

Arts and Sciences 589
Disability Studies Graduate Internship
1-3 Credit Hours
(1 credit hour = 3 hours of work per week)

Accommodation of students with disabilities

Students who wish to have an accommodation for disability are responsible for contacting the professor and TA as soon as possible. The Office for Disability Services (150 Pomerene Hall; 292-3307; 292-0901 TDD) verifies the need for accommodations and assists in the development of accommodation strategies.

Course Description:

This is a one-quarter internship course that offers undergraduate and graduate students the opportunity to work with disability related organizations on or off campus.

The course operates in multiple formats, depending on the internship site, but will include:

- 9-10 weeks of a internship experience (1 credit hour = 3 hours of work per week at the internship site)
- 3 face to face class meetings with the instructor (week 1, week 6, week 11)
- Written weekly journals
- A final written report

Course Goals:

This course provides students the opportunity to connect disability studies to social, political, economic, and educational issues that confront people with disabilities, and to make students more aware of organizations that serve people with disabilities.

Upon successful completion of this course students will:

- Understand the role of the disability organization in the lives of people with disabilities, including how needs are identified and met.
- Understand the scope of work disability organizations perform, including the skills and resources disability organization need in the current economic and political context
- Be able to place their internship experience in a larger theoretical and empirical context through reading about disability organizations and through discussions with internship supervisors (instructor and on-site contact)

Upon successful completion of this course the community partner will:

- Have benefited from the work with the student intern, the nature of which will be pre-determined with a contract between the partner, the student, and the instructor
- Have strengthened the link between their community organization and The Ohio State University, particularly the Disability Studies Program

Required Readings:

General reading on the politics of PWD v. service providers (the need for PWD to be represented in service organizations)

Potential readings:

Albrecht, Gary and Michael Bury. "The Political Economy of the Disability Marketplace." Handbook of Disability Studies. Sage, 2003: 585-609.

Barnartt, Sharon, Kay Schriener, and Richard Scotch. "Advocacy and Political Action." Handbook of Disability Studies. Sage, 2003: 430-449.

Fleischer, Doris Zames and Frieda Zames. "Deinstitutionalization and Independent Living." The Disability Rights Movement: From Charity to Confrontation. Philadelphia: Temple University Press, 2001: 33-48.

Shapiro, Joseph P. "From Charity to Independent Living." No Pity. New York: Three Rivers Press, 1994: 41-73.

Reading specific to internship experience.

Assignments:

Internship experience: Students will work 3 hours per week for each credit hour the student has signed up for. Job activities vary by site, but are detailed in the **internship contract** that the student, the instructor, and the site supervisor complete prior to the beginning of the internship quarter. *See attached sample internship contracts.*

Face-to-face class meetings: The student and instructor will meet three times during the quarter. The first meeting (week 1) will provide an orientation for the internship. At the second meeting (mid-quarter, week 6) the instructor and student will discuss the internship experience. Adjustments and/or suggestions about improving the internship experience will be discussed. Preparation for the final report will also be discussed. At the last meeting (week 11), the student will turn in the final report and will discuss the overall internship experience with the instructor. The student will also turn in their self-assessment at this final meeting.

Written Weekly Journal Entries: Students are required to submit one reflective journal entry per week. The instructor will provide a prompt for the writing each week. The student will post the entry to the Carmen site. If there are other students enrolled in the internship course, students are expected to read other students posts and participate in online discussions about the internship experiences.

Guidelines for Journal Entries:

- Journal entries are intended to serve as a vehicle through which you can reflect on your internship experience with regards to your professional, personal, and academic development.
- Journal is also intended to inform the instructor about your internship work experience and will be used as a component of your internship evaluation.
- Journal entries will be treated with full confidentiality and will only be read by your instructor and the other students enrolled in the course.
- Instructor will provide a weekly journal prompt; however, your journal entry should also include a brief description of your weekly activities, what you have learned from this work and how it relates to readings and class discussions, and highlights/comments/concerns you may want to share.
- Each entry should be about 500-1000 words and posted to the Carmen space by the end of your work week, but no later than on Saturdays by 5:00 p.m.

Final Report: By X during finals week (the final exam date assigned for courses meeting), each student will turning a 12-15 page critical research paper that combines reflection of the internship experience with a larger contextual discussion of disability experience in the specific internship site.

Grading:

Internship evaluation	50%
<i>The internship supervisor, the instructor, and the student (self-assessment) will each complete the evaluation form.</i>	
Journal Entries & Participation	25%
Final Report	25%

Academic Integrity:

For all the assignments for this course, the Code of Student Conduct of The Ohio State University is in effect. Academic misconduct is defined as: Any activity that tends to compromise the academic integrity of the university, or subvert the educational process. Examples of academic misconduct include, but are not limited to:

1. Violation of course rules as contained in the course syllabus or other information provided to the student; violation of program regulations as established by departmental committees and made available to students;
2. Submitting plagiarized work for an academic requirement. Plagiarism is the representation of another's work or ideas as one's own; it includes the unacknowledged word-for-word use and/or paraphrasing of another person's work, and/or the inappropriate unacknowledged use of another person's ideas;
3. Submitting substantially the same work to satisfy requirements for one course that has been submitted in satisfaction of requirements for another course, without permission of the instructor of the course for which the work is being submitted;

4. For an extended version of these examples please refer to http://studentaffairs.osu.edu/resource_csc.asp

To avoid plagiarism, students must make sure that they:

1. Always cite their sources (following the MLA format)
2. Read the guidelines for written assignments more than once
3. If in doubt consult with your professor.

EVALUATION OF STUDENT INTERN

Student: _____

General description of work completed:

Learning Goals

This course provides students the opportunity to connect disability studies to social, political, economic, and educational issues that confront people with disabilities, and to make students more aware of organizations that serve people with disabilities.

Upon successful completion of this course students will:

- Understand the role of the disability organization in the lives of people with disabilities, including how needs are identified and met.
- Understand the scope of work disability organizations perform, including the skills and resources disability organization need in the current economic and political context
- Be able to place their internship experience in a larger theoretical and empirical context through reading about disability organizations and through discussions with internship supervisors (instructor and on-site contact)

Please use this form to provide us with feedback on the performance of the student you supervised for this internship relative to these learning goals.

Student understands the role of the organization in the lives of people with disabilities.

Unsatisfactory Satisfactory Exceptional DK/NA

Examples from intern's work/comments:

Student understands the scope of work the organization performs, including the skills and strategies required to work effectively in this environment.

Unsatisfactory Satisfactory Exceptional DK/NA

Examples from intern's work/comments:

Student is able to place their internship experience into larger theoretical and empirical contexts.

Unsatisfactory Satisfactory Exceptional DK/NA

Examples from intern's work/comments:

Internship Performance

Please use the following questions to provide us with feedback on the performance of the student you supervised for the internship.

1 Unsatisfactory	Never demonstrates this ability/does not meet expectations
2 Uncomplimentary	Seldom demonstrates this ability/rarely meets expectations
3 Fair	Sometimes demonstrates this ability/meets expectations
4 Commendable	Usually demonstrates this ability/sometimes exceeds expectations
5 Exceptional	Always demonstrates this ability/consistently exceeds expectations

If any criteria are not applicable to this internship experience, please leave the response blank.

A. Ability to Learn

1. Asks pertinent and purposeful questions	1	2	3	4	5
2. Seeks out and utilizes appropriate resources	1	2	3	4	5
3. Accepts responsibility for mistakes and learns from experiences	1	2	3	4	5

B. Reading/Writing/Computation Skills

1. Reads/comprehends/follows written materials	1	2	3	4	5
2. Communicates ideas and concepts clearly in writing	1	2	3	4	5
3. Works with appropriate mathematical procedures	1	2	3	4	5

C. Listening & Oral Communication Skills

1. Listens to others in an active and attentive manner	1	2	3	4	5
2. Effectively participates in meetings or group settings	1	2	3	4	5
3. Demonstrates effective verbal communication skills	1	2	3	4	5

D. Creative Thinking & Problem Solving Skills

1. Breaks down complex tasks/problems into manageable pieces	1	2	3	4	5
2. Brainstorms/develops opinions and ideas	1	2	3	4	5
3. Demonstrates an analytical capacity	1	2	3	4	5

E. Professional & Career Development Skills

1. Exhibits self-motivation	1	2	3	4	5
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- 2. Demonstrates ability to set appropriate priorities/goals 1 2 3 4 5
- 3. Exhibits professional behavior and attitudes 1 2 3 4 5

F. Interpersonal & Teamwork Skills

- 1. Manages and resolves conflict in an effective manner 1 2 3 4 5
- 2. Supports and contributes to a team atmosphere 1 2 3 4 5
- 3. Demonstrates assertive but appropriate behavior 1 2 3 4 5

H. Basic Work Habits

- 1. Reports to internship site as scheduled and on-time 1 2 3 4 5
- 2. Exhibits a positive and constructive attitude 1 2 3 4 5
- 3. Dress and appearance are appropriate for this organization 1 2 3 4 5

I. Character Attributes

- 1. Brings a sense of values and integrity to the internship 1 2 3 4 5
- 2. Behaves in an ethical manner 1 2 3 4 5
- 3. Respects the diversity (religious/cultural/ethnic) of others 1 2 3 4 5

J. Comments:

Overall Performance of Intern

Unsatisfactory Satisfactory Exceptional DK/NA

Signatures

Please review this document with the intern before the end of the internship period and fax to instructor by _____ at xxx-xxx-xxxx.

Supervisor Signature _____

Supervisor Name (Print) _____

Date _____

Intern Signature _____

Intern Name _____

Adapted from *Starting and Maintaining a Quality Internship Program*, Technology Council of Central Pennsylvania, Michael True (Editor).

Internship Contract
Sample A

Organization: Web Accessibility Center, The Ohio State University

Site Supervisor: Ken Petri

Site Supervisor Contact Information:

Email: _____

Fax: _____

Phone: _____

Mail: _____

Student: _____

Student Contact Information:

Email: _____

Fax: _____

Phone: _____

Mail: _____

Instructor: _____

Instructor Contact Information:

Email: _____

Fax: _____

Phone: _____

Mail: _____

Quarter: _____

Credit Hours: _____

Hours per week that student will work at internship: _____

Requirements/Pre-requisites:

It is essential that prospective interns have good technical skills, but it is not necessary that they have any knowledge of web accessibility--they'll get that "on the job."

Here are some requirements:

- * Strong inclination to learn about web accessibility at a deep technical level and at the level of policy and implementation.
- * Good writing and communication skills.

- * Working knowledge of HTML and CSS.
- * Ability to use a non-WYSIWYG editor (that is, a text editor) for analysis and creation of web resources.
- * Ease with both Mac and PC environments.

Desired but not required: Knowledge of:

- * JavaScript
- * PHP
- * SQL
- * Flash
- * Experience using some sort of video editing software. They all work pretty much same. (We have licenses for Adobe Premiere on both Mac and Windows.)

Description of Duties:

This depends entirely on what sort of skills and aptitudes the intern has. It could be anything from web site analysis, to writing of tutorials or other sorts of documentation, to web programming, to usability testing, to creation of captioned video.

Signatures:

Student: _____ Date: _____

Site Supervisor: _____ Date: _____

Instructor: _____ Date: _____

Internship Contract
Sample A

Organization: Office of Disability Services, The Ohio State University

Site Supervisor: Lois Burke and Caity McCandless

Site Supervisor Contact Information:

Email: _____

Fax: _____

Phone: _____

Mail: _____

Student: _____

Student Contact Information:

Email: _____

Fax: _____

Phone: _____

Mail: _____

Instructor: _____

Instructor Contact Information:

Email: _____

Fax: _____

Phone: _____

Mail: _____

Quarter: _____

Credit Hours: _____

Hours per week that student will work at internship: _____

Requirements/Pre-requisites:

DS Coordinators will send contact information for interested students to ODS which will interview students to determine if the student's interests, needs, and skills match those of ODS for the particular quarter.

Description of Duties:

Possible activities:

- *Assist with planning disability awareness month events (October) or other large events as needed
 - *assist UNITY (student organization advised by ODS)
 - *assist with policy research; research other campus disability service programs; assist with literature reviews on papers being prepared by ODS staff
 - *observe intake and preliminary assessment (shadowing counselors); general administrative support for counselor
 - *participate in Transition Program (which supports students in the transition from high school to college)
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Signatures:

Student: _____ Date: _____

Site Supervisor: _____ Date: _____

Instructor: _____ Date: _____