Course Outline

Part I

Programme Title	:	Bachelor of Social Sciences (Honours) in Sociology and Community Studies and Bachelor of Education (Honours) (Geography)
Programme QF Level	:	5
Course Title	:	**Internship for Community Services**
Course Code	:	SSC4312
Department	:	Social Sciences and Policy Studies
Credit Points	:	3
Contact Hours	:	approx. 200 hours
Pre-requisite(s)	:	Nil
Medium of Instruction	:	English (with Cantonese as appropriate)
Course Level	:	4

Part II

The University's Graduate Attributes and seven Generic Intended Learning Outcomes (GILOs) represent the attributes of ideal EdUHK graduates and their expected qualities respectively. Learning outcomes work coherently at the University (GILOs), programme (Programme Intended Learning Outcomes) and course (Course Intended Learning Outcomes) levels to achieve the goal of nurturing students with important graduate attributes.

In gist, the Graduate Attributes for Sub-degree, Undergraduate, Taught Postgraduate, Professional Doctorate and Research Postgraduate students consist of the following three domains (i.e. in short "PEER & I"):
● **P**rofessional **E**xcellence;
● **E**thical **R**esponsibility; **&**
● **I**nnovation.

The descriptors under these three domains are different for the three groups of students in order to reflect the respective level of Graduate Attributes.

The seven GILOs are:
1. Problem Solving Skills
2. Critical Thinking Skills
3. Creative Thinking Skills
4a. Oral Communication Skills
4b. Written Communication Skills
5. Social Interaction Skills
6. Ethical Decision Making
7. Global Perspectives

1. **Course Synopsis**

The aim of Student Internship is to help students integrate and apply in a real-life setting the knowledge and skills they have gained in earlier stages of the programme. As an important learning experience, students will be expected to make use of the conceptual perspectives and methodological skills they have learned in classes in a real-world local or community setting. Interaction between conceptual ideas and practical problems offers students an opportunity to suggest and to try out novel solutions engendered by the conceptual insights they can grasp in addressing community issues. At the same time, limits of a typical local work setting may make them rethink the strength and applicability of the ideas and skills they have acquired. Moreover, the Internship provides practical experience of the challenges faced in both public and private sector workplaces and will assist students in making decisions regarding their career path**.**

(Remarks: there are six major sectors of internship organizations to which student will be assigned, including community development, social service, education, entrepreneurship, executive management and research).

2. **Course Intended Learning Outcomes** (CILOs)

Upon completion of this course, students will be able to:

CILO$_1$ Demonstrate enhanced understanding of the value of sociological perspectives in understanding and tackling community issues through practical experiences;

CILO$_2$ Apply the methodological skills acquired in the programme (including quantitative and qualitative research, problem solving, and other generic skills) to real-world work environments;

CILO$_3$ Demonstrate ability to analyze and think critically about experiences gained during Internship in relation to programme coursework;

CILO$_4$ Develop effective communication and problem-solving skills through interacting and collaborating with co-workers;

CILO$_5$ Demonstrate competence and commitment in work-related contexts.

3. **Content, CILOs and Teaching & Learning Activities**

Course Content	CILOs	Suggested Teaching and Learning Activities
a) Pre-internship seminars and workshops (I, II, III): I. Review of and reflection on learning from Major coursework and how it may relate to the Internship experience. II. Introduction to types and needs	*CILO$_{1,3}$*	• Group discussions • Consultation with EdUHK's academic tutors

of internship partners. III. Consultation on developing learning goals in experiential learning, preparation for related competencies, attitudes, values and actions.		
b) Internship	*CILO$_{1,2,4,5}$*	• Participants are assigned internship tasks such as activities or programs as arranged by supervisor of internship partners. • Academic tutors from EdUHK pay regular visits or make phone calls to ascertain if internship is effectively implemented and students are able to demonstrate and achieve the learning outcomes. • The academic tutors also conduct mid-term and final evaluation with the supervisor.

4. Assessment

Assessment Tasks	Weighting (%)	CILO
(a) Performance review by supervisor of internship partners: • The assessment by the supervisors at the internship organizations on the work performance of the intern students. • There will be a mid-term evaluation when the academic tutors visit the students at the workplace and liaise with the supervisor to monitor students' performance and progress, and identify areas for improvement. • The final evaluation will be conducted at the end of the internship by the supervisor with reference to interns' knowledge, attitude and skills demonstrated in the internship period.	40% (mid-term: 20%; final: 20%)	*CILO$_{1,2,4,5}$*

Assessment Tasks	Weighting (%)	CILO
(b) Log Entries on Moodle Forum (consisted of documentation on the internship progress like texts and/or photos) made at different stages of the internship period.	30%	$CILO_{1,2,3,4}$
(c) Production of an individual written report to consolidate the internship experience, through reflection on how this practical experience relates to or can be interpreted in light of what the student has learned about sociological perspectives and community studies. (1,500 words)	30%	$CILO_{1,2,3}$

5. Use of Generative AI in Course Assessments
Please select one option only that applies to this course:

☐ *Not Permitted*: In this course, the use of generative AI tools is not allowed for any assessment tasks.

☑ *Permitted*: In this course, generative AI tools may be used in some or all assessment tasks. Instructors will provide specific instructions, including any restrictions or additional requirements (e.g., proper acknowledgment, reflective reports), during the first lesson and in relevant assessment briefs.

6. Required Text(s)
Nil

7. Recommended Readings

Baird. B. N. (2011). *The internship, practicum, and field placement handbook: a guide for the helping professions*. Upper Saddle River, N.J.: Prentice Hall.

Beard, C. (2010). *The experiential learning toolkit: blending practice with concepts*. London: Kogan Page.

Butin, Dan (2008). *Service-learning and social justice education: strengthening justice-oriented community-based models of teaching and learning*. London: Routledge.

Kiser, P. (2016). *The human services internship: Getting the most from your experience* (Fourth ed.). Boston, MA: Cengage Learning.

Princeton Review (2000). *The internship bible*. New York: Random House.

Reid, A. et al. (2008). *Participation and learning: perspectives on education and the environment, health and sustainability*. New York: Springer.

Sides, C.H., Mrvica, A. (2007). *Internships: theory and practice.* Amityville, N.Y.: Baywood Publishing.

Stirling, A., Kerr, G., Banwell, J., MacPherson, E., Bandealy, A., & Battaglia, A. (2014). *What is an Internship? An Inventory and Analysis of "Internship" Opportunities Available to Ontario Postsecondary Students.* Toronto: Higher Education Quality

Council of Ontario.

Sweitzer, H., & King, M. (2019). *The successful internship: Personal, professional, and civic development in experiential learning* (Fifth ed.) Boston, MA, USA: Cengage.

8. **Related Web Resources**
   - David A. Kolb on Experiential Learning
     http://www.infed.org/biblio/b-explrn.htm
   - Experiential learning articles and critiques of David Kolb's theory
     http://reviewing.co.uk/research/experiential.learning.htm
   - Making the Connection: How Advisers Can Help Students Reflect on the Internship Experience
     https://dus.psu.edu/mentor/2012/11/advisers-students-internship-experience/

9. **Related Journals**
   The Journal of Experiential Education. Association for Experiential Education.
   College Student Journal. PROJECT Innovation

10. **Academic Honesty**
    The University upholds the principles of honesty in all areas of academic work. We expect our students to carry out all academic activities honestly and in good faith. Please refer to the *Policy on Academic Honesty, Responsibility and Integrity* (https://www.eduhk.hk/re/uploads/docs/000000000016336798924548BbN5). Students should familiarise themselves with the Policy.

11. **Other**
    Newspaper articles and on-line videos on relevant topics and issues will be used wherever and whenever necessary and feasible.

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