

Spring 2024 LDST 488 Syllabus

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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

Students will complete a ½ unit pre-internship course (LDST 488) in spring of their junior year, a 240-hour (or more) internship the summer between junior and senior year, and a ½ unit course (LDST 489) in fall of their senior year. In the spring LDST 488 course, students will explore industries of interest, learn about day-to-day etiquette, other professional development topics, and strategies for securing internships (and later jobs). With the assistance of Jepson staff, faculty, alumni and Career Services, students will identify an approved site for the internship, and complete the responsibilities associated with that position during the summer between junior and senior year. In the fall LDST 489 course, students will 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, and continue their professional development. Before, during, and after their internship, students will reflect on their experiences in a series of structured academic assignments.

Spring 2024 Class Requirements

Experiential Elements & Supporting Documentation

In regards to searching for, securing, and preparing for that internship, you will be required to complete a number of experiential elements.

Career/Professional Development Opportunity Events (50 points each - 100 points in total)

You need to attend TWO career/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 2024 Jepson Internship Blackboard course and you will find two assignments – Career/Professional Development Event 1 and Career/Professional Development Event 2.
- For each event you attend
 - Click on the assignment
 - Hit the "Write 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 for instructors)

Try VMOCK (50 points) – submit resume through VMOCK by Friday, February 2, 2024

Even if you previously had your resume reviewed by a member of the Career Services staff, we want you to try the VMOCK option ([CLICK HERE](#) and see option #1) to have your resume reviewed. This will expose you to the AI being used by various companies/organizations to review applications and select individuals to interview. *You DO NOT have to receive a score of 80% on your resume to receive full points for this activity – we just want you to try it.*

Jepson EDGE Institute (75 points) – Sunday, February 18, 2024 from 10:15 a.m.-6:00 p.m.

Internship Confirmation Form (25 points) – due by date of final exam (link to come in Blackboard)

Class Participation (100 points)

Class participation includes attendance at each class session and active participation. 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. *Students are allowed one unexcused absence; any unexcused absences after that will impact your final participation grade and multiple unexcused absences will have a negative impact at an exponentially increasing rate.*

Sorting it Out Yourself Activity (100 points)

Due Date: Submit & Discuss in Class the Week of January 29, 2024

Often times at new internships and jobs you will get some orientation and training, but you also end up sorting out many things – particularly platforms/software, resources, and/or processes - on your own. And then you may be asked to provide feedback about the platforms/software, resources, and/or processes as the organization evaluates whether to continue with those or to explore others. So with this assignment, you will explore platforms/resources that can be useful to you now as you consider internship opportunities, next year as you consider post-graduation plans and as a UR alum. You will dive into one of the following platforms/resources (you'll receive your assignment):

- The Occupational Handbook
- Handshake
- Big Interview
- Going Global
- Vault/Firsthand

To Access These Platforms/Resources:

- For those exploring The Occupational Handbook, [click here](#).
- For those exploring Handshake, you'll simply log into the system from the [Career Services](#) page.
- For those groups exploring: Going Global, Big Interview, and The Vault/Firsthand – you can access these by logging into [Handshake](#) and selecting “Career Center” on the left hand menu then selecting “Resources.” Once on the “Resources” page, scroll down to find these three items.

For your class the week of January 29th you will prepare what the CIA calls a BLUF report (Bottom Line Up Front). Essentially, you will consider the following items for your assigned platform/resource and type up a one-page report (can be bulleted responses) that you will bring to class for our discussion and exploration:

- Did the platform/resource provide any information on ‘getting started?’ Was this easy to locate and access? What are highlights from this information. *(25 points)*
- What would you categorize as the three top features of this platform/resource? *(25 points)*
- What elements/features did you feel were missing from this platform/resource? *(25 points)*
- Why would you recommend this platform/process? If you would not recommend this platform/process, why not? *(25 points)*

Career/Intern Plan (100)

Due Date: In class the week of February 5, 2024

(see worksheet to be used in Blackboard “Assignments”)

So that we can assist you better for your internship search and preparation for your internship, we ask that you share a bit about what you are looking for and/or have already secured. In Blackboard under “Assignments” you will find a worksheet (Word document) that you can open and type right into; you can use bulleted lists for each item, though complete sentences are appreciated. Below are the items that we ask you address:

- Identify two-three fields/industries you would like to explore OR have explored in terms of your internship and why you wish to pursue these areas. *(25 points)*
- Describe three to five general things you would like to learn during your internship. *(25 points)*
- What platforms/resources/strategies do you plan to use OR have used to secure your internship. *(25 points)*
- Identify the ways in which you hope your Jepson internship will assist you in your professional life after the University of Richmond. *(25 points)*

Theories Assessment (100 points)

Due Date: Date/Time of Final Exam – will be available on the last day of classes

On the last day of classes, you will find a “Theories Assessment” in Blackboard under “Assignments.” This assessment is designed to prompt you to consider theories as you embark on your summer assignments for the Jepson internship requirement. You may refer to class notes and materials from Jepson classes as you complete this assessment.

Site Description & Personal Contribution Paper (100 points)

Due Date: Date/Time of Final Exam (or once your internship is secured)

Length: 1500-2000 words

This assignment should be double-spaced and should include citations related to sources you use to obtain information about your organization (you may use any approved citation style) and submitted via Blackboard.

Prompt/Requirements:

- Write a description of the internship site, its organizational mission and goals, the general duties that you expect you will be performing at the site, and the individuals with whom you expect to be working. (40 points)
- Discuss three to five specific things (knowledge, competencies, etc.) you would like to learn/develop during your internship now that you are more informed about the nature of your internship AND ways you hope to contribute to the mission of the organization during the course of your internship. (30 points)
- Describe the process by which you identified and secured your internship including search strategies, other opportunities pursued, etc. (15 points)
- Make certain that your assignment has a clear and logical organization, makes use of free and effective transitions between ideas, and is free of grammatical, punctuation, and/or spelling errors. (15 points)

Assessment

Your grade for the first half of LDST 488 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.

NOTE: VMOCK Requirement – you do NOT have to obtain the 80% score in VMOCK to receive full points - you just need to complete the activity.

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+		

Artificial Intelligence Technology Statement

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	Topics & Assignments Due
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Week 1: January 15, 2024 Monday, 1/15 – NO CLASS Tuesday, 1/16 – NO CLASS Thursday, 1/18	What Are You Looking For...How Might You Find It?
Week 2: January 22, 2024 Monday, 1/22 Tuesday, 1/23 Thursday, 1/25 – NO CLASS	What Are You Looking For...How Might You Find It?
Week 3: January 29, 2024 Monday, 1/29 Tuesday, 1/30 Thursday, 2/1	Platforms/Resources & Sorting it Out Yourself Sorting it Out BLUF Report Due in Class Submit Resume to Try VMOCK by Friday, 2/2
Week 4: February 5, 2024 Monday, 2/5 Tuesday, 2/6 Thursday, 2/8	Preparing Your Jepson Elevator Pitch Guest: Kate Rezabek, '02 & Matt Reinaker, '02 Career/Intern Plan Worksheet Due in Class
Week 5: February 12, 2024 Monday, 2/12 Tuesday, 2/13 Thursday, 2/15	Tips from Seniors re: EDGE, Networking & Internship
Sunday, February 18, 2024	Jepson EDGE Institute ~ Jepson Alumni Center
Week 6: February 19, 2024 Monday, 2/19 Tuesday, 2/20 Thursday, 2/22	Continuing to Build Your Network
Week 7: February 26, 2024 Monday, 2/26 Tuesday, 2/27 Thursday, 2/29	Your Values & Your Search
Week 8: March 4, 2024 Monday, 3/4 Tuesday, 3/5 Thursday, 3/7	Budgeting & Planning for Internship <i>(including Overview of URSF/Richmond Guarantee)</i>
Week 9: March 11, 2024	SPRING BREAK – NO CLASSES
Week 10: March 18, 2024 Monday, 3/18 Tuesday, 3/19 Thursday, 3/21	No Scheduled Class Given Jepson EDGE Attendance <i>(Instructors will be available in classroom to meet one-on-one, or time to work on applications, URSF funding, etc.)</i>
Week 11: March 25, 2024 Monday, 3/25 Tuesday, 3/26 Thursday, 3/28	Sexual Harassment & Title IX in the Workplace Guest: Tracy Cassalia, Deputy Title IX Coordinator

Week 12: April 1, 2024 Monday, 4/1 Tuesday, 4/2 Thursday, 4/4	Preparing for Internship
Week 14: April 8, 2024 Monday, 4/8 Tuesday, 4/9 Thursday, 4/11	Preparing for Internship
Week 15: April 15, 2024 Monday, 4/15 Tuesday, 4/16 Thursday, 4/18	Preparing for Internship
Week 16: April 22, 2024 Monday, 4/22 Tuesday, 4/23 Thursday, 4/25	Reviewing Summer Requirements & Intern Blog
DUE BY DATE OF FINAL EXAM	<ul style="list-style-type: none"> • Site Description & Personal Contribution Paper • Internship Site Confirmation Form • Theories Assessment

Disability Services Statement

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 of Leadership Studies Common Syllabus Insert

Awarding of Credit

To be successful in this course, a student should expect to devote 10-14 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."

studentdevelopment.richmond.edu/student-handbook/honor/the-honor-code.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/>