

These objectives will be met using a variety of methods, as I believe (and research shows) that the more ways we find to engage with a topic, the better we are at learning and remembering its concepts and discourse. Thus, in this course you will not only learn through “doing” at your internship site, but you will engage with your internship experiences through readings, online discussions, journal entries, professional development assignments, and a final research paper.

Upon the successful completion of this course you will:

- Be able to demonstrate how experience can add to learning
- Demonstrate your competency within a supervised workplace context as a professional
- Gain experience in working with a local agency
- Understand macro-, mezzo-, and micro-level contributors to the need for social support
- Understand the role and function of a specific agency to the overall social support system
- Gain an appreciation of the problems and challenges faced by the clientele that the agency serves
- Assess how effective the agency is in meeting its goals and objectives as part of the larger social support system
- Identify social barriers/facilitators to support through the agency you serve

Course Requirements: You are expected to spend **100 hours** during the semester in the agency of your choice. In collaboration with your agency supervisor, you will submit a work plan outlining the expectations of your agency during your hours of service. In addition, you will submit short weekly discussion posts and journal entries via Canvas and write a 4-6 page research paper on a topic related to your internship. You will also provide a recommendation about future collaboration between the agency you work with and the Sociology department.

Please note that *you must sign a contract* between you and the University of Utah that addresses issues of risk, liability, and indemnification. The contract can be found on the course Canvas page under Files or through the link in the contract assignment. Contact the CSBS internship coordinator, Dominique Blanc, at dominique.blanc@csbs.utah.edu with any questions about connecting with an agency with which you are interested in working.

Note: This syllabus is meant to serve as an outline and guide for our course. Please note that I may modify it with reasonable notice to you. I may also modify the course schedule to accommodate the needs of our class. Any changes will be announced in class and/or posted on Canvas under Announcements.

Guidelines for Classroom and Online Discussions

- Respect others’ rights to hold opinions and beliefs that differ from your own. When you disagree, challenge or criticize the idea, not the person.
- Listen carefully to what others are saying even when you disagree with what is being said. Comments that you make (asking for clarification, sharing critiques, expanding on a point, etc.) should reflect that you have paid attention to the speaker’s comments.
- Be courteous. Don’t interrupt or engage in private conversations while others are speaking. Use attentive, courteous body language.

- Support your statements. Use evidence and provide a rationale for your points.
- Share responsibility for including all voices in the discussion. If you have much to say, try to hold back a bit; if you are hesitant to speak, look for opportunities to contribute to the discussion.
- Recognize that we are all still learning. Be willing to change your perspective, and make space for others to do the same.
(Source: University of Michigan’s Center for Research on Teaching and Learning)
- Discussion threads, e-mails, and chat rooms are all considered to be equivalent to classrooms, and student behavior within those environments shall conform to the Student Code.

Course Assignments (See detailed course schedule at the end of the syllabus for detailed information):

Work Plan/Contract (15 points)

This should be submitted to Bethany by August 30th at Noon through Canvas (unless other arrangements have been made). You can find the contract and a sample work plan on Canvas under “Files.”

Weekly Hour Logs (15 points)

Records of time spent at your field placement site must be submitted in person and signed by both the student and the field supervisor. Logs must be *submitted by the end of the final day of classes for the fall semester*. Logs may be scanned and turned in via Canvas or submitted to Bethany’s mailbox in the Sociology department office.

Discussion Posts and Journal Entries (70 points)

You are expected to submit *weekly discussion posts or journal entries*, depending on the week, that will apply CSBS coursework, develop workplace skills, and allow you to reflect on different aspects of your internship experience. These posts will be submitted through the course’s Canvas discussion boards. Discussion prompts will be listed in the week’s module as well as at the top of the week’s discussion board. Discussion topics will include providing descriptions of placement sites, discussing agency organizational structure and culture, ethical issues that arise (or that you could imagine arising) during your internship, how social inequality is visible in your internship, appropriate professional conduct, etc. You may skip one discussion (but not journal entry) without penalty.

Proposal for Final Research Paper (10 points)

Please submit a short, *one-page (max) proposal* for your Final Research Paper. In this proposal, include a thesis statement and a short outline detailing main points and potential citations. You may change your topic after submitting this outline, but please be sure to let Bethany know if you decide to make a change.

Final Research Paper (50 points)

Your final paper should be 6-8 pages (including title page and references), double-spaced, 12 pt. font with 1” margins. Please use the style appropriate to your discipline (APA, MLA, Chicago, etc.). **DO NOT SUBMIT AN UNFORMATTED PAPER.** If you would like feedback on your rough draft, please submit to Bethany at least two weeks prior to the due date.

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 three of which should be peer-reviewed**. Academic sources include books, scholarly journal articles, and expert reports and are typically peer reviewed for quality. If you have any questions as to whether your source is academic, feel free to ask.

You will be graded using the following rubric:

1. Research question or creative challenge

Unacceptable		Marginal		Satisfactory	Outstanding
1	2	3	4	5	
<ul style="list-style-type: none"> • Unique research question/issue/creative challenge identified • Research questions/theses/objectives are explicit • Historical and contemporary contexts, assumptions/biases, or ethical considerations are identified 					

2. Methodology/approach

Unacceptable		Marginal		Satisfactory	Outstanding
1	2	3	4	5	
<ul style="list-style-type: none"> • 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 					

3. Conclusions, implications, and consequences

Unacceptable		Marginal		Satisfactory	Outstanding
1	2	3	4	5	
<ul style="list-style-type: none"> • Conclusions, qualifications, and consequences are presented • Significance of what was discovered, learned, or created is demonstrated • Assertions are supported by empirical, scholarly sources • Demonstrates independent and critical thought 					

4. Writing

Unacceptable		Marginal		Satisfactory	Outstanding
1	2	3	4	5	

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| <ul style="list-style-type: none">• Language clearly and effectively communicates ideas• Minimal grammar, spelling, mechanics, and/or punctuation• Organization is clear and follows the order introduced in the thesis statement• Five academic sources (2 peer-reviewed) and their citations are used correctly |
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Agency Recommendation (10 points)

You are required to submit a personal recommendation as to the value of continuing to use your internship site as a placement for future interns. This recommendation should be 1-2 paragraphs and reflect your personal opinions formed during your time at this site.

Readings (Not worth points, but failure to do readings will affect your ability to complete other assignments)

Course readings can be found on Canvas in each section's module. Readings will be discussed during class meetings and may be referenced in weekly discussion post prompts. The readings have been selected to assist you in putting into practice ideas that you have come in contact with in the classroom and to aid in your professional development.

Group Meetings (5 pts each; 20 points total)

As part of this course you should plan to attend *four one-hour group meetings* with the other students enrolled in this course. Issues that emerge at your internships, in discussion posts or those brought up in course readings will be discussed during these meetings. In addition, one one-on-one supervision meeting with Bethany will be scheduled during the semester. Students may schedule additional one-on-one meetings as needed. Meeting dates/times will be decided by the class during the first week of the semester and subsequently listed on Canvas under "Modules."

Supervisor Evaluation and Completion of Hours (70 points)

Bethany will contact your site supervisor for their evaluation.

Please note that the final discussion post and agency recommendation are not due until the last day of the final exam period for Spring 2020. This is to give you as much time as possible to complete your hours and consider your experience. Should you complete your hours before then, you may submit your final discussion post (indicating you have completed your hours) and agency recommendation at any time before the due date.

Code of Conduct

- Always maintain professional behavior and demeanor.
- 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. No gang apparel, t-shirts in poor taste, etc.

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.

Internship Attendance Policy

Accountability and dependability are essential skills in professional work environments. As such student interns are expected to maintain regular hours at their internship site and supervision course meetings.

1) Any student who will be absent from one of the monthly supervision meetings or their scheduled hours at their field placement is required to report his/her absence to both their field site supervisor and Bethany (by email) prior to 9:00 am that day.

2) Failure to report absences, repeated absences and/or a pattern of lateness *will result in termination of the site placement and an assigned grade of I for the course.*

3) Students are required to attend one class supervision meeting each month. *A pattern of unexcused absences can result in an assigned grade of I for the course.*

Course Timeline

December – January

- Choose and contact your agency, secure your internship and begin your work
- Attend one of the two scheduled orientation meetings (Week of August 19th)
- Develop and submit your work plan (due Jan 20th)
- Sign the contract with University of Utah turn it in on Canvas or drop it in my box in the Sociology office by Jan 20th.
- Continually work with your agency and submit weekly discussion posts/journal entries EVERY SATURDAY by 11:59 p.m.
- Keep Bethany updated if there are any problems or concerns at your internship

January – March

- Continually work with your agency and submit your discussion posts and journal entries (except for Spring Break) EVERY SATURDAY by 11:59 p.m.
- Attend group meetings
- Keep Bethany updated if there are any problems or concerns

April

- Attend final group meeting
- Final paper and agency hours uploaded to Canvas or turned in to my box in the Sociology Dept office (BEHS 301) by April 21st.
- Agency recommendation and final journal entry submitted to Canvas by April 29th.

Student Names and Personal Pronouns

Class rosters are provided to the instructor with the student's legal name as well as "Preferred first name" (if previously entered by you in the Student Profile section of your CIS account, which managed can be managed at any time). While CIS refers to this as merely a preference, I will honor you by referring to you with the name and pronoun that feels best for you in class or on assignments. Please advise me of any name or pronoun changes so I can help create a learning environment in which you, your name, and your pronoun are respected. If you need any assistance or support, please reach out to the LGBT Resource Center.

https://lgbt.utah.edu/campus/faculty_resources.php

Diversity/Inclusivity Statement

It is my intent that students from all diverse backgrounds and perspectives be well served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity: gender, sexuality, disability, age, socioeconomic status, ethnicity, race, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups. In addition, if any of our class meetings conflict with your religious events, please let me know so that we can make arrangements for you. (Source: University of Iowa College of Education)

Campus Safety

The University of Utah values the safety of all campus community members. To report suspicious activity, call campus police at 801-585-COPS (801-585-2677). You will receive important emergency alerts and safety messages regarding campus safety via text message. For more information regarding safety and to view available training resources, including helpful videos, visit safeu.utah.edu.

Undocumented Student Support

Immigration is a complex phenomenon with broad impact—those who are directly affected by it, as well as those who are indirectly affected by their relationships with family members, friends, and loved ones. If your immigration status presents obstacles to engaging in specific activities or fulfilling specific course criteria, confidential arrangements may be requested from the Dream Center. Arrangements with the Dream Center will not jeopardize your student status, your financial aid, or any other part of your residence. The Dream Center offers a wide range of resources to support undocumented students (with and without DACA) as well as students from mixed-status families. To learn more, please contact the Dream Center at 801.213.3697 or visit dream.utah.edu.

Addressing Sexual Misconduct (please see the note at the bottom of this section)

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). **NOTE – this language is and must be very official to be legally binding, but please understand this policy provides protection for those who experience sexual assault in the campus community. If you have questions or need help, you can go to the victim's advocate in the Student Services Building RM 426, call the Rape Recovery Center 24-Hour Hotline at 801-467-7273, or talk to me. Be aware I am under obligation to report sexual misconduct within the campus community, but I can connect you with resources if you are prepared for and want that.**

Americans with Disabilities Act (ADA)

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 (CDS), 162 Olpin Union Building, 581-5020 (V/TDD). CDS will work with you and the instructor to make arrangements for accommodations. All written information in this course can be made available in alternative format with prior notification to the Center for Disability Services.

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 or 801-581-7776.

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>).

Course Schedule (SOC 4890, 4891, 4892)

Discussion posts and journal submissions should be at least two paragraphs (3-5 sentences each) in length. Discussion posts are submitted through Canvas discussion board and are seen by the class; journal submissions are turned in through the assignment links in the modules and are only seen by the instructor.

Please note: The four group meetings will be scheduled using student feedback on available dates and times during the first week of the semester. An updated syllabus containing those meeting times will then be uploaded to Canvas.

Week of:

January 6th

- Begin internship: Be sure you have contacted Dominique Blanc in the CSBS to initiate the internship selection process and receive internship contract
- Complete the course orientation “quiz” on Canvas

January 13th

- Discussion post 1: Introduce yourself and your internship site. Talk about the type of agency you are working with, the population they serve, and the roles and tasks you have been assigned.

January 20th

- Discussion post 2: How has my coursework in SBS prepare me for working at my internship site? Discuss concepts in sociology, criminology, psychology, or other SBS areas which might come in handy during your placement. What theories, contextualizing information or skills have you learned that are applicable to this internship?

January 27th

- Journal submission—reflect on the first few weeks of your internship.

February 3rd

- Reading: SKIM the codes of ethics from the [National Association of Social Workers](#) OR the [Association for Applied & Clinical Sociology](#).
- Discussion post 3: Ethical issues-- find a section that applies to the work you are doing in your internship and discuss how these ethical guidelines might serve to guide your conduct with the population your agency/department serves.

February 10th

- Journal submission—reflect on the past two weeks of your internship

February 17th

- Reading: [“15 Ways to Stand Out as an Intern”](#)
- Discussion post 4: Making the most of your internship for your future prospects—select one or two of the tips from the article and talks about how

February 24th

- Readings: Go to University of Utah Career Services page “Sample Resumes and Cover Letters,” [select a sample resume](#), read through their guidelines for crafting a cover letter, and watch the brief (:43 seconds) video explaining the sections of a resume.
- Discussion post 5: Using your internship to enhance your resume—how might you describe the skills and experience you have gained during your internship on your resume

to make you a more attractive on the job market? Use the tips and samples you reviewed in this week's readings.

March 2nd

- Journal submission—reflect on your internship over the past three weeks

March 9th

- Spring Break—no assignments

March 16th

- Reading: “The Promise of Sociology” by C. Wright Mills (on Canvas)
- Discussion post 6: After reading the Mills piece, reflect on how you might use the sociological imagination in your placement site. How do you see the intersection of “private troubles and public issues” in your agency?

March 23rd

- Discussion post 7: Now that you have been working at your placement site for some time, you are familiar with the structure, organization, and goals of the agency. Describe your internship agency, how it is organized, what its goals are, and how it measures “success.”

March 30th

- Journal submission—reflect on your internship experience over the past several weeks

April 6th

- Reading: Making Class Invisible by Gregory Mantsios (on Canvas)
- Discussion post 8: Many of you are working with members of historically marginalized populations at your internship sites. Choose 1-2 of the common stereotypes of “the poor” or “everyone else” discussed in this week's reading and describe how you have seen this categorization at work in either the way your agency is structured, the workplace culture, or how you have found yourself acting towards the individuals you come into contact with at your placement site. What is one way that this stereotype can be addressed at your site?

April 13th

- Journal submission—reflect on your internship experience over the past two weeks

April 20th

- Classes end April 21st
- Discussion post 9: “Be the Solution:” 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 leave a comment along with your

submission stating your approval for this assignment's use. 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.

- Submit final paper and hour log by December 5th

Final exam period April 23rd-April 29th

- Submit final journal submission reflecting on your internship experiences and agency recommendation by April 29th