

# A Developmental Approach for Infusing Career Issues in an Undergraduate Psychology Curriculum

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## ABSTRACT

A total of 306 students participated in a practicum/internship (P/I) program. Retention and employment outcomes suggest that students are likely to continue at the university after being exposed to career issues in beginning psychology courses and they are likely to obtain employment in ending psychology courses. Students also made improvements in their racial-cultural identity development, racial, cultural, and social justice attitudes, and problem-solving, civic responsibility, and community engagement skills from the beginning to the end of the program. Sixty-eight percent of students evaluated the course as challenging and 54% of them felt prepared to transition to the workforce or graduate school by the end of the program. Field supervisors also made favorable appraisals of student work performances. Implications for infusing career issues in beginning, middle, and ending courses in an undergraduate liberal arts curriculum are discussed.

**Keywords:** internship, practicum, student learning outcomes.

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## I. INTRODUCTION

The American Psychological Association (APA) recommends infusing professional development and career preparedness in undergraduate psychology programs (APA, 2016; Landrum & McCarthy, 2018). In fact, some educators propose that career issues should be embedded in beginning, middle and ending courses (Bailey *et al.* 2017); while other scholars suggest that specific career exploration courses be developed and implemented in the psychology curricula (Loher & Landrum, 2010). Halonen and Dunn (2018) suggest that career issues be embedded in throughout the psychology curricula, specifically addressed in professional development seminars, and explored in capstone courses as best practices for assisting students transition to the workforce.

The Psychology Department developed a sequential practicum/internship (P/I) program to expose students to career issues in beginning, middle, and ending courses in 2008. Assessment efforts were used to refine the P/I program to meet both students' and partners' needs. The revised P/I program included a Careers in Psychology course, a practicum, and an internship. The Careers in Psychology course serves as a beginning course in the sequential practicum/internship model. Students who successfully pass the Careers in Psychology course and meet the practicum criteria can enroll in the practicum course. The practicum serves as a middle or ending course (i.e., students who major in psychology and complete the prerequisites to matriculate into graduate health profession programs do not take an internship). Students who successfully pass the practicum course (i.e., a grade of a C or better) and meet the requirements for the internship may

enroll in a year-long internship. The internship serves as both a capstone and an ending course and is consistent with APA's recommendations (Dunn & McCarthy, 2010). The goal of this study is to assess students learning from the Careers in Psychology course to the end of the P/I program. This study was guided by three major questions:

- 1) What are retention and employment outcomes for students who participate in the P/I program?
- 2) Are there differences in student learning outcomes from the beginning to the end of the P/I program?
- 3) What are field supervisor and student views?

## II. METHOD

### A. Participants

A total of 306 students participated in the P/I program during the 2016-2017, 2017-2018, 2018-2019, and 2019-2020 academic years. Out of these students, 37 of them took part in fieldwork during the outbreak of COVID-19. More than half of the students were White (68%) and female (74%) with an average age of 20 years (SD=2.53). The remaining groups were African American (18%), Hispanic (3%), Asian-American (4%), American Indian (1%), Pacific Islander (1%), and Biracial (4%) (1% of students opted not to report their race) and male (26%).

### B. Course Content

Careers in Psychology is a three-credit course that serves as a prerequisite for a practicum. In-class time begins with an exploration of career interests and skills. About 18 to 20 guest speakers are recruited based on student interests to talk with them about career pathways. The next few classes focus on career development. Students' complete measures

to identify careers that match their work-style preferences, conduct research using career-related websites to identify the growth rates and requirements for career, and use this information to develop an educational plan. The rest of the course is devoted to discussions about careers related to psychology.

Students are required to complete a professional identity paper, an informational interview paper, a mock interview reflection, a professional development assignment, and an education plan. The professional identity paper requires students to write an autobiography in which they describe their interests and strengths and weaknesses. This assignment is used to help students identify different career pathways and potential participants to interview for their next assignment. For instance, a student who has an interest in working with children diagnosed with autism-spectrum disorder may want to consider careers in physical therapy, occupational therapy, or applied behavior analysis. Interviewing professionals in these areas helps clarify students' career goals. Students are also required to conduct an informational interview in which they interview a professional in their field of interest and another professional in a related field (i.e., physical therapy, applied behavior analysis). Students summarize participant responses and describe what they learned about career development. In addition, students create a resume, letter of intention, and follow-up (i.e., thank you) letter as part of their professional development assignment. Students use their resumes as part of the mock interview activity. The mock interview is videotaped, so that students can view their own performance. Students describe the areas that they did well, the areas that they can improve upon, and the methods they will use to improve their interviewing skills in the reflection paper assignment.

Subsequent to completion of the Careers course, students enroll in practicum courses depending on their fieldwork. Students placed in a human resource or physical therapy setting enroll in the Applied Practicum course; while those students placed at a behavioral health, social service or educational setting enroll in the Clinical/Counseling Practicum course. Students complete 60 hours of fieldwork and take part in a weekly seminar. The seminars are designed to have students connect their fieldwork to psychological theories. Students also complete a career narrative paper, an ethical dilemma paper, and structured reflections. The career narrative paper requires students to reflect and revise their professional identity papers from the Careers course; while the ethical dilemma and structured reflections require students to reflect on their own professional development and acquire a deeper understanding of psychology relevant to their placement sites.

Placements include community mental-health centers, drug and alcohol counseling centers, rehabilitation and community centers, intervention and education programs, and other agencies in which students put their knowledge of psychology into practice. After the practicum, students enroll in a year-long internship (i.e., 150-hours) that serves as their capstone. Students also attend weekly seminars and complete a case study paper, an advanced ethical dilemma paper, structured reflections, a scholarly paper, and a poster

presentation. Internship assignments are built upon practicum assignments. For instance, the structured reflection questions require students to reflect on their responses about their practicum, describe how their responses have changed from the practicum to the internship, and explain how both experiences assisted their development. The paper and poster assignments require students to integrate psychological theories with scholarly research relevant to their placements; while the weekly seminars require students to examine their own learning in terms of their cultural and ethical competence.

### C. Measures and Procedure

As described in a previous study (Simons *et al.*, 2020), a Demographic Questionnaire was used to gather information on gender, race, age, and year in school. The Civic Attitudes and Skills Questionnaire (CASQ) developed by Moely *et al.* (2002), assessed civic attitudes and skills. The Interpersonal and Problem-Solving Skills (respondents' ability to listen, work cooperatively, and solve problems) and the Social Justice Attitudes (respondents' attitudes concerning the causes of poverty and misfortune and how social problems can be solved) subscales were used in this study. Two additional subscales developed by Moely and Illustre (2011) that measure Cultural Awareness (respondents' interest in learning about different cultures) and Cultural Skills (respondents evaluate their ability to relate to people from a different race or culture) were also included in this study.

The Color-Blind Racial Attitude Scale (CoBRAS), developed by Neville, Lilly, Duran, Lee, and Browne (2000), assessed contemporary racial attitudes. The Unawareness of Racial Privilege (respondents' lack of awareness of White racial privilege), the Unawareness of Institutional Discrimination (respondents' lack of awareness of racial issues associated with social policies, affirmative action, and discrimination), and the Unawareness of Blatant Racial Issues (respondents' lack of awareness of blatant racial problems in the United States) subscales were used in this study.

The Multigroup Ethnic Identity Measure (MEIM), developed by Phinney (1992), measured two aspects of students' ethnic identity: 1. Ethnic Identity Achievement based on exploration and commitment; and 2. Sense of Belonging to and attitudes toward, one's ethnic group. The Multicultural Experiences Questionnaire (MEQ), developed by Narvaez, Endicott, and Hill (2017), measured multicultural attitudes on two subscales: 1. Multicultural Experiences based on the number of multicultural experiences; and 2. Multicultural Desires are based on effort or desire to increase multicultural experiences.

The Psychological Costs of Racism to Whites Scale (PCRW), developed by Spanierman and Heppner (2004), measured the psychological costs of racism to Whites. The White Empathetic Reactions Toward Racism (respondents' feelings about racial injustice) and the White Guilt (respondents' feelings of responsibility for racism) subscales were used in this study. The Socially Responsible Leadership Scale, developed by Dugan (2006), measured characteristics associated with leadership on eight subscales. The Citizenship subscale (respondents' activity in the community) was used in this study. The Three Aspects of

Engagement, developed by Gallini and Moely (2003), assessed students' views of their engagement. The Community Engagement (the extent to which respondents' attitudes change as a result of course participation and working in the community, the Interpersonal Engagement (respondents' ability to effectively work with others, communicate with other students, and make friends, the Academic Challenge (respondents' assess course qualities such as intellectual challenge and difficulty), and the Retention (i.e., respondents evaluate the course's impact on continuing at the university) subscales were used in this study.

Assessment of the P/I program includes administrative data (i.e., retention & employment outcomes), student learning outcomes (i.e., pretest & posttest surveys), student reflections and focus groups, and field supervisor interviews and surveys (i.e., qualitative data are not included in this paper). All students completed an informed consent form, a demographic information sheet, and a survey that measured the Civic Action Skills Questionnaire (CASQ), the Color-blind Attitudes Scale (CoBRAS), the Multigroup Ethnic Identity Measure (MEIM), the Multicultural Experience Questionnaire (MEQ), the Psychological Costs of Racism to Whites Scale (PCRW), the Socially Responsible Leadership Scale (SRLS), and the Three Aspects of Engagement. Students completed the pretest in the beginning of the Careers in Psychology course and then again at the end of the practicum and internship (i.e., student surveys from last field experience served as the posttest) (as previously cited in Simons et al., 2020). Surveys took approximately 30 minutes to complete.

### III. RESULTS

#### A. Retention and Employment Outcomes

Percentages were calculated for students who took part in the P/I program. A total of 306 students took the Careers in Psychology course since fall 2016. Of these, only 217 of them were eligible to take practicum (students were identified as ineligible because they were freshmen or sophomores, grade point average, or were not psychology majors). Few (11%) students who have taken Careers in Psychology and were eligible did not take a practicum. The retention rate from Careers to Practicum is 89%; while the retention rate from Practicum to Internship is 88%.

Slightly more (54%) than half of the students who took part in the P/I program were hired at their placement site. Fig. 1 indicates the rate of employment for each semester. The employment rates were recalculated based on organizations that were actually able to hire students for entry-level positions as shown in Fig. 2. For instance, organizations that can only hire doctoral or master-level students such as physical therapy clinics were omitted from the second analysis for employment rates. The employment rates increase when recalculated for organizations that were able to hire students. The employment rate increases to 85% for students at clinical-counseling placements from fall 2016 to spring 2020.

#### B. Student Learning Outcomes (SLOs)

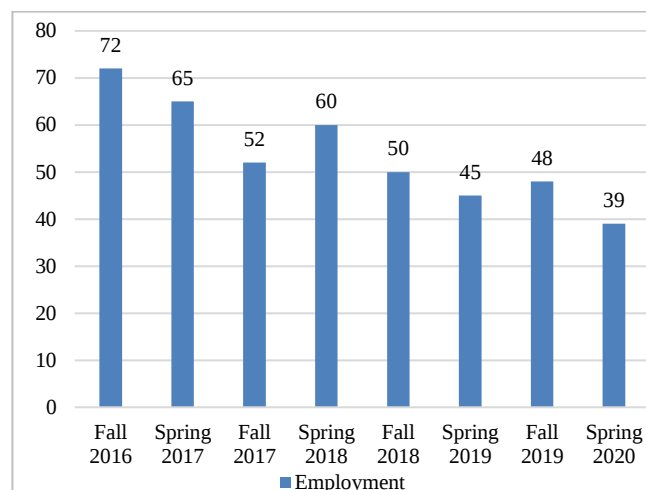


Fig. 1. P/I Courses to Employment (Aggregate Sample).

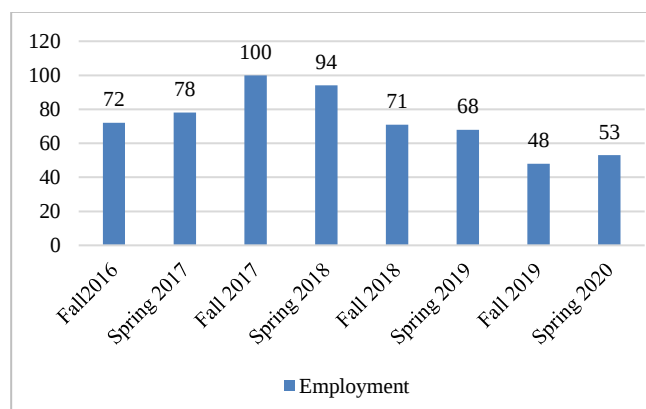


Fig. 2. P/I to Employment Excluding for Clinical-Counseling Placements.

A repeated measures analysis of variance was conducted on SLOs (i.e., CASQ, CoBRAS, MEIM, MEQ, PCRW, SRLS, & Aspects of Engagement) as measured on the pretests and posttest surveys. The academic year (i.e., 2016–2017, 2017–2018, 2018–2019, & 2019–2020) served as the independent variable and pretest and posttest survey scores served as the dependent variables. There were no differences in student learning outcomes according to students enrolled in the P/I program during different academic years. A paired t-test was conducted on pretest and posttest surveys to further assess differences in student learning outcomes. As indicated in Table I, students improved their ethnic identity development, interpersonal problem-solving skills, social justice attitudes, and awareness of White privilege, racism, and institutional discrimination from the beginning course to the end of the P/I program. Students also reported increases in their White guilt, cultural awareness, civic responsibility, interpersonal and community engagement, and interest in multicultural work by the end of the program.

One-way analyses of variance were conducted on posttest academic challenge and retention subscale scores for students who participated in fieldwork during the 2016–2017, 2017–2018, 2018–2019, and 2019–2020 academic terms. As indicated in Tables II and III, students enrolled in the P/I program during the 2019–2020 academic year reported spending more time on practicum and internship (P/I) classes and had greater satisfaction levels about the learning experience in P/I classes compared to those students enrolled in the program during the 2017–2018 academic year.

TABLE I: DIFFERENCES IN STUDENT LEARNING OUTCOMES FROM BEGINNING TO ENDING PSYCHOLOGY COURSES

| Variable                     | Time 1 |       | Time 2 |       | Df  | T        |
|------------------------------|--------|-------|--------|-------|-----|----------|
|                              | M      | SD    | M      | SD    |     |          |
| <b>CASQ</b>                  |        |       |        |       |     |          |
| Problem-Solving              | 43.22  | 5.25  | 45.61  | 4.96  | 105 | -3.49*** |
| Social Justice               | 30.74  | 4.45  | 32.85  | 4.61  | 99  | -3.11**  |
| Cultural Awareness           | 31.34  | 4.97  | 33.39  | 4.07  | 107 | -3.23**  |
| Cultural Skills              | 30.71  | 4.64  | 31.75  | 4.66  | 68  | -1.35    |
| <b>CoBRas</b>                |        |       |        |       |     |          |
| White Privilege              | 18.50  | 5.51  | 15.53  | 5.50  | 97  | 3.84***  |
| Institutional Discrimination | 18.40  | 4.58  | 15.42  | 5.32  | 95  | 4.44***  |
| Racism                       | 11.64  | 3.81  | 10.45  | 4.12  | 97  | 2.20*    |
| Total Score                  | 49.04  | 11.40 | 41.43  | 12.55 | 91  | 4.56***  |
| <b>MEIM</b>                  |        |       |        |       |     |          |
| Ethnic Identity Commitment   | 16.85  | 3.85  | 18.12  | 3.66  | 96  | -2.35*   |
| Ethnic Identity Achievement  | 27.53  | 5.09  | 27.52  | 5.19  | 95  | .0       |
| <b>MEQ</b>                   |        |       |        |       |     |          |
| Desire                       | 23.54  | 3.47  | 24.52  | 3.26  | 100 | -2.02*   |
| <b>PCRW</b>                  |        |       |        |       |     |          |
| White Guilt                  | 10.35  | 4.37  | 13.05  | 5.13  | 97  | -3.78*** |
| <b>SRLS</b>                  |        |       |        |       |     |          |
| Civic Responsibility         | 33.66  | 5.34  | 35.32  | 5.03  | 111 | -2.41*   |
| Three Aspects of Engagement  |        |       |        |       |     |          |
| Interpersonal                | 24.39  | 4.45  | 25.64  | 4.58  | 111 | -2.04*   |
| Community                    | 40.37  | 7.45  | 43.41  | 7.77  | 107 | -2.78**  |

Note. Time 1=Careers in PSY/Beginning Course, Time 2=Practicum/Internship Ending Course. \*\*\*p<0.001, \*\*p<0.01, p<0.05.

TABLE II: MEAN SCORES, STANDARD DEVIATIONS, AND ONE-WAY ANALYSIS OF VARIANCE FOR POSTTEST SCORES AS A FUNCTION OF ACADEMIC YEAR

| Variable and source                                                      | SS    | MS   | Df  | F       |
|--------------------------------------------------------------------------|-------|------|-----|---------|
| I found myself devoting more time to this course                         |       |      |     |         |
| Between Groups                                                           | 15.10 | 5.03 | 3   | 5.56*** |
| Within Groups                                                            | 88.71 | 0.90 | 98  |         |
| I learned to apply course concepts to real situations                    |       |      |     |         |
| Between Groups                                                           | 6.46  | 2.15 | 3   | 3.09*   |
| Within Groups                                                            | 69.53 | 0.69 | 100 |         |
| I was satisfied with the learning experience in this class               |       |      |     |         |
| Between Groups                                                           | 4.74  | 1.58 | 3   | 3.21*   |
| Within Groups                                                            | 49.16 | 0.49 | 100 |         |
| I felt more connected to the psychology major                            |       |      |     |         |
| Between Groups                                                           | 4.80  | 1.60 | 3   | 2.69*   |
| Within Groups                                                            | 58.94 | 0.59 | 99  |         |
| I feel more positive about the quality of instruction at this University |       |      |     |         |
| Between Groups                                                           | 6.42  | 2.14 | 3   | 3.18*   |
| Within Groups                                                            | 67.33 | 0.67 | 100 |         |

Note. \*\*\*p<0.001, p<0.05.

TABLE III. MEAN SCORES, STANDARD DEVIATIONS, AND POST HOC ANALYSES FOR POSTTEST SCORES AS A FUNCTION OF ACADEMIC

| TABLE III. MEAN SCORES, STANDARD DEVIATIONS, AND POST-HOC ANALYSES FOR POST-TEST SCORES AS A FUNCTION OF ACADEMIC |                |      |           |      |           |      |           |      |           |  |
|-------------------------------------------------------------------------------------------------------------------|----------------|------|-----------|------|-----------|------|-----------|------|-----------|--|
| Hoc                                                                                                               | Academic Years |      |           |      |           |      |           |      | Post      |  |
|                                                                                                                   | (1)            |      | (2)       |      | (3)       |      | (4)       |      |           |  |
|                                                                                                                   | 2016-2017      |      | 2017-2018 |      | 2018-2019 |      | 2019-2020 |      |           |  |
| Variables                                                                                                         | M              | SD   | M         | SD   | M         | SD   | M         | SD   |           |  |
| I found myself devoting more time to this course                                                                  | 5.00           | 0    | 3.36      | 1.09 | 4.02      | 0.85 | 4.07      | 0.93 | 4>2       |  |
| I learned to apply course concepts to real situations                                                             | 5.00           | 0    | 4.13      | 1.19 | 4.62      | 0.62 | 4.65      | 0.65 | 4=3, 2, 1 |  |
| I was satisfied with the learning experience in this class                                                        | 4.50           | 0.57 | 4.20      | .92  | 4.62      | 0.62 | 4.69      | 0.55 | 4>2       |  |
| I felt more connected to the psychology major                                                                     | 5.00           | 0    | 4.20      | 1.04 | 4.48      | 0.75 | 4.7       | 0.56 | 4=3, 2, 1 |  |
| I feel more positive about the quality of instruction at this University                                          | 3.50           | 0.57 | 4.03      | 0.88 | 4.44      | 0.80 | 4.45      | 0.79 | 4=3, 2, 1 |  |

Note. \*p<0.05. The numbers in parentheses in column heads refer to the numbers used for illustrating significant differences in the last column titled "Post hoc."

TABLE IV: STUDENT VIEWS OF PLACEMENT SITES

| Questions                                                                            | Strong Agree % | Agree % | Neither Agree nor Disagree % | Disagree % | Strongly Disagree % | Not Applicable % |
|--------------------------------------------------------------------------------------|----------------|---------|------------------------------|------------|---------------------|------------------|
| This experience was directly related to my field of interest                         | 46             | 22      | 10                           | 8          | 13                  | 1                |
| I assumed additional responsibility as my experience increased.                      | 46             | 28      | 5                            | 4          | 13                  | 4                |
| The work environment encouraged me to provide feedback.                              | 45             | 26      | 9                            | 2          | 14                  | 4                |
| I was treated as a professional by my supervisor.                                    | 47             | 30      | 5                            | 1          | 13                  | 4                |
| The work I did was challenging and rewarding.                                        | 36             | 32      | 13                           | 5          | 12                  | 2                |
| There was enough work to keep me busy.                                               | 34             | 30      | 13                           | 8          | 12                  | 3                |
| I was explained information about the agency, clients, and services.                 | 41             | 23      | 14                           | 5          | 11                  | 6                |
| I engaged in helping behaviors.                                                      | 45             | 25      | 7                            | 2          | 13                  | 8                |
| I demonstrated cultural competence.                                                  | 46             | 27      | 8                            | 1          | 13                  | 5                |
| I was given a degree of autonomy.                                                    | 36             | 25      | 12                           | 3          | 14                  | 10               |
| I will receive a good reference from my supervisor (yes=sa, no=sd, & unsure=neither) | 94             | 0       | 5                            | 0          | 1                   | 0                |
| I am prepared to transition to the workforce                                         | 31             | 23      | 14                           | 8          | 13                  | 11               |

TABLE V: FIELD SUPERVISOR VIEWS OF STUDENTS

| Questions                                                                     | Superior % | Good % | Adequate % | Poor % | Not Applicable % |
|-------------------------------------------------------------------------------|------------|--------|------------|--------|------------------|
| 1. Understand the organization's mission                                      | 59         | 30     | 7          | 4      | 0                |
| 2. Understand the organization's policies and procedures                      | 48         | 44     | 4          | 4      | 0                |
| 3. Understand intern's role                                                   | 67         | 30     | 0          | 3      | 0                |
| 4. Understand intern's responsibilities                                       | 63         | 33     | 4          | 0      | 0                |
| 5. Judgment in performing tasks                                               | 63         | 30     | 7          | 0      | 0                |
| 6. Ability to learn                                                           | 73         | 23     | 0          | 0      | 4                |
| 7. Willingness to learn                                                       | 82         | 11     | 7          | 0      | 0                |
| 8. Written communication                                                      | 56         | 33     | 4          | 0      | 7                |
| 9. Verbal communication                                                       | 63         | 26     | 7          | 0      | 4                |
| 10. Ability to work with colleagues                                           | 65         | 19     | 4          | 4      | 8                |
| 11. Ability to work with clients                                              | 63         | 22     | 7          | 4      | 4                |
| 12. Use of time                                                               | 52         | 33     | 7          | 4      | 4                |
| 13. Ability to establish a rapport                                            | 63         | 26     | 4          | 4      | 3                |
| 14. Ability to give and receive information                                   | 67         | 22     | 7          | 4      | 0                |
| 15. Desire for more knowledge                                                 | 74         | 15     | 4          | 4      | 3                |
| 16. Ability to take supervision                                               | 70         | 22     | 4          | 4      | 0                |
| 17. Dependability                                                             | 78         | 11     | 7          | 4      | 0                |
| 18. Professionalism                                                           | 67         | 26     | 4          | 3      | 0                |
| 19. Ability to establish relationships with others from different backgrounds | 59         | 30     | 4          | 4      | 3                |
| 20. Demonstrates initiative                                                   | 52         | 41     | 4          | 3      | 0                |

### C. Student and Field Supervisor Views

Percentages were calculated for students' views of their placement sites. As indicated in Table IV, fifty-four % of students felt prepared to enter the workforce or attend graduate school after their practicum or internship. Supervisors evaluated students' as dependable (89%) and professional (93%) as shown in Table V.

## IV. DISCUSSION

The first objective was to measure differences in retention and employment rates for students who participated in the P/I program. Retention rates were incredibly high for students who participated in the P/I program which indicates that taking part in courses that infuse career issues may be effective methods for retaining students. The psychology major is a broad field that can serve as a pathway for different careers. More than half of the students were offered positions at the end of their fieldwork regardless of

if they were matched at placement sites that are directly (i.e., counseling) or indirectly (i.e., human resources) related to psychology. Almost all students matched to counseling-clinical placements were offered positions at the end of their fieldwork. Students are likely to obtain gainful employment at the end of their fieldwork, thus reinforcing the idea that embedding professional development issues in undergraduate coursework is a promising teaching-learning strategy (Halonon & Dunn, 2018).

A second objective was to measure differences in student learning outcomes for students who participated in the P/I program from 2016 through 2020. Students made improvements in their problem-solving skills, understanding of social justice issues, awareness of racial and cultural differences, and interests in multicultural work from the beginning to the end of the P/I program, congruent with previous research (Eyler & Giles, 1999). In addition, students made improvement in their ethnic identity development, experienced more White guilt, and increased their awareness of White privilege, racism, and institutional

discrimination through participation in the program, also congruent with previous studies learning (Simons *et al.*, 2020).

A third objective was to measure differences in students learning outcomes for students who participated in the P/I program during 2016–2017, 2017–2018, 2018–2019, and 2019–2020 academic years. Students who participated in the P/I program during the 2019–2020 academic year reported devoting more time to the course and had greater satisfaction with the learning experience in the practicum/internship course compared to those students who participated in the program during the 2017–2018 academic year. The P/I program changed from 2016 to 2020. Assessment efforts of the P/I program led to substantial revisions so that the Careers in Psychology, practicum, and internship courses would be included as an integral part of the psychology curriculum. Practicum and internship courses were also refined so that students could connect their fieldwork to the curriculum through critical reflection. Students who participated in the program during the 2019–2020 academic year may have had different experiences based on program revisions and these revisions may have contributed to their more favorable perceptions. In addition, students who participated in the P/I program in spring 2020 had their in-person instruction and fieldwork disrupted by COVID-19. This cohort of students had to transition from in-person classes to online instruction. Fieldwork was also modified based on the placement site. The University provided support to both students and faculty so that the transition to online instruction was seamless. It is possible that the University's efforts to engage and support students throughout the pandemic led to their favorable views.

A final objective was to examine student and field supervisor views. Students made favorable appraisals of their fieldwork. Most students felt that they assumed more responsibility over time, worked autonomously, and demonstrated cultural competence, but, slightly more than half of them felt prepared to transition to work or graduate school. Similar to students, field supervisors had favorable appraisals of the students' work performance. Almost all field supervisors reported that the students were dependable, professional, and took initiative. Almost all field supervisors appraised the students as having strong communication skills and an ability to establish a rapport with clients. Students formed relationships with others from different backgrounds. The consistency in supervisor and student views suggest that students demonstrate soft skills (i.e., initiative), academic skills (i.e., communication skills), and cultural competence (i.e., ability to work with others from different backgrounds) in their fieldwork, which are necessary skills for transitioning to the workforce (Dunn & McCarthy, 2010).

There are a few limitations associated with this study that prevents us from generalizing results beyond our student sample of White females. The undergraduate student population is demographically homogenous. Males and students from diverse background may have answered questions about White privilege and White guilt differently from White females. Participants worked in physical therapy clinics, mental health and drug and alcohol centers, and public schools, and these field experiences are unique and

unlikely to be replicated elsewhere. The outbreak of COVID-19 in the middle of the semester in spring 2020 impacted in-person instruction and fieldwork, thus making replication of research further difficult.

Despite the mentioned limitations, this study has implications for infusing career issues in a liberal arts curriculum. Professional development should be infused in beginning, middle, and ending general education courses. Students could begin to focus on career interests in introductory seminars during their first year, since these courses increase retention. This would require a shift in a liberal arts curriculum from a general education perspective to a professional approach (Dunn & McCarthy, 2010). Liberal arts curricula are dedicated to teaching students to think critically about diversity and social justice issues. Infusing experiential learning courses as middle courses may assist student development. Practicum and service-learning courses may be effective pedagogical methods for teaching students to think critically about privilege and oppression while also exposing them to potential career pathways. Liberal arts programs could connect existing diversity courses (i.e., cross-cultural psychology, adulthood & aging) to the field. Liberal arts programs could also design and implement second- or third-year seminars that infuse professional development issues with diversity issues (i.e., diversity and the world of work). Liberal arts curricula should include employment outcomes in their program assessments. Students who take part in fieldwork are likely to obtain employment and prepared to transition to the workforce by the end of their undergraduate studies. These findings may attract and retain students in liberal arts programs which is critical considering the expected number of traditional-age undergraduate students is expected to decrease over the next decade (McGee, 2015). Liberal arts curricula may want to offer internships and allow them to serve as a capstone or ending courses. The dissemination of career development issues throughout undergraduate studies may further prepare students to be cultural-competent critical thinkers who are beyond prepared to transition to work.

In conclusion, the current study extends the research on student development and learning (Simons *et al.*, 2020). The large sample of students increases the reliability of our findings beyond a single class of students. The consistency of survey reports from students and field supervisors further enhances the reliability of our findings. Students made improvements in their racial-cultural identity development, cultural awareness, community and civic engagement, awareness of White privilege, racial, and institutional discrimination, and problem-solving skills. Field supervisors also noted that students worked well with others from diverse backgrounds. The P/I model is a developmental approach for infusing career related issues in beginning, middle, and ending psychology courses, and may be a promising strategy for retaining undergraduate students, teaching them to think critically about privilege and power, and preparing them for work with individuals from diverse backgrounds.

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