



S-997: Field Experience ~ Reflective Inquiry into Professional Practice
Spring 2017

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Course Website: <https://canvas.harvard.edu/courses/25212>

SYLLABUS SUMMARY

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

Assignments Due before Class #1	Deadline	How to Submit
S-997/HGSE Course Enrollment	By 1/20 (by 3pm)	On line (Registrar)
Field Experience Offer Confirmation Form	By 1.27 (by 5pm)	Canvas
Reflection #1: Preparation for Class #1	2/3	TF via Canvas
Last day for internships to begin: 2/10		

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

M/February 6 ~ 2:00-4:00 pm

Overarching Questions

What are your expectations for your internship and why?

What is the role of reflection (and 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 and “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

Local Interns, local Mentors, and Distant Interns for the first 45 minutes

M/February 6 ~ 4:30-6:00 pm ~ Gutman Conference Center

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 6-10.

Assignments Due before Class #2	Date Due (by 5pm)	How to Submit
Field Experience Expectations Form	2/10	Email to Mentor (cc TF)
TF-Intern 1-1 Meetings (Round #1)	2/13-24	Arrange with TF
Reflection #2: Artifact analysis/response to readings	2/17	TF via Canvas
Reflection #3: Mentor Interview analysis	2/24	TF via Canvas

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

M/February 27~ 2:00-4:00pm

Overarching Questions

What is organizational culture?

Why is it important to understand it?

How can you assess it?

What is your current thinking about your fit with your organization’s culture (and the culture of its profession)?

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	3/3	TF via Canvas
Reflection #5: Preparation for Class #3	3/10	TF via Canvas

Harvard Break

Class #3: Strategies for Inquiry into Puzzles of Practice

M/March 20 ~ 2:00-4:00pm

Overarching Questions

How can systematic, collaborative inquiry promote understanding about puzzles of practice?

How can such inquiry support your professional growth?

Reflective practice requires you to think “outside yourself” (meta-cognitively) by inviting others to help you interpret what you have experienced, problem-solve issues, and investigate how to use what you have learned to strengthen your professionalism. During this class, you will learn how to invite others to help you think about a specific puzzle of practice (e.g., about the “how,” “what,” or “why” of your work) that is particularly important to you (e.g., concerning what you are doing or a project. Using a protocol (typical of those used to facilitate “critical-friends group” discussions), you will 1) share a puzzle of practice (and the assumptions and beliefs about your puzzle), 2) receive support in analyzing your puzzle, 3) synthesize what you have learned from your collaborative inquiry, and 4) plan how you might use what you have learned (about your puzzle and about inquiring into puzzles) to develop your professional practice.

Assignments Due before Class #4	Date Due (by 5pm)	How to Submit
Mid-term Reflection on Expectations	3/24	TF via Canvas
Reflection #6: Preparation for Class #4	3/31	TF via Canvas

Class #4: Making your Academics “Work” for You

M/April 3 ~ 2:00-4:00pm

Overarching Questions

How do theory and practice inform each other and why?

How will you apply what you learn about their relationship?

How do protocols enhance inquiry into professional practice?

In 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)	4/4-14	Arrange with TF.
Student Practitioner Conference Plan	4/7	TF via Canvas
Student Practitioner Conference Poster	4/17	Bring to SPC

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

M/April 17 ~ 2:00-4:30pm ~ Gutman Conference Center

Note: Interns are required to attend and actively participate in the entire class session – as a presenter or 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 (using a poster format), 3) receive collegial feedback about your thinking (e.g., through a gallery walk and round-table discussion), 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
Mentor-Intern End-of-internship Reflection	4/21	Arrange with Mentor/Include in Final Paper
Final Paper Proposal	4/21	TF via Canvas
Last day to complete internship: 4/21		
Final Paper	5/3	TF via Canvas
Field Experience Program Exit Survey	5/3	HIRED