

ECON2491: Internship Research Paper
(Reflective Practice and London Internship)
(1 Credit)



Course Instructor: David Hopper

Email: david.hopper@live.com

Office Hours: By appointment

Reflective Practice and London Internship

COURSE DESCRIPTION:

'We live in a complex, interconnected, co-created world, and in order to better understand and tackle individual and organizational issues, we have to take into account the different systems and contexts that mutually influence one another'

Rimanoczy, Turner and Pearson (2000)

This course introduces participants to a range of reflective practice theories, activities and tools designed to support them in critically reviewing their student-internship experiences in London.

The taught component of the course invites you to reflect critically on a range of professional competencies including inter-cultural communication, collaboration, professional integrity and accountability, whilst your participation in a Critical Incident Analysis (CIA) seminar and Action Learning Set allow you to examine both pertinent and time-sensitive issues encountered at your student-internships.

You are encouraged to work collaboratively with your peers over the course of the semester through the development of your own in-class and online 'Community of Practice'. Through collective investigation of your student-internship experiences, it is hoped that you will gain professional insights that may not have been arrived at working autonomously.

Rimanoczy, I. Turner, E. Pearson, T. (2000). Learning Coach Handbook. Internal Publication - www.LIMglobal.net

AIMS

The course aims to:

Support you in developing a critical understanding of reflective practice theory and the practical application of reflective practice tools and techniques;

Involve you in the life-cycle of a Community of Practice from inception to closure with your peers on the course, and develop a clearer understanding of the challenges and opportunities that membership of such groups facilitates;

Enhance your self-awareness regarding your ability to support and collaborate effectively with others and become more accountable for facilitating your own learning and professional development;

Develop your awareness of your professional strengths, the professional challenges experienced by those working in the business, finance and economics field and areas of your professional practice that would benefit from ongoing development.

LEARNING OUTCOMES

By the end of this course, it is hoped that you will have:

- *Acquired a critical understanding of the theory and practical application of a range of reflective practice theories and techniques;*
- *Acquired theoretical and first-hand knowledge of the life-cycle of a Community of Practice;*
- *Acquired increased self-awareness regarding your professional competencies and identified areas for your individual professional development;*
- *Acquired a range of skills for supporting and collaborating effectively with others in professional and academic settings;*
- *Acquired knowledge of the breadth of professional challenges that exist for those working in the business, finance and economics field and developed strategies that support your ongoing professional development;*
- *Identified your individual learning from your London internship and be able to articulate this effectively to a range of audiences.*

COURSE OVERVIEW

Class One	Introduction to Reflective Practice Theory
Class Two	British Work Culture
Class Three	Professional Values
Assessment Deadline	Professional Values Paper due for submission by email to David Hopper by 10.00pm on Tuesday the 6 th of February
Class Four	The Personal and the Professional
Mid-Term Break	
Student-Internships Commence	
Assessment Deadline	CIA Paper due for submission by email to David Hopper by 10.00pm on Monday the 11 th of March
Class Five	Critical Incident Analysis Seminar
Class Six	Action Learning Seminar
Class Seven & Assessment Deadline	End of Semester Presentations Student Presentations Due in Class on Wednesday the 10 th of April

ASSESSMENT:

Attendance and Participation in Class & Reflective Practice Activities	31%
Professional Values Paper (S/U)	7%
Critical Incident Analysis Paper	31%
Individual Learning Presentation	31%

Participation in Class & Reflective Practice Activities:

Participation in class will be graded with reference to the University of Connecticut grade boundaries (see Appendix IV below) and the corresponding Assignment Grading Rubric for Participation found in the class Dropbox Folder and page 15 of this course outline. Consistent and quality participation is expected.

Professional Values Paper (minimum 850 words)

"Values represent the standards by which behavior is evaluated".

Ferraro (2006)

This report-style paper asks you to reflect on the professional values that you believe have the biggest influence on your workplace behavior and summarize the influences and experiences that have led you to select this value over others. It concludes with a literary review of your chosen value, with the aim of providing you with a clear understanding of the usefulness of your chosen value to your ongoing professional practice. Please make use of the following questions as headings when structuring your paper as well as the corresponding Grading Assignment Rubric:

1. What professional value/s has/have the biggest influence on how you behave in the workplace?
2. To what degree have social and cultural influences and/or previous academic or professional experiences shaped your value selection?
3. With reference to at least two academic sources, evaluate the usefulness of your chosen value to your professional practice in your intended career

Critical Incident Analysis Paper: (Minimum 750 Words)

The vast majority of critical incidents, however, are not at all dramatic or obvious: they are straightforward accounts of very commonplace events that occur in routine professional practice which are critical in the rather different sense that they are indicative of underlying trends, motives and structures. These incidents appear to be 'typical' rather than 'critical' at first sight, but are rendered critical through analysis.
(Tripp, 1993: 24-25)

In this report-style paper (please use headings!) you are asked to critically examine an incident you have either directly experienced or have observed at your London internship. When writing this paper, you will find useful *Guidance in Writing a Critical Incident Analysis* in Appendix I of this course handbook. A **Grading Assignment Rubric** is also provided for you in your class Dropbox folder to help you to better understand the assessment criteria for the paper.

Copies of your paper will be printed out by your class facilitator and brought to class on **Wednesday the 13th of March 2024** to be used as part of a group discussion of your incident and analysis with your peers.

Individual Learning Presentation

Please prepare a **four**-minute presentation that effectively answers the following question:

Q. What has been the key learning from your London internship and what aspects of your professional practice will you be seeking to improve upon moving forward?

All presentations should include:

- Your name, and a very brief reference to the name of the organization you completed your student-internship at/ your role, to ensure that the majority of the presentation time available is spent answering the presentation question effectively.
- Reference to the theory explored in class as well as other reputable theory that has been independently researched and supports you in answering the presentation question effectively.
- A bibliography

Constructing your presentation using PowerPoint, Prezzi or similar presentation software is highly recommended. All presentations should be uploaded to the class computer prior to the start of class on the day to reduce unnecessary delays commencing the presentations. You are strongly encouraged to carefully read through the presentation **Grading Assignment Rubric** in the class Dropbox folder to ensure you understand what assessment criteria will be used to grade your presentation.

Requests to present as a group will be considered where you feel there is relevant crossover regarding your learning from your internship and the aspect of your professional practice you would like to improve upon. If you would like to present in groups of two or more the total length of the presentation in minutes must not exceed more than 3 times the number of students e.g., two students will have 6 minutes to present, three students will have 9 minutes to present. Four students will present for 12 minutes etc.

REFERENCING GUIDELINES

It is crucial that students reference the sources of **all** information used in their papers and presentation. There are several conventions regarding the formatting of reference lists (bibliographies/works cited). It is suggested that students adhere to the prescribed format of the University of Connecticut.

NB: in contrast to books and journals, information published on the web is not necessarily reviewed or monitored by respected specialists. It is therefore particularly important that students 'decipher' the short form of any web address and state the full name of the organisation/person maintaining the referenced web site. For example: do not just quote a site as <http://www.history.ac.uk/cmh/londonjournal/> but find out and state in your reference that this web site is maintained by 'The London Journal.' The need to give your readers complete information about the source of your information requires that you take this extra step.

STUDENT ACADEMIC MISCONDUCT

Academic misconduct is dishonest or unethical academic behaviour that includes, but is not limited to, misrepresenting mastery in an academic area (e.g., cheating), intentionally or knowingly failing to properly credit information, research, or ideas to their rightful originators, or representing such information, research, or ideas as your own (e.g., plagiarism). Students' responsibilities with respect to academic integrity are described in *Responsibilities of Community Life: The Student Code (The Student Code)*.

Submission of work

Late submission of coursework can only be sanctioned by Anglo Education Services (AES) Vice President for Academic Affairs, Dr Leslie Zweigmann PhD, and late submission will only be granted in the following cases:

Serious illness or injury verified by a doctor's certificate for a period of time (normally in excess of a week). On receipt of such certification AES will discuss with the student what should be done, and can sanction a maximum late submission period. It is a requirement that AES inspects the doctor's letter of certification/certificate. In all other cases where illness has been minor and has not required seeing a doctor to be signed off sick, a late submission cannot be sanctioned.

Serious personal/family trauma: this would be a significant event that would require the student to be away from the UConn in London programme for a substantial period of time. As before, late submission of coursework can only be sanctioned upon receipt of documentary evidence to explain or support this serious event, with an indication of the time-period within which the student is likely to be significantly impaired by the event.

Continuing conditions or trauma: in such instances students are strongly advised to talk in confidence to AES staff in London who would decide if it would be appropriate to organise a schedule of late submissions.

In all other circumstances, such as computer failure and having a cold for a few days, late submission of coursework will NOT be accepted and will be subject to a penalty of 5% deducted from the grade awarded for each day accruing from the coursework deadline.

CAUTION: Laptop use in the classroom:

During class time students are free to write their lecture notes on their laptops or access required readings. However, any student found to be accessing the internet for other purposes, unrelated to class activities (e.g., accessing social media, booking weekend travel etc.) – will receive a 7.5% percent penalty from their Participation grade. As 7.5% is one quarter of the overall Participation grade, students should take particular note of this caution.

METHODS OF INSTRUCTION:

The course comprises:

- lectures
- reflective practice activities, seminars and discussion work

READING MATERIAL:

Material that students are required to read before lectures and seminars will be distributed to them by email for their first class and then via a shared Dropbox folder.

DETAILED COURSE OUTLINE

Class One: Introduction to Reflective Practice Theory	
Overview	This first session will introduce the course (aims, learning outcomes, assessment and readings). The session will also be a chance for group introductions and to discuss previous experiences of learning in groups, continuous professional development or engagement in reflective practice.
Discussion Focus	What is reflective practice? What is a community of practice?
Required Reading	<p><i>Finlay-(2008)-Reflecting-on-reflective-practice-PBPL-paper-52.</i> http://www.open.ac.uk/encetl/files/encetl/file/ecms/web-content/Finlay-(2008)-Reflecting-on-reflective-practice-PBPL-paper-52.pdf (Accessed 30.12.15)</p> <p><i>Smith, M. K. (2003, 2009) 'Jean Lave, Etienne Wenger and Communities of Practice'. The Encyclopaedia of Informal Education.</i> www.infed.org/biblio/communities_of_practice.htm. (Accessed 01.05.14)</p>
Supplemental Reading	<i>Neugebauer, J. Evans-Brain, J (2009) Making the Most of Your Placement. SAGE Publications. Chapter 8: Learning from Your Placement. Pages 100-109</i>
Assessments Due	N/A

Class Two: British Work Culture	
Overview	In this session students will examine perspectives on British work culture and values in relation to prior work, internship and/or volunteering experiences. A theoretical introduction to cultural dimensions will lead into discussion work and practical activities for students regarding their approach to their student-internships in London.
Discussion Focus	British Work Culture/ Cross-Cultural Comparisons
Required Reading	<p><i>Fox, K. (2016). Watching the English: The Hidden Rules of English Behaviour. London: Hodder and Stoughton. p. 176-182</i></p> <p><i>Ferraro, G. (2006). Contrasting Cultural Values in The cultural dimension of international business (2nd Ed). New Jersey: Prentice Hall, pp. 100-127</i></p>
Reflective Practice Activities	Culture and the Workplace Activity
Assessments Due	N/A

Class Three: Professional Values

Overview	In this session students will examine perspectives on professional values and complete activities examining professional integrity
Discussion Focus	What are professional values? What are the professional values of those working in the business, finance and economics fields?
Required Reading	<i>Aadland, E. (2010). Values in Professional Practice: Towards a Critical Reflective Methodology. Journal of Business Ethics (2010) 97:461–472 Springer 2010 DOI 10.1007/s10551-010-0518-x</i>
Reflective Practice Activities	Professional Values Activity/ Conscious Competency Grid
Assessments Due	N/A

ASSESSMENT SUBMISSION DEADLINE

Submission of Professional Values Assignment by email to Dave Hopper by 10.00pm

Class Four: The Personal and the Professional	
Overview	In this session students will be asked to reflect on and discuss their first impressions of their student internships as well as exploring theoretical perspectives on health and well-being in the workplace.
Discussion Focus	Initial internship experiences/ health and well-being in the workplace/ personal and professional boundaries/ coping strategies
Required Reading	<i>Payne, N., Jones, F., & Kinman, G. (2012). Work-related stress and health behaviours. In J. Houdmont, S. Leka, & R. Sinclair (Eds.), Contemporary Occupational Health Psychology: Global Perspectives on Research and Practice, Volume 2. Chichester: Wiley-Blackwell. pp. 239-255.</i>
Reflective Practice Activities	Novaco Anger Scale/ Scenario work

Class Five: Critical Incident Analysis Seminar	
Overview	In this session students will participate in a Critical Incident Analysis activity in groups. Students will be asked to prepare and discuss their Critical Incident Analysis from their London internship with their peers in groups and present back on their learning.
Discussion Focus	Students are encouraged to provide additional perspectives on one another's critical incidents. They will be asked to summarise learning and reflect on their effectiveness as a community of practice.
Required Reading	Students are asked to read widely and seek out reputable academic texts in the selection of the theory they include in the CIA assignment
Reflective Practice Activities	CIA Seminar
Assessments Due	N/A

Class Six: Action Learning Seminar	
Overview	In this session students will be introduced to the theory behind Action Learning and participate in a simulated Action Learning Set activity. Time will be included at the end of the class to conduct a thorough evaluation of the activity
Discussion Focus	Evaluation of Action Learning process
Required Reading/ Preparation	<p>Important: students are asked to prepare a real, time-sensitive and actionable professional issue for this session using guidance from the UConn in London Action Learning Guide</p> <p>Brook, C and Milner, C. (2013) Reflections on 'creative' action learning in business education: some issues in its theory and practice. Department of Human Resources & Organisational Studies, University of Portsmouth.</p> <p><i>Hopper, D (2024) UConn in London Action Learning Guide.</i></p>
Reflective Practice Activities	Action Learning Set

Class Seven: Articulating Learning	
Overview	In this class students will be asked to deliver an individual student presentation to their peers on the course.
Assessments Due	Individual Student Presentations to be delivered in class

APPENDIX I

WRITING GUIDANCE FOR CRITICAL INCIDENT ANALYSIS

Critical incident analysis was first developed in order to understand pilot errors in flying aircraft (Flanagan, 1954) and subsequently used in researching safety in anaesthesia (Cooper, Newbower, Long and McPeck, 1978; Craig and Wilson, 1981) as well as a range of other diverse professional arenas.

However, **critical incidents need not involve a high risk or potentially dangerous situation**. Despite a lack of consensus in the literature as to what critical incident analysis is (Minghella and Benson, 1995), perhaps the most influential writer on this topic is David Tripp (1993) who notes that:

The vast majority of critical incidents, however, are not at all dramatic or obvious: they are straightforward accounts of very commonplace events that occur in routine professional practice which are critical in the rather different sense that they are indicative of underlying trends, motives and structures. These incidents appear to be 'typical' rather than 'critical' at first sight, but are rendered critical through analysis.

(Tripp, 1993: 24-25)

The incident you choose to critically analyse when writing this assignment does not need to be dramatic and could be almost anything that has piqued your professional curiosity at your London internship. Some shortened examples of incidents that have been critically analysed by previous UConn students include:

- *Being asked to do something unfamiliar*
- *Noticing something unusual about British work culture*
- *Lacking confidence in your professional abilities*
- *Witnessing professional disagreements or being embroiled in one*
- *Feeling unmotivated*
- *Encountering a workplace miscommunication*

By critically analysing an incident from your London internships, it is hoped that you will be able to generate pertinent professional questions specific to you. A list of some of the questions students have found themselves answering through their critical incident analysis are included below:

- How can I improve my decision-making abilities/professional judgment in the workplace?
- How effective is my approach to the workplace compared to others?
- What is the relationship between confidence and competence in the workplace?
- How can I make mistakes and can avoid repeating them
- What makes some work tasks more rewarding than others?
- How can I deal more effectively with pressure and expectation?
- What do I really value in the workplace and what do my colleagues value?
- What aspect of my professional development is in greatest need of attention?

Content adapted from: Beth, R. Crisp, B.R, Green-Lister. P, Dutton, K. (2005) *Integrated Assessment: New Assessment Methods*. Glasgow School of Social Work

A Guide to Structuring Your Critical Incident Analysis

Critical Incident Analysis is a highly methodical method of reflection and is divided into five distinct sections for clarity. Please ensure you make use of these headings when you write your paper!

An outline of what you need to include in each section is described below. Please ensure you use headings to delineate clearly between each section!

Section One: A succinct description of the incident you will be critically analysing

- A highly succinct (20-40 words) description of an incident you have observed or were involved in. The description should set the scene (e.g. "Whilst interning at Barclays Bank...") and provide a clear focus for further discussion ("...I was asked to undertake a technical task using STATA software that I was unfamiliar with").

This section should be objectively composed with any detailed contextual informal, thoughts, feelings and responses reserved for section two. The incident description should refer to one specific moment in time rather than a series of events that take place over an extended period of time.

Section Two: Thoughts, Feelings and Responses on the Incident

- Any additional contextual information you feel is valuable to include
- Your thoughts and feelings at the time of the incident;
- The responses of key individuals present during the incident. If not known, please include what you think these might have been.

Section Three: Learning and Areas for Development

- What has reflecting on this incident taught you about yourself, relationships with others, professional competencies, or the role of organizational policies and procedures?
- In what ways has analysing this incident resulted in changes in how you might think, feel or act in similar situations;
- What learning needs have you identified as a result of this incident? What topic will you be focusing your wider research on in Section Four?

Section Four: Wider Research and Final Reflections

- You should critically analyse at least one credible academic source (please be aware that more credible sources = more credibility and depth in your analysis!) that relates to the learning need you identified at the end of section 3 and provides further insight into your professional practice.
- Please be sure to include fully referenced quotes;
- Please conclude this section with an explanation of how your view the incident has changed as a result of critically analysing it and how your research and critical analysis may impact on your professional practice in the future.

Section Five: Bibliography

- Please ensure you list any academic titles, journals or online resources accurately

APPENDIX II

The grade boundaries used at UConn in London are as follows:

A 93-96
A- 90-92
B+ 87-89
B 83-86
B- 80-82
C+ 77-79
C 73-76
C- 70-72
D+ 67-69
D 63-66
D- 60-62
F Below 60

A grade of "A" in a course indicates exceptional mastery of the course's objectives in both knowledge and skills. While a grade of "A" may not symbolize perfection, it does indicate that the student has demonstrated consistently high standards of commitment, clarity, and application. Typically, the "A" grade further signifies a student's creativity, insight, and breadth of comprehension. The A grade denotes exceptional performance, and should be reserved for those whose work is in fact exceptional.

A grade of "B" in a course indicates solid mastery of the course's objectives in both knowledge and skills. Further, the "B" grade indicates a student's facility with analyzing course material and his clarity in expressing that facility although he may not demonstrate the depth and breadth of comprehension that merits the "A" grade, regardless of the amount of time spent on a specific assignment. The B suggests a strong understanding of the course material and the ability to do the work of the course, including writing, to a high standard.

A grade of "C" in a course indicates competent mastery of the course's objectives in both knowledge and skills. A student who earns a "C" should feel reasonably confident about his ability to move on to the next course in a sequence within a discipline or about his facility with the course's objectives. For some students, a grade of "C" may represent significant intellectual growth; for others, only modest growth. In any case, the C suggests an acceptable level of understanding and analysis of the course material.

A grade of "D" in a course indicates less-than-competent mastery of the course's objectives in knowledge and skills. Usually the student has made some effort to

engage the work of the course but has made little progress and demonstrated little real understanding of the skills and information the course seeks to elucidate. It should be remembered that students who receive a grade of D do receive credit for the course and may move on to other courses in the discipline. If performance does not warrant this, the student should receive a grade of F.

A grade of "F" in a course indicates insufficient mastery of the course's objectives in knowledge and skills. The grade of "F" is not meant to discourage students about their academic work, but rather to afford them an accurate appraisal of their performance. Students would not be well served to receive a "passing" grade only to discover later that they lack the information and/or skills necessary to proceed to the next level of a discipline. The F suggests that a student would need to repeat the class in order to be prepared to move on.

Because the grades described above still include a range of performance levels and because grades need to be seen, in part, as gauges to future achievement, teachers use the plus (+) and minus (-) to further refine their grades, indicating how close a student's performance comes to the adjacent levels.

In cases of partial work, credit must be lost for work not completed. A few assignments, even if completed to a very high standard, do not suggest full mastery of the course material as they do not cover all of the course material. The student's work, not his/her perceived potential or inherent ability, must be the basis for the grade.

Assignment Grading Rubrics

The Assignment Grading Rubrics are the documents that will be used for grading each of the course assignments and will help you to understand the assessment criteria for each assignment, so please study these carefully. The **Course Participation Rubric: Important Guidelines for Assessment** is included for you below. This rubric and all other rubrics for the course can be found in the 'Assignment Rubrics' folder in our class Dropbox Folder:

Course Participation Rubric: Important Guidelines for Assessment

Grade Boundary	Assessment Criteria		
	Quality and Frequency of Contributions to Class Discussion and Activities	Evidence of Regular Completion and Effective Analysis of Required Reading	Evidence of Contributions to Class Dropbox Folder (Online Community of Practice)
A Outstanding	Very consistent contributor to class discussions; offers original analysis and comments on theory explored in class and takes care not to dominate discussion; demonstrates intellectual curiosity by asking questions and seeking clarification. Engages effectively in class activities and encourages others to participate in activities by example	Completes all required reading in a timely fashion in readiness for each class and provides evidence of their reading completion by posting their comments on the readings in Dropbox prior to class; intelligently uses resultant understanding to formulate comments and questions during class discussion	Regularly submits essays, articles and web links in Dropbox which connect intelligently and creatively with aspects of their professional practice or those of their peers, wider industry issues or course themes. Provides evidence of their completion of supplemental reading found in Dropbox by posting reflections or analysis of the readings. Completes the optional journal questions available to students in Dropbox and/ or creates their own journal questions and share their response to these original questions in Dropbox.
B+ to A- Very Good/ Proficient	Willing and able contributor to class discussions; this student makes a good attempt to offer thoughtful commentary on theory and professional insights explored in class/ class activities, seeks clarification when needed	Has made a very good attempt to complete the required reading in a timely fashion and submit comments on the readings in Dropbox to evidence their completion.	Has made some effort to submit essays, articles and web links in Dropbox which connect with aspects of their professional practice or those of their peers, wider industry issues or course themes. There is some evidence that this student has completed some of the optional journal questions or has commented on some supplemental readings.
B- to B Proficient/ Developing	Makes some attempt to contribute to class discussions; demonstrates a basic grasp of key concepts but offers little original insight; comments/ questions are of a general nature.	Displays some familiarity with some of the required readings, but does not complete them in a timely fashion with comments added to the required readings in Dropbox in an irregular fashion	There is some evidence that the student has submitted essays, articles or web links in Dropbox <u>or</u> some evidence that the student has completed optional journal questions <u>or</u> some evidence that the student has commented on supplemental readings
C Range Developing/ Novice	Rather Poor: sporadic contributor; comments/questions betray lack of understanding of key concepts; often digresses in unhelpful ways.	Only displays familiarity with some of the required readings; rarely demonstrates analytical thought, little to no regularity to the comments that they submit in Dropbox	Little to no evidence that the student has submitted essays, articles or web links in Dropbox <u>or</u> completed optional journal questions <u>or</u> commented on supplemental readings
D/F Novice	Poor: rarely speaks; merely quotes text or repeats own comments or those of others	No evidence that student has completed or commented on required readings	There is no evidence that the student has submitted essays, articles or web links in Dropbox <u>or</u> completed optional journal questions <u>or</u> commented on supplemental readings