

Fall 2024 LDST 489 Syllabus

Instructor: Dr. Kerstin Soderlund
Office Location: Jepson Hall Room 123
E-mail: ksoderlu@richmond.edu
Phone: 804-287-6082

Purpose

The internship is an important component in the Jepson academic experience. Internships provide a unique educational opportunity to apply theory to practice and critically assess and revise theory in light of practical experiences. It offers students a chance to exercise and observe leadership in an organization. It also enables students to explore professional fields/industries of interest.

Course Description

This ½ unit post-internship course is designed to help students analyze and articulate the ways in which their leadership studies informed their understanding and performance at their internship, consider how to leverage their internship experience in regards to post-graduate employment or other post-graduate pursuits, and continue their professional development. Students will complete academic assignments that require them to apply leadership studies theories and concepts to their internship experience.

DOCUMENTS AND REFLECTIONS FROM SUMMER 2023 INTERNSHIP

Supporting Documents for Internship (75 points total)

- **Learning Contract** - This document should be completed and filed by the end of the first week of the internship. It is designed to clarify your role requirements. (25 points)
- **Internship Site Evaluation** - This evaluation is due at the conclusion of your internship. (25 points)
- **Site Supervisor Evaluation** – Dr. Soderlund will solicit an evaluation from your supervisor as you are ending your experience. (25 points)

Weekly Structured Reflection for Internship (50 points each – 300 points in total)

Six topical reflections were required over the course of the internship, one of which needed to be Theory into Action and another needed to be Personal Contributions.

FALL 2024 REQUIREMENTS/ASSIGNMENTS

Class Participation (100 points)

Contributions to class that advance the class discussion are valued more than sheer quantity of participation. Advancing the class discussion can take several forms, from calling attention to something important we haven't talked about yet, to answering a question posed by the instructor, to asking a factual or interpretive question of relevance to the discussion, to stating (and giving reasons) why you think you disagree with another student or the instructor. We have several guests, including Jepson alumni, joining us this semester and we want to be respectful of the time that they are taking to be part of our discussions.

Career/Post-Graduate Opportunity Events (50 points each - 100 points in total)

You need to attend TWO career/post-grad/professional development events this semester.

Things that count to fulfill this requirement:

- Events that are being offered by Career Services OR via Handshake. You'll find within Handshake there are not only UR specific career events but events being offered by other organizations/agencies.
- Scheduled advising appointments with UR Career Counselors.
- Graduate school or other post-graduate opportunity programs being offered by Robins, A&S, the Law School or particular academic departments. Jepson Scholars Info Session would also fulfill this requirement.

What you need to do to fulfill this requirement:

- Go into "Assignments" in the Fall 2024 Internship Blackboard course and you will find two assignments – Career/Post-Grad Event 1 and Career/Post-Grad Event 2.
- For each event you attend
 - Click on the assignment
 - Hit the "Create Submission" button
 - In the text box, type the name of the event you attended, the date of the event you attended, and three-four things you learned/took away from the event
 - Hit SUBMIT when finished (this is very important so that it is transmitted and visible to Dr. Soderlund)

Internship Video Presentation (100 points)

Due Date: Upload by Friday, September 20, 2024

We want to provide you an opportunity to highlight key experiences, moments, insights, etc. from your internship, which is good practice in regards to how to articulate about your internship experience as you start looking for jobs or other post-graduate opportunities. To do this, we would like you to craft a short video presentation that that we HOPE to share with members of the Class of 2026 before they complete their Jepson internship (if you give your permission). This provides you the opportunity to share the things you enjoyed, relished, and/or toiled about at your internship, and it will help inform and educate the next group of interns about opportunities in fields/industries that they may not have considered.

As you prepare your video, you do not need to worry about discussing particular theories, etc. I encourage you to think about what you would have wanted to hear about your internship before you started; what did you learn about the field/industry as well as full-time employment that you would have liked to know about before you completed your internship.

Requirements for Presentation

- Length: 5-7 minutes
- Visual Element: Please include visuals (PowerPoint, Prezi, poster, etc.) that illustrate and/or elaborate on points you include in your presentation. *(20 points)*
- Summary of Internship: Succinctly describe your organization and your basic responsibilities/role. *(30 points)*

- **Impactful Moments & Insights:** You might discuss greatest lesson learned, most difficult or challenging moment/assignment, the most exciting and fulfilling moment/assignment, conclusions you reached about the organization and/or industry/field, a combination of some of these things, or other things you think would help your classmates understand your experience, what you gained, what working in your field/industry might entail, etc. (50 points)

Once filmed, you will need to upload your video into the appropriate folder in Blackboard (you will be the one to select how you would categorize the industry/field in which you worked). Detailed instructions about filming, naming, and uploading are in Blackboard under “Assignments.”

Internship Paper (150 points)

Due Date: Friday, October 4, 2024

This document should be 6-9 pages, double-spaced and should include citations to relevant literature and sources. You may use any citation style you choose. Please submit this paper via Blackboard under “Assignments.”

Part One ~ Self-Assessment (approximately 2-3 pages) – 50 points

In the first part of your final paper, please revisit your Site Description and Personal Contribution (SDPC) paper and your learning contract and address the following:

- What did you learn? Specifically address the learning outcomes you outlined in your SDPC paper and your learning contract.
- How your on-the-job and off-the-job activities (identified in in your learning contract) informed what you learned during the course of your internship.
- The extent to which you were able to make the contributions you outlined in your SDPC paper, citing specific examples from your experience. For this, you may also want to revisit your “Personal Contributions” reflection.

Part Two ~ Leadership Studies & Your Internship (3-4 pages) – 75 points

In the second part of your final paper, please discuss how your leadership studies courses informed the way that you understood the organization with which you worked and the way that you approached your work. In responding to this broad question,

- Discuss four to five concepts and/or theories from leadership studies and how they helped you understand the individuals and/or dynamics of the organization with which you worked AND the way in which you interacted with others and approached/completed your work.
- Please identify the course(s) in which you were exposed to each concept/theory that you discuss and cite relevant literature/sources (you may use any approved citation style). You may draw from any leadership studies courses (core courses or electives).
- Please provide specific examples (observations/experiences from your site) to illustrate your discussion. Feel free to draw from your summer reflections, though do acknowledge/cite material you draw from your reflections.

Part Three ~ Log of Work/Projects (1-2 pages) – 25 points

As we discussed in the spring LDST 488 Internship class, it is good practice to keep a log/notes about the work/projects/events/initiatives you work on during your internship (or future jobs) so that you can have productive conversations with your supervisor and to have a record you can draw from when interviewing for future positions. For the final portion of this paper, please provide a list of 7-10 work items/projects/events/initiatives you worked on/completed during your internship. A few notes:

- Please provide 1-2 sentences describing each item.
- You do not need to share ANY confidential information when discussing these items; you can talk broadly about the nature of the work and not provide specifics about clients, etc.

Ethics Assessment (up to 100 points)

Due Date: By the end of the designated final exam period for your section of LDST 489

On Friday, December 6, 2024, you will find an “Ethics Assessment” in Blackboard under “Assignments.” This must be completed by Tuesday, December 17, 2024 by 11:59 p.m.

Assessment

Your grade for LDST 489 is based on the quality of your assignments and their completion by the assigned due date, participation in all internship class meetings and required activities, and submission of all required forms.

98-100	A+	74-77	C
94-97	A	70-73	C-
90-93	A-	68-69	D+
88-89	B+	64-67	D
84-87	B	60-63	D-
80-83	B-	< 60	F
78-79	C+		

REQUIRED V OPTIONAL CLASSES

On the weekly class schedule, you will see there are REQUIRED classes that all will attend and here are three OPTIONAL classes. Students will identify – during the second week of class – two of the three optional classes they plan to attend, though students are welcome to attend ALL of the optional classes if they choose.

HONOR CODE

All assignments are expected to be the student’s original work. The Jepson School follows the provisions of the Honor System as outlined by the School of Arts and Sciences. This means that no student is to use, rely on or turn in work that was paid-for, copied, excessively summarized without citation, created in collaboration (without permission), produced by AI, or is otherwise not the original work of the student for the specific assignment (without explicit permission).

Week of:	Topic & Assignments
Week 1: August 26, 2024 Monday, 8/26 Tuesday, 8/27 Thursday, 8/29	REQUIRED: Evaluating & Negotiating Offers <i>Guest: Beth Chancy, Senior Associate Director, Career Services</i>
Week 2: September 2, 2024 Monday, 9/2 Tuesday, 9/3 Thursday, 9/5	REQUIRED: Reflecting on the Internship Experience
Week 3: September 9, 2024 Monday, 9/9 Tuesday, 9/10 Thursday, 9/12	OPTIONAL: Assessing Your Career Competencies
Week 4: September 16, 2024 Monday, 9/16 Tuesday, 9/17 Thursday, 9/19	REQUIRED: Leveraging AI <i>Guest: Beth Chancy, Senior Associate Director, Career Services</i> DUE BY 9/20: INTERNSHIP VIDEO DUE (Blackboard)
Week 5: September 23, 2024 Monday, 9/23 Tuesday, 9/24 Thursday, 9/26	OPTIONAL: Thinking About Grad School <i>Guests: Jepson alumni (participating alumni listed in Blackboard)</i>
Week 6: September 30, 2024 Monday, 9/30 Tuesday, 10/1 Thursday, 10/3	OPTIONAL: Tips from a Recruiter <i>Melissa Cramer, '11 – Talent Strategy & Leadership Recruitment at Tiffany's</i> DUE BY 10/4: FINAL INTERN PAPER DUE (Blackboard)
Week 6: October 7, 2024 Monday, 10/7 Tuesday, 10/8 Thursday, 10/10	REQUIRED: The Search Continues... <i>Guest: Beth Chancy, Senior Associate Director, Career Services</i>
Week of October 14th – NO CLASSES ~ FALL BREAK	
Week 9: October 21, 2024 Monday, 10/21 Tuesday, 10/22 Thursday, 10/24	REQUIRED: Personal Finance ~ Part 1 <i>Guest: Dan Fabian, Associate Dean, Richmond College</i>
Week 10: October 28, 2024 Monday, 10/28 Tuesday, 10/29 Thursday, 10/31	REQUIRED: Personal Finance ~ Part 2 <i>Guest: Dan Fabian, Associate Dean, Richmond College</i>
Week 11: November 4, 2024 Monday, 11/4 Tuesday, 11/5 Thursday, 11/7	Time to Work on Applications
Week 12: November 11, 2024 Monday, 11/11 Tuesday, 11/12 Thursday, 11/14	REQUIRED: Topic TBD (over semester)
Week 13: November 27, 2023 Monday, 11/18 Tuesday, 11/19	REQUIRED: DEI in the Workplace <i>Guests: Casey Butler, Associate Director of LGBTQ+ Campus Life</i>

Thursday, 11/21	
Week of November 25th – NO CLASSES ~ THANKSGIVING BREAK	
Week 15: December 2, 2024 Monday, 12/2 Tuesday, 12/3 Thursday, 12/5	REQUIRED: Transition to Real World
FINAL EXAM Tuesday, 12/17 by 11:59 p.m.	Ethics Assessment

Disability Services Center

The University of Richmond’s office of Disability Services strives to ensure that students with disabilities and/or temporary conditions (i.e., concussions & injuries) are provided opportunity for full participation and equal access. Students who are approved for academic accommodations must complete the following steps to implement their accommodations in each class:

- 1) Submit their Disability Accommodation Notice (DAN) to each of their professors via the Disability Services Student Portal available at this link: sl.richmond.edu/be.
- 2) Request a meeting with each professor to create an accommodation implementation plan. Disability Services is available to assist, as needed.

It is important to complete these steps as soon as possible because accommodations are never retroactive, and professors are permitted a reasonable amount of time for implementation. Students who are experiencing a barrier to access due to a disability and/or temporary condition are encouraged to apply for accommodations by visiting disability.richmond.edu. Disability Services can be reached at disability@richmond.edu or 804-662-5001.

Jepson School Common Syllabus Insert

Awarding of Credit

To be successful in this course, a student should expect to devote 5-7 hours each week, including class time and time spent on course-related activities.

registrar.richmond.edu/services/policies/academic-credit.html

Disability Accommodations

Students with a Disability Accommodation Notice should contact their instructors as early in the semester as possible to discuss arrangements for completing course assignments and exams.

disability.richmond.edu/

Honor System

The Jepson School supports the provisions of the Honor System. The shortened version of the honor pledge is: "I pledge that I have neither received nor given unauthorized assistance during the completion of this work." <https://studentdevelopment.richmond.edu/student-handbook/honor/index.html>

Religious Observance

Students should notify their instructors within the first two weeks of classes if they will need accommodations for religious observance. registrar.richmond.edu/planning/religiousobs.html

Addressing Microaggressions on Campus

Microaggressions are the everyday verbal, nonverbal, and environmental slights, snubs, or insults, whether intentional or unintentional, that communicate hostile, derogatory, or negative messages to target persons based solely upon their marginalized group membership.¹ Recent research has found that, when professors do not address microaggressions in class, microaggressions foster alienation of marginalized groups.² Furthermore, both students and faculty that are exposed to microaggressions more often are more likely to have depressive symptoms and negative affect (a negative view of the world).³ A comfortable and productive environment where meaningful learning happens can be collectively created through actions, words, or environmental cues that promote the inclusion and success of marginalized members, recognizing their embodied identity, validating their realities, resisting sexism, ableism, and racism.⁴

The University of Richmond is committed to building an inclusive community. To this end, the Student Center for Equity and Inclusion (SCEI) was created in 2021 and offers ongoing support and assistance for a diverse student body.⁵ With this in mind, as a community member at the University of Richmond, I pledge to address microaggressions in the classroom by holding myself, other students, and faculty accountable for what is said and being receptive to criticism when perpetuating these slights, snubs, or insults.

¹Sue, S., Zane, N., Nagayama Hall, G. C., & Berger, L. K. (2009). The Case for Cultural Competency in Psychotherapeutic Interventions. *Annual Review of Psychology*, 60(1), 525–548. <https://doi.org/10.1146/annurev.psych.60.110707.163651>

²Bergom, I., Wright, M.C., Brown, M.K. and Brooks, M. (2011), Promoting college student development through collaborative learning: A case study of *hevruta*. *About Campus*, 15: 19-25. <https://doi.org/10.1002/abc.20044>

³Nadal, K. L., Griffin, K. E., Wong, Y., Hamit, S., & Rasmus, M. (2014). The Impact of Racial Microaggressions on Mental Health: Counseling Implications for Clients of Color. *Journal of Counseling & Development*, 92(1), 57–66. <https://doi.org/10.1002/j.1556-6676.2014.00130.x>

⁴Rolón-Dow, R. (2019). Stories of Microaggressions and Microaffirmation: A Framework for Understanding Campus Racial Climate. *NCID Currents*, 1(1). <http://dx.doi.org/10.3998/currents.17387731.0001.106>

⁵ <https://inclusion.richmond.edu/>