

ONLINE INTERNSHIP with Leadership Seminar (6) Spring 2017

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Instructor: Tamara Swedberg

Offices: Tamara Swedberg 539, Civic Square

Office Hours: By Appointment

Resources: Online Videos/Powerpoints/Handouts

Course Description (Catalog): A 225-hour field experience plus a weekly online learning experience. Students are required to complete a contracted project under the supervision of a field preceptor and a faculty supervisor. Projects are presented in a public forum.

Prerequisites: Completion of 100 credits toward graduation and rising junior status.

Course Overview

Internship with Seminar is a field experience in the public or private sector along with a leadership seminar that focuses on professional development. Students are required to complete a contracted project under the supervision of a field preceptor and a faculty supervisor. This class is interactive and dynamic with professional development, communication, and leadership training provided throughout the term via class lectures, exercises and forums designed to enhance your understanding of organizations, their culture and behaviors as well as systemic thinking, interactive relationships, negotiations and conflict resolution. Log memos and other assignments show your ability to communicate professionally in written form. Online presentations, mock interviews and poster presentations strengthen your oral communication skills. Teamwork is an important part of this class and you will work together on your mock interviews, forums and LinkedIn activities. Self-assessments and LinkedIn will be used to help guide you in career goal setting, learning targets and strategies for your professional development.

Internship Objectives

- To provide students with the opportunity to integrate, synthesize and apply theory and knowledge acquired in previous courses to a cumulative and experiential field practicum
- To develop leadership, teamwork, communication, systematic thinking, negotiation, conflict resolution and networking
- To teach students to conduct themselves in a professional manner, including appropriate spoken and written correspondence, dress, and ethical behavior.

- To provide students with the experience of working alongside professionals and to provide an opportunity to practice interpersonal relationship skills necessary for success in the workplace.
- To give students an understanding of the dynamic nature of organizations, their behaviors and the cultural context within which they function.
- To increase the student's awareness of career choices and networking ability in public health.

Assignment Descriptions and Rubrics

Professional Poster 25%

Your poster presentation validates your overall proficiency as a public health professional. Course assignments build upon each other to progressively advance your overall competences so that your final project represents the highest professional quality. It also measures your ability to integrate, synthesize and apply public health theory and knowledge to a real world setting. You will be required to give a three minute presentation on your research during the poster session.

[Poster Rubric](#)

Log Memos 15%

Your work logs should be in business memo format to me as Intern Coordinator from you with your title as intern with X agency. Use short sentences in active voices that are grammatically correct and organized in brief paragraphs. Think of this as a report designed to be viewed by a wide range of top managers in your agency.

[Log Memo Rubric](#)

Project Abstract 20%

An abstract of your project should be prepared following the format and content areas that are required. The final abstract should be approved by your supervisor prior to submission.

Writing a professional quality abstract is a critical skill for your future success. You will use the abstract google template to provide a project abstract that includes Purpose, Need or Significance, Methods, Clients served (if not embedded in purpose or title), Outcomes or Anticipated Results, Evaluation. Think of this as an abstract in a professional journal. Do not use first person. Provide objective and evidence based arguments. Include strong evaluation and measures of success.

[Abstract Rubric](#)

LinkedIn 10%

LinkedIn represents a critical tool in your professional career. Different assignments will be allocated leading to a high-quality, complete profile by the end of the term. Opportunities for

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getting your headshot taken at Bloustein will be announced (likely coinciding with mock interviews).

[LinkedIn Rubric](#)

Mock Interview 10%

You will be assigned to a team of approximately 3-4 class members in the second week of class. You will work as a team on your mock interviews. Each student will be interviewed by his or her team members and then in turn, will interview the other team members. You will then decide among yourselves who gets the job.

[Mock Interview Rubric](#)

Agency Report 10%

After interviewing your supervisor, you will create a two minute business presentation using your webcam, iphone, video camera or related device. The Agency Report Video creatively tells the viewers about the agency mission, goals, major programs, audience or clients served and your supervisor's role in its work.

[Agency Video Rubric](#)

Self Assessment & Learning Goals 5%

[A recent study from the AACU](#) found "When it comes to the types of skills and knowledge that employers feel are most important to workplace success, large majorities of employers do NOT feel that recent college graduates are well prepared. This is particularly the case for applying knowledge and skills in real-world settings, critical thinking skills, and written and oral communication skills — areas in which fewer than three in 10 employers think that recent college graduates are well prepared. Yet even in the areas of ethical decision-making and working with others in teams, many employers do not give graduates high marks."

At the beginning and end of the course, students will complete a short self-assessment and set personal goals for themselves.

Forums 5%

Please make sure that you stay on top of Forum discussions. While a small part of your grade, they tend to be the assignment that students forget!

Field Work and Timesheets

- Timesheets signed weekly by your preceptor will be collected at end of the internship. These may be verified by the internship coordinator with your preceptor.
- Your preceptor will be asked to evaluate you and this evaluation will be factored into your internship experience grade along with log memos and forums..

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- Students should ask preceptors for a departure interview to gain feedback on your performance and see if they are willing to serve as a job/graduate school reference. (Suggested but not required)
- You must complete all 225 hours in order to receive a grade for this course. You should submit your timesheet (see Sakai resources/contracts & forms/validated timesheet) signed weekly by your preceptor by the last day of the term (see schedule).

Supervisor Feedback

Please note that input by your supervisor concerning the quality of your work, either positive or negative, can greatly influence your grade but does not show up in grade book. In particular, complaints about tardiness, lack of commitment or unprofessional behavior will have severe consequences on your final grade.

Late Policy

You are penalized 5 points for each day an assignment is turned in after the due date. Exceptions can be made if you know in advance you cannot make a deadline or if an emergency arises. “Being busy” is not a legitimate excuse.

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Grading:

Warning: Failure to submit timesheets may result in a delay in graduating.

Grade Scale:

A = 92 – 100

B+ = 88 – 91

B = 84 – 87

C+ = 79– 83

C = 70 – 78

D = 65 – 69

F = Below 65

Semester Schedule

Semester Begins: Tuesday, January 17

Regular Classes End: Monday, May 1

Final Poster Presentations: Tuesday and Wednesday May 2 & 3

Final Time Sheets Due: Thursday, May 4

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Important Due Dates

0 - Tues 1/17	Scan/photo contract and send to internship@ejb.rutgers.edu
1 - Thurs 1/19	Scavenger Hunt Padlet Introductions (2)
2 - Thurs 1/26	Self Assessment Quiz Personal Learning Goals Forum - Your Perfect Job
3 - Thurs 2/2	LinkedIn Keywords Career Knight Exercise
4 - Thurs 2/9	Forum Professionalism Log Memo 1
5 - Thurs 2/16	Agency Video
6 - Thurs 2/23	Abstract Title & Purpose LinkedIn Summary and URL
7 - Friday 3/3	Mock Interviews
8 - Thurs 3/9	Covey Four Quadrant Grid LinkedIn Education and Experience Log Memo 2
9 - Thurs 3/16	Spring Break
10 - Thurs 3/23	Forum Great Leadership Draft Abstract
11 - Friday 3/24 10am - 12pm	Poster Creation Training Session - In Person or Streaming
11 - Thurs 3/31	Draft Posters
12 - Thurs 4/7	Final Abstract
13 - Thurs 4/14	Forum Win-Win
14 - Thurs 4/21	Final Posters
15 - Thurs 4/28	Final Log Memo Learning Goals Table LinkedIn Final Touches

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16 - Tue 5/2 Wed 5/3	Poster Sessions
16 - Thurs 5/4	Timesheets Final LinkedIn

Academic Integrity: Academic Integrity is vital to the mission of Rutgers, to education at Rutgers and membership in the Rutgers community. It is a core value that supports trust among students, and between students and teachers. It is also a shared value; administration, faculty and students each play a vital part in promoting, securing and nurturing it.

Academic dishonesty is not an individual act that affects only the students involved. It violates communal trust, impacts other members of the community, and is an offense against scholarship. For this reason, any instance of cheating or plagiarism will be dealt with harshly.

Honesty matters. As a shared value, administration, faculty and students each play a vital part in promoting, securing and nurturing it. See the Rutgers Academic Code and Academic Oath at:

<http://academicintegrity.rutgers.edu/>

Attendance and Cancellation of Classes

In accordance with Rutgers University regulations, attendance is expected at all regularly scheduled meetings of a course and individual courses may set policies for maximum absences. Please refer to the link below for more specific information :

<http://sasundergrad.rutgers.edu/academics/courses/registration-and-course-policies/attendance-and-cancellation-of-class>

Additional Information for Public Health Students

Public Health Learning Goals:

After completing this course, you will demonstrate an understanding of, and proficiency in the following Council on Education for Public Health concepts.

Students Will:

- Think critically in public health
- Effectively communicate public health information
- Develop, apply, and analyze concepts from research methods and basic statistics
- Utilize information literacy skills in public health
- Understand the role and importance of professional development
- Understand and apply professional ethics

Course Assessments

The following assignments will assess core competencies.

Think critically in public health

- Students complete an outcomes driven project that is presented in a public forum and is graded by faculty, preceptors and the public health community at large.
- Students prepare an agency report that requires them to synthesize key components of the agency into a 'big picture' report

Effectively communicate public health information

- Students will give a 2 minute oral agency report in class that assess effective communication skills.
- Students complete a mock interview in which they interview and are interviewed by peers and graded by a faculty/staff facilitator.
- Each student creates an abstract of their project for publication.
- Students create a professional quality poster on their project and present the findings in a public forum.

Develop, apply, and analyze concepts from research methods and basic statistics

- Each student develops an outcomes driven project during the internship that is presented as a poster in a public forum.

Utilize information literacy skills in public health

- Students produce a professional quality abstract that is included in a program abstract book and is available to the public.

Understand the role and importance of professional development

- Students complete self assessments on their professional skills and abilities.
- Each student is evaluated by their preceptor on their professionalism.

Understand and apply professional ethics

- Log memos are due throughout the course documenting decision making during the internship.