MRPE 9700Y · Internship

Fall and Winter Terms
The University of Western Ontario

Victoria Esses, Program Director, and
Michele Manocchi, Internship Coordinator
MRPE Program

Class:

Every other Friday, 9:30 AM – 12:30 PM in Social Science Centre (SSC) Room 6210 (with social distancing) starting September 17th, with the possibility to connect via Zoom.

In the event of a COVID-19 resurgence or any other event that necessitates the course delivery moving away from face-to-face interaction, all remaining course content will be delivered entirely online, either synchronously (i.e., at the times indicated in the timetable) or asynchronously (e.g., posted on OWL for students to view at their convenience). The grading scheme will **not** change. Any remaining assessments will also be conducted online, as determined by the course instructor.

Contact Details:

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Although this academic year might be different, Western University is committed to a thriving campus. We encourage you to check out the Digital Student Experience website to manage your academics and well-being. Additionally, the following link provides available resources to support students on and off campus: https://www.uwo.ca/health/.

Course Description

The internship course will be held bi-weekly through the fall and winter terms, providing hands-on experience for the professional development of students. Students in this program are being trained to conduct social science research for practical applications in a variety of settings, including in government, not-for-profit, and private sectors. Thus, in addition to training in research and communication skills provided in other courses, students in this course will be provided with professional skills for a variety of workplaces.

The course is organized around the following six topics:

1. Introduction: The importance of research in the real world – what our graduates can offer and what types of job are available for researchers in a variety of sectors outside of academia
2. Pre-Application stage: Understanding your own expectations, talents, skills and preferences, and analyzing the gaps you will need to bridge in order to be competitive for desired positions
3. Application stage: Identification of relevant job postings, and preparing the required documents to apply for positions (e.g., informative and attractive cover letters and resumes that tell your story and meet/exceed the expectations of recruiters)
4. Interview stage: How to prepare for the first and second interview, including what types of questions to expect and how to prepare for them
5. Equity, Diversity, Inclusion, and Decolonization (EDID): What is EDID, how to implement it, how to evaluate it
6. Strategies for the Workplace & Working on Your Career: How to handle your first day, week, month on the job, and boosting your career

Course format and resources

Each topic will be covered in two classes, following this general structure:

First Class:

- In-class discussion based on the required readings and other materials (videos, etc.), presentations from the students and sharing of their own experiences, and discussion with the instructors.
- Preparation of a product (e.g., outline of career goals, resume, cover letter) with instructors' support.
- If needed, homework between classes to prepare for the class with the Guest Speaker(s).

Second Class:

- Guest Speaker(s)' presentation on specific topics as discussed with instructors (e.g., what recruiters want to see/not see on a resume), plus feedback from the Guest Speaker(s) on some of the products received from the first class (e.g., resumes).
- Finalization of the products by the students, with instructors and Guest Speaker(s)' support (if applicable).

All the lecture materials and resources (slides, readings, Guest Speaker presentations, etc.) will be posted on the course OWL site following each lecture. Required readings and other materials will be available online or will be directly provided by the instructors prior to the relevant class.

In this course, we will dedicate most of the time to discussion and debate about the specified topics. To do so, students are required to actively participate in the discussion with contributions from their personal experiences, the acquired knowledge from readings and resources shared by the instructors or autonomously identified (such as journal and media articles, videos, infographics, etc.), and the insights provided by the Guest Speakers.

Some homework might be necessary to prepare materials and questions for the Guest Speakers. This work will be supported by the instructors through the OWL website and the functions Forum and Chat.

Individual as well as group works will be assigned to cultivate teamwork skills but also to let students pursue the topics of their own interest.

Learning Outcomes

General Learning Outcomes
1. Reflect on how research may be used in everyday work environments
2. Communicate effectively in written and oral forms to non-academic audiences
3. Self-reflectively build confidence in everyday work environments
4. Collect, collate and translate research knowledge for policy and program relevant goals

Specific Learning Outcomes
1. Recognize personal workplace strengths and weaknesses
2. Apply coursework knowledge to the work environment
3. Apply research skills learned in coursework to the work environment
4. Adapt to the working environment of the organization
5. Adjust to feedback provided by the employer
6. Summarize your role within the organization, the value you add, your strengths and areas for improvement

The Internship Course will develop workplace communication and self- reflection skills. The papers, reports and presentations will establish some core presentation skills that will include the use of social media and the web. The small group discussions, internship reflections, and internship panels will all provide opportunities for interaction to share insights on how the realities of research and everyday work life intersect (or not), the tensions that arise, and possible avenues for reconciling those tensions.

Course Materials

Readings, videos, infographics, and other resources will be shared with students through the OWL platform.

Guest Speakers might also suggest readings and resources to support the discussion in class.

Course Evaluation

The evaluation for this course is pass/fail. To pass, students are required to actively participate in at least 75% of the classes, take part in the class discussions and conversations on the OWL website (Forum and Chat), demonstrate knowledge of the assigned class materials (readings, videos, etc.), and prepare products for their professional careers as we will discuss in class and with Guest Speakers (such as the resume, the preparation of a simulated job interview, etc.).

How to Contact Us

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Course Schedule

Please note: This schedule is subject to change over the course of the term in order to meet the needs of the class. Any changes will be announced through our OWL course website.

Class	Date	Contents
Class 1	Sep. 17	Introduction: The importance of research in the real world – what our graduates can offer and what types of job are available for researchers in a variety of sectors outside of academia
Class 2	Oct. 1	Guest Speaker(s) and discussion
Class 3	Oct. 15	Pre-Application stage: Understanding your own expectations, talents, skills and preferences, and analyzing the gaps you will need to bridge in order to be competitive for desired positions
Class 4	Oct. 29	Guest Speaker(s) and discussion

Class 5	Nov. 12	Application stage: Identification of relevant job postings and preparing the required documents to apply for positions (e.g., informative and attractive cover letters and resumes that tell your story and meet/exceed the expectations of recruiters)
Class 6	Nov. 26	Guest Speaker(s) and discussion
Class 7	Jan. 7	Interview stage: How to prepare for the first and second interview, including what types of questions to expect and how to prepare for them
Class 8	Jan. 21	Guest Speaker(s) and discussion
Class 9	Feb. 4	Equity, Diversity, Inclusion, and Decolonization (EDID): What is EDID, how to implement it, how to evaluate it
Class 10	Feb. 18	Guest Speaker(s) and discussion
Class 11	Mar. 11	Strategies for the Workplace & Working on Your Career: How to handle your first day, week, month on the job and boosting your career
Class 12	Mar. 25	Guest Speaker(s) and discussion

Important Policies

Assignment Deadlines. Students must submit their assignments by the date and time stated in the course outline and on the OWL website. Late assignments will be penalized 10% for each day they are late. Any assignment not received within 5 days of the due date will not be accepted, except in the event of a documented medical or family emergency. If a student anticipates an issue with an assignment, they are recommended to speak to the professor as early as possible to make alternative arrangements.

Plagiarism. Students must write their assignments in their own words. Whenever students take an idea from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a primary scholastic offence (the Scholastic Offence Policy can be viewed in the Western Academic Calendar). All required assignments may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (www.turnitin.com).

Standards of Professional Behaviour. It is the responsibility of all to adhere to and promote standards of professional behaviour that support an effective learning environment. These include:

- Respect for others both in and out of the classroom through words and actions (be professional, fair, and respectful in interactions with people online and in-person; understand and respect differences among classmates and colleagues; avoid disrupting the learning environment; respect others' expectations of confidentiality and privacy).
- Active engagement in learning and commitment to quality (being prepared for classes; participating and listening actively to other; using technology and social media appropriately, striving to do your best). Take responsibility for your own learning by: relating course content and projects to your own professional interests; monitoring your own understanding; seeking clarification and assistance when necessary.
- Personal integrity (following through on commitments; doing one's own work).

Students should also be aware of the UWO Student Code of Conduct found at: https://www.uwo.ca/univsec/pdf/board/code.pdf

Copyright of Lectures and Other Course Materials. Any materials created by the instructor (e.g., videos, notes, handouts, summaries, slide decks, assignments, exams, etc.) are protected by copyright law and may not be copied or distributed in any form without the explicit permission of the instructor. Any non-authorized use of these materials constitutes an academic offence.

Scholastic Offences. Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence (https://www.uwo.ca/univsec/pdf/academic_policies/appeals/appealsgrad.pdf).

Accommodation. Western is committed to achieving barrier-free accessibility for all its members, including graduate students. As part of this commitment, Western provides a variety of services devoted to promoting, advocating, and accommodating persons with disabilities in their respective graduate program.

Graduate students with disabilities (for example, chronic illnesses, mental health conditions, mobility impairments) are encouraged to register with Student Accessibility Services, a confidential service designed to support graduate and undergraduate students through their academic program. With the appropriate documentation, the student will work with both SAS and their graduate programs (normally their Graduate Chair and/or Course instructor) to ensure that appropriate academic accommodations to program requirements are arranged. These accommodations include individual counselling, alternative formatted literature, accessible campus transportation, learning strategy instruction, writing exams and assistive technology instruction. For more information, see http://www.sdc.uwo.ca/ssd/.

Completion of Course Requirements. Course requirements must be completed by the end of the term in which the course is offered (Fall–December 31; Winter–April 30, Summer–August 31). Only in exceptional circumstances may a student take additional time to complete the course requirements. In such a case, the student must first meet with the Graduate Chair to

request permission to carry the incomplete. Medical documentation, where required, will be kept on file in the graduate program office.

Accessibility Options. Please contact the course instructor if you require material in an alternate format or if you require any other arrangements to make this course more accessible to you. You may also wish to contact Services for Students with Disabilities (SSD) at 519-661-2111, x82147 for any specific question regarding an accommodation. Information regarding accommodation of exams is available on the Registrar's website: www.registrar.uwo.ca/examinations/accommodated_exams.html.

Mental Health. Students in emotional/mental distress should refer to Mental Health@Western (http://uwo.ca/health/mental_wellbeing/index.html) for a complete list of options how to obtain help.

Health and Wellness. As part of a successful graduate student experience at Western, we encourage students to make their health and wellness a priority. Students seeking help regarding mental health concerns are advised to speak to someone they feel comfortable confiding in, such as their faculty supervisor, their program director (graduate chair), or other relevant administrators in their unit. The Wellness Education Centre (lower level UCC) assists students in finding mental health and other related resources best suited to their needs (http://se.uwo.ca/wec.html). Western's School of Graduate and Postdoctoral Studies' Living Well website provides tips for thriving at grad school and other helpful information (http://grad.uwo.ca/current_students/living_well/index.html). Western provides several on-campus health-related services to help you achieve optimum health and engage in healthy living while pursuing your graduate degree. For example, to support physical activity, all students, as part of their registration, receive membership in Western's Campus Recreation Centre. Numerous cultural events are offered throughout the year. Also, we encourage you to check out the Faculty of Music web page (http://www.music.uwo.ca/, and our own McIntosh Gallery (http://www.mcintoshgallery.ca/).

Disputing a Grade. Students who wish to dispute an assignment, exam, or course grade must write a one-page explanation justifying why their work should be re-evaluated. Work will not be re-evaluated on the basis that students were sick or feeling stressed when completing the assignment. Please be advised that a student's mark may go up or down upon re-evaluation.

Extraordinary Circumstances. The content and/or evaluation of this course is subject to change in the event of extraordinary circumstances beyond the University's or instructor's control.