WILMINGTON UNIVERSITY
COLLEGE OF SOCIAL & BEHAVIORAL SCIENCE
GENERIC SYLLABUS FOR F2F Internship Class

FACULTY MEMBER:  
TERM: NA

COURSE TITLE:  Internship in Behavioral Science

COURSE NUMBER:  SOC 490

TEXTBOOK:  N/A

OFFICE HOURS/METHOD OF CONTACT:

100 TOTAL HOURS OF INSTRUCTION:
  • 100 hours of internship onsite experience
  • 8 hours of academic classroom experience

PREREQUISITE:  PSY 101, PSY 204, PSY 300, junior status, and GPA of 2.5.

I. COURSE DESCRIPTION:

Supervised field placement in an agency related to human services such as psychiatric facilities, nursing homes, or community-based agency providing social services. Course is graded Pass/Fail.

II. RATIONALE:

Internship experiences provide students with the opportunity to have real world experience, to help them bridge the gap between theory and practice, and to help them develop a sense of confirmation of their selection of this major.

III. COURSE OBJECTIVES:

Individualized (see Internship learning contract).
Students are required to complete 100 contract hours for each three credits they earn.
Students may earn up to 15 credits in internships.
IV. SUPPLEMENTAL OBJECTIVES:

A. Knowledge Objective(s):

A-1: The student shall demonstrate the ability to define and explain theory and application within the Behavioral Science disciplines.

Learning Outcomes: The student will:

- Demonstrate understanding of human behavior and how human behavior varies in social settings through documentation in a Reaction-reflection Journal.

B. Skills Objective(s):

B-1: Demonstrate the ability, skills and flexible thinking necessary to explore the various applications of behavioral science in the real world, including career options.

Learning Outcomes: The student will:

- Demonstrate self-reflection regarding the suitability and match of self to internship career choices in writings in the Reaction-Reflection Journal.
- Discuss the pros and cons of career choices related to the internship in the Reaction-Reflection Journal.

C. Personal and Professional Development Objective(s):

C-1: Demonstrate an awareness of one’s strengths and limitations, interests, aptitudes, values, goals, commitment to self-directedness, self-discipline, and planning for present and lifelong learning, career identification, and development.

C-2: Demonstrate an awareness of self in relation to others, including effective interpersonal communication skills, ability to work in teams.

C-3: Demonstrate an awareness and respect for diversity and multiculturalism in a pluralistic society.

Learning Outcomes: The student will:

- Students will reflect on and discuss Objectives C-1, C-2, and C-3 in the Reaction-reflection Journal.
V. METHODOLOGY: Self-Directed learning in a structured internship environment.

A. TEACHING METHODS:
   a. Internship practice (regular attendance at the internship site)
   b. Weekly check-in through Black Board Discussion Board
   c. Weekly Journal assignments

VI. EVALUATION PROCEDURES:
   a. Weekly Discussion boards to report on what the student is doing at the internship site
   b. Weekly reflective journaling assignments
   c. Intern Self Evaluation
   d. Internship Interim Site Supervisor Evaluation
   e. Internship Site Supervisor Final Evaluation
   f. Note that this is a PASS/FAIL course. Students will only achieve a passing grade if all assignments are completed in a timely manner! Failure to do so may result in a Failing grade.

VII. ATTENDANCE POLICY:

   Students are expected to treat the internship site as they would a professional job.

   Students must complete 100 hours of work at the internship site. The student should maintain some sort of time sheet that needs to be signed by the site supervisor.

   The student and the site supervisor work out a work schedule that suits both the organization and the intern.

   If a student is ill, he/she is expected to contact the site supervisor and report why he/she cannot come to work. The student intern must then work out how to make up these hours with the site supervisor.

   Working as an intern is intended to provide a professional experience. The student should not allow personal obligations interfere with his/her ability to work the schedule determined by the site supervisor.

   If the student experiences undue hardship in completing the internship hours, the student is expected to contact the site supervisor and work out an alternative arrangement, and inform the internship instructor as well.

VIII. COURSE OUTLINE:
<table>
<thead>
<tr>
<th>WEEK</th>
<th>TOPIC/ FOCUS AREA</th>
<th>Readings &amp; Assignments</th>
</tr>
</thead>
</table>
| 1    | Getting Into the Organization/ Completing all forms and paperwork | Weekly Bb Check-in  
  
  **Short online reading assignments** |
| 2    | Introductions  
  Getting Acclimated | Weekly Bb Check-in  
  
  General getting oriented to the internship and problem solving  
  
  **Short online reading assignments**  
  
  Reflective Journal writing |
| 3    | Professional relationships | Weekly Bb Check-in  
  
  **Short online reading assignments**  
  
  Reflective Journal writing |
| 4    | Professional Communications | Weekly Bb Check-in  
  
  **Short online reading assignments**  
  
  Reflective Journal writing |
| 5    | Professional Networking | Weekly Bb Check-in  
  
  **Short online reading assignments**  
  
  Reflective Journal writing |
| 6    | Organizational Routines | Weekly Bb Check-in  
  
  **Short online reading assignments**  
  
  Reflective Journal writing |
| 7    | Organizational language | Weekly Bb Check-in  
  
  **Short online reading assignments**  
  
  Reflective Journal writing  
  
  Site Supervisor Interim Evaluations due |
| 8    | Career Trajectories | Weekly Bb Check-in  
  
  **Short online reading assignments**  
  
  Reflective Journal writing |
| 9    | What Skills Do You Need to Develop? | Weekly Bb Check-in  
  
  **Short online reading assignments**  
  
  Reflective Journal writing |
| 10   | Understanding Organizational Politics | Weekly Bb Check-in  
  
  **Short online reading assignments**  
  
  Reflective Journal writing |
| 11   | Identifying the Most Valuable Employees | Weekly Bb Check-in  
  
  **Short online reading assignments**  
  
  Reflective Journal writing |
| 12   | Reflecting on the Organization's Purpose | Weekly Bb Check-in  
  
  **Short online reading assignments**  
  
  Reflective Journal writing |
<p>| 13   | Reflecting On Your | Weekly Bb Check-in |</p>
<table>
<thead>
<tr>
<th>Accomplishments</th>
<th>Short online reading assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>14</strong></td>
<td>Saying Goodbye</td>
</tr>
<tr>
<td></td>
<td>Weekly Bb Check-in</td>
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<tr>
<td></td>
<td><strong>Short online reading assignments</strong></td>
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<tr>
<td></td>
<td><strong>Reflective Journal writing</strong></td>
</tr>
<tr>
<td><strong>15</strong></td>
<td>Exiting the Organization</td>
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<tr>
<td></td>
<td>Weekly Bb Check-in</td>
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<tr>
<td></td>
<td><strong>Short online reading assignments</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Reflective Journal writing</strong></td>
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<tr>
<td></td>
<td>Site Supervisor Final Evaluations due</td>
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<td>Self-Evaluation due</td>
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IX. ASSIGNMENTS:
The Internship requires students to check in weekly through the Black Board Discussion Board. Students have to simply write one paragraph explaining what they're doing and how it's going in their internship experience.

<table>
<thead>
<tr>
<th>WEEKLY DISCUSSION BOARD RUBRIC</th>
</tr>
</thead>
<tbody>
<tr>
<td>EVALUATION CRITERIA</td>
</tr>
<tr>
<td>ORGANIZATION OF IDEAS</td>
</tr>
<tr>
<td>WRITING STYLE: MUGS</td>
</tr>
<tr>
<td>DESCRIPTION OF THE EXPERIENCE</td>
</tr>
<tr>
<td>TIMELINESS OF POSTING</td>
</tr>
</tbody>
</table>
The second weekly assignment is a reflective journaling assignment. Students have to keep a weekly journal and reflect on their internship experience to the readings related to the topic of the week. A brief guide on how to write this assignment is provided below. Reflective journal assignments are due in weeks 6, 10, and 14.

**What Is An Internship Journal Assignment and How Do I Write One?**

**What is it?**

An internship journal assignment is your reflection on a weekly topic and your internship experience.

**Purpose of reflection papers:**

The purpose of these reflection journals is to examine how you think or feel about what you are experiencing at the internship site and relate it to your professional growth in this internship. Reflection journals help students to examine their own beliefs or knowledge and how those beliefs are/ can be applied to situations in their environment.

**How do you write a reflection journal?**

In a reflection journal you will need to reflect on a prompt given by your instructor. In this case, each week of the internship focuses on a specific topic. You will be writing your thoughts and reflections. To reflect is to think about how you think and/or feel about something or some experience, and why you think or feel that way, or how you've come to think or feel that way.

**A WORD OF CAUTION:** Be careful how you word your thoughts and feelings. While it may be OK to use expressions such as “I think,” “I believe,” or “I feel” in this paper, do not begin every sentence or each paragraph this way. Vary your sentence patterns.

In summary, a reflection journal is/ should NOT:

- a stream of consciousness journal like a diary
- a summary about the topic
- include a lot of “I think,” “I feel,” or “I believe” statements
- use the pronoun “you”
• simply repeating what some other author, scholar, or leading authority has already said

A reflection journal could include/is/does/must...

• A reflection directly related to the prompt or topic
• be organized
• state your assumptions about the topic (this is important because you must be aware of your assumptions)
• explain your reflection(s) to the topic and explain why or how you came to think or feel this way about the topic
• judge or analyze your thoughts and feelings of the topic
• identify and discuss your beliefs related to the topic
• explain how your perceptions about the topic have changed over time or because of experience
• explain what factors or situations influenced your thoughts and feelings about the topic
• explain how and what you have experienced in life that has formed your reflections on the topic
• explain what you have learned in the process of reflecting on the topic

**What do instructors look for in reflection journals?**

• Instructors look for how well a student has examined his/her own beliefs about the topic and how well they can express this in writing.
• Instructors look for how well a student has examined multiple sides or levels of the issue/topic and express this in writing.
• Instructors look for how well you organize your ideas in a logical and coherent manner.

**How will learning to write reflection journal help me in my future career?**

In much of your professional life, you will be asked by your supervisor or manager *What do you think about ...?* You will always be asked for your thoughts and feelings, and knowing what you truly believe inside will help you be prepared to manage these types of conversations.

As a professional person, you will also have to learn more about yourself, and be aware of what you know and what you don’t know. Self-awareness is very important to career success because it will help you understand and determine what areas you still need to develop in order to move up the career ladder.

**How do I do I write a good reflection journal?**
The best way to approach his assignment is to set aside time to think and examine your thoughts and feelings about the topic. Set aside a quiet time to do this. Jot down notes, or create a mind-map or some other nonlinear way of capturing your thoughts and ideas.

Then, start organizing your thoughts into a coherent pattern that will make up the body of your journal entry. You can use one of several rhetorical patterns most appropriate for this journal assignment:

- **Most Important** to least important or **Least Important** to most important
- **Most recent** to long ago, or begin with **long ago** and work up to the present
- **Topical**: devote a whole paragraph (or more) to one aspect of the topic; then another to a different aspect of the topic and so on
- **Process analysis approach**: explain how you came to think and feel about the topic the way you do now
- **Comparison/ contrast**: discuss how you used to view the topic and how you think and feel about it at present and how are your thoughts and feelings different now

**What NOT to do in writing a reflection journal:**

- Do not write a summary journal entry
- Do not argue a position
- Do not begin too many sentences or paragraphs with “I think,” “I feel,” or “I believe” but vary your sentence beginnings

Here is a suggested pattern for organizing a reflection journal entry about any given topic:
Introduce your main idea

Why is this main being discussed? What is important about it?

Explain your thoughts and feelings about the main idea in 1-2 sentences

Reflecting On Your Main Idea

Relate your main idea to what you have noticed at your internship site

Relate your main idea to yourself—your personal feelings, experiences, or thoughts

Conclusion

Summarize what you have said in this journal entry.

Remind the reader what you thought about this topic and how you have changed your thinking.

The following rubric will be used to grade this Journal assignment:

<table>
<thead>
<tr>
<th>CRITERA</th>
<th>NEEDS IMPROVEMENT</th>
<th>MEETS EXPECTATIONS</th>
<th>EXCEEDS EXPECTATIONS</th>
<th>YOUR SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>ORGANIZATION</td>
<td>5</td>
<td>15</td>
<td>25</td>
<td></td>
</tr>
</tbody>
</table>

**Does this journal entry reflect the prompt of this week or address the topic?**

- Fails to stick to the topic or prompt; the student does not clearly identify his/her reflections about the topic
- The entire journal entry's content relates to the prompt or topic; the student explains his/her reflections about the topic
- The student's reflections about the topic are explained in captivatingly worded language; immediately interesting and supported with detail

**Writing Style: Ideas are clearly connected and make sense**

- Ideas are not connected; little or no supporting details
- Ideas are connected, important points make sense, may seem disjointed at times
- This journal entry is easy to read and “flows” naturally in an organized pattern
<table>
<thead>
<tr>
<th>Does this journal entry show evidence of deep thought about the topic?</th>
<th>The journal entry is shallow and does not present detailed evaluation of reflection about the topic</th>
<th>The journal entry shows that the student has thought about the topic although the written presentation may appear weak or lack clarity; current beliefs or reflections about the topic may seem somewhat fuzzy</th>
<th>The journal entry provides evidence (through the use of description and use of details) to show that the student has examined his/her own belief systems and related this to their current views about the topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>GRAMMAR</td>
<td>Fewer than 10 mechanics, spelling, usage, grammar, or punctuation errors</td>
<td>Exceeds 8 grammatical and/or punctuation errors</td>
<td>Between 4-5 errors, but they are minor and do not detract from the paper</td>
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