# **CSBS Internship Program**

**SBS 4890**

**Fall Semester 2018**

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Office Hours: By appointment.

**Course Description:** This course provides an opportunity for a student to gain first-hand experience working with a local agency that aligns with the student’s professional interests. Students may find an internship independently, or they may work with the CSBS Internship Coordinator to identify and apply for internships before enrolling in this course. Students create work goals with their supervisors, and both parties remain continually accountable for the completion of these goals through evaluations and student reflections. In addition to the valuable hands-on experience and academic credit received, some students may find that the internship facilitates professional networking that may lead to an employment opportunity.

**Course Objectives:**

* Explore personal and professional goals, both independently and with the assistance of the CSBS Internship Coordinator.
* Gain firsthand experience working with a local agency that aligns with the student’s interests.
* Synthesize and contextualize CSBS coursework with real-world work experiences.
* Begin building a professional network that will expand post-graduation employment opportunities.
* Track experiences and deliverables in order to refine future resumes and cover letters.

**Course Requirements**: Hour requirements are listed below.

In collaboration with your agency supervisor, you will submit a contract outlining your expectations and those of the agency for the duration of your internship along with an initial resume. Throughout the semester, you will submit a short bi-weekly account of your activities via Canvas. You should reference your goals and your progress with those goals, and how your experiences either do or do not relate to your CSBS degree. You will also submit bi-weekly timesheets, indicating hours worked and tasks completed.

The course will culminate with a research paper on a topic related to your internship and an updated professional resume which highlights the skills you have gained through the internship. Details regarding these assignments can be found below in the “Breakdown of Final Grade” section.

Please note that you must sign a contract for the University of Utah that addresses issues of risk, liability, and indemnification before beginning the internship. You can access this contract on the Canvas page for this class under the Files tab. Please download, print, sign, and upload the contract to Canvas no later than the add/drop date of August 31st.

1 credits = 45 internship hours over the course of the ENTIRE semester

2 credits = 90 internship hours over the course of the ENTIRE semester

3 credits = 135 internship hours over the course of the ENTIRE semester

4 credits = 180 internship hours over the course of the ENTIRE semester

5 credits = 225 internship hours over the course of the ENTIRE semester

6 credits = 270 internship hours over the course of the ENTIRE semester

**Course Policies**

* Maintain professional behavior and demeanor at all times.
* Maintain confidentiality of clients/patients.
* Arrange alternatives with supervisor in case of schedule conflicts prior to scheduled service time.
* Immediately notify supervisor and/or course instructor of any concern, problem, or incident that transpires during the internship.
* Dress appropriately for your agency.

Failure to adhere to any of these standards, guidelines, and procedures will result in immediate termination from the internship program and a failing grade for the course.

**Course Timeline**

By NOON on August 31st you must:

* + Secure your internship and begin your work.
  + Sign the contract and liability waiver (located in the Files tab on the Canvas home page) and upload to Canvas.

August – December

* + Develop and submit your contract and initial resume by August 31st.
  + Continually work with your agency and submit bi-weekly journal entries and timesheets. You should reference your goals and your progress with those goals, and how your experiences either do or do not relate to your CSBS degree. A timesheet template is located in the Canvas files, but you can submit a timesheet that is provided at your internship site if you’d like.
  + Inform the course instructor if there are any problems or concerns.
  + Ensure your supervisor has completed and submitted your mid-semester evaluation by October 20th, and submit your Thesis Proposal and Outline.

By November 30th you must:

* + Upload your final paper, Be the Solution Submission, and updated resume to Canvas.
  + Ensure your supervisor has completed and submitted your evaluation.

**Breakdown of final grade:**

* **Work Plan (Contract) and Initial Resume** (10%)

Due by NOON on August 31st.

* **Bi-Weekly Journal Entries and Time Sheet:** (10%)

Due EVERY OTHER SATURDAY on Canvas. You should reference your goals and your progress with those goals, and how your experiences either do or do not relate to your CSBS degree. A timesheet template is located in the Canvas files, but you can submit a timesheet that is provided at your internship site if you’d like.

September 1st

September 15th

September 29th

October 20th

November 3rd

November 17th

* **Mid-Semester Supervisor Evaluation** (20%)

Due October 20th

The mid-semester supervisor evaluation will be made available to you in the Canvas assignment: it is the student’s responsibility to ensure their supervisor receives, completes, and submits the evaluation by October 20th.

* **Proposed Thesis and Outline for Final Research Paper (5%)**

Due October 20th

Please submit a short, one-page proposal for your Final Research Paper. In this proposal, include a thesis statement and a short outline detailing main points and potential citations.

* **Updated Resume** (5%)

Due November 30th.

The updated resume should reflect skills learned and projects **completed during the internship.** You may also revise any sections which highlight your career goals, especially if they change as a result of the internship experience.

Please remember: your Career Services coach offers superb resume help! (careers.utah.edu)

* **Be the Solution Submission** (5%)

Due November 30th.

Submit a photo of yourself at your internship and a short (1-3 sentence) response to the question: “How has your internship helped you inspire human solutions to life’s challenges?”

Ideally, these submissions will be used by the CSBS Marketing Department to highlight student experiences in the Internship Program. If you agree to allow your picture and response to be used by CSBS Marketing, please sign and upload the Photo Release contract in the files section of Canvas. If you do not agree to allow your picture and response to be used, simply include a comment with your submission indicating you prefer to keep your submission private.

* **Final Supervisor Evaluation and Completion of Hours** (20%)

Due November 30th

The final supervisor evaluation will be made available to you in the Canvas assignment listing. It is the student’s responsibility to ensure their supervisor receives, completes, and submits the evaluation and confirmation of hours by November 30th.

* **Final Paper** (25%)

Due July 28th

Your final paper should be 4-6 pages, double-spaced, 12 pt. font with 1” margins. Please use the style appropriate to your discipline (APA, MLA, Chicago, etc.).

The goal of this paper is to apply analysis, critical thought, and academic support to a topic relating to your internship. This paper is a thesis-driven research paper, and your argument must be supported by at least **five academic sources, at least two of which should be peer-reviewed.**

You will be graded using the following rubric:

# **Research question or creative challenge**

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| --- | --- | --- | --- | --- | --- |
| **Unacceptable** |  | **Marginal** | **Satisfactory** | **Outstanding** |  |
| **1** | **2** | **3** | **4** | **5** |  |
| * Unique research question/issue/creative challenge identified * Goals/objectives/hypotheses are explicit * Historical and contemporary contexts, assumptions/biases, or ethical considerations are identified * Thesis presented is within an academic framework | | | | | |
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1. **Methodology/approach: development**

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| --- | --- | --- | --- | --- | --- |
| **Unacceptable** |  | **Marginal** | **Satisfactory** | **Outstanding** |  |
| **1** | **2** | **3** | **4** | **5** |  |
| * Methodology/approach is appropriate to disciplinary/interdisciplinary focus * Topic is contextualized among sources and materials cited * Multiple perspectives are considered * Demonstrates understanding of the content, tools, and structures in the field | | | | | |
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# **Methodology/approach: implementation**

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| --- | --- | --- | --- | --- | --- |
| **Unacceptable** |  | **Marginal** | **Satisfactory** | **Outstanding** |  |
| **1** | **2** | **3** | **4** | **5** |  |
| * Quantitative and/or symbolic tools are utilized effectively * Evidence is sufficient to address the research question and is well utilized * Accuracy and relevance of evidence are appropriately questioned; possible biases are identified * Evaluates, analyzes, and synthesizes information * Demonstrates understanding of professional standards | | | | | |
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1. **Conclusions, implications, and consequences**

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| --- | --- | --- | --- | --- | --- |
| **Unacceptable** |  | **Marginal** | **Satisfactory** | **Outstanding** |  |
| **1** | **2** | **3** | **4** | **5** |  |
| * Conclusions, qualifications, and consequences, including value of thesis, are presented * Significance of what was discovered, learned, or created is demonstrated * Assertions are qualified and well supported * Demonstrates independent and critical thought | | | | | |
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1. **Writing**

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| **Unacceptable** |  | **Marginal** | **Satisfactory** | **Outstanding** |  |
| **1** | **2** | **3** | **4** | **5** |  |
| * Language clearly and effectively communicates ideas * Any errors in grammar, spelling, mechanics, and/or punctuation are minimal * Organization is clear and effective * Five academic sources (2 peer-reviewed) and their citations are used correctly | | | | | |
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**Student Rights and Responsibilities**

All students are expected to maintain professional behavior in the classroom setting, according to the Student Code, detailed in the Student Handbook. Students have specific rights in the classroom as detailed in Article III of the Code. The Code also specifies proscribed conduct (Article XI) that involves cheating on tests, plagiarism, and/or collusion, as well as fraud, theft, etc. Students should read the Code carefully and know they are responsible for the content. According to Faculty Rules and Regulations, it is the faculty responsibility to enforce responsible classroom behaviors. Students have the right to appeal such action to the Student Behavior Committee. For Student Rights and Responsibilities, see <http://www.regulations.utah.edu/academics/6-400.html>

**Academic Misconduct**

Per University of Utah regulations (Policy # 6-400). “A student who engages in academic misconduct,” as defined in Part I.B. and including, but not limited to, cheating, falsification, or plagiarism, “may be subject to academic sanctions including but not limited to a grade reduction, failing grade, probation, suspension or dismissal from the program or the University, or revocation of the student's degree or certificate. Sanctions may also include community service, a written reprimand, and/or a written statement of misconduct that can be put into an appropriate record maintained for purposes of the profession or discipline for which the student is preparing.” Please refer to the Student Code for full elaboration of student academic and behavioral misconduct policies (<http://regulations.utah.edu/academics/6-400.php>).

**Addressing Sexual Misconduct**

Title IX makes it clear that violence and harassment based on sex and gender (which includes sexual orientation and gender identity/expression) is a Civil Rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, color, religion, age, status as a person with a disability, veteran’s status or genetic information. If you or someone you know has been harassed or assaulted, you are encouraged to report it to the Title IX Coordinator in the Office of Equal Opportunity and Affirmative Action, 135 Park Building, 801-581-8365, or the Office of the Dean of Students, 270 Union Building, 801-581-7066. For support and confidential consultation, contact the Center for Student Wellness, 426 SSB, 801-581-7776. To report to the police, contact the Department of Public Safety, 801-585-2677(COPS).

**Americans with Disabilities Act (ADA) Statement**

The University of Utah seeks to provide equal access to its programs, services and activities for people with disabilities. If you will need accommodations in the class, reasonable prior notice needs to be given to the Center for Disability Services, 162 Olpin Union Building, 581-5020 (V/TDD). CDS will work with you and the instructor to make arrangements for accommodations. All information in this course can be made available in alternative format with prior notification to the Center for Disability Services. More information can be found in the CDS Student Handbook: <http://disability.utah.edu/documents/CDS-Student-Handbook.pdf>.

**Wellness Statement**

Personal concerns such as stress, anxiety, relationship difficulties, depression, cross-cultural differences, etc., can interfere with a student’s ability to succeed and thrive at the University of Utah. For helpful resources contact the Center for Student Wellness - [www.wellness.utah.edu](http://www.wellness.utah.edu) (801-581-7776). The Counseling Center is another excellent resource, offering services that include counseling and a mindfulness clinic (see <http://counselingcenter.utah.edu>).

**Veterans Center**If you are a student veteran, the U of Utah has a Veterans Support Center on campus. They are located in Room 161 in the Olpin Union Building. Hours: M-F 8-5pm. Please visit their website for more information about what support they offer, a list of ongoing events and links to outside resources: [http://veteranscenter.utah.edu](http://veteranscenter.utah.edu/).

**LGBT Resource Center**If you are a member of the LGBTQ community, please know that the U of Utah has an LGBT Resource Center on campus. They are located in Room 409 in the Oplin Union Building. Hours: M-F 8-5pm. You can visit their website to find more information about the support they can offer, a list of events through the center and links to additional resources: <http://lgbt.utah.edu>/.

**Learners of English as an Additional/Second Language**If you are an English language learner, please be aware of several resources on campus that will support you with your language development and writing. These resources include: the Department of Linguistics ESL Program (<http://linguistics.utah.edu/esl-program/>); the Writing Center (<http://writingcenter.utah.edu/>); the Writing Program (<http://writing-program.utah.edu/>); the English Language Institute (<http://continue.utah.edu/eli/>).