



**S-997: Field Experience ~ Reflective Inquiry into Professional Practice**  
**Spring, 2018**

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**Course Website:** <https://canvas.harvard.edu/courses/40359>

**SYLLABUS SUMMARY**

**NOTE: To enroll in S-997, students must be able to attend all classes.**

Assignments Due before Class #1	Deadline (by 5pm)	How to Submit
S-997 Enrollment	By 1/19	On-line via my.harvard
Field Experience Offer Confirmation Form	By 1/26	Canvas
Reflection #1: Preparation for Class #1	2/2	TF via Canvas
<b>Last day for internships to begin: 2/9</b>		

**Class #1: Part I ~ Making Meaning of Professional Practice**

**M/February 5 ~ 2:00-4:00 pm (Snow date: M/February 12 ~ 2-4 pm session only)**

**Overarching Questions**

*What are your and your Mentor's expectations for your internship?*

*How do your previous experience, assumptions, and beliefs about your internship's work and yourself as an Intern influence your expectations?*

*What is the role of reflection/reflective practice) in professional development?*

Interns begin their work with a set of "givens" – assumptions, expectations, and beliefs about their internships' professions, an Intern's role in an organization/group, and what they will or can learn from an internship. To grow professionally, you will examine your internship experience, on an on-going basis, through the lens of your "givens." As you gain experience and encounter new ideas, you will learn how to challenge the validity of your original assumptions, expectations, and beliefs; resolve dissonance between your initial ("given") and the "new"; and make purposeful decisions about how to apply what you learn to cultivate your practice on an on-going basis. Class I/Part I will examine the role reflection can play in such professional inquiry and will introduce you to strategies that you will use throughout the semester and beyond to analyze and synthesize your thinking about a profession, yourself as a professional, and yourself as an ongoing student of professional practice.

**Class #1: Part II ~ Setting Expectations**

**M/February 5 ~ 4:30-6:00 pm ~ Gutman Conference Center (Cancelled if HGSE is closed.)**

**All Interns and Mentors: 4:30-5:15 pm ~ Intern-Mentor teams continue meeting: 5:15-6:00 pm**

At the beginning of Class #1/Part II, all Interns (and their Mentors, if present) will examine the professional parameters of the Mentor-Intern relationship. Then Mentor-Intern pairs will discuss and align each other's expectations for successful work and learning experiences – by setting goals, anticipating challenges, coordinating calendars, discussing day-to-day responsibilities and logistics, establishing norms for communication, and determining the substance of your work.

***Distant Interns and local Interns whose Mentors cannot attend Class #1: Part II should plan to complete the Expectations Form together between February 5 and 9. The Form is due on February 9***

Assignments Due before Class #2	Date Due (by 5pm)	How to Submit
Expectations Form	2/9	Email to Mentor (cc TF)
Reflection #2: Artifact Analysis and Response to Readings	2/16	TF via Canvas
TF-Intern 1-1 Meetings (Round #1)	2/13-2/23	Arrange with TF
Reflection #3: Mentor Interview Analysis	2/23	TF via Canvas

**Class #2: Investigating your Fit with Organizational Cultures and Contexts**

**M/February 26 ~ 2:00-4:00pm (Snow date: M/March 5)**

**Overarching Questions**

*What is organizational culture? Why is it important to understand it? How can we assess it?*

*What elements of organizational culture are most important to you and why?*

*What is your current thinking about your fit with your internship's organizational and professional cultures (and why)?*

While there is no single definition of organizational culture, there are identifiable components of it. The purpose of this class is to examine those components and how they might influence your work with your Mentor. You will investigate how your beliefs and assumptions about organizational culture (and the culture of your current workplace) might influence how you envision your future in a particular organization and profession.

Assignments Due before Class #3	Date Due (by 5pm)	How to Submit
Reflection #4: Open Topic	3/2	TF via Canvas
Reflection #5: Preparation for Class #3	3/9	TF via Canvas

**Class #3: Strategies for Inquiry into Puzzles of Practice**  
**M/March 19 ~ 2:00-4:00pm (Snow date: M/March 25)**

***Overarching Questions***

*Why is understanding the differences between technical and adaptive challenges important for professional growth?  
How can systematic, collaborative inquiry promote your understanding about future puzzles of practice?*

Reflective practice requires you to think *about* yourself and your work in a meta-cognitive manner. During this class, you will investigate (with a small group of your colleagues) a puzzle of practice that you feel is important for you to understand in order to grow professionally. To do so, you will identify a puzzle; determine the kind of challenge the puzzle poses (e.g., technical and/or adaptive); articulate the underlying beliefs, behaviors, and assumptions that you and others seem to contribute to the puzzle; search for possible resolutions to or deeper understanding of your puzzle, and articulate what you have learned (about your puzzle and reflective practice) to strengthen your professional growth.

Assignments Due before Class #4	Date Due (by 5pm)	How to Submit
Mid-term Reflection on Expectations	3/23	TF via Canvas
Reflection #6: Preparation for Class # 4	3/30	TF via Canvas

**Class #4: Making your Academics “Work” for You**  
**M/April 2 ~ 2:00-4:00pm (Snow date: M/April 10)**

***Overarching Questions***

*How do theory and practice inform each other?  
How will you apply what you learn about their relationship?  
What are necessary elements of reflective inquiry and how can you apply them independently for on-going professional growth*

In your coursework you have had the opportunity to examine theories that, as a student-practitioner, you have a unique opportunity to examine in context of your professional practice. Using a protocol of your choice, your colleagues will help you during class to:

- Understand the “fit” between a theory (of particular interest to you) and your internship experience.
- Examine the reasons for the relative strength of that fit.
- Investigate how your intellectual interests about your work influence your thinking about your career path.
- Consider how protocols can enhance reflective inquiry into professional practice.

Assignments Due before Class #5/SPC	Date Due (by 5pm)	How to Submit
TF-Intern 1-1 Meetings (Round #2)	4/3-4/13	Arrange with TF.
Student Practitioner Conference Plan	4/6	TF via Canvas

**Class #5: Student Practitioner Conference (SPC): Poster and Presentations**

**M/April 16 ~ 2:00-4:00pm ~ Gutman Conference Center (Snow date: M/April 23)**

**Note:** Interns are required to attend and actively participate in the entire class session – as a presenter and respondent.

The purpose of the SPC is to provide you with means by which you can 1) reflect about the professional growth you have experienced over the semester through your internship and class participation, 2) consolidate your thinking and justify your conclusions, 3) receive collegial feedback about your thinking, and 4) begin to draft your Final Paper (should you decide to keep your SPC focus for your paper).

Assignments Due before the End of the Term	Date Due (by 5pm)	How to Submit
Final Paper Proposal	4/20	Arrange with Mentor/Include in Final Paper
Mentor-Intern End-of-internship Reflection	4/20	TF via Canvas
<b>Last day to complete internship: 12/1</b>		
Final Paper (including a synthesis of your Mentor-Intern reflection)	5/2	TF via Canvas
CSO/FEP Exit Form	5/2	On-line