticals, medical devices, entertainment – or for work in global consulting firms.

Courses for this degree are offered in both in-person and online formats. You may complete the degree entirely in-person, entirely online, or in a blended format that combines both. We feel that technological advances make it possible to provide a rigorous experience via online learning.

Learning Objectives for the Program

Graduates of the M.A. in Industrial-Organizational Psychology will possess the skills and knowledge to:

- Understand the main theoretical frameworks of industrial-organizational psychology with emphasis on organizational behavior, team and individual functioning, and leadership in a global context.
- Examine the dynamic and evolving nature of professional practice with focus on careers in industrial-organizational psychology, as well as human resources, executive coaching, and management consulting.
- Learn assessment tools to measure and diagnose individual, team, and organizational performance.
- Explore contemporary challenges such as diversity in organizations, managing generational differences, and the growing role of human resources technology.

The Procedures for Internship

The M.A. Industrial-Organizational Psychology's internship program is designed to afford you the opportunity to blend classroom theory with "hands-on" work experience. For this reason, internships should happen toward the end of your degree program. You are expected both to complete the academic requirements as well as to meet the performance standards established by your employer to receive credit and a grade. While you are not required to complete an internship as part of your degree program, it is our hope should you choose to do so, the experience will serve to advance your development as a professional in this field.

Procedures for Finding an Internship

1. Begin planning for your internship at least five months in advance of your anticipated traineeship start date. During this period, you should also make an appointment with your advisor to discuss academic readiness for an internship and for more details about the approval process. You will need to ensure that you are at a point in your program in which an internship is appropriate to pursue.

Internships at many organizations begin in the fall, after an application and interview period the previous December-March. Some organizations accept applications and start internships at other times or year-round. While it is your responsibility to find an internship, we are committed to assisting you during each step of the process.

2. Explore placement options by consulting the Internship Sites spreadsheet provided by Nancy Lagomarsino, Psychology Department Internship Coordinator. Contact Nancy at nlagomarsino@ggu.edu. Most students apply to 5 – 7 internship sites.
3. Make an appointment with Career Services to develop and polish your resume and cover letters and to prepare for interviews with traineeship sites. Remember, Career Services can help you to develop your interview skills. You can find out more about Career Services at <http://www.ggu.edu/career-services>. You might also want to check out the Webshop "Internships for Credit" in E-Learning.
4. During this time, you should also obtain reference letters from previous employers and professors. For most internship sites, you should include two or three reference letters with your other application materials.
5. Begin sending applications to internship sites. Each application includes a cover letter (tailored to that site), a copy of your resume, and 2 – 3 reference letters. Many applications can be sent by e-mail, whereas others require postal mail.
6. Once you receive an offer letter from an internship, contact Department Chair, Tom Wooldridge. The Department Chair must approve all internship sites. An internship must meet student learning objectives, provide enough hours to meet

the credit requirements (over 180 hours for 3 credits), and provide work that is less than 20% administrative. You will need the Department Chair's approval on the Internship registration form (included in Appendix 4). Submit the registration form to the Registrar's Office in order to be enrolled in the Psych 398 course.

7. International students in F-1 or J-1 student visa status will also need their academic advisor's approval on the internship registration form before submitting to the Registrar's Office and will need to receive work authorization from their academic advisor before beginning the internship.
8. To receive credit for your internship, you must complete all of the assignments in the Psych 398 syllabus. In addition, your supervisor must complete the Supervisor's Evaluation of Intern's Performance (included in Appendix 4).
9. You have completed your internship. Congratulations!

Professional Associations for Industrial-Organizational Psychology

- ***Society for Industrial and Organizational Psychology***
SIOP is the most well-known professional organization for Industrial-Organizational Psychology. They sponsor a yearly conference and there are student stipends available for attendance. See www.siop.org.
- ***Association for Conflict Resolution***
ACR is a professional organization dedicated to enhancing the practice and public understanding of conflict resolution. There are opportunities for student involvement. For more information, see www.acrnet.org.

Appendix 1: Forms for the M.A. Counseling Psychology

All forms can be found on your GGU4You account at the following link:
<https://www.ggu.edu/student-resources/academics/psychology/index.gsp>

- A. **Verification of Psychotherapy** – This form should be filled out after you complete your 50 hours of personal psychotherapy. It should be signed by your therapist and your therapist’s licensed supervisor (if applicable).
- B. **External Field Placement Application** – If the traineeship site has not previously hosted GGU student traineeships, you need to have the Clinical Director complete this form, sign it and return it to the Department Chair. From the information on the form, GGU will be able to confirm that the experience, training, and supervision offered by the site will meet California Board of Behavioral Sciences (BBS) requirements.
- C. **Supervised Fieldwork Agreement** – This form must be completed and signed by the traineeship site (fieldwork setting), your supervisor and you – then returned to the Department Chair for signature on behalf of GGU.
- D. **Supervision Agreement** -- Your supervisor at the traineeship site must complete and sign this form. Be sure to insert your name in the first row of cells. Submit a copy of this form to the Department Chair within a week of the start of your traineeship and keep the original in a safe place. After graduation you'll need to submit the original to BBS with your MFTI application. This form is available at https://bbs.ca.gov/pdf/forms/supervision_agreement.pdf
- E. **Marriage and Family Therapist Weekly Summary of Hours of Experience** - Use this form to log your weekly hours. Have your supervisor sign it each week. Keep the originals of these completed forms in a safe place. You'll need to submit them to BBS with your licensure application. The form can be found at: http://www.bbs.ca.gov/pdf/forms/mft/mfwkylog_37a-525_option1.pdf

Note that there are two options for counting hours: the streamlined method and the pre-existing multiple category method. Because the second option is being phased out by the BBS, it is recommended that all students use the first option.

- F. **Traineeship Candidacy Form** – Use this form to apply for Traineeship Candidacy status. You must have submitted this form and received consent of the Department Chair before applying for traineeships.
- G. **Practicum Registration Form** – Use this form to register for Psych 394 the first term. For subsequent terms, send an e-mail to the Department Chair to request registration.

Appendix 2: Resume and Cover Letter Resources and Examples

Start Fresh

- You're starting a new life experience – don't let your old resume limit you.
- View your old resume only as a source of raw data – and add all your newly acquired qualifications.

Fit the Employer and the Position

- Tailor your cover letter and resume to information about clinical setting, population, theoretical orientations – as well as the position itself – that you learn from careful reading of the traineeship announcement and the agency's website.
- Fine-tune your cover letter for each agency you apply to. Your resume might work for more than one agency, but you always want to consider re-tuning it as well.

Highlight Transferable Skills

Even if your previous work experience has been in a different field, you're sure to have developed applicable skills that will contribute to your performance as a trainee.

Final Polish

Never!!!

- ⊙ *Never* depend upon your computer's spell checker for your final review! You don't want to be embarrassed by the corrections-gone-wrong spell checkers are famous for.

Always!!!

- *Always* print a hard copy to make sure that formatting works out properly. Proofread from the hard copy to catch errors you might miss when you read from the screen.
- *Always* check for typos everywhere – even in obvious places like your name and contact information, names of employers, schools, cities. Check dates, too.
- *Always* ask at least one other person to proofread with fresh eyes. When we've spent a lot of time working on a document we can no longer see the errors.

Golden Gate University Office of Career Planning

The Office of Career Planning provides:

- Career Advisors available to meet with you and discuss resume and cover letter writing
- Professional Development Seminars online and in-person
- Rapid Resume Reviews in-person

Information is available online at <http://www.ggu.edu/career-services>

Monster.com Sources and Links

Monster.com posts dozens of cover letter and resume writing guides and samples with specific dos and don'ts for many situations. Some of the most helpful posts are shown below with links.

For Resumes:

How to Decide on Resume Length

<http://career-advice.monster.com/resumes-cover-letters/resume-writing-tips/How-to-Decide-on-Resume-Length/article.aspx>

Resume Dilemma: Career Change

<http://career-advice.monster.com/resumes-cover-letters/resume-writing-tips/resume-dilemma-career-change/article.aspx>

What's Your Resume Objective?

<http://career-advice.monster.com/resumes-cover-letters/resume-writing-tips/whats-your-resume-objective/article.aspx>

When Changing Careers, Highlight Transferable Skills

<http://career-advice.monster.com/resumes-cover-letters/resume-writing-tips/change-careers-transferable-skills/article.aspx>

Resume Critique Checklist

<http://career-advice.monster.com/resumes-cover-letters/resume-writing-tips/resume-critique-checklist/article.aspx>

Resume Presentation

<http://career-advice.monster.com/resumes-cover-letters/resume-writing-tips/resume-presentation/article.aspx>

For Cover Letters:

Healthcare Cover Letter Dos and Don'ts

<http://career-advice.monster.com/resumes-cover-letters/cover-letter-tips/healthcare-cover-letter-dos-donts/article.aspx>

Cover Letters Count (More Than You Think)

<http://career-advice.monster.com/resumes-cover-letters/cover-letter-tips/cover-letters-count-more-than-you-think-hot-jobs/article.aspx>

How to Write a Cover Letter for your Career Change - an audio article

<http://career-advice.monster.com/resumes-cover-letters/cover-letter-tips/audio-cover-letter-career-changers/article.aspx>

Cover Letter Etiquette

<http://career-advice.monster.com/resumes-cover-letters/cover-letter-tips/cover-letter-etiquette/article.aspx>

10 Cover Letter Don'ts

<http://career-advice.monster.com/resumes-cover-letters/cover-letter-tips/10-cover-letter-donts/article.aspx>

Cover Letter Checklist

<http://career-advice.monster.com/resumes-cover-letters/cover-letter-tips/cover-letter-checklist/article.aspx>

Other Online Sources and Links

Some of the guides and samples available at the links below are intended for Licensed Social Workers (LSWs) and other social work and mental health workers, but the suggestions and terminology are useful for MFTs as well.

Career Guide for Counseling Students – Pace University Career Services
(extensive guide includes many samples)

<https://www.pace.edu/career-services/sites/pace.edu/career-services/files/PDF/CounselingGuidebook.pdf>

Sample Summary Statements: Social Work Resume – Simmons Career Education Center

<http://www.simmons.edu/academics/schools/school-of-social-work/careers/careers-in-social-work/ssw-resources/sample-resumes>

Sample Resumes and Cover Letter for Mental Health Professionals

Jane Doe

Wythville, Virginia

Phone: 123-123-1234

counselor@yourmentalhealth.com

Objective

To be a full time marriage counselor in a non-governmental agency engaged in counseling services.

Summary of Qualifications

- 7 years of experience as a self-employed marriage counselor therapist.
- Excellent verbal communication skills in English and Spanish

Career Experience

2003 – Present: Freelance Marriage Counselor

- Trace obvious family problems to their underlying roots by dissecting the family structure to evaluate where the difficulty may lie in a relationship.
- Conduct sessions for couples with marital infidelity or sexual problems to resolve any unhealthy animosities or misunderstanding.
- Involve adolescents in family healing sessions to bring out their misunderstandings and misgivings with their parents.
- Coordinate with social workers and police when domestic violence or substance abuse surface as the main culprit in family problems, ensuring that the children are least affected by the revelations.
- Consult with medical doctors in treating sexual dysfunctions or infertility problems as the cause of marital problems.

Education

- | | |
|-----------|---|
| 2003 | Passed the state board licensure requirements. |
| 2000-2003 | Master of Science in Marriage and Family Therapy, Grand Canyon University, online course. |
| 1997-2000 | Bachelor of Arts in Psychology, Capella University |

Professional references will be furnished upon request.

Kevin Wellman, PhD
5111 South 84th St.
San Francisco, CA 94137
Home: (413) 555-6217
Voice: (413) 555-2019

Objective

A challenging and rewarding position as a counselor working with youth populations

Summary

Pro-active treatment of depression and chemical personality disorders
Success with violent youth offenders
Comfort with urban environment

Certifications

Certified Rehabilitation Counselor, Counselor #13853
Licensed Professional Counselor (CA), #9012

Employment History

Head Youth Counselor

1996 - Present

Abraxas Youth Correctional Facility, Los Angeles, CA

Provided supervision for a group of 20 youth counselors, and worked directly with a diverse population of 200 juvenile offenders. Designed and implemented rehabilitation programs designed to help facilitate a smooth transition for children who would return to their regular families and schools upon completing their term at Abraxas. Established group therapy methods and a theatre arts program, which are both still active at the facility today.

Counselor

1992 - 1996

Mission Valley High School, San Diego, CA

Provided counseling for 2,000 students, ages 14 through 18. Familiarized students with the college admissions process; helped students prepare applications. Provided vocational counseling for more technically inclined students and who desired to enter trade school. Ensured mental and emotional well-being of the student body.

Education

Ph.D., Psychology - University of San Diego, San Diego, CA - 1992

Doctoral Dissertation: "Art as Medication"

B.A., Sociology & Education - Columbia University, New York, NY - 1988

Volunteer Experience

San Leandro YMCA, San Leandro, CA

Shook Nursing Home, San Francisco, CA

Chris Smith

123 Main Street • Hometown, MS 00000 • (123) 456-7890

ChrisSmith@company.tld

Objective

Mental Health Professional with focus on Indigenous and Minority Individual Mental Health Services seeking position with county or state government, or with non-profit help services organization.

Qualification Highlights

- Easily learn and assimilate information, then apply it to everyday use.
- Dynamic, goal-oriented, self-starter, able to accomplish tasks and finish projects on time and within scope.
- Enhance the group experience and improve service provision and understanding.
- Advise clients on how they could be helped by counseling.
- Analyze data such as interview notes, test results, and reference manuals in order to identify symptoms and diagnose the nature of clients' problems.
- Collect information about individuals or clients, using interviews, case histories, observational techniques and other assessment methods.
- Counsel individuals, groups, or families to help them understand problems, define goals and develop realistic action plans.
- Develop treatment plans based on clients' interests, abilities and needs, resources or techniques, and share occupational information.
- Refer clients to specialists or other institutions for non-counseling treatment of problems.
- Conduct research to develop or improve diagnostic or therapeutic counseling techniques.

Professional Experience

Psychologist, Private Practice - 2007-present

- Assess and develop case plans with clients: individuals, couples or families.
- Maintain and evaluate client progress and provide referrals to other services as needed.
- Contact mental health resources to schedule referral appointments for clients who cannot do it for themselves.

Workshop Educator - 2004-2007

- Led groups providing psychological education and experiential exercises.
- Ensured workshops were conducted so that special interest groups were accommodated.

Student Therapist - 1997-2001

- Completed Internship in Process Oriented Psychology

- Conducted Intake Interviews, prepared client plans and handled ongoing case management.

Education

Doctorate in Psychology, City University - 2007

Master of Science in Psychology, City University - 2004

Bachelor of Process-Oriented Psychology, City University - 2001

Maureen Ort
678 Garden Lane
Any City, USA 23232
June 10, 2006

Brendon Ames, Hiring Manager
Any Town Community Services
22 Allen Road
Any Town, USA 78956

Dear Mr. Ames:

I understand from your listing on JobBankUSA.com you are in the market for a trained and experienced mental health counselor. I am such a person. I have five years of experience in this field in the business community in Any City. I am licensed, as well, and hold a master's degree in mental and social services counseling from Kline University.

I work especially well with men and women who are working through problems with career goals and employee relations.

Would you like to meet to talk over this job? I'd appreciate speaking with you in person. Please call me on my cell phone: 785-897-3434 to set up an interview at your convenience. Thank you for reading my cover letter and resume. I know there are many mental health counselors to choose from. I appreciate that you are considering me.

Sincerely,

Maureen Ort

Enc: resume and cover letter

Appendix 3: Resources for Finding a Psychotherapist

You will benefit professionally, personally and academically from personal psychotherapy. During the program, you must complete 50 hours of psychotherapy with a licensed clinician or therapist under supervision by a licensed clinician (Psychiatrist, Psychologist, MFT, LPCC, or LCSW). You may select individual, couple, family, or group psychotherapy, or some combination of these. While the choice of psychotherapist is your responsibility, we have compiled a database of agencies and individuals who provide psychotherapy on a sliding scale basis. Of course, you are free to choose any therapist to satisfy the Psychotherapy Requirement as long as they hold a license or are supervised by a licensed clinician as described above.

Agency / Individual	Address	City, State Zip	Website	Phone	Fees
Access Institute	110 Gough Street, Suite 301	San Francisco, CA 94102	www.accessinst.org/clinic-services.html	415-861-5449	Income-based sliding scale
CIIS Golden Gate Integral Counseling Center	507 Polk Street, Suite 450	San Francisco, CA 94102	www.goldengatecounseling.org/	415-561-0230	Affordable psychotherapy
CIIS Center for Somatic Psychotherapy	220 Montgomery, Suite 600	San Francisco, CA 94104	http://www.ciis.edu/About_CIIIS/Center_for_Somatic_Psychotherapy.html	415-217-8895	Sliding scale based on income and resources
CIIS Integral Counseling Center at Pierce Street	2140 Pierce Street	San Francisco, CA 94115	www.integralcounseling.org/	415-776-3109	Affordable psychotherapy
CIIS Integral Counseling Center at Church Street	1782 Church Street	San Francisco, CA 94131	www.integralcounselingcenter.org/	415-648-2664	Low-cost sliding scale fee based on client's income
Marina Counseling Center	2137 Lombard St.	San Francisco, CA, 94123	www.marinacounseling.com/#!/counseling/cobe	415-563-2137	Income-based sliding scale: \$25-\$100 per session

Pacifica Youth Service Bureau	435 Edgemar Avenue	Pacifica, CA 94044	www.youthservicebureaus.org/#!	650-335-3900	Sliding-scale available
Youth Service Bureau of San Mateo	1670 S Amphlett Blvd., Suite 115	San Mateo, CA 94402	www.youthservicebureaus.org/#!	650-349-7964	Sliding-scale available
Youth Service Bureau of South San Francisco	1486 Huntington Avenue, Suite 100	South San Francisco, CA 94080	www.youthservicebureaus.org/#!	650-877-8642	Sliding-scale available
JFKU Sunnyvale Community Counseling Center	572 Dunholme Way	Sunnyvale, CA 94087	www.jfku.edu/Locations/Community-Counseling-Centers/Sunnyvale-Counseling-Center.html	408-524-4900	Affordable, sliding-scale fees
Community Institute for Psychotherapy	1330 Lincoln Avenue #201	San Rafael, CA 94901	www.cipmarin.org/pages/main/what_what_we_offer.htm	415-459-5999	Affordable psychotherapy
Family Service Agency of Marin	555 Northgate Drive	San Rafael, CA 94903	www.fsamarin.org/	415-491-5700	Affordable fees
The Psychotherapy Institute	2232 Carleton Street	Berkeley, CA 94704	www.tpi-berkeley.org/clinic	510-548-2250	Sliding-scale fees based on family size and income.
Women's Therapy Center	2105 Martin Luther King, Jr. Way	Berkeley, CA 94704	www.womenstherapy.org	510-524-8288	Sliding scale based on income and resources
JFKU Concord Community Counseling Center	2702 Clayton Road	Concord, CA 94519	www.jfku.edu/Locations/Community-Counseling-Centers/Community-Center-Concord.html	925-798-9240	Affordable, sliding-scale fees
JFKU Oakland Community Counseling Center	2501 Harrison Street	Oakland, CA 94612	www.jfku.edu/Locations/Community-Counseling-Centers/Oakland-Center-Holistic-Counseling.html	510-444-3344	Sliding-scale fees for individual clients and low-fee group rates
Psychoanalytic Institute of Northern California (PINC)	530 Bush Street, Suite 700 (Administrative Office)	San Francisco, CA 94108	http://www.pincsf.org/about/referral-service/	415-288-4052	Reduced fee psychoanalysis

San Francisco Center for Psychoanalysis	444 Natoma Street	San Francisco, CA 94103	http://sf-cp.org/referral-service-psychoanalysis	415-857-6988	Fees based on ability to pay
Ken Gladstone, PsyD	2019 17th Street	San Francisco, CA 94103	https://therapists.psychologytoday.com/rms/name/Ken_Gladstone_San+Francisco_California_282489	(415) 745-2611	Sliding scale available
Grace Yan, PsyD		San Francisco, CA 94115	https://therapists.psychologytoday.com/rms/name/Yaguang_(Grace)_Gethers_PsyD_San+Francisco_California_230810		Sliding scale available
David Cushman, Psy.D.	2211 Post Street 445 Bellevue Ave., Suite 202	Oakland, CA 94610	davidcushmanpsy.com	(415) 341-4725 (415) 841-2481	Sliding scale \$80-160

Appendix 4: Forms for the M.A. Industrial-Organizational Psychology

- A. **Internship Course Registration Form** – You must complete this form with the Department Chair to register for Psych 398 and to participate in an internship.
- B. **Student Evaluation of Internship** – At the conclusion of your internship, you should turn this evaluation in to the Department Chair.
- C. **Supervisor's Evaluation of Intern's Performance** – This form must be filled out and signed by your supervisor at the end of your internship.

GOLDEN GATE UNIVERSITY

INTERNSHIP COURSE REGISTRATION FORM

STUDENT TO COMPLETE:

Term: _____ Degree Program: _____

Student 's Name: _____ ID #: _____

Mailing Address: _____ Domestic International

Telephone No: _____ Email Address: _____

Internship Beginning Date: _____ Ending Date: _____

Employer Information

Company: _____ Employer Supervisor: _____

Mailing address: _____

Supervisor's email address: _____ Phone #: _____

Internship is: _____ PAID _____ UNPAID

Internship was found through:

____ GGU Careers Listing _____ Online Posting (non GGU Careers) _____ Personal Contact _____ Current Job (value-added internship)

____ Other--Please Specify _____

ONLY ANSWER THE QUESTIONS BELOW IF AFTER ADD/DROP PERIOD (Week 3 of Term):

Are you dropping a course? Yes No If Yes, what course number: _____

DEPARTMENT CHAIR / PROGRAM DIRECTOR TO COMPLETE:

COURSE INFORMATION:

Please Circle One: FI 197 FI 497 MGT 197 MGT 398 PR 197 PR 398 MKT 197 MKT 398

ITM 197 ITM 398 OP 197 OP 398 HSM 398 Other: _____

Designated Faculty Internship Supervisor (Please Print):: _____

ACADEMIC ELIGIBILITY:

Undergraduate <input type="checkbox"/>	Graduate <input type="checkbox"/>
1. Fully Admitted _____	1. Fully Admitted _____
2. Completed at least <u>60 units</u> _____	2. Completed at least <u>9 graduate units</u> at GGU _____
3. Completed at least 12 units at GGU with a 2.5 GPA or above _____	3. Completed graduate proficiency & foundation requirements, if any _____
4. Completed major subject area requirements _____	4. GPA - 3.0 or above _____
5. Meets departmental guidelines _____	5. Meets departmental guidelines _____

Comments: _____

APPROVAL SIGNATURES (must be signed in order shown):

1. Department Chair / Program Director:	_____	Date: _____
	(Print) (Sign)	
2. International Student Advisor (for F1/J1 visa holders):	_____	Date: _____
	(Print) (Sign)	
3. Student Signature:	_____	Date: _____
	(Print) (Sign)	

Employer Supervision

- 1. My supervisor encouraged me to ask questions whenever I needed help. ___Yes ___No
- 2. My supervisor was available when I required assistance. ___Yes ___No
- 3. My relationship with my supervisor was positive. ___Yes ___No
- 4. My supervisor offered me a position with the organization.

___ Part-Time ___ Full-Time ___ Contract ___ Continued Internship ___ No

Comments

Office Of Career Planning

- 1. I would have liked more assistance from the Office of Career Planning in preparing for and finding an internship. ___Yes ___No
- 2. Additional workshops on “how to make the most of an internship” would be helpful. ___Yes ___No
- 3. It would be helpful to hear about other students’ internship experiences. ___Yes ___No
- 4. The Office of Career Planning could be of more assistance during the internship experience by

_____ (ex:offering additional resources, hosting panel discussions, giving professional seminars on internship topics, etc.)

Additional Comments

Thank you for taking the time to complete this Internship Evaluation. This information will be kept confidential and will be used only by the Office of Career Planning staff and Department Faculty in evaluating your experience and the employer for whom you worked.

Supervisor's Evaluation of Intern's Performance

Student Name: _____ Major: _____
Work Period (Trimester/Year): _____
Employer: _____ Address: _____
Employer Supervisor _____ Phone no: _____
Title _____

Golden Gate University requires a report to the school by the intern's supervisor when a student has requested academic credit. Thank you for taking the time to complete this internship evaluation. This information will be used by the internship director and forwarded to the intern's faculty internship supervisor

Please indicate the extent to which you agree/disagree with the following statements:

1. The student shows accuracy and thoroughness in his/her work.

Strongly Disagree 1 2 3 4 5 Strongly Agree
2. The student learns new tasks and procedures quickly.

Strongly Disagree 1 2 3 4 5 Strongly Agree
3. The student demonstrates the ability to manage time effectively. Assignments are completed in a timely manner.

Strongly Disagree 1 2 3 4 5 Strongly Agree
4. The student works well with others in the performance of job duties.

Strongly Disagree 1 2 3 4 5 Strongly Agree
5. The student demonstrates the ability to identify, analyze and effectively solve problems considering his/her intern position.

Strongly Disagree 1 2 3 4 5 Strongly Agree
6. The student shows initiative in assuming responsibilities and follow-through with work assignments.

Strongly Disagree 1 2 3 4 5 Strongly Agree
7. The student communicates well. (Consider clarity and appropriateness.)
 - Verbal

Strongly Disagree 1 2 3 4 5 Strongly Agree
 - Written

Strongly Disagree 1 2 3 4 5 Strongly Agree
8. The student's coursework adequately prepared him/her for the work.

Strongly Disagree 1 2 3 4 5 Strongly Agree

Please use the following scale to rank the student's work performance in the following areas:

- 1 = Excellent, as good as I would expect from any intern
- 2 = Good, above average
- 3 = Satisfactory
- 4 = Unsatisfactory

Attribute	Ranking
Quality of work	
Ability to learn	
Time management skills	
Interpersonal skills	
Problem solving skills	
Initiative	
Communication skills - verbal	
Communication skills - written	

Please provide a brief description of student's duties/responsibilities:

Which skills effectively prepared the student for the work tasks?

Suggestions for improvement (coursework, job skills, attitude, communication, etc.):

Additional comments on the student's performance:

Have you discussed this report with the student? YES NO

Would you consider hiring this intern in the future if a position became available? YES NO

How does this intern compare with interns from other schools, if applicable? _____

Will you consider working with another GGU Intern? YES NO

Would you like to be contacted in the future? YES NO

If YES, please provide your E-MAIL ADDRESS: _____

PHONE NO.: _____

Comments:

Signature: _____ Date _____