APPLIED SOCIOLOGY PRACTICUM SEMINAR
SOC 493, SECTION 1

Spring 2017
M 9:35 – 10:25am
CCC320

Department of Sociology and Social Work
University of Wisconsin-Stevens Point

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COURSE DESCRIPTION AND OBJECTIVES

This course is designed to supplement Sociology 492, the applied sociology practicum. It involves weekly meetings to discuss social agency work, organizational and community issues, and professionalism. It affords students the opportunity to assist one another with problem solving, review case examples, and learn about community resources.

The paradigmatic foundation of this seminar is grounded in Michael Burawoy's *public sociology*, a particular brand of sociology that brings on the one hand, the public, and on the other hand, the discipline, closer together. In short, the internship program is a excellent opportunity to showcase the relevance and value of sociology in more pragmatic, real-world contexts.

Sociology for the People

There is no required textbook for this course. All readings will be provided throughout the semester via D2L.

Format

The format of each class is different from a conventional college-level sociology course. Since the main objective of the seminar is to provide a safe platform to discuss the internship experience and overall professional development, the seminar format is centered exclusively on these goals. The seminars are relatively small, so expect lots of conversation and hands-on activities.

Academic Integrity

To ensure that the highest level of academic and personal integrity is upheld, it is important that you understand your rights and responsibilities as a student at UWSP (see Academic Integrity: A Guide for Students). For a complete overview of UWSP academic standards and disciplinary procedures, please visit: the following website: http://www.uwsp.edu/dos/Pages/Academic-Misconduct.aspx

Disability Services

The Americans with Disabilities Act (ADA) is a federal law requiring educational institutions to provide reasonable accommodations for students with disabilities. For more information about UWSP's policies. Any student who feels that an accommodation may be needed based on the impact of a disability should contact Disability Services and Assistive Technology at 715-346-3365 in Room 609 Learning Resource Center at 900 Reserve Street. Staff will work to coordinate reasonable accommodations for students with documented disabilities.

Technology Policy

My expectations regarding technology are simple and, hopefully, not unrealistic. I do not expect students to be without their phones, tablets, and/or computers. I completely understand that the schedule for most students may even necessitate this. In fact, our class will even utilize this as a resource at times during the semester; for instance, in-class activities that prompt students to do a quick search online. I also understand that some students prefer to take notes electronically, on a tablet or laptop. (Be warned: research shows that students retain more information when notes are hand-written.) But, *unless specified otherwise or a circumstantial agreement with me is made, phones should be silent (e.g., airplane mode), and out of sight*. As soon as a device becomes a distraction to the class, I will revoke technology privileges all together.

Assignment Submission and Late Policy

All assignments (unless specified otherwise) should be submitted by the respective deadline electronically via Dropbox on D2L. Turnitin (originality checking software) is activated with results viewable to you and me. Please use this as a tool for writing. Late work is accepted ONLY if prior accommodations have been discussed with me. Late submission should also be made via the appropriate D2L dropbox.

COURSE REQUIREMENTS AND EVALUATIONS

Journals (25 points)

Students are required to keep a journal of activities and reflections of their practicum experiences. Journal entries should be typed and submitted to the Dropbox on the dates indicated in the syllabus. The aim of this assignment is to allow a mechanism for students to reflect on and process their experiences and for the instructor to monitor the internship and offer guidance as needed. They are <u>not to be shared</u> with field supervisors. Journal entries can be written in various ways depending on student preference. Some students opt to write a bit about each and every day of the internship. Some choose to discuss the most significant things that have occurred during the summary time period. Others choose to highlight one day during the summary time period to offer a snapshot of what they are experiencing in their internship. Regardless of format, journal entries should include:

a. The dates being reflected upon.
b. The number of hours to date completed at the agency.
c. A discussion of internship activities.
d. The feelings that you are experiencing in response to activities participated in and to the field placement in general.
e. The thoughts you are having in response to activities participated in, what is being learned, and the field placement in general.
f. How you feel you are progressing towards your internship goals and objectives.
g. What you feel are your current strengths and areas in need of improvement.
h. Any questions/concerns that you have for the instructor and/or the class to address.

Students should complete a total of <u>5 journal entries (5 points each)</u>, each semester enrolled in the internship program.

Learning Plan (25 points)

All interns are responsible for completing a learning plan, using the template provided by the instructor. This is to be completed within <u>three weeks</u> of your internship start date, but it can be adapted over the course of your internship. The plan should be initially completed by the student in consultation with the agency supervisor and field coordinator (me). This assignment is designed to aid in goal setting, to enhance communication regarding internship expectations, and to help with evaluating intern progress. Please submit the learning plan to the dropbox of D2L.

Final Presentation (40 points)

All students must complete a presentation due at the end of the semester. The type of presentation will depend on whether you are a first or second-semester intern.

Agency Presentation (first-semester)

All first-semester interns will give a formal presentation about their agencies. Imagine that you are promoting your agency to a group of prospective employees; you are trying to teach them about your agency and its services. Your presentation should include information about the structure, funding, and mission of the agency. It should highlight the client population served and the services provided. The presentation should outline the training and experience necessary to successfully apply for a position in this type of agency. Use of handouts, visuals, and Power Point are recommended. Recommended presentation time is 10 minutes. Be sure to allow time for questions/discussion. Students interning in the same program must present together. Students interning in a very large agency (for example, Portage County Health and Human Services) should focus mainly on the specific program they are interning in (for example, Child Protective Services).

Case Scenario Presentation (second-semester)

All second semester interns are responsible for bringing one case scenario to the seminar session for discussion. The case scenario should be taken directly from the agency experience. Interns should come prepared to discuss the psychosocial issues involved in the situation, the needs that the particular client had, and how the situation was handled. Students may bring in a scenario that is still pending, and may choose to ask the class to problem solve potential responses. Recommended presentation/discussion time is 10 minutes.

SUMMER NOTE: For summer internships, these presentations should be created as a Power Point, and submitted in the appropriate dropbox by the end of term. There is no formal presentation given by summer interns.

Attendance Policy (10 points)

Your attendance and participation will be recorded and calculated as part of your final evaluation. However, I understand 'participation' inclusively. This can include the conventional (i.e., talking in class) as well as other forms of interaction in and outside of class (e.g., office hour visits, email discussions, in-class activities). In short, I am looking for students to be engaged in the material, however or wherever that might be.

SUMMER NOTE: Since summer internships are online, 'attendance' and participation will be evaluated based on engagement via D2L discussion posts. These posts will be centered around specific themes from designated reading and your internship experience. More details will be outlined during the semester in the D2L newsfeed.

Other Items
Log of Hours
> Interns are expected to keep a log of their time spent at the agency. Come to an agreement with your supervisor as to how you will keep track of your hours. A sample log can be found on the course website in the content area, though students may develop their own format.

Evaluations
> Students will request a midterm and final Evaluation of Intern from their field supervisors. These will be filled out, signed, and turned in at the end of each semester. It is the student's responsibility to get the evaluation forms to their field supervisors. Students are also expected to complete the Student Evaluation of Field Agency and the Student Self Evaluation forms at the conclusion of their time with the agency. These forms can be found in the content area of the course website. All three forms are located on D2L.

RECOMMENDATIONS

1. Students are encouraged to keep a binder to aid in the collection of handouts, journal entries, resources and completed assignments. Resourcefulness is an important part of community agency work. As students progress through their internship, they are encouraged to collect community and educational resources.

2. Interns are encouraged to actively work on their documentation skills as part of their internship. Most agencies integrate this into the experience, but students should be prepared to seek out documentation opportunities. Examples of such opportunities include documenting client telephone contacts and face-to-face interactions, updating agency forms and manuals, taking notes at meetings, and assisting with grant writing.

3. Interns are encouraged to visit other agencies throughout the course of the semester. An important part of learning about the internship host agency is learning about affiliated resources. Interns may want to take tours of other related agencies, gather brochures and other literature, and/or schedule meetings with workers to learn about their programs.

EVALUATION

Evaluation of this course is based on the standard UWSP grading scale.

Journals (5 entries X 5 points each) =   25
Learning Plan =   25
Final Presentation =   40
Attendance/Participation =   10
Total =   100

	Grading Scale	
Letter Grade	Percent	Points
A	92-100	92-100
A-	90-91	90-91
B+	87-89	87-89
B	83-86	83-86
B-	80-82	80-82
C+	77-79	77-79
C	73-76	73-76
C-	70-72	70-72
D+	67-69	67-69
D	60-66	60-66
F	<60	<60

COURSE SCHEDULE

Date	Topic	Assignment
Unit 1: Setting the Foundation		
23-Jan	Introduction and discuss professional roles and expectations	
30-Jan	Crafting the Learning Plan	
6-Feb	Public sociology - what is it?	**Journal One**
Unit 2: Common Themes in the Workplace		
13-Feb	Dealing with ethical dilemas	**Learning Plan**
20-Feb	Cultural competency	
27-Feb	Professionalism redux	**Journal Two**
6-Mar	Community collaboration	
13-Mar	Coalition/volunteer work	
20-Apr	*Spring Break*	
Unit 3: Employment Preparation		
27-Mar	Resume building	**Journal Three**
3-Apr	Employment search	
10-Apr	Employment interviews	
17-Apr	Sociology graduate programs	**Journal Four**
24-Apr	Grant Writing	
1-May	Student presentations	
8-May	Student presentations	**Journal Five**
15-May 12:30-2:30	*Final Exam Period*	