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| 1. Which of the following statements about the beginnings of an internship is FALSE?

|  |  |  |
| --- | --- | --- |
|   | a.  | Most interns experience anticipatory anxiety. |
|   | b.  | It is also called the “What if…?” stage. |
|   | c.  | It is best to ignore negative feelings knowing they will disappear soon. |
|   | d.  | Many interns wonder about their roles and their relationships with others at the placement site. |

|  |  |
| --- | --- |
| *ANSWER:* | c |
| *POINTS:* | 1 |
| *DIFFICULTY:* | Medium |
| *REFERENCES:* | Beginnings |
| *QUESTION TYPE:* | Multiple Choice |
| *HAS VARIABLES:* | False |
| *LEARNING OBJECTIVES:* | SWEIT.TSI.5.02.01 - Describe key aspects of the concerns you are experiencing |
| *NATIONAL STANDARDS:* | United States - CSHSE 20 - The program shall provide experiences and support to enable students to develop awareness of their own values, personalities, reaction patterns, interpersonal styles, and limitationsUnited States - CSHSE 21 - The program shall provide field experience that is integrated with the curriculum |
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| 2. Which of the following terms refers to contexts that allow you to seek and learn new knowledge and skills, develop new insights and perspectives, and rethink what is meaningful to you?

|  |  |  |
| --- | --- | --- |
|   | a.  | Discovery zone |
|   | b.  | Engagement sector |
|   | c.  | Anticipatory region |
|   | d.  | Enlightenment area |

|  |  |
| --- | --- |
| *ANSWER:* | a |
| *POINTS:* | 1 |
| *DIFFICULTY:* | Hard |
| *REFERENCES:* | Becoming a More Engaged Learner |
| *QUESTION TYPE:* | Multiple Choice |
| *HAS VARIABLES:* | False |
| *LEARNING OBJECTIVES:* | SWEIT.TSI.5.02.02 - Articulate ways in which you can become a more engaged learner |
| *NATIONAL STANDARDS:* | United States - CACREP 3b - Theories of learningUnited States - CACREP 4c - Processes for identifying and using career, avocational, educational, occupational and labor market information resources, technology, and information systemsUnited States - CSHSE 20 - The program shall provide experiences and support to enable students to develop awareness of their own values, personalities, reaction patterns, interpersonal styles, and limitationsUnited States - CSHSE 21 - The program shall provide field experience that is integrated with the curriculum |
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| 3. Which of the following is a concern associated with the Anticipation Stage?

|  |  |  |
| --- | --- | --- |
|   | a.  | Capability |
|   | b.  | Learning curve |
|   | c.  | Feeling empowered |
|   | d.  | Ethical issues |

|  |  |
| --- | --- |
| *ANSWER:* | a |
| *POINTS:* | 1 |
| *DIFFICULTY:* | Medium |
| *REFERENCES:* | The Tasks at Hand |
| *QUESTION TYPE:* | Multiple Choice |
| *HAS VARIABLES:* | False |
| *LEARNING OBJECTIVES:* | SWEIT.TSI.5.02.03 - Give examples of each of the critical tasks of the Anticipation Stage as they apply to your internship |
| *NATIONAL STANDARDS:* | United States - CACREP 4c - Processes for identifying and using career, avocational, educational, occupational and labor market information resources, technology, and information systemsUnited States - CSHSE 20 - The program shall provide experiences and support to enable students to develop awareness of their own values, personalities, reaction patterns, interpersonal styles, and limitationsUnited States - CSHSE 21 - The program shall provide field experience that is integrated with the curriculum |
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| 4. Which of the following is NOT a critical task of the Anticipation Stage?

|  |  |  |
| --- | --- | --- |
|   | a.  | Examining and critiquing assumptions |
|   | b.  | Encountering challenges |
|   | c.  | Developing key relationships |
|   | d.  | Clarifying one’s role, purpose, and goals |

|  |  |
| --- | --- |
| *ANSWER:* | b |
| *POINTS:* | 1 |
| *DIFFICULTY:* | Medium |
| *REFERENCES:* | The Tasks at Hand |
| *QUESTION TYPE:* | Multiple Choice |
| *HAS VARIABLES:* | False |
| *LEARNING OBJECTIVES:* | SWEIT.TSI.5.02.03 - Give examples of each of the critical tasks of the Anticipation Stage as they apply to your internship |
| *NATIONAL STANDARDS:* | United States - CACREP 4c - Processes for identifying and using career, avocational, educational, occupational and labor market information resources, technology, and information systemsUnited States - CSHSE 20 - The program shall provide experiences and support to enable students to develop awareness of their own values, personalities, reaction patterns, interpersonal styles, and limitationsUnited States - CSHSE 21 - The program shall provide field experience that is integrated with the curriculum |
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| 5. Gabriel is an experienced intern. In his last internship, he had a job he enjoyed and coworkers he genuinely liked. He discovered that he liked challenging work and did well with it. Gabriel now is worried about his upcoming internship. He wonders if he was just lucky last time and is not as capable as his previous supervisors think he is. Gabriel is currently struggling with \_\_\_\_\_\_\_\_.

|  |  |  |
| --- | --- | --- |
|   | a.  | a crisis of commitment |
|   | b.  | marginality |
|   | c.  | intrusion |
|   | d.  | the imposter syndrome |

|  |  |
| --- | --- |
| *ANSWER:* | d |
| *POINTS:* | 1 |
| *DIFFICULTY:* | Medium |
| *REFERENCES:* | The Tasks at Hand |
| *QUESTION TYPE:* | Multiple Choice |
| *HAS VARIABLES:* | False |
| *LEARNING OBJECTIVES:* | SWEIT.TSI.5.02.03 - Give examples of each of the critical tasks of the Anticipation Stage as they apply to your internship |
| *NATIONAL STANDARDS:* | United States - CACREP 4c - Processes for identifying and using career, avocational, educational, occupational and labor market information resources, technology, and information systemsUnited States - CSHSE 20 - The program shall provide experiences and support to enable students to develop awareness of their own values, personalities, reaction patterns, interpersonal styles, and limitationsUnited States - CSHSE 21 - The program shall provide field experience that is integrated with the curriculum |
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| 6. Which of the following statements accurately describes the role of grunt work in a High Quality Internship (HQI)?

|  |  |  |
| --- | --- | --- |
|   | a.  | Because interns are viewed as “cheap labor,” grunt work typically is the focus of most internships. |
|   | b.  | With grunt work, interns are provided opportunities to learn about the organizational meaning behind the tasks. |
|   | c.  | Interns must commit to performing all drudgery work assigned by supervisors and coworkers in order to be viewed positively by others. |
|   | d.  | Interns should make it clear upfront that they should not be assigned grunt work, but only tasks more meaningful to the organization. |

|  |  |
| --- | --- |
| *ANSWER:* | b |
| *POINTS:* | 1 |
| *DIFFICULTY:* | Medium |
| *REFERENCES:* | The Tasks at Hand |
| *QUESTION TYPE:* | Multiple Choice |
| *HAS VARIABLES:* | False |
| *LEARNING OBJECTIVES:* | SWEIT.TSI.5.02.03 - Give examples of each of the critical tasks of the Anticipation Stage as they apply to your internship |
| *NATIONAL STANDARDS:* | United States - CACREP 3b - Theories of learningUnited States - CACREP 4c - Processes for identifying and using career, avocational, educational, occupational and labor market information resources, technology, and information systemsUnited States - CSHSE 20 - The program shall provide experiences and support to enable students to develop awareness of their own values, personalities, reaction patterns, interpersonal styles, and limitationsUnited States - CSHSE 21 - The program shall provide field experience that is integrated with the curriculum |
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| 7. Which of the following statements regarding interns’ expectations about their coworkers is FALSE?

|  |  |  |
| --- | --- | --- |
|   | a.  | Interns have a pre-existing image of their coworkers that may or may not be accurate. |
|   | b.  | Interns’ three most common concerns are expectations, acceptance, and feelings of exclusion. |
|   | c.  | When engaged interns accept expectations as realities, it helps connect them to their coworkers. |
|   | d.  | Asking questions of coworkers can guide one’s thinking about expectations. |

|  |  |
| --- | --- |
| *ANSWER:* | c |
| *POINTS:* | 1 |
| *DIFFICULTY:* | Medium |
| *REFERENCES:* | The Tasks at Hand |
| *QUESTION TYPE:* | Multiple Choice |
| *HAS VARIABLES:* | False |
| *LEARNING OBJECTIVES:* | SWEIT.TSI.5.02.04 - Identify the key relationships that will be part of your internship experience |
| *NATIONAL STANDARDS:* | United States - CACREP 3b - Theories of learningUnited States - CACREP 4c - Processes for identifying and using career, avocational, educational, occupational and labor market information resources, technology, and information systemsUnited States - CSHSE 20 - The program shall provide experiences and support to enable students to develop awareness of their own values, personalities, reaction patterns, interpersonal styles, and limitationsUnited States - CSHSE 21 - The program shall provide field experience that is integrated with the curriculum |
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| 8. Yael has been at her internship for a month. She feels like her fellow staff members are not happy about her presence. When she finds herself out of things to do, she offers them her help, but it is always refused. Yael is struggling with \_\_\_\_\_\_\_\_.

|  |  |  |
| --- | --- | --- |
|   | a.  | a crisis of commitment |
|   | b.  | marginality |
|   | c.  | intrusion |
|   | d.  | the imposter syndrome |

|  |  |
| --- | --- |
| *ANSWER:* | c |
| *POINTS:* | 1 |
| *DIFFICULTY:* | Medium |
| *REFERENCES:* | The Tasks at Hand |
| *QUESTION TYPE:* | Multiple Choice |
| *HAS VARIABLES:* | False |
| *LEARNING OBJECTIVES:* | SWEIT.TSI.5.02.04 - Identify the key relationships that will be part of your internship experience |
| *NATIONAL STANDARDS:* | United States - CACREP 4c - Processes for identifying and using career, avocational, educational, occupational and labor market information resources, technology, and information systemsUnited States - CSHSE 20 - The program shall provide experiences and support to enable students to develop awareness of their own values, personalities, reaction patterns, interpersonal styles, and limitationsUnited States - CSHSE 21 - The program shall provide field experience that is integrated with the curriculum |
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| 9. Which of the following terms means that interns see the internship as theirs, regardless of who or what influenced their decision to do it, and that they are willing and able to obligate themselves to its work?

|  |  |  |
| --- | --- | --- |
|   | a.  | Informed commitment |
|   | b.  | Learning contract |
|   | c.  | Engaged acceptance |
|   | d.  | Experiential cycling |

|  |  |
| --- | --- |
| *ANSWER:* | a |
| *POINTS:* | 1 |
| *DIFFICULTY:* | Medium |
| *REFERENCES:* | Making the Commitment |
| *QUESTION TYPE:* | Multiple Choice |
| *HAS VARIABLES:* | False |
| *NATIONAL STANDARDS:* | United States - CACREP 4c - Processes for identifying and using career, avocational, educational, occupational and labor market information resources, technology, and information systemsUnited States - CSHSE 20 - The program shall provide experiences and support to enable students to develop awareness of their own values, personalities, reaction patterns, interpersonal styles, and limitationsUnited States - CSHSE 21 - The program shall provide field experience that is integrated with the curriculum |
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| 10. Malcolm has been at his internship for a few weeks and is starting to panic. When he interviewed for this position, he was not informed about the large number of statistical analyses required by the job. Malcolm does not feel he can perform these kinds of tasks to the company’s satisfaction. Throughout the day, Malcolm finds himself saying, “I cannot believe this is happening.” Malcolm likely is experiencing \_\_\_\_\_\_\_\_.

|  |  |  |
| --- | --- | --- |
|   | a.  | a crisis of commitment |
|   | b.  | marginality |
|   | c.  | intrusion |
|   | d.  | the imposter syndrome |

|  |  |
| --- | --- |
| *ANSWER:* | a |
| *POINTS:* | 1 |
| *DIFFICULTY:* | Medium |
| *REFERENCES:* | Slipping & Sliding … Through the Trials and Tribulations of Anticipation |
| *QUESTION TYPE:* | Multiple Choice |
| *HAS VARIABLES:* | False |
| *LEARNING OBJECTIVES:* | SWEIT.TSI.5.02.05 - Explain the concept of disillusionment as it applies to the Anticipation Stage |
| *NATIONAL STANDARDS:* | United States - CACREP 4c - Processes for identifying and using career, avocational, educational, occupational and labor market information resources, technology, and information systemsUnited States - CSHSE 20 - The program shall provide experiences and support to enable students to develop awareness of their own values, personalities, reaction patterns, interpersonal styles, and limitationsUnited States - CSHSE 21 - The program shall provide field experience that is integrated with the curriculum |
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| 11. It is normal for an intern to feel both excited and anxious at the beginning of an internship.

|  |  |  |
| --- | --- | --- |
|   | a.  | True |
|   | b.  | False |

|  |  |
| --- | --- |
| *ANSWER:* | True |
| *POINTS:* | 1 |
| *DIFFICULTY:* | Easy |
| *REFERENCES:* | Introduction |
| *QUESTION TYPE:* | True / False |
| *HAS VARIABLES:* | False |
| *NATIONAL STANDARDS:* | United States - CSHSE 20 - The program shall provide experiences and support to enable students to develop awareness of their own values, personalities, reaction patterns, interpersonal styles, and limitationsUnited States - CSHSE 21 - The program shall provide field experience that is integrated with the curriculum |
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| 12. The Anticipation Stage is the time when interns are learning how to be a learner.

|  |  |  |
| --- | --- | --- |
|   | a.  | True |
|   | b.  | False |

|  |  |
| --- | --- |
| *ANSWER:* | True |
| *POINTS:* | 1 |
| *DIFFICULTY:* | Medium |
| *REFERENCES:* | Becoming a More Engaged Learner |
| *QUESTION TYPE:* | True / False |
| *HAS VARIABLES:* | False |
| *LEARNING OBJECTIVES:* | SWEIT.TSI.5.02.02 - Articulate ways in which you can become a more engaged learner |
| *NATIONAL STANDARDS:* | United States - CACREP 3b - Theories of learningUnited States - CACREP 4c - Processes for identifying and using career, avocational, educational, occupational and labor market information resources, technology, and information systemsUnited States - CSHSE 20 - The program shall provide experiences and support to enable students to develop awareness of their own values, personalities, reaction patterns, interpersonal styles, and limitationsUnited States - CSHSE 21 - The program shall provide field experience that is integrated with the curriculum |
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| 13. Engaged interns understand that their assumptions are actually realities, often based on past experiences.

|  |  |  |
| --- | --- | --- |
|   | a.  | True |
|   | b.  | False |

|  |  |
| --- | --- |
| *ANSWER:* | False |
| *POINTS:* | 1 |
| *DIFFICULTY:* | Medium |
| *REFERENCES:* | The Tasks at Hand |
| *QUESTION TYPE:* | True / False |
| *HAS VARIABLES:* | False |
| *LEARNING OBJECTIVES:* | SWEIT.TSI.5.02.03 - Give examples of each of the critical tasks of the Anticipation Stage as they apply to your internship |
| *NATIONAL STANDARDS:* | United States - CACREP 3b - Theories of learningUnited States - CACREP 4c - Processes for identifying and using career, avocational, educational, occupational and labor market information resources, technology, and information systemsUnited States - CSHSE 20 - The program shall provide experiences and support to enable students to develop awareness of their own values, personalities, reaction patterns, interpersonal styles, and limitationsUnited States - CSHSE 21 - The program shall provide field experience that is integrated with the curriculum |
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| 14. Fellow staff members must first like you in order to accept or respect you.

|  |  |  |
| --- | --- | --- |
|   | a.  | True |
|   | b.  | False |

|  |  |
| --- | --- |
| *ANSWER:* | False |
| *POINTS:* | 1 |
| *DIFFICULTY:* | Medium |
| *REFERENCES:* | The Tasks at Hand |
| *QUESTION TYPE:* | True / False |
| *HAS VARIABLES:* | False |
| *LEARNING OBJECTIVES:* | SWEIT.TSI.5.02.04 - Identify the key relationships that will be part of your internship experience |
| *NATIONAL STANDARDS:* | United States - CACREP 4c - Processes for identifying and using career, avocational, educational, occupational and labor market information resources, technology, and information systemsUnited States - CSHSE 20 - The program shall provide experiences and support to enable students to develop awareness of their own values, personalities, reaction patterns, interpersonal styles, and limitationsUnited States - CSHSE 21 - The program shall provide field experience that is integrated with the curriculum |
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| 15. When interns engage and emerge from experiencing disillusionment, they both move forward and empower themselves and learners.

|  |  |  |
| --- | --- | --- |
|   | a.  | True |
|   | b.  | False |

|  |  |
| --- | --- |
| *ANSWER:* | True |
| *POINTS:* | 1 |
| *DIFFICULTY:* | Medium |
| *REFERENCES:* | Slipping & Sliding … Through the Trials and Tribulations of Anticipation |
| *QUESTION TYPE:* | True / False |
| *HAS VARIABLES:* | False |
| *LEARNING OBJECTIVES:* | SWEIT.TSI.5.02.05 - Explain the concept of disillusionment as it applies to the Anticipation Stage |
| *NATIONAL STANDARDS:* | United States - CACREP 3b - Theories of learningUnited States - CACREP 4c - Processes for identifying and using career, avocational, educational, occupational and labor market information resources, technology, and information systemsUnited States - CSHSE 20 - The program shall provide experiences and support to enable students to develop awareness of their own values, personalities, reaction patterns, interpersonal styles, and limitationsUnited States - CSHSE 21 - The program shall provide field experience that is integrated with the curriculum |
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| 16. Why is the Anticipation Stage also referred to as the “What if…?” stage?

|  |  |
| --- | --- |
| *ANSWER:* | Answers will vary. |
| *POINTS:* | 1 |
| *DIFFICULTY:* | Medium |
| *REFERENCES:* | Beginnings |
| *QUESTION TYPE:* | Subjective Short Answer |
| *HAS VARIABLES:* | False |
| *STUDENT ENTRY MODE:* | Basic |
| *LEARNING OBJECTIVES:* | SWEIT.TSI.5.02.01 - Describe key aspects of the concerns you are experiencing |
| *NATIONAL STANDARDS:* | United States - CACREP 4c - Processes for identifying and using career, avocational, educational, occupational and labor market information resources, technology, and information systemsUnited States - CSHSE 20 - The program shall provide experiences and support to enable students to develop awareness of their own values, personalities, reaction patterns, interpersonal styles, and limitationsUnited States - CSHSE 21 - The program shall provide field experience that is integrated with the curriculum |
| *DATE CREATED:* | 3/21/2018 3:54 PM |
| *DATE MODIFIED:* | 3/27/2018 2:39 PM |

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