

LDST 488: Internship – Spring 2022

Section 1: Mondays from 10:30-11:45 a.m. in Jepson 109

Section 2: Tuesdays from 10:30-11:45 a.m. in Jepson 109

Section 3: Thursdays from 3:00-4:15 p.m. in Jepson 118

Instructor: Dr. Kerstin Soderlund
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Office Hours: Wednesdays from 10:00-11:30 a.m.

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.

Objectives

Academic/Scholarly Outcomes: LDST 488 is designed to enrich students' (a) understanding of the nature and process of leadership and (b) their capacity to exercise leadership in a variety of settings. Students will have the opportunity to:

- Develop competencies in problem-solving, decision-making, organizational analysis, communication, and group work
- Synthesize information to develop new insights into leadership;
- Practice some of the principles of leadership
- Improve oral and written communication skills

Affective/Interpersonal Outcomes: LDST 488 is a highly personalized experience that provides students with the opportunity to extend and develop their skills as leaders, and to examine their own personal values, strengths, and objectives. Students will have the opportunity to:

- Develop proficiency in accomplishing specific and tangible tasks that contribute to the goals of their internship site
- Exercise leadership by problem solving
- Enhance interpersonal abilities
- Increase sensitivity to diversity and individual differences
- Engage in self-reflection and, articulate the results of it
- Examine ethics in leadership and in interpersonal contexts

Spring 2022 Class Requirements

Experiential Elements & Supporting Documentation (200 points total)

In regards to searching for, securing, and preparing for that internship, you will be required to complete a number of experiential elements. Some students enrolled in LDST 488 may have previously completed some required elements listed below, which can be verified with the Office of Career Services. If you previously completed elements listed below and they have been confirmed, you will receive the assigned credit. For those who have not completed elements below, you will need to complete them according to the timeline listed below in order to receive credit.

- **THREE Career/Professional Development Events/Workshops** – over the course of the semester you need to attend THREE career/professional development events/workshops. Under the “Assignments” section in the 2022 Jepson Internship Blackboard course, you’ll find a list of Career Services events. **NOTE: The Demystifying the Richmond Guarantee sessions do NOT fulfill one of these three events/workshops.** You can also attend events/workshops hosted by other schools/departments, but you will have to notify Dr. Soderlund in regards to what those events are. Any Career Services events you attend will be generated on a report for Dr. Soderlund by Career Services. *(25 points each ~ 75 points total)*
- **Resume Check with Career Services** – complete by Friday, February 18, 2022 *(25 points)*
- **Jepson EDGE Institute** – attend and engage on Sunday, February 20, 2022 from 11:30 a.m. - 5:45 p.m. *(75 points)*
- [Internship Site Approval Form](#) – due by date of final exam - if you need assistance scanning this document so you can e-mail it to your site supervisor, please see Linda Trent in Jepson Hall, room 122 *(25 points)*

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.

Personal Plan Paper (100 points)

Due Date: Week of January 24, 2022 (via Blackboard the day your class meets)

Length: 1000-1500 words

Prompt/Requirements IF SEARCHING FOR INTERNSHIP:

- Discuss one-two fields/industries you would like to explore in terms of your internship and why you wish to pursue these areas. *(25 points)*
- Describe three to five general things (knowledge, competencies, etc.) you would like to learn/develop during your internship. *(40 points)*
- Identify the ways in which you hope this internship will assist you in your professional life after the University of Richmond. *(20 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)*

OR

Prompt/Requirements IF INTERNSHIP ALREADY SECURED:

- Discuss the fields/industries you considered while searching for your internship and why you chose to pursue those areas when searching. *(25 points)*
- Describe three to five general things (knowledge, competencies, etc.) you would like to learn/develop during your internship. *(40 points)*
- Identify the ways in which you hope this internship will assist you in your professional life after the University of Richmond. *(20 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)*

Questions/Discussion Areas for EDGE Alumni (10 points each – 60 points in total)

Due Date: By Friday, February 4, 2022

In advance of the Jepson EDGE Institute and virtual programming our alumni will be providing post-EDGE, please submit SIX questions for alumni and discussion areas that you would want to explore with them. Questions may relate to marketing and presenting yourself, networking and business etiquette, and general questions. Discussion areas could include things like women working in male dominated fields, young professionals working with older colleagues, etc.

Viewing Senior Intern Videos (25 points each - 100 points in total)

Due Date: By Class Meeting Week of February 28, 2022

To provide students the opportunity to learn about opportunities in different fields/industries that may interest them, you will be required to watch FOUR of the internship videos the Class of 2022 created about their experiences in summer 2021. Of course, you are welcome to watch as many

videos as you would like (beyond the FOUR required). In the 2022 Jepson Internship Blackboard course – under the “Panopto Videos” section - you'll find a folder entitled "Senior Internship Videos" above the "Class of 2023 Jepson Internship Info Meeting" video. If you click on this folder, you'll find videos from current seniors about their internship experience. Most of their video titles should include the name of the organization where they interned and the general field/industry in which they interned.

Theories Assessment (100 points)

Due Date: Date/Time of Final Exam

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

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).

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

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+		

Week	Topics & Assignments Due
BEFORE THE FIRST WEEK OF CLASSES	Watch Video re: Internship Requirements/Class Overview
January 10, 2022 Monday, 1/10 Tuesday, 1/11 Thursday, 1/13	What are You Looking For...How Might You Find It? Guest: Beth Chancy, Associate Director, Career Services
January 17, 2022 Monday, 1/17-MLK Day Tuesday, 1/18 Thursday, 1/20	NO CLASS THIS WEEK – TIME TO SEARCH
January 24, 2022 Monday, 1/24 Tuesday, 1/25 Thursday, 1/27	Searching for Internships Pseudo-Post COVID Guest: Beth Chancy, Associate Director, Career Services PERSONAL PLAN PAPER DUE (via Blackboard)
January 31, 2022 Monday, 1/31 Tuesday, 2/1 Thursday, 2/3	Key Elements ~ Tailoring Documents & Networking QUESTIONS/DISCUSSION AREAS FOR EDGE ALUMNI DUE BY 2/4 (via Blackboard)
February 7, 2022 Monday, 2/7 Tuesday, 2/8 Thursday, 2/10	Preparing Your Jepson Elevator Pitch Guest: Kate Rezabek, '02
February 14, 2022 Monday, 2/14 Tuesday, 2/15 Thursday, 2/17	Tips from Seniors re: EDGE, Networking & Internship
Sunday, February 20	Jepson EDGE Institute ~ Jepson Alumni Center

February 21, 2022 Monday, 2/21 Tuesday, 2/22 Thursday, 2/24	Continuing to Build Your Network Guest: Beth Chancy, Associate Director, Career Services
February 28, 2022 Monday, 2/28 Tuesday, 3/1 Thursday, 3/3	Exploring Options & Lessons Learned VIEW SIX SENIOR INTERN VIDEOS BY THIS WEEK
March 6, 2022	SPRING BREAK – NO CLASSES
March 14, 2022 Monday, 3/14 Tuesday, 3/15 Thursday, 3/17	Budgeting/Planning for Living in a New City AND Overview & Planning for URSF/Richmond Guarantee
March 21, 2022 Monday, 3/21 Tuesday, 3/22 Thursday, 3/24	Preparing for Internship: Topic TBA
March 28, 2022 Monday, 3/28 Tuesday, 3/29 Thursday, 3/31	NO CLASSES – TIME TO SEARCH FOR OPPORTUNITIES AND APPLY FOR URSF/RICHMOND GUARANTEE
April 4, 2022 Monday, 4/4 Tuesday, 4/5 Thursday, 4/7	Sexual Harassment & Title IX in the Workplace Guest: Tracy Cassalia, Deputy Title IX Coordinator
April 11, 2022 Monday, 4/11 Tuesday, 4/12 Thursday, 4/14	Preparing for Internship: Topic TBA
April 18, 2022 Monday, 4/18 Tuesday, 4/19 Thursday, 4/21	Preparing for Internship: Topic TBA
FINAL EXAMS Section 1 Monday, 4/25 ~ 9:00-12:00 Section 2 Tuesday, 4/26 ~ 2:00-5:00 Section 3 Friday, 4/29 ~ 9:00-12:00	SITE DESCRIPTION & PERSONAL CONTRIBUTION PAPER DUE THEORIES ASSESSMENT MUST BE COMPLETED INTERNSHIP SITE APPROVAL FORM DUE

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/>

*Updated 8/11/2021

Hope N. Walton, Director Academic Skills

Below is a boxed statement that describes the services available from a myriad of resources. We recommend that you consider including this boxed statement in your course syllabus, on Blackboard, or perhaps on a separate handout. Of course, other support services that relate specifically to your course can also be added.

Staff members from the resources below are available for consultations about concerns related to students as well as issues related to services.

If you experience difficulties in this course, do not hesitate to consult with me. There are also other resources that can support you in your efforts to meet course requirements.

Academic Skills Center (asc.richmond.edu): Academic coaches assist students in assessing and developing their academic and life-skills (e.g., critical reading and thinking, information conceptualization, concentration, test preparation, time management, stress management, etc.). Peer tutors offer assistance in specific subject areas (e.g., calculus, chemistry, accounting, etc.) and will be available for appointments in-person and virtually. Peer tutors are listed on the ASC website. **Email** [Roger Mancastroppa \(rmancast@richmond.edu\)](mailto:rmancast@richmond.edu) and [Hope Walton \(hw Walton@richmond.edu\)](mailto:hw Walton@richmond.edu) **for coaching appointments in academic and life skills.**

Boatwright Library Research Librarians: (library.richmond.edu/help/ask/ or 289-8876): Research librarians help students with all steps of their research, from identifying or narrowing a topic, to locating, accessing, evaluating, and citing information resources. Librarians support students in their classes across the curriculum and provide individual appointments, class library instruction, tutorials, and [research guides \(libguides.richmond.edu\)](http://libguides.richmond.edu). Students can [contact an individual librarian \(library.richmond.edu/help/liaison-librarians.html\)](http://library.richmond.edu/help/liaison-librarians.html) or ASK a librarian for help via email (library@richmond.edu), text (804-277-9ASK), or [chat \(library.richmond.edu/chat.html\)](http://library.richmond.edu/chat.html).

Career Services: (careerservices.richmond.edu or 289-8547): Can assist you in exploring your interests and abilities, choosing a major or course of study, connecting with internships and jobs, and investigating graduate and professional school options. We encourage you to schedule an appointment with a career advisor early in your time at UR.

Counseling and Psychological Services (caps.richmond.edu or 289-8119): Assists currently enrolled, full-time, degree-seeking students in improving their mental health and well-being, and in handling challenges that may impede their growth and development. Services include brief consultations, short-term counseling and psychotherapy, skills-building classes, crisis intervention, psychiatric consultation, and related services.

Disability Services (disability.richmond.edu) The Office of Disability Services works to ensure that qualified students with a disability (whether incoming or current) are provided with reasonable accommodations that enable students to participate fully in activities, programs, services and benefits provided to all students. Please let your professors know as soon as possible if you have an accommodation that requires academic coordination and planning.

Speech Center (speech.richmond.edu or 287-6409): Assists with preparation and practice in the pursuit of excellence in public expression. Recording, playback, coaching and critique sessions offered by teams of student consultants trained to assist in developing ideas, arranging key points for more effective organization, improving style and delivery, and handling multimedia aids for individual and group presentations. Remote practice sessions can be arranged; we look forward to meeting your public speaking needs.

Writing Center (writing.richmond.edu or 289-8263): Assists writers at all levels of experience, across all majors. Students can schedule appointments with trained writing consultants who offer friendly critiques of written work.