

PPPM 604 Internship/Internship Nonprofit

Spring 2022

March 28 - June 6, 2022

Instructor: Julie Voelker-Morris

Office: Canvas, Zoom, MS Teams + Hendricks 121A or Hearth

Email: jvoelker@uoregon.edu

Course Principles (adapted from Brandon Bayne, UNC-Chapel Hill):

- 1. Those of us in this class are committed to both successful remote, hybrid, and in-person work and learning.**
 - We are adapting and remaining flexible around physical distancing, masking, various working conditions and locations, teaching and learning, the changes to our collective lives together as a campus community.
 - We are mastering new technologies, adjusting learning outcomes, and considering varied access needed to learning materials and communication channels.
 - Though the course work for this class has always lived digitally on Canvas to support the varied schedules and dynamic needs of interns and their worksites, internships were rarely previously "remote" opportunities. We continue to adjust along with supervisors and mentors regarding how to work and communicate together. The clearer communication plans you have with your site supervisor, the stronger your internship will likely be.
 - Ongoing shifts in the work and learning environment are providing some new and exciting opportunities while also presenting or exacerbating other challenges. We continue to be open about needs that exist or arise as the internship period unfolds so that any concerns can be addressed. Please stay in regular communication with your internship instructor and supervisor regarding your needs, questions, or concerns.

- 2. The humane option is the best option.**
 - We prioritize supporting each other as humans. You, me, WE come first.
 - Take care of yourselves and your loved ones. Do what you need to do to maintain your mental, physical, and emotional health.
 - Course work will be adjusted as needed to help you be successful.

- We prioritize simple solutions that make sense for most.
 - Currently, the syllabus and schedule for this course will look very similar to what you have previously experienced or heard about this course. Adjustments as needed will be made, particularly for individuals, regarding deadlines, how you are able to speak about your work and learning in your reflections, etc. Let me know if you want to talk through adjustments, alternative assignments, or questions.
- We prioritize sharing resources and communicating clearly.
 - See notes below regarding office hours and appointments.
 - Share your thoughts, ideas, opinions, and learning needs in our Canvas course site and in virtual and physical meeting spaces, and through email.

3. **We continue to adapt.**

- Adaptation, flexibility, change, pivoting. These are ongoing demands of our professional lives now and moving forward. Though it can be challenging, we are all working to adjust our intellectual and workplace skills to meet the moments and needs of our times.
- In many cases, interns are now participating in face-to-face networking or professional development opportunities. Yet, digital networking and professional development opportunities abound. Seek these out. Ask the course instructor for help as you navigate options for networking and professional development.
 - Fieldwork may need to be completed in physically distanced or other manners than would have been previously approached. Ask your worksite about their policies and practices. Include Julie in the planning as needed.
 - If you are working entirely remotely or in a hybrid setting, you are not going to be able to speak about physical workplace culture and communication styles in the same way you might during a typical in-person internship setting. You can speak about how remote workplace culture and communication have ramped up (or not) during these unprecedented times. You can speak about what you learn about professionalism in this field, agency, or setting at this point in time.
- Some expectations are no longer reasonable.
 - You are still expected to regularly and consistently meet with your supervisor/mentor. You are not expected to meet with them face-to-face unless this is a requirement of the internship's supervising agency. You should work with your supervisor to set clear expectations and guidelines regarding the types of communication channels, formats, and times that are anticipated and preferred.
 - You may find that you need to schedule more regular virtual meetings with me or your site supervisor in order to feel connected and able to successfully complete your work. Communicate your needs early and often. Internships have failed when students and supervisors have not held specific planning meetings regarding communications plans for successful completion of tasks, responsibilities, and projects.
- Some objectives are no longer valuable.
 - You may need to change your learning outcomes for this internship due to either the nature of the work you will be undertaking or the nature of the changing work environment in which you are completing those responsibilities and tasks. Communicate changes or questions you have early and often with Julie and your site supervisor.

4. **We will foster intellectual nourishment, social connection, and personal accommodation.**

- Accessible asynchronous content for diverse access, time zones, and contexts apply as always in any term of PPPM 604: Internship/Internship Nonprofit.
- Optional synchronous discussion to learn together, socialize together, or combat isolation.
 - Let me know if social gatherings to connect as colleagues would be helpful to you during the term.
 - Please let me know what else you need or would - what even potentially may - benefit you. This can be about specific topics or experiences associated with your internship, your work environment, or next steps for your professional life based on what you are learning. What do you want to speak about individually with Julie and what would you like to discuss with course peers?

5. We will remain flexible and adjust to the situation.

- Nobody knows where the next few months are going and what we'll need to adapt.
 - Please continue to pay attention to government, university, school, and course announcements on a regular basis. Since March 2020, we have changed direction on multiple occasions. We will continue to adapt and revise this course and the accompanying internship site work as needed.
- Everybody needs support and understanding.
 - Let's assume the best about everyone with whom we engage in this class, in our internships, work life, and home lives.
 - Let's reach out and support one another as we are able to in the coming days, weeks, and months.
 - Please communicate your needs as they arise or if you hear of needs from others.

Course Overview

This internship course integrates theory and practice through planned, supervised work experience connected to reflective learning activities. Key components of a student's professional development are the abilities to a) apply what is learned in classroom settings to the world of work and b) reflect on challenges to and opportunities for professional growth. Internships provide limited duration, often project based, learning experiences in a professional setting connected to a student's career goals. Internships can spark an interest, "open doors," or launch careers. An academic (credit) internship provides a structured learning experience.

Course Purpose

The purpose of this course is for students to engage in and reflect upon a specific internship experience. An internship is a structured limited duration applied learning opportunity within a student's disciplinary and career area of interest. Students individually identify how they want to grow and develop in their professional skills, knowledge, and habits in relationship to the work of the associated internship position. Regular reflective exploration processes and assignments within the course structure assist students in describing their professional growth in identified areas, further clarifying career goals, applying theory to practice, gaining work experience, and networking with professionals.

Individualized Student Purpose

As you already know from completion of the preauthorization forms and internship agreements, the instructor and site supervisor work with students in developing individualized learning outcomes. Setting learning outcomes helps students practice developing learning goals for professional workplace development and performance reviews.

While the internship course has broad outcomes for all students, students' individually identified learning outcomes serve as a guided path and focus for reflecting upon professional skill and knowledge development over the course of the term. In collaboration with the site supervisors, students outline and complete tasks, responsibilities, and work flow that support their desired learning outcomes. Students share developing thoughts about their growth and development toward identified learning outcomes with the instructor. The instructor provides feedback on these reflections related to career and professional expectations and technical writing.

Students who work toward achieving their learning outcomes acquire a set of transferable skills, knowledge, and applied active learning experience in a work environment that prepares them for professional positions, fellowships, or further academic study. Through these practices, students gain examples - and practice writing about them - that can be specifically described and shared as part of details in resumes, cover letters, and job interviews.

Course Learning Outcomes

By the end of this course, students should be able to:

- Set individualized learning outcomes that focus on targeted workplace skill and knowledge development through specific tasks and responsibilities.
- Assess achievement of individualized learning outcomes through task completion, reflective activities, and supervisor feedback.
- Identify potential transferable skills and knowledge as well as areas for further professional development because of learning experiences.
- Articulate achievement of learning outcomes clearly and concisely in reflective activities, discussions with supervisors, and in preparation of examples for future employment applications and interviews.
- Prepare and complete work products that reflect application and achievement of learning outcomes.

Course Contract

In order to help you grow and achieve success in this course,

As instructor, I am responsible to:^[1]_[SEP]

- a) give you control over your own learning within boundaries of course purpose & outcomes^[1]_[SEP]
- b) provide you with questions, examples, and themes of exploration
- c) help you establish quality criteria for your work^[1]_[SEP]

- d) provide you with quality feedback for continuing improvement
- e) help you believe success is achievable
- f) help you access quality resources; clarify concepts
- g) demonstrate the course's value^[SEP]
- h) guide you in completing tasks to demonstrate your achievement, and^[SEP] i) affirm your achievement with you.

As a student, you are responsible for your own learning by:^[SEP]

- a) openly sharing your work and asking for feedback^[SEP]
- b) relating concepts and skills to real world experiences^[SEP]
- c) gathering & synthesizing information of varying sources^[SEP]
- d) willingly exploring ideas, questions, themes, and examples posed, as well as those that you find and intrigue you.
- e) making aware of your individual learning needs^[SEP]
- f) being prepared and on time for all activities, and
- g) being present and engaged in the content and work of the course.

Communications

The course website is located on Canvas (<https://canvas.uoregon.edu/>). The course syllabus and assignments will be posted on the Canvas site. Announcements will be communicated through Canvas.

The [Modules section](#) of the internship course site will walk you through each assignment during the term. Please let me know if you need support accessing any of the assignments or files.

Please confirm that your Canvas notification preference for communications (e-mail, text, or other format) is set to "ASAP." Also, please ensure that the UO Office of the Registrar has your correct information so that the system sends you the proper course information in the way you prefer. Canvas is the main tool we will use to communicate about the course.

I aim to respond to any messages you send within 48 hours (2 business days) of receipt. This may be longer on weekends. Please make sure that you have reviewed the Canvas site and the syllabus prior to sending a note about course logistics.

Office Hours & Appointments:

This term, I will hold drop-in chats and appointment-based office hours. Office hours and appointments will be held via physically distanced in-person meetings, phone conversations, or video/audio chats. We can always exchange emails as well. Whatever the communication format, I look forward to talking with you!

As always, office hours are times to check in generally; when you are confused or have a question about assignments, work or communications at your internship site; want to share news; or feel like you need support or to connect in some way. I'm available to discuss any topics or question you may have related to your professional work, development, uncertainties, planning, sense of veering off track, successes and joys related to the course work and your internship site. Chances are that if you're confused about something, someone else in the class is too. Please ask.

Course Requirements and Assessments

The classroom for this course is two-fold:

- a. your professional internship site (remote or in-person) where you interact with your supervisor and others and practice professional skills in an applied learning setting

and

- b. this Canvas course site where you have opportunities to reflect on your learning and development as well as interact with the instructor and course peers.

Please see the next section on Attendance that assists in describing the hours expected onsite and those associated with the assignments within the course structure.

Attendance

Regular remote participation in the internship responsibilities and tasks is expected. All course work should be submitted by designated due dates. For each credit hour, students must complete 30 internship hours during the course of a 10-week term (summer term is 11 weeks). Each graduate credit hour is worth 40 total hours at the graduate level. This means that a student registered for 1-credit hour of PPPM 604 would complete at least 3 hours of work each week of the 10-week term at the internship site and at least 1 hour each week devoted to course assignments. Most of you are completing the internship course at the baseline 3 credit level. This means that you should anticipate contributing at least 120 hours over the term to the onsite work and assignments associated with this course. This assumes at least 9 hours/week at work on the internship site and at least 1-3 hours/week on course assignments for each of the 10 weeks of the term. Although there is no formal attendance reporting process (e.g., time sheets), site supervisors do notify the instructor if a student is not maintaining regular attendance. If you are ill and unable to work, contact your site supervisor directly.

Student Expectations

Students are expected to fulfill the responsibilities outlined on the PPPM Internship Agreement and Exhibit A—PPPM Internship Description. To ensure students receive performance feedback, site supervisors complete midterm and final student evaluations. The evaluations are shared with the student and then submitted to the instructor.

Course Evaluation—Pass/No Pass

Meeting deadlines is essential in the workplace and this course is a bridge between your academic training and the world of work. Please practice this professional expectation in completion of your internship responsibilities. Students will be evaluated on attendance and the written assignments outlined below. To receive a “pass” for the course, students must satisfactorily complete all assignments. In accordance with

university regulations, an incomplete will only be given when “the quality of work is satisfactory but a minor yet essential requirement of the course has not been completed for reasons acceptable to the instructor.”

Academic Honesty

“Members of the university community are expected to be honest and forthright in their academic endeavors. To falsify the results of one's research, to present the words, ideas, data, or work of another as one's own, or to cheat on an examination corrupts the essential process by which knowledge is advanced” (Learn more at the UO Student Life Student Conduct Code webpage, <http://conduct.uoregon.edu>[Links to an external site.](#)).

The bottom line is this: don't cheat. Doing so puts both student and instructor in uncomfortable positions, and getting caught has serious consequences for your career as a student. If you feel undue pressure from the workload in this class, come talk to us.

Students should properly acknowledge and document all sources of information (e.g. quotations, paraphrases, ideas) and use only the sources and resources authorized by the instructors. If there is any question about whether or not an act constitutes violation of academic honesty, it is the students' obligation to clarify the question with the instructor before committing or attempting to commit the act. Additional information about a common form of academic misconduct, plagiarism, is available at <http://libweb.uoregon.edu/guides/plagiarism/students>[Links to an external site.](#)

Academic Misconduct

You are expected at all times to do your own work. Copying content from other students and submitting it as your own work is grounds for failing the class. The University Student Conduct Code (available at conduct.uoregon.edu) defines academic misconduct. Students are prohibited from committing or attempting to commit any act that constitutes academic misconduct. By way of example, students should not give or receive (or attempt to give or receive) unauthorized help on assignments or examinations without express permission from the instructor.

Written Assignments

Assignments in this course are metacognitive in nature. Metacognition is a level of higher-order thinking. Metacognition happens when you pay attention to and identify your general patterns of thinking, learning, and doing. This requires awareness of ways in which you understand and plan, monitor and analyze, and assess and control your cognitive processes and performance. In this class, such awareness is particularly focused on students' individually identified learning outcomes and the related tasks and responsibilities associated with the internship. Assignments within the course ask reflective and observational questions designed to help you think about and become more aware of yourself as a thinker, learner, and practitioner in workplace settings. Ideally, this practice helps you build skills for life-long reflective learning as a professional.

Assignments will be available on Canvas two weeks prior to the due date. You should upload your assignments in Canvas by 5:00 pm on each due date. Assignments should reflect a professional tone and presentation. A scoring rubric for each assignment will be posted on the Canvas site.

Assignment overview:

Week 1: Getting to Know You discussion board participation (all students)

Week 2: Exhibit A – PPPM Internship Description Final Page ("Exhibit A"), including tasks and responsibilities (all students).

Week 4: Peer Reviewed Research/Annotated Bibliography assignment (first term at current site) OR Professional Development/Workshop/Lecture report (2nd or 3rd term at current site).

Week 6: Midterm memo (first term at current site) **OR** progress report (2nd or 3rd term at current site).

Week 8: Informational Interview (all students) **OR** Updated Professional Development Plan (2nd year or beyond students)

Week 11: Final memo (all), one work product (all), internship evaluation (if last term at site).

We will attempt to organize some internship social hours (virtual or physically distanced) during the term as we are able. These are great times to check in, learn about other interns experiences, get advice from colleagues, and just say hello.

Accessible Education

The University of Oregon is continually working to create inclusive learning environments. Please notify me if there are aspects of the instruction or design of this [course that result in](#) barriers to your participation. You are [also encouraged to](#)[Links to an external site.](#) contact the Accessible Education Center in Oregon Hall at 346-1155 or uoaec@uoregon.edu. For more information: <http://aec.uoregon.edu/Links to an external site.>

Inclusion Statement

The College of Design is a community that values inclusion. We are committed to equal opportunities for all faculty, staff, and students to develop individually, professionally, and academically regardless of ethnicity, heritage, gender, sexual orientation, ability, socioeconomic standing, cultural beliefs, and traditions. We are dedicated to an environment that is inclusive and fosters awareness, understanding, and respect for diversity. If you feel excluded or threatened, please contact your instructor and/or department head. The University [Bias Response Team](#) is also a resource that can [Links to an external site.](#) assist you. For more information: <http://bias.uoregon.edu/index.html> or 541.346.2037. [Links to an external site.](#)

Diversity and the UO

The University of Oregon values our diversity and seeks to foster equity and inclusion in a welcoming, safe, and respectful community. This course is committed to upholding [this principle by encouraging](#) [Links to an external site.](#) the exploration, engagement, and expression of different perspectives and diverse identities. We will value each [class member's](#) [Links to an external site.](#) experiences and insights and communicate disagreements respectfully. Please notify me if you feel aspects of the course [undermine these](#) principles. For additional resources, you are [also encouraged to contact the following campus services:](#) [Links to an external site.](#)

- Division of Equity and Inclusion, 1 Johnson Hall, 541.346.3175; <http://inclusion.uoregon.edu/Links to an external site.>
- Center on Diversity and Community, 54 Susan Campbell Hall, 346.3212; <http://codac.uoregon.edu/Links to an external site.>
- Bias Response Team, 164 Oregon Hall or brt@uoregon.edu; <http://uodos.uoregon.edu/Programs/BiasResponseTeam.aspx?q=bias> [Links to an external site.](#) (bias.uoregon.edu)

Center for Multicultural Academic Excellence (CMAE)

"The CMAE is a place where students are empowered, engaged, and nurtured for success. Our vision is to build and empower an inclusive and diverse community of scholars who exemplify academic excellence and inspire positive change. CMAE's mission is to promote student retention and persistence for historically underrepresented and underserved populations. We develop and implement programs and services that support retention, academic excellence, and success at the UO and beyond." Call 541.346.3479, email cmae@uoregon.edu, or visit their offices in Oregon Hall.

Statement Regarding Title IX and a Safe Learning Environment free from Discrimination and Harassment

The UO is committed to providing an environment free of all forms of discrimination, harassment, and assault. This includes conduct that unreasonably discriminates among individuals on the basis of race, color, gender, national origin, ethnicity, age, religion, marital status, disability, veteran status, sexual orientation, gender

identity, or gender expression. It also includes sexual and physical assault, domestic and dating violence, and gender based stalking. We support Title IX.

If you, or someone you know, has experienced or experiences harassment or discrimination that is sufficiently severe or pervasive that it interferes with work or academic performance—or if you have experienced sexual or physical assault in any form—the UO has staff members trained to support and make sure you are aware of the range of options available to you and have access to the resources you need. You may choose whether or not to access these resources.

Students wishing to pursue a complaint involving discrimination or harassment should contact the Office of Affirmative Action & Equal Opportunity at 541-346-3123 or aaeo.uoregon.edu. **If you wish to speak to someone confidentially regarding sexual assault or harassment, call 541-346-SAFE, UO's 24-hour hotline, or visit the SAFE website, safe.uoregon.edu.** The University Health Center and University Counseling and Testing Center can provide assistance and work confidentially with students.

UO Community of Care

Life at college can get very complicated. Students sometimes feel overwhelmed or lost, experience anxiety or depression, mood changes, or struggle with relationship difficulties. Sometimes these concerns or other challenges such as eating and/or sleeping can interfere with optimal academic performance. If the source of symptoms feel strictly related to your course work, please speak with us. Many of these issues can be effectively addressed with a little help. Additionally, the University Counseling Center (UCC) helps students cope with difficult emotions and life stressors in support of their academic success. The UCC is staffed by experienced, professional psychologists and therapists, who are attuned to the needs of college students. The services are free and confidential. Services include daily drop-in hours so you can speak to staff as soon as possible. **Find out more at counseling.uoregon.edu or by calling 541-346-3227 (includes after-hours support and crisis line).**

As your faculty member, if I infer you need additional support, I will express my concern and the reasons for them and remind you of resources that might be helpful to you. It is not my intention to know the details of what might be bothering you, but simply to let you know I am concerned and that help, if needed, is available. Getting help is a smart and courageous thing to do—for yourself and for your loved ones.

Additional campus resources include:

- Duck Nest Wellness Center in the EMU
- UO Police Department 541-346-2919
- Crisis Text Line: 'OREGON' to 741-741

The UO is committed to providing an environment free of all forms of prohibited discrimination and sexual harassment, including sexual assault, domestic and dating violence and gender-based stalking. Any UO employee who becomes aware that such behavior is occurring has a responsibility to share information to support students through such experiences. The University Health Center and University Counseling and Testing Center can provide assistance and they have a greater ability to work confidentially with students.

Religious Festivals

Many lunar calendar-based festivals do not appear in the standard calendar. Please let me know of any exam or assignments that overlap with religious festivals (Yom Kippur, Eid, Diwali, etc.) that are not university holidays so we can make alternative arrangements. Also, please let me know if you need accommodations in class/exams on a festival day (e.g., if you are fasting).

Academic Continuity Preparedness

In the event of a campus emergency that disrupts academic activities (e.g., serious weather, earthquake, significant communicable illness), course requirements, deadlines, and grading percentages are subject to change. Information about changes in this course will be communicated as soon as possible on Canvas and/or email. If our class is unable to meet face-to-face, students should immediately log onto Canvas and read any announcements and/or access alternative assignments. Students are also encouraged to continue the readings and other assignments as outlined on this syllabus or subsequent revised syllabi.