

Psychology/Sociology Undergraduate Internship Seminar
Office of Service Learning
Spring 2004
Monday 6:30-7:30 p.m.

Instructor: Cinda Clark
Email: cinda@tulane.edu
Phone: 862-3356
Office: 1332 Audubon St.
Office Hours: By appointment

Course Advisors:
Barbara Moely, Psychology Joel Devine, Sociology
Email: moely@tulane.edu Email: devine@tulane.edu
Phone: 862-3322 Phone: 862-3003

Course Description

This seminar is designed for junior and senior sociology students who are participating in the Office of Service Learning Internship Program. The goal of this course is to offer opportunities for students to discuss issues relating to their internship experience. The seminar, grounded in systems theory, provides a directed, reflective, academic component that will help you think critically about the environmental factors affecting both individuals and communities.

Prerequisites: Acceptance into the Service Learning Internship Program

Course Requirements

Class Attendance, Readings and Participation

The course is structured in a seminar format. Each week the class will be assigned a required reading. One or more students each week will have the responsibility of presenting the required reading to the other students. The remainder of the students will be required to submit three discussion questions pertaining to the assigned article to help facilitate class discussion. Seminar attendance and participation are mandatory and will be considered as part of the overall grade for the internship.

Weekly Journal Entries

Students will be expected to keep a weekly journal of their experiences during the course of the internship. Journal entries will include reflections on the weekly readings as well as directed reflections on the internship experience. Journals will be reviewed three times during the semester. Journal due dates are: **February 16, March 22, and April 12.** The following issues should be addressed in your journal, along with any other information you consider relevant:

- Talk about the projects you are working on at your site. Identify any critical experiences, events, or interactions that affect your expectations, attitudes, or perceptions about your site or the population or community it serves.
- Discuss ways your internship experiences relate to the seminar readings.
- Share any experiences or events that change or challenge a personal position or conviction of yours.

Time Sheets

Interns must keep time sheets throughout the semester. The site supervisors should initial the time sheet each week to verify the students' presence at the internship site. These time sheets are due no later than **April 16**. Timesheets should reflect a minimum of 60 hours spent at the internship site throughout the course of the semester.

Site Presentation

Each intern will present a site review on **March 1**. This should be a brief, 3-4 page written analysis of your organization. The following site information should be included: Background of the organization, mission and goals, structure, problems the site addresses, funding, service delivery, people/co-workers, and culture.

Final Assignment

Interns will be required to prepare a presentation for **April 5** in which final projects or research papers are presented. Students will present their one-page proposals for their final assignment on **March 22**. Site supervisors and faculty members will be invited to attend this presentation.

The final assignment can take one of two forms: a research paper or a project. Either option should reflect your particular internship experience. Research papers should be 10-12 pages and include research pertinent to your organization. Projects should ideally be of use to your site. Consult your supervisor for suggestions. In the past, interns have developed resource directories for clients, a database of potential funders, and an anger management curriculum for young teenagers.

Grading for Internship

Seminar Attendance and Participation:	20%
Site Presentation:	10%
Journal:	15%
Final Assignment Presentation:	15%
Final Assignment:	20%
Site Supervisor Evaluation	20%

**All assignments will be graded on spelling accuracy and grammar, as well as the other items mentioned in their respective descriptions in the syllabus. Assignments will drop one grade level (A to A-, A- to B+, etc.) for each day they are late.

Course Schedule and Readings

February 2

Introduction and Course Expectations

Reading: The Wingspread Statement on Student Civic Engagement

Internship Information Sheet due

Internship Learning Agreement due

February 9

Students in Communities

Reading: Young Idealism. In R. Coles, The call of service: A witness to idealism (pp.).

Boston: Houghton Mifflin.

Discuss the format of the organizational analysis paper.

February 16

Reading: Maureen D. Gillette. "Resistance and Rethinking: White Student Teachers in Predominately African-American Schools."

Journals Due

March 1

Site Analysis Due

10 minute presentation of Site Analysis

March 8

The Inner-City

Reading: Wilson, W. (1996). Ghetto related behavior and the structure of opportunity. In W. Wilson, When work disappears: The world of the urban poor (pp. 51-86). New York: Alfred A. Knoph

March 15

Racism, Sexism and Homophobia

Reading: Tatum, B. (1992). Talking about race, learning about racism: The application of racial identity development theory in the classroom. Harvard Education Review, 62(1), 1-24.

Journals Due

Mid-semester Evaluations Due

March 22

Ethnicity, Race and Culture

Reading: Devore, W.& Elfriede, G. (1998). The Ethnic Reality. In W. Devore & G. Elfriede, Ethnic Sensitive Social Work Practice (pp 21-61). San Francisco: Josey Bay

March 29

Research Ethics

Reading: Scott-Jones, Diane. (1994). Ethical Issues in Reporting and Referring in Research with Low-Income Minority Children. Ethics and Behavior, 4 (2), 97-108.

Reading: Daniel Kerr. Oral Histories of the Homeless.

Reading: IRB Overview

April 5

Final Assignment Presentations

April 12

Final Products/Papers Due

Journals Due

Final Evaluations/Timesheets Due