

INTERNSHIP IN THE COMMUNITY

SO/CJ/GT 392

Instructor: Jim Buccini, MSW, LMSW

Office: CAS-1 Room 315

Phone: 203-582-7266

Email: jim.buccini@quinnipiac.edu

Office Hours:

By Appointment:

<https://qubuccini.simplybook.me>

COURSE DESCRIPTION

Each student devotes 120 hours* on- site (or virtually) in a public or private community agency that provides services and also spends one hour a week in class. The position is tailored to the student's preparation and interests and to the needs of the agency. The student learns how an organization works, its relation to other organizations in the community, how it serves its clients, and the problems that confront it. Enrollment, limited to sociology majors, is a commitment by the student to adhere to a high standard of attendance, confidentiality, professionalism and responsibility.

LEARNING OUTCOMES

Upon successful completion of the course, students will be able to accomplish the following:

1. *Draw connections between academic concepts/theories and the professional work of the host organization.*
2. *Describe the cultural characteristics of the host organization and the professional roles within it including organizational structure, sources of power, supervision, and workplace dynamics.*
3. *Articulate the role of the professional, identifying and developing corresponding skills, attitudes, and competencies necessary to work in that occupational field. (This includes beginning to develop and utilize the above while also identifying pathways toward future development).*
4. *Articulate the relationship between the host organization and the ecosystem in which it exists including funding, politics and power, policy, stakeholder influence, resources, and ethical standards.*
5. *Demonstrate understanding of diverse groups and how the host organization addresses their unique needs, paying attention to key concepts such as: power, privilege, marginalization, and oppression.*
6. *Relate scholarly research to the professional field*

METHOD

Instruction will take place in two contexts: on-site or remotely for the student's internship organization; **and in-class or over zoom for the classroom seminar.** Times and location will be published in the course schedule on blackboard.

With the organization, students will fulfill responsibilities as assigned by the internship supervisor and work towards goals identified on the learning agreement while engaging thoughtful reflection and inquiry.

Seminar activities will consist of discussions on appointed topics and further reflection on internship experiences. Written and oral assignments will assist students in processing their experience and reflecting on their learning.

COURSE REQUIREMENTS

Text: Students are expected to utilize texts from foundational courses to reflect on theory and practice.

Additional, readings will be assigned through Blackboard

On-Site/Virtual

- The completion of 120* on-site hours.
 - Submission of all paperwork verifying internship work including:
 - Internship Confirmation Form
 - Learning Agreement
 - Evaluations from supervisor.

*Any hours short of 120 will be supplemented through other assignments.

Classroom:

- Attendance in all seminar meetings and participation in discussion.
- Assigned reading and reflection completed before class to facilitate discussion.
- Completion of journal entries, reflections, and other written assignments.

ASSIGNMENTS

Course credit is contingent upon satisfactory completion of requirements for both the internship component and the seminar component of this class. Each component is worth 50% of your final grade. (Continued on next page).

Internship Component (50%)

Fieldwork and Documentation

Learning Agreement (10%)

- At the beginning of the semester, students and supervisors will collaborate to compose a learning agreement. This document will identify goals to address throughout the internship.
- **Course credit cannot be awarded without the completion of a signed learning agreement.**

Evaluation from Supervisor (10%)

- **Near the completion of the internship, students and supervisors will complete a final evaluation online. This is intended to be a collaborative evaluation process to allow both supervisor and intern to identify areas of accomplishment, growth, and room for further improvement.**
- **Students will receive a *recommended* grade in the following areas:**
 - **Understanding of the organization and different factors that impact it.**
 - **Understanding of how the organization addresses the needs of diverse groups.**
 - **Meeting expectations of professionalism.**
 - **Development of personal/professional skills and competencies necessary for this line of work.**

Weekly Journals (20%)

- A journal entry will be due by Friday each week responding to the following prompts:
 - What I did.
 - What I learned.
 - How many hours I worked / Total Number of hours.
 - What questions I have. (Using skills of critical thinking and inquiry, understanding there is always more to know and learn.)

THE SEMINAR COMPONENT (50%)

Concept Reflections (10%)

- *Throughout the semester, students will read articles and engage in discussion.*

- The purpose of the reflections is to allow students to reflect on their experience, help facilitate classroom discussion and work toward the completion of larger assignments.
- Full credit for reflections and classroom discussion will be awarded from entries that demonstrate *knowledge* and *depth*.
- For reflections, while the style may be informal, students are expected to use proper grammar and spelling.

Deliverable (20%)

- A deliverable is a product or a service provided as the result of a development process.
- By the end of the semester, the student will produce a deliverable that meets the needs of and can be used by the organization.
- Students will assess the needs of the organization, identify a “problem to be solved” and then produce a product or service to solve the problem.
- This could be in the form of an information gained through researching existing sources, a training session or workshop, a resource guide, pamphlets communicating information to service recipients or members of the community.
- The deliverable may be actually used by the organization, or it may be something that hypothetically *could* be used. This will depend on the actual needs of the organization.
- Students will turn the deliverable in for credit.

Final Presentation (20%)

- *One of the main goals of the internship class is the ability to integrate your academic experiences in your major with your field experiences at the internship site. In addition to building analytic skills, this assignment will also provide students another opportunity to develop the components of reflective practice and oral communication.*
 - Create a ONE PowerPoint slide and develop a three-minute presentation using the information compiled in your Topic Reflection Assignments and the information you wrote about in your experience journal (including answers to the questions you asked).
 - Consider the following when crafting your presentation.
 - A description of the organization including.
 - History, mission, vision and values statements
- Organizational culture. (Include cultural norms, mores and folkways, social controls and sanctions)
- How your agency is a part of the broader service-delivery system, or the broader community. You may include funding, policies/law, public opinion, and other structural forces.
- Professional Status and Roles
 - Your role and responsibilities within the agency, and the professional roles of other employees.
 - The professional qualifications needed to hold a position within the agency.

- A description of the population served and how the agency/organization meets its unique needs.
 - Description of the experience of a typical service-recipient/client. (How does one enter the system, progress through the system and terminate the system.)
- Reflect on how your experience relates to what you have learned in the classroom.
 - Identify at least 5 concepts, theories, or theoretical perspectives.
 - Define.
 - Relate the classroom concepts/theories to your internship experience.

Participation Grade

Attendance and active participation are mandatory. Students will be permitted one unexcused absence (see attendance selection) over the course of the semester. More than one unexcused absence will result in a final grade reduction for each time you are absent: (A to B, A- to B-, B+ to C+, etc.). Not participating actively in class may also lead to a smaller reduction in your final grade.

**Confidentiality: If you write about employees and clients at your site, please use pseudonyms and leave out any other identifying information*

COURSE POLICIES

INTERNSHIP-RELATED CONDUCT

General Expectations

In all activities related to this class, including but not limited to: on-site and remote work, communication with community organizations, and interaction with the wider community, students are expected to adhere to the Quinnipiac University Student Code of Conduct, and observe the conduct expectations of the host/partner organization.

Dismissal from an internship placement may result in a failing course grade.

Confidentiality

Students are to adhere to standards of confidentiality that apply the professionals at their partner organization. They will not discuss a client's personal identity or affairs, in such a way that reveals their

identity outside of the host agency setting. This may also apply to details about ongoing cases and classified information in the criminal justice field.

Resolution of Problems

If problems arise with a host organization, students should always consult with the internship coordinator. The seminar is also an appropriate time to discuss some issues that arise. However, students are expected to address problems directly with their host organization without the internship coordinator intervening.

DRAFT

SEMINAR-RELATED POLICIES

Classroom Conduct

Students are expected to maintain a professional online zoom presence during class. This includes showing up to class on time and avoiding distracting movements. Students should also consider their physical location (e.g., bed, desk, kitchen table).

* It is important to note that students may experience a greater level of difficulty this semester due to working remotely, and that will be taken into account.

Civil Discourse

Mutual respect is required in order to maximize a healthy and fair learning environment. Disagreements are bound to arise, and students are encouraged to voice critically informed perspectives. Civility and the contribution to a positive learning environment is always expected.

Coursework Expectations

All undergraduate full-time and part-time students are expected to spend at least two hours on academic studies outside and in addition to each hour of class time. This expectation should be used by the student as a guide in determining how much time to spend on academic studies outside class. It should also be used by the student, in consultation with the academic adviser, to help determine the student's course load each semester so that the course load matches the amount of time available for academic studies. Much of the work for this class will be prepared outside of the scheduled class time. This includes homework assignments, project work, group work, and written reflection.

Equitable distribution of groupwork is expected.

Writing

Students must demonstrate the ability to: think critically, synthesize ideas, draw conclusions, and compose as much in legible, well-organized, and intelligible writing assignments. Proper **ASA / APA** citation is required. All written assignments must be typed, double spaced with one-inch margins, Times New Roman 12pt font. All correspondence with host organizations must be done in a professional manner.

Communication with the Instructor

If you need to communicate with me outside of class, I prefer that you communicate with me over email, during office hours, or during an appointment. When sending an email, please note which class you are taking.

If you are aware of anything that may inhibit your ability to participate in this course, you should either inform me of it immediately or reconsider enrollment in this course. That being said, I am here to facilitate and support your education. *Maintaining open communication with your instructor is one of the best ways to ensure your success at Quinnipiac.*

Electronic Devices in the Classroom and Online

Class is a time for immersion in the course content, class activities, and interaction with your classmates and the instructor. Avoiding distraction from devices is imperative. Devices must remain silent during class time. Students are asked to inform the instructor if they anticipate the need to respond to an emergency call during class and should leave the classroom to take care of personal matters.

The instructor may permit students to use electronic devices to take notes or participate in an activity. Other than purposes stated by the instructor, the use of electronic devices is prohibited. The instructor reserves the right to request all notes being typed on laptop in class to be sent at the end of class to the instructor.

When taking a course online, it is easy to become distracted by other things on the screen, or by a phone just outside of the camera's view. Students are asked to close other windows on their screen and avoid their phones during class time.

Reading and Preparation

Students are expected to come to class having completed the assigned reading and assignments scheduled for that day. Students are expected to be ready to discuss the reading *critically* and participate in classroom activities. *Students should also come to class having reflected on the journal/discussion prompts, and ready to discuss in class.

Educational Technology

It is each student's responsibility to obtain the information and skills necessary to access his/her university email account, Blackboard, or any other electronic resource as directed by the instructor. Students are obligated to seek out the appropriate offices/departments for assistance in utilizing the technology resources when necessary.

- Students are required to use their **university email account for correspondence**, and for communicating with host organizations (unless otherwise directed by the host organization).
- All communication *from* the instructor will be sent to university email addresses and may also be posted on Blackboard.
- Assignments must be submitted through Blackboard unless otherwise directed.
- Written assignments must be submitted by uploading a **MS Word file in (.doc or .docx) or PDF** format (Do not use the "comments" section to complete assignments.)
- Grades are maintained through Blackboard. Students are encouraged to check their grades regularly and alert the instructor to discrepancies.

Participation

Active participation is an expectation in this class. This means being present ready to answer questions throughout discussions, and also coming to class with relevant questions for the instructor and your peers.

All students are expected to keep your camera on and be visible throughout the entirety of the class, unless otherwise noted.

Absences/Make-up Policy

Attendance will be taken every class. Much of the learning in this course will come through interaction with peers which is viewed as an essential part of the learning process. In-class projects, presentations, activities and discussion will also count as part of your final grade. If you are not present, it may not be possible to make up required course activities. Any information missed due to an absence is your responsibility. You are required to obtain such information from another student.

- **Excused absences** include situations such as ill health requiring a visit to a doctor, participation in official intercollegiate events, personal emergencies (such as a family death).
- **Unexcused absences include** illness not requiring a doctor visit, oversleeping, work or family conflicts, and any other activities that conflict with class time. If you miss an exam due to an

unexcused absence you will not be given a 'make-up' opportunity. For religious observances, see below.

- **Presentations and Group Work:** Absences during a scheduled presentation are particularly challenging in that the absence hinders classroom progress. If a member is absent, or otherwise unable to participate in a scheduled group presentation, the rest of the group is expected to fill in for the absent member. At my discretion, the absent student may have the opportunity to present to the instructor.
- **Late Assignments:** Students will have ample time before due dates and deadlines to complete assignments, and so late assignments will only be accepted in rare circumstances at the discretion of the instructor, even in the event of an excused absence.
- **Religious Observance:** Students will never be penalized because of observances of their religious beliefs and shall be given an opportunity, whenever feasible, to make up within a reasonable time, any academic assignment that is missed due to participation in religious observances. If you expect that observances of religious beliefs will require you to miss any class meetings or course deadlines, talk with me BEFOREHAND to make alternative arrangements.
- **Issues with at-home learning:** It is understood that some students have difficulty finding a distraction free place to attend class over zoom, and there are students who do not have easily accessible internet. Please speak with me about any issues you may have as soon as possible.

Cancelled Class: If class is cancelled for any reason, it is most likely that a recorded lecture and supplemental activity will be provided.

All course content (notes and additional information missed due to an absence) is your responsibility. You are required to obtain such information from another student.

Academic Integrity

Academic Integrity is a central value of Quinnipiac University; therefore, all academic integrity issues will be treated seriously as described in the Student Handbook. For details, please refer to the University policy on blackboard. Students are also obligated to document every occasion when using another's ideas or language. Much of this class is collaborative, and so students are encouraged to study together, discuss readings outside of class, and share drafts outside of class. However, *any* use of another's ideas or language use, through direct quotation, summary, or paraphrase, must be cited.

At minimum, **one occasion of academic dishonesty, large or small, on any assignment, large or small, will result in an “F” for the assignment and a referral to the Academic Integrity Committee.** Other possible consequences include but are not limited to an “F” for the course and expulsion from the University.

UNIVERSITY POLICIES AND STUDENT SUPPORT SERVICES

COUNSELING CENTER

Sometimes we need additional help dealing with issues in our lives: schoolwork, relationships, family issues, or other stresses. Quinnipiac provides services to help at these times and there is absolutely nothing wrong with seeking it. Everyone deals with stressors in their lives and everyone deals with them differently. Seeking help is a healthy way of dealing with stress, whatever it is coming from. Please visit the [Counseling Services website](#) for additional information. The emergency counseling phone number is (203) 582-8742. Mount Carmel Campus **Monday - Friday, 9 a.m. to 5 p.m. Health and Wellness Center on Bobcat Way**

Appointments: To schedule an appointment, students must complete an intake form, which is available online <https://studenthealthservices.quinnipiac.edu:444/WCMenu.aspx> or in the office. Office phone: **203-582-8680** Email: counseling@quinnipiac.edu

CARE

The CARE team employs a caring, preventive, early intervention approach with students who exhibit concerning or disruptive behaviors. The CARE team works to promote student well-being and success in the context of community safety. CARE referrals are submitted by faculty, staff, students, and community members. Referrals range from topics including helping a student during difficult times such as the passing of a loved one; when a student needs support for their physical, emotional, mental, spiritual, financial health; and/or when experiencing social challenges with roommates, friends, and/or peers. More information about the CARE team, behaviors of concern, how to make a referral, and answers to frequently asked questions can be found on the [CARE page](#) on MyQ. If you are concerned about a peer, student, or yourself, please submit a [referral](#).

ACADEMIC SUPPORT

The Learning Commons at QU offers resources and assistance to help students improve their academic skills through a variety of seminars, workshops, and individual meetings. I encourage you to take advantage of this valuable resource. The Learning Commons is in the north wing of the **Arnold Bernhard Library (N112)** and its phone number is **(203)582-8628**. The email is: LearningCenter@quinnipiac.edu

STUDENT ACCESSIBILITY

Quinnipiac University is committed to providing equal educational opportunities and full participation for students with disabilities. No qualified student will be excluded from participation in any University program or be subject to any form of discrimination based on their ability.

The Office of Student Accessibility (located within the Learning Commons (N112), in the Arnold Bernhard Library) serves students with physical, mental, or learning disabilities or Section 504 who may need accommodations for impaired student functioning. Students who wish to disclose a disability and feel they need accommodation for one must make their request by contacting: Please contact the [Office of Student Accessibility](#) by emailing access@qu.edu or by calling (203) 582-7600.

TITLE IX AND SEXUAL MISCONDUCT

Title IX and Sexual Misconduct Policies apply to ALL university-related settings, including but not limited to: on-ground and online, class, university events, and experiential learning opportunities such as internships, clinicals and practicums.

Members of the university community, guests and visitors have a right to be free from sexual harassment, violence and gender-based harassment. When an allegation of misconduct is investigated, and a responding community member is found to have violated this policy, serious sanctions may be used in an effort to ensure that such actions are not repeated. For more information, please visit <https://catalog.qu.edu/university-policies/titleix-policy/>

IMPORTANT: Faculty members and other University staff are designated as “Responsible Employees.” **This means that I am required to report any allegations of sexual misconduct that are directly**

reported to me, or of which I am made aware, to the University's Title IX coordinator or deputy coordinator.

On-campus resources are available that can provide confidentiality, sharing options and advice without any obligation to inform other University staff members unless requested. Such on campus confidential resources include [Counseling Services](#), [Student Health Services](#) and/or [Campus Ministry](#). Additionally, community members can seek out assistance from an off-campus crisis center, which can maintain confidentiality. Email: counseling@quinnipiac.edu

COVID-19 COMPLIANCE PROTOCOLS

For the latest information, consult the [Back to Bobcat Nation](#) page.

- **Face Coverings:** Face coverings must be properly worn (covering both nose and mouth) in the classroom at all times as well as in all public places. If you aren't properly wearing a mask, you will be asked to leave class and it will count as an absence. Students with questions about medical exemptions for masks should contact the Office of Student Accessibility.
- **Entering/Exiting the Classroom:** Please do your best to maintain social distancing as you enter and exit the classroom, staying at least 6 feet away from others.
- **Cleaning Your Workspace:** You must clean your workspace at the end of each class period. Cleaning supplies provided by the University will be available in every classroom. You may also choose to clean your workspace when you enter the classroom.
- **Zoom Recordings and Privacy Concerns:** In general, because of the sensitive nature of our class discussions and the importance of having our class be a safe space to ask questions, our class meetings will NOT be recorded, possibly except for the first week where I will be explaining the format of the course and answering your questions. You are also prohibited from recording our classes as well. This is why it is important for you to attend class and to take notes. If you have to miss class for any reason, please reach out to a fellow classmate (or two!) to get notes. If you still have questions, please email me. I ask that, whenever feasible, you use the video function for zoom when you attend class. I recognize that you may not always be able to do so or that it may constitute a hardship, and if this is the case, please email me and we can discuss this. For additional information about zoom recordings and privacy expectations, please visit the [FAQ's](#) page.
- **Symptom Checking and Testing Positive:** Follow the University's protocols for symptom checking and what to do if you aren't feeling well. If you are placed in quarantine or isolation, please email

me so that we can discuss how you will complete your coursework during the period when you're unable to attend on-campus classes. Expectations and accommodations may differ depending on how you're feeling.

Sample Schedule

	Traditional
Week 1 Introductions	<p>Before this class, read “Safety and Risk” and respond to prompt</p> <p>Introductions</p> <p>Prepare</p> <ul style="list-style-type: none"> • Reading 1 “The Seminar” • Answer Questions <p>In Class</p> <ul style="list-style-type: none"> • Personal Introductions • Syllabus • Blackboard • Ground Rules/Norms • Paperwork Check
Week 2 2/3 Encountering	<p>In Class</p> <ul style="list-style-type: none"> • Goals and Benchmarks • Experiential Learning Paradigm • Discussion on ethical community engagement
Week 3 2/10	<p>Traditional</p> <p>Prepare (DUE)</p> <ul style="list-style-type: none"> • Read Sweitzer and King Ch 3 “The Engaged Learner” • Answer Questions
Week 4 2/17	<p>Your organization</p> <p>Prepare</p> <ul style="list-style-type: none"> • Identify cultural norms, characteristics of Weber’s bureaucratic organization, sources of social control, styles of leadership and communication. <p>In class</p> <ul style="list-style-type: none"> • Check-ins • Describe your organization

Week 5 2/24	The Community In Class <ul style="list-style-type: none"> • Introduction to Eco Mapping/Asset Mapping • Begin to map your community together.
Week 6 3/3	Theory to Practice Prepare <ul style="list-style-type: none"> • Identify 5 theories or concepts from your academic discipline that apply to your organization. In Class <ul style="list-style-type: none"> • Review of Experiential Learning Paradigm • Discussion and making connections from theory to practice.
Week 7 3/10	Prepare <ul style="list-style-type: none"> • Mid-term Assessment <i>Look back at your learning goals and benchmarks. How are you doing?</i>
Week 8 3/17	Independent Work
Week 9 3/24	Guest Speaker TBD
Week 10 3/31	Guest Speaker TBD
Week 11 4/7	Diversity, Equity, and Inclusion Prepare <ul style="list-style-type: none"> • Reading on Cultural Humility and respond to prompt. In Class <ul style="list-style-type: none"> • Discussion on Diversity, Equity, and Inclusion
Week 12 4/14	Endings In Class <ul style="list-style-type: none"> • Discussion on impact of relationships and approach to termination.
Week 13 4/21	Ethics Prepare <ul style="list-style-type: none"> • Read Ethical Decision-Making Assignment and respond to questions In Class

	<ul style="list-style-type: none"> • Boundaries and ethical decisions activity
Week 14 4/28	Research In Class <ul style="list-style-type: none"> • Guest Speaker Assigned <ul style="list-style-type: none"> • Identify one scholarly article that pertains to your internship host organization.
Week 15 5/15	Self-care

DRAFT