



Boston University Study Abroad

London

Internship Seminars (*Psychology & Health Sciences*)

Course Information

Course Code: CAS PS 495 (alt. SAR HS 405/SAR HS 410)

Instructor Name:

Location:

Dates and Times: Seminar 1:

Seminar 2:

Seminar 3:

Seminar 4:

Seminar 5:

BU Telephone: 020 7244 6255

Office Hours: By appointment

London is magic!

London 2012 Summer Olympics tagline

Description

An internship experience here offers students a unique and authentic opportunity to enhance and apply their academic learning through professional practice, influence plans for further study and/or future career, and prepare them for the world of work.

Students will utilise an academic approach in a professional setting. The internship seminars fuse four components: experiential learning, academic track content, learning and development theory, and the Individual in Community skill set of Boston University's General Education curriculum.

Students will explore the relationship between the central concepts of the academic track and the internships. Articulating their aims for both internships and careers, students will reflect on the dynamics of their expectations, satisfaction and aims throughout the placement. Students will analyse the worldview/beliefs/values that they have encountered across several aspects of their placement.

By engaging in a study abroad internship programme, students benefit from gaining an understanding of their ability to contribute to change in the professional environment, in social groups beyond the university setting and through peer learning within their internship seminar group. Through experience in a new organisation and self-reflection students will better appreciate their opportunities for personal development and their potential contribution to the wider community.

Students will be enrolled concurrently in the non-credit HUB SA 330 Study Abroad Internship unit through which they will, on successful completion of the concurrent 4-credit academic internship course, earn 1 Hub Unit in the area of 'The Individual in Community'. The course HUB SA 330 does not award credit but modifies the learning outcomes to facilitate the goals of the Individual in Community unit. Students will see two entries on their transcripts.

Hub-aligned Course Objectives

Students demonstrate an understanding of British work culture, workplace dynamics, professional expectations and the cultural values that shape their worldviews and beliefs.

[aligns to The Individual in Community Learning Outcome 1: Students will analyse at least one of the dimensions of experience—historical, racial, socio-economic, political, gender, linguistic, religious, or cultural—that inform their own worldviews and beliefs as well as those of other individuals and societies.]

Students clarify and refine professional and career goals through analytical reflection about relevant issues in their internship experience and/or research project.

[aligns to The Individual in Community Learning Outcome 2: Students will participate respectfully in different communities such as campus, citywide, national and international groups, and recognize and reflect on the issues relevant to those communities.]

Additional Course Objectives

1. Students demonstrate an ability to place the internship experience within an academic context.
2. Students integrate classroom-acquired knowledge and skills with the professional workplace setting through reflection on connections between the academic track and the internship placement.
3. Students reflect critically on their contributions to their host organisation and on their overall internship experience.

Methodology

Each session will include indicative selection group work, case studies, peer review, interactive self-evaluation, open forums, question and answer, and co-mentoring. Faculty will add track readings as appropriate.

Assessments

Class contribution and attendance, 20%

20% of the total grade is given for attendance, evidence of preparation through doing the required readings and thoughtful, active participation in discussion, response to peer presentations and synopses, and on field trips.

Assignment One, 20%

Placement-centred Presentation

Students create a presentation depicting the workplace environment and tasks and project(s) with which they are involved. The presentation should aim to: (a) characterise the workplace

setting (group/department/firm, in-person/remote/hybrid) (b) provide examples of skills that are being applied via tasks they are undertaking (c) outline how the placement compares and contrasts with classroom learning (d) indicate how the social and workplace setting of London is developing their overall learning and career orientation. Length and media format to be stipulated by presiding faculty in advance. Students are to upload their presentation slides before class.

Assessment One Brief by Course Lead:

Each person should present for approximately 10-15 minutes. If a presentation goes beyond 15 minutes, I will have to stop it, as there would be insufficient time for other students to present otherwise. Please try to integrate the following into your presentation:

- (a) Include a characterisation of your workplace setting (group/department/firm, in-person/remote/hybrid)
- (b) Include examples of skills that are being applied via tasks you are undertaking (please be specific and give examples of types of skills you apply and how this relates to your general skill enhancement)
- (c) outline how the placement compares and contrasts with classroom learning
- (d) indicate how the social and workplace setting of London is developing your overall learning and career orientation.

Please also try to integrate literature and readings where appropriate (e.g. you could discuss how remote work impacts on your productivity and how your experiences relate to literature; you could discuss your experiences adapting to British work culture by comparing your experiences with the Hofstede Insights country comparison model; you could also discuss how literature on classroom vs internship learning compares/possibly mirrors your experiences – cf. literature on the syllabus).

If you do not integrate any references to literature, your grade will be capped at A- (integrate an APA formatted reference slide at the very end of your presentation).

Assignment Two, 20%

Response to Supervisor Feedback

Students will be directed to request constructive feedback from their host organisations, identifying areas and opportunities for development, as well as reflecting overall on the feedback they have received from supervisors and co-workers to date. Students will then have two to three remaining weeks in their placement to focus on any suggested areas for development or improvement. In 400-500 words, students will write about their response to supervisory feedback. Students will address: their experience of taking a proactive approach to feedback; their initial response to feedback received; the challenges of receiving and implementing feedback in practice; how they have been able to develop their professional skills or experience as a result of focused feedback; how they might have approached the feedback differently.

Given that responding to feedback is an important professional skill, this assignment will provide students with a key opportunity to learn from the comments received, and also to demonstrate how they have improved or enhanced their performance as a result during the remaining weeks of the placement.

Assessment Two Brief By Course Lead:

First, you will need to request constructive feedback from your host organisation, before you can start to write your reflection. Once you have received the feedback, you should reflect on any areas and opportunities for development that were mentioned in the feedback. You should then think about your initial response to the feedback – how did you react and why did you react in the way you did?

Additionally, think about the way how the feedback was provided to you. You may want to reflect on materials covered in the feedback seminar while writing. You should also think about how, based on the feedback you have received, you want to improve/enhance your performance. Please discuss any strategies you want to implement. You should aim for about 400-500 words and integrate 1-2 references (if you want to have an A). You can engage in a literature review yourself, which would show excellent use of further reading strategies and be the preferred method, or you can look at the syllabus and refer to literature cited in the syllabus. If you do not integrate any references to literature, your grade will be capped at A- (integrate an APA Reference Section at the end of your paper).

Assignment Three, 40%

Reflective Account— a written overview of events embracing professional and personal growth.

Students write a personal reflection of their experience at their placement host organisation, considering how it has challenged, modified or affirmed their professional development and future plans, 1500-2000 words (six to eight double-spaced pages). This should include some material about the changes, if any, in their worldviews and beliefs during the internship, and some examples of the issues relevant to the organisation(s) and communities in which they have engaged.

Assessment Three Brief by Course Lead:

You can split your reflection into two parts: Personal and Analytical Reflection:

Personal Reflection: 500-700; Consider how your placement has challenged, modified or affirmed your professional development and future plans, as well as referencing any changes in your worldviews and beliefs during the internship.

Analytical Review: 1000-13000 words; Should include: an introduction to the placement, describing the host organisation, its aims and objectives and explaining the exact nature of the internship within the organisation; an analysis of how the host organisation presents itself to its target audience and/or to the general public (this may reference its printed or digital communications and/or its branding); some examples of the issues relevant to the organisation(s) and communities in which you have engaged.

You should integrate around 3-5 academic references (if you want to have an A). You can engage in a literature review yourself, which would show excellent use of further reading strategies and be the preferred method, or you can look at the syllabus and refer to literature cited in the syllabus throughout the course. If you do not integrate any references to literature, your grade will be capped at A- (integrate an APA Reference Section at the end of your paper).

Chronology of Seminars

Session One

Class discussion will compare and contrast classroom learning and experiential learning.

At university, student socialisation and interaction is framed by institutionally determined codes of conduct facilitating development of critical thinking, communication skills, intellectual flexibility and lifelong learning. Progression, systematic assessment and reward for individual performance, acquisition of knowledge and the exercise of independent thinking are gauged by the student's capacity to plan, schedule and successfully fulfil course requirements.

By contrast, corporate employment generally entails employee contract fulfilment, cultural conformity and deployment of individual knowledge to further team performance. Recognition of the individual employee's expectations, progress and personal goal achievements may demand advocacy or the exercise of self-advocacy.

How might remote/hybrid working affect this?

TRACK SPECIFIC CONTENT: In this session, students will discuss their expectations: Why did you decide to conduct an internship in London? Which issues do you anticipate? Which learning outcomes will you achieve? How will you develop your personality and how will you direct this development? Students will also speak about possible internship placements and their psychological value.

Assignment Due

None

Indicative Reading

Fanthome, Christine. "Getting the Most Out of Your Placement", *Work Placements – A Survival Guide for Students*. Palgrave Macmillan. 2004. pages 50–62.

Soffel, Jenny. "What are the 21st century skills every student needs?" *World Economic Forum*. 10 March 2016 <https://www.weforum.org/agenda/2016/03/21st-century-skills-future-jobs-students/>

Schweitzer, H. Frederick & King, Mary. *The Successful Internship*, 5th edition. Cengage 2018, Chapter 2: "The Anticipation Stage: Venturing Forth", pages 29–52.

Smith, David. "Why Studying Abroad Could Be The Key to Career Success." *Forbes*, 12 July 2019 <https://www.forbes.com/sites/forbescoachescouncil/2019/07/12/why-studying-abroad-could-be-the-key-to-career-success/#c9c038a57778>

Session Two

Short presentation from EUSA representative in advance of internship start date.

Faculty explanation and student discussion of "Iceberg of Culture" diagram (which shows the various levels of conscious and subconscious factors and influences in decision-making and expression) to contextualise readings and topics for this session and for subsequent class discussions. Faculty introduce the "U Curve of Adaptation" model, which posits that in certain situations (here, the internship) one goes through: a honeymoon period, a crisis period, an adjustment period, and a biculturalism period.

Faculty may employ additional tools such as the Hofstede Insights country comparisons model to frame discussions on inter-cultural awareness and competence. Class discussion may also be framed around the following questions: as well as national identity, what other factors may influence workplace culture? How might working in London be different to the rest of the United Kingdom? What is meant by an 'international' workplace or company?

TRACK SPECIFIC CONTENT:

In this session, students will look at specifications and definitions of a psychologically healthy workplace. Students will discuss the consequences of stress at work and how stress at work could be improved and read a recent report on wellbeing at work and compare the challenges at work with their placement.

Assignment Due

None

Indicative Reading

Batey, Jacqueline & Lupi, Marsha. "Reflections on Student Interns' Cultural Awareness Developed Through a Short-Term International Internship", *Teacher Education Quarterly*, Summer 2012

https://pdfs.semanticscholar.org/748b/95ff448f5ca77a2630e74112e48905886f13.pdf?_ga=2.220301592.1023693781.1571766413-2015301587.1571766413

Hofstede, Geert. "Country Comparisons", *Hofstede Insights*.

(need to type in UK in the box) <https://www.hofstede-insights.com/country-comparison/the-uk/>

Meyer, Erin. "The Culture Map: The Future of Management" (Extract from Youtube video). 30 December 2014 https://www.youtube.com/watch?v=qf1ZI-O_9tU

Meyer, Erin. *The Culture Map* (2014)

Iceberg analogy of culture:

Youtube explanation

<https://www.youtube.com/watch?v=woP0v-2nJCU>

Graphic

<http://www.msdt.k12.in.us/msd/wp-content/uploads/2011/10/iceburgofculture.pdf>

Internship Begins: Week Seven

Session Three

Students deliver placement-centred presentations.

Each person should present for approximately 10-15 minutes. If a presentation goes beyond 15 minutes, I will have to stop it, as there would be insufficient time for other students to present otherwise. Please try to integrate the following into your presentation:

(a) Include a characterisation of your workplace setting (group/department/firm, in-person/remote/hybrid)

(b) Include examples of skills that are being applied via tasks you are undertaking (please be specific and give examples of types of skills you apply and how this relates to your general skill enhancement)

(c) outline how the placement compares and contrasts with classroom learning

(d) indicate how the social and workplace setting of London is developing your overall learning and career orientation.

Please also try to integrate literature and readings where appropriate (e.g. you could discuss how remote work impacts on your productivity and how your experiences relate to literature; you could discuss your experiences adapting to British work culture by comparing your experiences with the Hofstede Insights country comparison model; you could also discuss how literature on classroom vs internship learning compares/possibly mirrors your experiences – cf. literature on the syllabus).

If you aim for an A, then please try to incorporate at least one reference and provide this reference in APA style (as well as a APA formatted reference slide at the very end of your presentation). If you do not provide any references, you may receive an A- as best grade (even if the presentation is very good).

Wider class discussion following the presentations may be framed around the following questions: What expectations did students have regarding their internship? Of these, which one/s were generated by: their interview(s)? EUSA description/information? their own research? Other aspects? To what extent has their internship experience so far reflected their expectations? Which expectations were met and which were not? To what extent has the internship experience so far differed from their expectations? Of those differences, can you say which were better than/preferable to their expectations, and those which were the opposite? Have you noticed different working styles? How do staff ask other staff to carry out tasks? Given the chance, would you have any advice to offer the organisation you're working for?

Faculty revisit the stages of the “U Curve of Adaptation” model: a honeymoon period, a crisis period, an adjustment period, and a biculturalism period. In an ordinary everyday understanding of these terms, do any/all of them apply to this internship? Which ones? How?

TRACK SPECIFIC CONTENT: As the presentations will take up most of this session, we may not cover the track specific content. Depending on the timing, we will examine the potential of ‘Job Crafting’. What is ‘Job Crafting’, which factors does it include and how can it help you to improve wellbeing at work? Students will discuss research papers and relate the theoretical notions of job crafting to their internship experience.

Assignment Due

Assignment One – Placement-centred Presentation

Indicative Reading

Bauer-Wolf, Jeremy. “Overconfident Students, Dubious Employers”, *Inside Higher Ed*, 23 February 2018 <https://www.insidehighered.com/news/2018/02/23/study-students-believe-they-are-prepared-workplace-employers-disagree>

Brookfield, Stephen. “Critically Reflective Practice” *The Journal of Continuing Education in the Health Professions*, vol. 18 (1998): pages 197–205.

Fanthome, Christine. “Common Problems Facing Students” *Work Placements – A Survival Guide for Students*. Palgrave Macmillan. 2004. pages 63–76.

Helyer, Ruth. “Learning Through Reflection: The Critical Role of Reflection In Work-Based Learning (WBL)”. *Journal of Work-Applied Management*, vol. 7, no. 1, 2015, pages 15–27.

Schweitzer, H. Frederick & King, Mary. *The Successful Internship*, 5th edition. Cengage 2018, page 21: “Developmental Stages of an Internship” (graphic)

Schweitzer, H. Frederick & King, Mary. *The Successful Internship*, 5th edition. Cengage 2018, Chapter 6: “The Exploration Stage: Branching Out”, pages 145–183.

Session Four

Feedback in a critical, self-critical, constructive, and dynamic mode is a key and continuous aspect of this internship seminar. How has this manifested in relation to the placement? What amount of feedback have students received on their workplace performance? Why might this be? The actions and formal and informal reflections of every contributor to the course (from EUSA staff and internship colleagues to students and faculty) and the office culture, meetings, layout, equipment, and website as well as the pertinent academic, professional and media output, are variously drawn upon as potential subjects and sources of evaluation and feedback. As part of Assignment Two – Response to Supervisor Feedback, students will be directed (if they haven’t already) to request constructive feedback from their host organisations, identifying areas and opportunities for development.

Looking ahead to Assignment Three – Comprehensive Internship Report, students review their internship experience holistically and dynamically and evaluate the resulting changes in their expectations, values, knowledge, skills, performance, and career plans with the presiding faculty.

TRACK SPECIFIC CONTENT: What is the psychological value of feedback and how can it be best implemented into the workplace? Students will read papers on feedback, feedback culture and review practitioners’ accounts and experiences of feedback at the workplace. Students will then be asked to review their experience with feedback in the academic context and in the context of the workplace and identify features that help to accept feedback. Students will also do an exercise in which each one will write an anonymous feedback-letter in relation to a hypothetical case. This will then be discussed, compared and contrasted to examine the different ways feedback was provided in an anonymised fashion.

Assignment Due

Plan/outline for Assignment Three – Comprehensive Internship Report

Indicative Reading

Md. Marmoon-Al-Bashir, Md. Rezaul Kabir, Ismat Rahman (2016). The Value and Effectiveness of Feedback in Improving Learning and Professionalizing Teaching in Higher Education, *Journal of Education and Practice*, vol 7. No. 16. Pages 38–41
<https://files.eric.ed.gov/fulltext/EJ1105282.pdf>

Stuart Hepplestone, Helen Parkin, Brian Irwin, Graham Olden, Louise Thorpe and Claire Burn, *Feedback: A student guide to using feedback*. (2010) Sheffield Hallam University. <https://www.advance-he.ac.uk/knowledge-hub/feedback-student-guide-using-feedback>

Learning from Feedback, University of Kent: Unit for the Enhancement of Learning and Teaching <https://www.kent.ac.uk/learning/resources/studyguides/learningfromfeedback.pdf>

Cheyne Brower and Nate Dvorak, Why Employees Are Fed Up With Feedback, (October 11th 2019), Gallup, <https://www.gallup.com/workplace/267251/why-employees-fed-feedback.aspx>

Carolyn O'Hara, How to Get the Feedback You Need, (May 15th 2015), *Harvard Business Review* <https://hbr.org/2015/05/how-to-get-the-feedback-you-need>

Session Five

Students will review their placement experience with emphasis on their understanding of workplace culture and expectations. They will reflect on issues that have arisen in relation to their professional goals. In looking to the future, they will identify new skills; note ongoing gaps and how to fill them; and update their resume and LinkedIn profile, marketing these skills for future personal and professional development planning.

TRACK SPECIFIC CONTENT: Students will discuss psychologically relevant theoretical aspects of reflection and its purpose. Students will then engage in some practical tasks in relation to critical reflection and writing exercises in order to improve their critical engagement with their internship experience.

Assignment Due

Assignment Two – Response to Supervisor Feedback (due any time on the day of session five)

Assignment Three – Comprehensive Internship Report (due by programme departure)

Indicative Reading

Cottrell, Stella. *The Study Skills Handbook*, 3rd edition. Palgrave Macmillan, 2008. Pages 332–333.

Farrugia, Christine & Sanger, Jodi. “Gaining an Employment Edge: The Impact of Study Abroad on 21st Century Skills & Career Prospects in the United States.” *Institute of International Education*, October 2017. www.iie.org/Research-and-Insights/Publications/Gaining-an-employment-edge---The-Impact-of-Study-Abroad

Develop your Career: Personal Development Plan (PDP). *The Open University*, March 2018. (watch the video) <https://help.open.ac.uk/pdp>

Molinsky, Andrew & Pisman, Sheila. “The Biggest Hurdles Recent Graduates Face Entering the Workforce”, *Harvard Business Review*, 11 April 2019. <https://hbr.org/2019/04/the-biggest-hurdles-recent-graduates-face-entering-the-workforce>

Parcells, Nathan. "The perks of interning at an emerging startup may surprise you", *Mashable* 17 Feb 2016 <https://mashable.com/2016/02/16/emerging-startup-internships/?europe=true>

Grading Criteria

<u>Grade</u>	<u>Honour Points</u>	<u>Usual %</u>
A	4.0	93-100
A-	3.7	89-92
B+	3.3	85-88
B	3.0	81-84
B-	2.7	77-80
C+	2.3	73-76
C	2.0	69-72
C-	1.7	65-68
D	1.0	60-64
F	0.0	Unmarked

'Incomplete' or **I** grades are not permitted because of the obvious difficulty in making up missed work once the student has left the country. All work must be completed on time. We also do not allow **'Audits'** (AU), **'Withdrawals'** (W), or **'Pass/Fail'** (P) grades.

The grades reflect the quality of the work. Lecturers and students should use the following criteria for an understanding of what each grade means.

A This exceptional grade is assigned only to work that has persistently outstanding quality in both substance and presentation. The student must demonstrate a sustained capacity for independent thought and extensive study, producing rigorous and convincing analyses in well-ordered prose.

A- Awarded to work that is clearly focused and analytical, and based on wide reading. The student must cover all the principal points of a question and systematically develop a persuasive overall thesis, allowing for one or two venial omissions or inapt expressions.

B+, B, B- This range of grades indicates that the student has shown some evidence of original thought and intellectual initiative. The student has cited sources beyond the class materials, and shown a degree of originality in perception and/or approach to the subject. The work will show thoughtful management of material, and a good grasp of the issues. The differences between a B+, a straight B and a B- may reflect poor presentation of the material, or mistakes in punctuation, spelling and grammar.

C+, C, C- Work in this grade range is satisfactory, but uninspiring. If the work is simply a recitation of the class materials or discussions, and shows no sign of genuine intellectual engagement with the issues, it cannot deserve a higher grade. Should an essay fail to provide a clear answer to the question as set, or argue a position coherently, the grade will fall within this range.

Quality of presentation can lift such work into the upper levels of this grade range. Work of this quality which is poorly presented, and riddled with errors in grammar, spelling and punctuation, will fall into the lower end of the range. To earn a C grade, the work must demonstrate that the student is familiar with the primary course material, be written well

enough to be readily understood, be relevant to the assignment, and, of course, be the student's own work except where properly cited.

D A marginal pass can be given where some but not all the elements of the course have been completed satisfactorily.

F The failing grade indicates the work is seriously flawed in one or more ways:

- Obvious lack of familiarity with the material
- So poorly written as to defy understanding
- So brief and insubstantial that it fails to properly address the subject
- Material presented is not relevant to the assignment
- Demonstrates evidence of plagiarism (see following section in Academic Conduct Code)

Please refer to the Academic Handbook for detailed grading criteria and policies on plagiarism. This can be accessed via Blackboard Learn: <http://learn.bu.edu>

** Final Grades are subject to deductions by the Academic Affairs Office due to unauthorised absences.*

Artificial Intelligence Policy

Boston University London faculty may incorporate the use of artificial intelligence (AI) tools in teaching where deemed appropriate for student learning.

However, students should not use AI tools to develop or create any piece of assessed work unless explicitly instructed and permitted by the presiding faculty.

AI tools can provide inaccurate and superficial responses and their inappropriate use undermines the integrity of the academic process.

Attendance Policies

To receive course credit, all students on Boston University London programmes are expected to attend every class session and field trip, and day of internship work for Placement courses. Students that have been absent from multiple sessions will need to meet with a Director to discuss their continued participation on the programme.

Authorised Absence:

For each day of absence, students must complete an Authorised Absence Approval Request Form, which is available through the Academic Affairs section of the BU London Personal Page: <https://fm.bu-london.co.uk/fmi/webd/>

Please note: Submitting an Authorised Absence Approval Request Form does not guarantee an authorised absence

Students may apply for an authorised absence only under the following circumstances:

- **Illness (first day of sickness):** If a student is too ill to attend class, the student must

notify Academic Affairs as soon as possible by submitting an Authorised Absence Approval Request Form in advance of the class. If it is the student's first absence of the semester (from any class) a doctor's note is not required.

- **Illness (multiple days):** If a student is missing more than one class day due to illness, the student must complete an Authorised Absence Approval Request Form and upload a doctor's note. Once recovered, the student will need to meet with Academic Affairs to ensure they do not fall behind.
- Important placement event that clashes with a class (verified by internship supervisor).
- Special circumstances which have been approved by the Directors (see note below).

Students who expect in advance to be absent from any element of the programme should notify a member of Academic Affairs and complete an Authorised Absence Approval Request Form ten working days in advance of the class date.

The Directors will only allow students to leave the programme early or for a significant break in the most extreme cases.

Unauthorised Absence:

An absence will be marked unauthorised if a student does not submit an Authorised Absence Approval Request Form or if the reason for the absence is rejected. An authorised absence can result in a **4% grade penalty**, which will be applied to the final grade for the relevant course.

Religious Holidays

Boston University's Office of the University Registrar states:

'The University, in scheduling classes on religious holidays and observances, intends that students observing those traditions be given ample opportunity to make up work. Faculty members who wish to observe religious holidays will arrange for another faculty member to meet their classes or for cancelled classes to be rescheduled.'

Special Accommodations

Students needing to request accommodations for the semester they are abroad must contact the Disability & Access Services in Boston. BU London can only uphold special accommodations if we have received the appropriate documentation from the BU-DAS. Students will not automatically receive the same accommodations as they do in a regular semester, and we cannot accept letters from other universities/centres.

Lateness

Students arriving more than 15 minutes after the posted class start time will be marked as late. Any student with irregular class attendance (more than two late arrivals to class, or leaving class early without approval) will be required to meet with Academic Affairs and may have their final grade penalised.