

CLD 464

Senior Internship Course Outline

Faculty Advisor:

Office Hours: To be posted by each Faculty Advisor

Email: @ryerson.ca

In accordance with Policy 157, Ryerson requires that any electronic communication by students to Ryerson faculty or staff be sent from their official Ryerson email account

Course Description

In their final field education course, students take initiative to find an internship which emphasizes their ongoing professional learning and prepares them for future employment and/or further academic studies. This may include field and or research experiences in a broad range of geographic locations such as local, provincial, national and international sites. The weekly seminar component of the course supports the students' internship experience. This course is graded on a pass/fail basis.

Prerequisite: CLD 363

Course Details

Course Resources

- Field Education web page at www.ryerson.ca/ecs
- All forms related to the field education course (e.g., Field Education Evaluation Form, Attendance Record)
- All relevant textbooks from previous courses
- Student Guide to Professionalism

Teaching Methods

- Field Work
- Weekly Seminars
- Poster Presentations

Weekly Seminar Topics

Week One- The Do's and Don'ts of Professional Practice-On campus seminar

Week Two -Student Guide to Professionalism-On line seminar

Week Three- Defining Your Vision, Purpose and Leadership within the ECS Field- On line seminar

Week Four-Inclusion, Equity, and Diversity-On line seminar

Week Five- Workplace Ethics and Ethical Dilemmas-On line seminar

Week Six-Strategies for Communicating and Connecting with Coworkers and Families- On campus seminar

Week Seven- Resume Writing and Interview Strategies for Career Growth and Graduate Studies- On line seminar

Week Eight-Self-Care, Mental Health, and Balance- On line seminar

Week Nine- E-Portfolios-On line seminar

Weeks 10 & 11- Poster Presentations- On campus seminars

Learning Outcomes

Building on knowledge and skills developed in previous placements, students will, on a consistent basis:

- Evaluate their professional competencies and plan for on-going professional growth
- Plan an integrative experience, using skills developed through previous field education placements, that demonstrates a high level of professional skills and knowledge
- Demonstrate readiness for the transition to professional employment and/or graduate studies
- Collaborate with the field educator in establishing appropriate goals, objectives, and tasks for the fourth year internship and successfully meet them
- Demonstrate professionalism at all times, specifically in relation to areas such as communication, working with a team, regular attendance, punctuality and completion of the documents related to the field education course
- Through in class and on line discussion, written work, placement interactions, communication with Field Educator and Faculty Advisory, and e-portfolio, demonstrate self-reflective practices and an openness to seek and utilize feedback

Evaluation

1. Students must complete a field education internship of 22 full days in total. Students are required to make up any absences and professional development days in which they do not participate in. Make up time is completed beginning December 2, 2019. All make up time must be completed by December 13, 2019. Students who are absent from placement more than two consecutive weeks, must submit a Ryerson Student Health Certificate AND an Academic

Consideration Request form within five business days of the absence and may be required to withdraw from the placement. Students who are absent from placement more than four days during the term, will be required to meet with the Field Education Coordinator and Associate Director within five business days of the fourth absence, and may be required to withdraw from the placement.

2. Participation in on campus and on line seminars is a critical component of the course and is directly linked with your work in the field. As such, regular participation and active engagement are essential –failure to participate in seminars may jeopardize your potential for success in the course.
3. Assignments

Comprehensive Internship Report

This report is a 7-10 page professionally written document that provides a comprehensive account of the internship experience. The report is divided into 3 sections. Section due dates are decided by the Faculty Advisor. Sections submitted more than 5 days late without relevant documentation will not be accepted.

The report consists of the following:

Section One: Due Date:

i) Description of the Placement

Describe the site (e.g., agency, school); mandate/purpose (mission statement); number of employees/team with whom you work most closely; who you report to (e.g. who will mentor you); location.

ii) Responsibilities

What is the scope of your responsibilities? (be specific) How do these relate to your course of studies in the ECS program?

Section Two: Due Date:

Success and Challenges

i) What are some of the successes that you experienced/encountered? What does the research/ theory say about the experiences?

What are some of the issues, challenges that you experienced /encountered? What does the research/ theory say about these issues?

Decision-Making

ii) What decision-making processes were you involved in, both independently and within the team structure? Describe how the decisions were made (e.g., directive from

management; brainstorming sessions). Provide connections to your academic course content and previous experiences.

Section Three: Due Date:

Learning Goals

i) Description of the extent to which your learning goals were met. Why/why not? What did you learn (include new concepts/rends noted) and competencies developed?

Conclusion

ii) In your conclusion, include a description of the ways in which you benefited from the internship and an analysis of the internship process and your contribution to the internship/organization (e.g., projects proposed and undertaken, significant responsibilities undertaken, and knowledge shared).

Developing Learning Goals and Tasks/Actions

Students will work with their Field Educator and Faculty Advisor to develop relevant assignments and projects that are related to the particular placement site they have chosen. These are translated into learning goals and tasks/actions that are submitted to the faculty advisor after the second placement day. Once approved by the faculty advisor, the learning goals and tasks/actions are added to the electronic evaluation form by the fourth placement day.

Poster Presentation

Students will develop a poster presentation. Poster presentations will occur during on campus seminars in Week 10 and Week 11.

Students are required to attend both Week 10 and Week 11 to present and to participate in their classmates' presentations.

Content will include:

- A description of the placement.
- Description of the organization (e.g., who does it serve, types of programs and services, philosophy)
- Three (3) artifacts that showcase your placement experiences (e.g., photos, drawings, lesson plans). Include a narrative to describe each artifact
- Connections between your academic course work and your placement experience. You may use artifacts, narrative, drawings or photos.

The poster should be colourful and engaging and include artifacts reflecting your experiences. The audience for the poster presentation is your Faculty Advisor and your classmates. Your presentation should reflect your experiences and highlight those which are most pertinent to share. Your descriptions and accounts must be professional and sensitive to cultural bias, stereotypes and generalizations. You will be expected to complete and submit feedback on your classmates' presentations.

E-Portfolio:

Students are expected to continue to develop their e-portfolio.

Details will be provided by the faculty advisor in Week 9

4. Students are required to use APA style for all assignments and created materials that are submitted to their Faculty Advisor and/or to individuals at their allocated sites.

The following criteria must be met for students to achieve a **PASS**

- Successful completion of 22 placement days
- Participation in on campus and online seminars
- Demonstrates or exceeds expectations of proposed learning goals
- Completion of the Comprehensive Internship Report
- E-Portfolio is well organized and reflective of individual interests and skills.
- Completed field education evaluation form, field education self- evaluation form, signed time sheet, and completed comprehensive internship report, are submitted to faculty advisor within 2 days of placement completion
- Effective communication with the Faculty Advisor and Field Educator as required
- Participation in two poster presentation seminars

A **FAIL** may be given when any of the following conditions apply

- Unsuccessful completion of 22 placement days
- Minimal to no participation in on campus and online seminars
- Does not demonstrate expectations of proposed learning goals
- Comprehensive Internship Report is incomplete, unsatisfactory or not submitted in accordance with the due dates set by the Faculty Advisor
- E-Portfolio is not submitted or is considered unsatisfactory
- Failure to submit completed field education evaluation form, field education self evaluation form, signed attendance form, to the Faculty Advisor within 2 days of completing placement
- Lack of communication with the Faculty Advisor and/or Field Educator
- Failure to participate in one or both poster presentations

University Policies

Missed Placement days and/or Evaluations

When possible, students are required to inform their instructors of any situation which arises during the semester which may have an adverse effect upon their academic performance, and must request any consideration and accommodation according to the relevant policies as far in advance as possible.

Failure to do so may jeopardize any academic appeals.

- Students whose placement start date is delayed more than one week will be withdrawn from the placement course.

- Students are required to inform the placement site and their Faculty Advisor prior to any placement absences.
- Students who are absent from placement more than four days during the term, will be required to meet with the Field Education Coordinator and Associate Director, within five business days of the fourth absence, and may be required to withdraw from the placement course.
- Students are required to make up any absences and professional development days in which they do not participate.
- Any absence of more than two hours will be made up as a full day.
- Make-up time must be completed within two weeks of the placement end date. Students are expected to attend make-up days during the exam period with the exception of days where they are writing an exam. All make up time must be completed by December 13, 2019
- *Health certificates* – If a student misses the deadline for submitting an assignment, or other evaluation component, or is absent from their placement site for two consecutive weeks, they should notify their instructor as soon as possible, and submit an online Academic Consideration Request (ACR) form within 3 working days of the missed date. The form is available at <https://www.ryerson.ca/senate/resources/>
- *Religious, Aboriginal and Spiritual observance* – If a student needs accommodation because of religious, Aboriginal or spiritual observance, they must submit a Request for Accommodation of Student Religious, Aboriginal and Spiritual Observance AND an Academic Consideration Request form within the first 2 weeks of the class or, for a final examination, within 2 weeks of the posting of the examination schedule. If the requested absence occurs within the first 2 weeks of classes, or the dates are not known well in advance as they are linked to other conditions, these forms should be submitted with as much lead time as possible in advance of the absence. Both documents are available at <http://www.ryerson.ca/senate/forms/reobservforminstr.pdf>
Documentation is submitted to Maria Burgos.
- *Academic Accommodation Support* – Before the first graded work is due, students registered with the [Academic Accommodation Support office](#) (AAS) should provide their instructors with an Academic Accommodation letter that describes their academic accommodation plan.

Academic Integrity

Ryerson's *Policy 60 (the Academic Integrity policy)* applies to all students at the University. Forms of academic misconduct include plagiarism, cheating, supplying false information to the University, and other acts. The most common form of academic misconduct is plagiarism – a serious academic offence, with potentially severe penalties and other consequences. It is expected, therefore, that all examinations and work submitted for evaluation and course credit will be the product of each student's individual effort (or an authorized group of students). Submitting the same work for credit to more than one course, without instructor approval, can also be considered a form of plagiarism.

Suspensions of academic misconduct may be referred to the Academic Integrity Office (AIO). Students who are found to have committed academic misconduct will have a Disciplinary Notation (DN) placed on their academic record (not on their transcript) and will normally be assigned one or more of the following penalties:

- A grade reduction for the work, ranging up to an including a zero on the work (minimum penalty for graduate work is a zero on the work)

- A grade reduction in the course greater than a zero on the work. (Note that this penalty can only be applied to course components worth 10% or less, and any additional penalty cannot exceed 10% of the final course grade. Students must be given prior notice that such a penalty will be assigned (e.g. in the course outline or on the assignment handout)
- An F in the course
- More serious penalties up to and including expulsion from the University

The unauthorized use of intellectual property of others, including your professor, for distribution, sale, or profit is expressly prohibited, in accordance with Policy 60 (Sections 2.8 and 2.10). Intellectual property includes, but is not limited to:

- Slides
- Lecture notes
- Presentation materials used in and outside of class
- Lab manuals
- Course packs
- Exams

For more detailed information on these issues, please refer to the [Academic Integrity policy](#) and to the [Academic Integrity Office website](#).

Important Resources Available at Ryerson

- **The Library** provides research workshops and individual assistance. Inquire at the Reference Desk on the second floor of the library, or go to www.ryerson.ca/library/info/workshops.html
- **Student Learning Support** offers group-based and individual help with writing, math, study skills and transition support, and other issues.

