



# Course Syllabus

## LFS 496: Career Development Internship (3-6 credits)

### ***Instructor***

Hannah Wittman/Veronik Campbell  
179 MacMillan Building  
604 822-1644  
[hannah.wittman@ubc.ca](mailto:hannah.wittman@ubc.ca)

### ***Class meets***

LFS 496 – 3 credits - 3 workshops. TBD in class sessions (MCML 170A).  
LFS 496 – 6 credits - 6 workshops. TBD in class sessions (MCML 170A).

### ***Calendar description***

Technical work experience appropriate to students' career goals. Enrolment subject to availability of placements.

### ***Course Overview***

The goal of the work experience program is to prepare our graduates both professionally and academically for future careers through mentored experience in the workplace. Student preparedness for the workplace can be raised by critically reflecting on work experiences through being observant, seeking information, and analyzing self. Through this course, students actively apply the theory they have received in their undergraduate courses and related training. This is done in a conscious, practical manner in their day-to-day lives in their chosen work environment under the supervision of the on-site supervisor and the Course Instructor. Using reflection and course assignments, students are encouraged to actively engage in analyzing their professional experiences, reactions and behaviors while working and learning about employment in today's job market.

### ***Learning objectives***

At the end of this course, students will be able to:

- Relate theories acquired over the course of undergraduate UBC degree and articulate how a theory can manifest during a student's internship.
- Engage in critical reflection to learn from experiences and reactions in the workplace.
- Articulate strengths and challenges and identify occurrences of them during the internship as well as the implication of those experiences on future career actions (e.g. writing a resume, answering questions in an interview, or networking with professionals).
- Demonstrate professional behavior such as: communicating with colleagues, resolving conflict, solving problems creatively.
- Accomplish goals set out as part of their work plan and self-evaluate their performance.



**Course Learning Outcomes**

<b>Learning Outcomes</b>	<b>Accomplished By:</b>	<b>Evaluated by:</b>
Increase employability.	Training in résumé and cover letter writing. Practical experience in chosen career.	Updated professional peer-reviewed résumé and cover letter. Create and perform personal 'elevator pitch' to class.
Raise consciousness of self as an individual and as an employee.	Self-evaluations. Keeping a journal.	Growth shown during course progression. Journal account of raised awareness specific to experience.
Develop specific knowledge and skills directly related to the work experience.	Practical experience. Oral presentation to summarize skills learned.	Work place mentor.
Understand an organizational structure and process.	Practical experience. Peer group discussions about work place issues.	Explain the corporate or organizational structure of mentor site in final report.
Self-evaluate problems in the work place.	Journal, peer group discussions, and oral presentations.	Accounted for journal.
Increase soft skills (e.g. communication, team building skills).	Practical experience. Peer group discussions. Oral presentation.	Communication skills assessed (and verbal feedback given) regularly in class through evaluation by peers and instructors.
Develop critical thinking skills.	Peer group discussions. Journal.	Evaluated verbal dialogue showing unique thought or approach.
Develop a résumé and cover letter.	Résumé and cover letter workshop. Understanding one's capabilities, behaviours and identity.	Updated professional peer-reviewed résumé and cover letter. Create and perform personal 'elevator pitch' to class.
Develop skills on how to prepare for a job interview.	Job interview by faculty and by work site mentor.	Performed for acceptance into program by instructor and mentor and refined throughout course.
Apply knowledge from courses to the practical setting and vice versa.	Confirmed by oral presentation and written final deliverable.	Must identify the links to curriculum in report.
Improve time management skills.	Time deadlines, work assignment deadlines.	Penalties (reduced marks) for missing deadlines and coming unprepared to workshops.



### Course requirements

This is a 3 or 6 credit course marked as Credit/D/Fail. In addition to the required number of work experience hours (worth 30% of your course evaluation), enrolled students will complete workshops, assignments, and journal reflections (worth 70% of course evaluation) that incorporate in-class discussion, oral presentations by classmates and guest and instructor presentations. To receive credit for this course you will need to complete all of the following course components:

- Complete the required number hours of work at your assigned work site;
- Complete the agreed-upon deliverable between you and your work place mentor (e.g. Project report, etc.);
- Participate in required number of workshops (according to the number of credits you registered for) and participate in class discussions.
- Submit a journal assignment focusing on critical reflections from your work experiences.
- Report on your internship experience via an oral presentation to your peers and work place mentor.

### Course evaluation outline

Item	Training provided by	Reviewer/Evaluator
Internship Application Cover Letter	N/A	Workplace mentor
Internship Application Résumé	N/A	Workplace mentor
Interview	N/A	Workplace mentor
Workplace Engagement (attendance, professionalism, group communication, team leadership)	Advising from workplace mentor and course instructor.	Workplace mentor Course instructor
Workshop Participation (attendance, participation to group discussion, preparation material ready)	Advising from course instructor.	Course instructor Student peer evaluation
Journaling Assignment (reflection on learning objectives, weekly written accounts, bring forward issue to group from their experiential learning)	Advising from course instructor.	Course instructor
Final report and/or deliverable agreed on with your work place mentor	Advising from course instructor and work place mentor.	Course instructor. Workplace mentor.
Final oral presentation (evaluated based on content and style)	Advising from course instructor.	Course instructor. Student peer evaluation.

### Readings:

Select two of the following articles that resonate with your learning outcomes:

- <http://www.theglobeandmail.com/report-on-business/careers/career-advice/>
- The Two Most Important Questions for Graduates: [http://www.gallup.com/opinion/gallup/183599/two-important-questions-graduates.aspx?g\\_source=STRENGTHS&g\\_medium=topic&g\\_campaign=tiles](http://www.gallup.com/opinion/gallup/183599/two-important-questions-graduates.aspx?g_source=STRENGTHS&g_medium=topic&g_campaign=tiles)
- Does setting major development goals work? [http://www.gallup.com/businessjournal/150485/Setting-Major-Development-Goals-Work.aspx?g\\_source=&g\\_medium=&g\\_campaign=tiles](http://www.gallup.com/businessjournal/150485/Setting-Major-Development-Goals-Work.aspx?g_source=&g_medium=&g_campaign=tiles)
- Forcing employees to overcome their weaknesses is a waste of time (Book excerpt) <http://www.theglobeandmail.com/report-on-business/careers/management/forcing-employees-to-overcome-their-weaknesses-is-a-waste-of-time/article20194816/>
- TED Talk by Richard St. John – Success is a continuous journey: [http://www.ted.com/talks/richard\\_st\\_john\\_success\\_is\\_a\\_continuous\\_journey](http://www.ted.com/talks/richard_st_john_success_is_a_continuous_journey)



### Course Material

All course material for journal assignments, activity assignments, and workshops, as well as this syllabus can be found on the UBC Farm website (<http://ubcfarm.ubc.ca/internship-course-materials/>).

### Journal Assignments:

All reflection journals are 500-700 words to be submitted as a word document, via email to the course instructor. LFS 496 (3 credits) students are required to complete 3 reflection journals. LFS 496 (6 credits) students are required to complete all 6 reflection journals.

#### *Journal Topics:*

- 1) Purpose: How did you select your internship? What do you hope to gain from this experience? What might you be able to lend or offer to your community partner? What goals would you like to accomplish and how will you know you have completed them?
- 2) Degree knowledge: Which theory or theories from your previous course work relate to your internship? How do you see them impacting your internship? In what way is your internship connected to your previous course work? In what way is your previous course work connected to your internship?
- 3) Professional skills: Using the professional skills definitions provided (separate sheet), select one (or more) skill(s) that you have developed through this internship. Describe how you have developed them using the prompting questions for that skill.
- 4) Identity: What have you noticed about your internship that is the same or different from classes? What is significant about that? How might this experience impact your transition between school and work?
- 5) Community: How has your work impacted the organization? What are some indicators or evidence of that?
- 6) Learning: Describe a moment of significant change that occurred for you during the internship, i.e., when and how did you learn a key insight about your work experience? What happened? What prompted that key learning? When did it happen? Who was involved? What is significant about that moment or insight for you?

### Activity Assignments:

All activities must be completed and when necessary, deliverables must be submitted as a word document, via email to the course instructor.

- 1) Work Plan & Time Log: Work plans can vary by the type of work being completed, the organization, the individual team, or the person completing the work. Work plans also often focus exclusively on goals or milestones to be completed at the end of a work term, however, setting shared expectations between the intern and the supervisor is a major part of why work plans can be effective tools. As part of your internship experience, students must complete a work plan and log their internship hours. To do this effectively, we suggest that students:
  - a. Initiate a discussion with the workplace supervisor. Set up a specific meeting time to talk one on one about your work term. Come prepared with your own thoughts and ideas about topics or projects you would be open to learning. Be prepared to take on other projects or priorities as they align with what your organization needs from you.
  - b. Ask your supervisor questions. What are the expectations for the projects or goals that you will complete? Are there specific deliverable items? Deadlines? Milestones during the term? Are there particular roles or responsibilities that you will be working on? Who are you working with?
  - c. Get a bit deeper with your questions. Ask your supervisor to think ahead to the end of the term with you. Consider what behaviors, skills, or attitudes would you be able to demonstrate with ease? This question prompts both you and your supervisor to think about the expectations for how the work will be completed, and not just what the work is or when it needs to be done. This



is just as important as knowing that the work is done. Track your internship hours by completing a time log.

- d. There is no minimum word count or template to fill out for the work plan or time log, however you are welcome to use the work plan and time log template the course instructor will provide. Make sure though that to organize and display your thoughts in a way that would make sense to the individual and another reader (professor, supervisor, other team members or staff in the organization, future interns, etc.). The due date for this is listed below in the course outline.
- 2) StrengthFinders: If students have taken LFS 250 and/or LFS 450, they may have encountered this personal assessment before. StrengthsFinder is a tool that helps students to identify natural talents and strengths that they have. Knowing your personal characteristics, attributes, preferences, talents and values provides both foundation and lens to interpret your experiences, make the most of your internship, and eventually plan for your future.
  - a. To complete this activity, students must first complete the StrengthsFinder assessment. Students may use existing results if they have them. Then students must meet with an advisor at the Centre for Student Involvement and Careers for a one on one debrief session during your work term. Please bring a printed copy of your Strengths Insight Guide to the session with your advisor. Sessions are 60 minutes long and bookings can be made online at [students.ubc.ca/career](http://students.ubc.ca/career) or by phone (604-822-4011).
- 3) Résumé: Your resume is a great document to capture and share who you are and what you can contribute to an organization. To complete this activity, students must book a coaching session with a Career Peer Coach through the Centre for Student Involvement and Careers to evaluate and improve their current resume. Students must then submit both the older resume version (without edits) and updated (final) resume. Sessions with a Career Peer Coach are 30 minutes in length and bookings for a drop-in session can be made that day by phone (604-822-4011) or in person at the Centre for Student Involvement and Careers.
- 4) Community Mapping: The internship experience can be foundational to building and enhancing professional networks that ease the transition from academic study to career. To complete this activity, students must create a map or list of their 1<sup>st</sup>, 2<sup>nd</sup>, and 3<sup>rd</sup> degree professional connections. Refer to the online instruction on the UBC Farm Internship Material webpage for further instructions.

## Workshops

- 1) Food sustainability values exercise: Which values are key to achieving food sustainability leadership? Individual and group exercise.
- 2) Case study discussion on communication skills for professional environments, including: communicating with others, resolving conflict, and creative problem-solving.
- 3) Final presentations: As part of this course, students will be required to present a summary of learning to a group of your peers, stakeholders, and the campus community. This presentation is designed to help share your learning and reflections within the broader community and illustrate the value of internships. All presentations will describe the internship and highlight key moments, projects, or products completed by the end of the work term. In addition to this, students select a prompt of their choice and create a 10-minute presentation in a style that suits them. Following the presentation there will be a 10-minute question and answer period to allow for audience participation and stakeholder engagement. Students participating in the LFS 496 for a second term may be presenting a second time to students in LFS 100. Presentation Prompts include:
  - a. Conflict: Tell us about a difficult interaction with a colleague or supervisor? What happened? What was the result? What is one benefit or strength that you have gleaned from this difficult interaction? How would you manage a situation in the future when you encounter a similar challenge?



- b. Creativity: Tell us about a creative problem that you solved during your internship. What happened? What was the result? What theories or approaches influenced your solution? What impact did your values and strengths have on the solution that you created?
- c. Critical thinking skills: Tell us about one of your biggest challenges. What assumptions did you make when it first happened? How did your perspective shift over time? What influenced that shift? How have you benefited from this failure in the long term?
- d. Community engagement: What role do community partners (i.e. internship hosts) in your education? How has this experience related to your degree and what have you contributed to the community partner? How has this change impacted the broad community beyond the organization?
- e. Sustainability: What is important to you about sustainability and the practices of sustainable food systems? What changes do you see in the future? Who needs to be engaged and how?

### Winter Term 2 2018 Course timeline

Below is the course outline for the different intern cohorts.

#### GROUP A – IF YOU ARE A NEW 3-CREDIT STUDENT

Day	Workshop / Activity	Deliverable due
Jan 4	Internship starts	-
Jan 4 11:30 – 13:30	Lunch mixer students and workplace supervisors. Introductions: set expectations, discuss syllabus and assignments <u>Workshop 1</u> - Food sustainability values exercise. Led by Veronik Campbell	-
Jan 4 14:30 – 15:30	For UBC Farm-based interns only – Site Orientation & Staff Meeting led by Chiyi Tam	-
Jan 18	-	<u>Activity assignment 1</u> - Work plan & time log due
Feb 8	-	Journal reflection 1, 2
Mar 8 11:30 – 13:00	<u>Workshop 2</u> - Case study discussion on communication skills for professional environments. Led by Kimberley Rawes	-
Apr 5 11:30 – 13:30	Workshop 3 – Final presentations. Students to present stakeholders, community partners, and campus community is invited to observe. Each presentation is followed by question and answer period. Led by Veronik Campbell	-
Apr 12	-	Journal reflection 3 or 6 (if returning #3, if not #6)
Apr 12	-	Activity assignment 1 – hand in final, updated work plan and time log
Apr 12	Internship ends.	-

#### GROUP B – IF YOU ARE A NEW 6-CREDIT STUDENT

Day	Workshop / Activity	Deliverable due
Jan 4	Internship starts	-
Jan 4 11:30 – 13:30	Lunch mixer students and workplace supervisors. Introductions: set expectations, discuss syllabus and assignments <u>Workshop 1</u> - Food sustainability values exercise. Led by Veronik Campbell.	-
Jan 4 14:30 – 15:30	For UBC Farm-based interns only – Site Orientation & Staff Meeting	-



Jan 18	-	<u>Activity assignment 1</u> - Work plan & time log due
Feb 1	-	Activity assignment 2 - StrengthFinders
Feb 8	-	Journal reflection 1, 2, 3
Mar 8 11:30 – 13:00	<u>Workshop 2</u> - Case study discussion on communication skills for professional environments. Led by Kimberley Rawes	-
Mar 8	-	Activity assignment 3 – Résumé
Mar 15	-	Activity assignment 4 – Community mapping
Apr 5 11:30 – 13:30	Workshop 3 – Final presentations. Students to present stakeholders, community partners, and campus community is invited to observe. Each presentation is followed by question and answer period. Led by Veronik Campbell.	-
Apr 12	-	Journal reflection 4, 5, 6
Apr 12	-	Activity assignment 1 – hand in final, updated work plan and time log
Apr 12	Internship ends.	-

#### GROUP C – IF YOU ARE A RETURNING 3-CREDIT STUDENT

Day	Workshop / Activity	Deliverable due
Jan 4	Internship starts	-
Jan 4 11:30 – 13:30	Lunch mixer students and workplace supervisors. Introductions: set expectations, discuss syllabus and assignments. Led by Veronik Campbell.	-
Jan 18	-	<u>Activity assignment 1</u> – Updated work plan & time log due
Feb 1	-	Activity assignment 2 - StrengthFinders
Feb 8	-	Journal reflection 4, 5
Mar 8	-	Activity assignment 3 – Résumé
Mar 15	-	Activity assignment 4 – Community mapping
Apr 5 11:30 – 13:30	Workshop 3 – Final presentations. Students to present stakeholders, community partners, and campus community is invited to observe. Each presentation is followed by question and answer period. Led by Veronik Campbell.	-
Apr 12	-	Journal reflection 6
Apr 12	-	Activity assignment 1 – hand in final, updated work plan and time log
Apr 12	Internship ends.	-



### Summer Terms 1 & 2 2018 Draft Course timeline

Below is the course outline for the different intern cohorts.

Day	Workshop / Activity	Deliverable due	Student Group
May 14	Internship starts	-	A, B, C
May 17 11:30 – 13:30	Lunch mixer students and workplace supervisors. Introductions: set expectations, discuss syllabus and assignments <u>Workshop 1</u> - Food sustainability values exercise. Led by Dr. Hannah Wittman	-	A, B, C
May 17 14:30 – 15:30	For UBC Farm-based interns only – Site Orientation & Staff Meeting	-	A, B
May 31	-	<u>Activity assignment 1</u> - Work plan & time log due	A, B
Jun 14	-	Activity assignment 2 - StrengthFinders	B, C
Jun 14	-	Journal reflection 1, 2	A
Jun 14	-	Journal reflection 1, 2, 3	B
Jun 14	-	Journal reflection 4, 5	C
Jun 21 11:30 – 13:00	<u>Workshop 2</u> - Case study discussion on communication skills for professional environments. Led by Kimberley Rawes	-	A, B
Jul 12	-	Activity assignment 3 – Résumé	B, C
Jul 26	-	Activity assignment 4 – Community mapping	B, C
Aug 9 11:30 – 13:30	Workshop 3 – Final presentations. Students to present stakeholders, community partners, and campus community is invited to observe. Each presentation is followed by question and answer period. Led by Dr. Hannah Wittman	-	A, B, C
Aug 18	-	Journal reflection 3 or 6 (if returning #3, if not #6)	A
Aug 18	-	Journal reflection 4, 5, 6	B
Aug 18	-	Journal reflection 6	C
Aug 18	-	Activity assignment 1 – hand in final, updated work plan and time log	A, B, C
Aug 18	Internship ends.	-	A, B, C