



S-997: Field Experience ~ Reflective Inquiry into Professional Practice
Spring, 2019

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Course Website: <https://canvas.harvard.edu/courses/56318>

SYLLABUS SUMMARY

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

In case of cancellation because of inclement weather, we will hold class on the Monday following the cancelled class.

Assignments Due before Class #1	Deadline (F/5pm)	How to Submit
S-997 Enrollment	By 1/25	On-line via my.harvard
Field Experience Offer Confirmation Form	2/1	Link via Canvas
Reflection #1: Preparation for Class #1	2/8	TF via Canvas

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

M/February 11 ~ 2:00-4:00 pm (Snow/make-up date: M/February 25)

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 11 ~ 4:30-6:00 pm ~ Gutman Conference Center (No snow/make-up date)

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

Class #1/Part II begins with an examination of the professional purposes and parameters of the Mentor-Intern relationship. Then Mentor-Intern pairs discuss and align each other's expectations to help ensure their successful work and learning together – by setting goals, anticipating challenges, coordinating calendars, discussing day-to-day responsibilities and logistics, establishing norms for communication, and determining the substance of the work.

Distant Interns and local Interns whose Mentors cannot attend Class #1: Part II should plan to complete the Expectations Form together between February 11 and 15. The Form is due on F/February 15.

Assignments Due before Class #2	Date Due (F/5pm)	How to Submit
Expectations Form	2/15	Email to Mentor (cc TF)
Last day to begin internships: 2/15		
TF-Intern 1-1 Meetings (Round #1)	2/19-3/1	Arrange with TF
Reflection #2: Artifact Analysis and Response to Readings	2/19-22	TF via Canvas
Reflection #3: Mentor Interview Analysis	2/25-3/1	TF via Canvas

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

M/March 4 ~ 2:00-4:00pm (Snow/make-up date: M/March 11)

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 internship work and your relationship with your Mentor. You will investigate how your beliefs and assumptions about organizational culture, in general, and about the culture of your internship's workplace might influence how your thinking about your future in a specific kind of organization and profession.

Assignments Due before Class #3	Date Due (F/5pm)	How to Submit
Reflection #4: Open Topic	3/8	TF via Canvas
Reflection #5: Preparation for Class #3	3/15	TF via Canvas
HGSE Spring Break		

Class #3: Strategies for Inquiry into Puzzles of Practice
M/March 25 ~ 2:00-4:00pm (Snow/make-up date: M/April 1)

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 an articulated, meta-cognitive manner. During Class #3, you will investigate, with your classmates, a puzzle of practice that you feel is important for you to understand in order to grow professionally. To do so, you will identify an adaptive challenge that poses a puzzle; explain why the puzzle is an adaptive challenge, articulate the underlying beliefs, behaviors, and assumptions that you (and others at your internship site) seem to contribute to the puzzle; investigate possible resolutions to or deeper understanding of the puzzle, and articulate how you will use what you learn (about your puzzle and reflective practice) to strengthen your professional growth (now and on an on-going basis).

Assignments Due before Class #4	Date Due (F/5pm)	How to Submit
Mid-term Reflection on Expectations	3/29	TF via Canvas
Reflection #6: Preparation for Class #4	4/5	TF via Canvas

Class #4: Making your Academics “Work” for You
M/April 8 ~ 2:00-4:00pm (Snow/make-up date: M/April 15)

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*

As a student-practitioner, you have a unique opportunity to examine how theory and practice inform each other. Using a purposefully chosen protocol, you will invite your colleagues to help you:

- 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 (F/5pm)	How to Submit
TF-Intern 1-1 Meetings (Round #2)	4/9-4/19	Arrange with TF.
Student Practitioner Conference Plan	4/12	TF via Canvas
Prepare SPC Presentation, Protocol, and Evidence	4/22	Bring to SPC

Class #5: Student Practitioner Conference (SPC): Poster and Presentations
M/April 22 ~ 2:00-4:00pm ~ Gutman Conference Center (Snow/make-up date: M/April 29)

Note: Interns are required to attend and actively participate during the entire SPC (as presenters and respondents).

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 (F/5pm)	How to Submit
Final Paper Proposal	4/26	Arrange with Mentor/Include in Final Paper
Last day to complete internships: 12/7		
Mentor-Intern End-of-internship Reflection	4/26	TF via Canvas
CSO/FEP Exit Form	4/26	On-line
Final Paper (including a synthesis of your Mentor-Intern reflection)	5/8 (Wednesday)	TF via Canvas