

## **Disability Studies 195CE: Community Internship**

Internship Coordinator: Christine Tarleton

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Office Hours:

Mondays 8:30 am-11:30 am

Tuesdays 8:30 am-11:30 am

Wednesday 8:30 am-11:30 am

Fridays 8:30 am-11:30 am

Center for Community Learning

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### **COURSE DESCRIPTION:**

Disability Studies 195CE provides a consecutive 2-quarter internship experience required for the Disability Studies minor. The Disability Studies community internship is a chance to connect the theoretical with the practical: students will apply ideas learned in Disability Studies courses, get first-hand experience in Disability Studies-related fields, see how disability is constructed and framed by different organizations and constituencies, and analyze different models of disability mobilized in advocacy, service, policy, and research. Ideally this internship is also a venue to link students' interests in the disability studies minor, their major topic, and potential future career.

This internship course is designed to provide an academic context for off-campus work in one of three types of governmental or non-profit settings; students can choose to provide direct service to disabled individuals or their families, engage in research related to disability studies, or work on policy issues related to disability studies. Students will work independently with the internship coordinator to think through models of disability encountered at their site, construct a series of companion reading assignments that examine the disability studies issues related to their internship duties, and craft a final paper topic that will link Disability Studies concepts to their personal experience.

### 195CE Learning Outcomes

Students enrolled in this independent study course will have the opportunity to:

- \* Define and apply the following core concepts: civic engagement, social responsibility, experiential learning, and social vs. medical models of disability;
- \* Apply academic knowledge and critical thinking skills to address situations and challenges that arise in 21st-century work environments;
- \* Develop and execute a research paper integrating analysis inspired by experiential learning (i.e. an internship) with knowledge gained from an academic discipline;
- \* Explore how off-campus work experience contributes to an undergraduate's intellectual, personal, and professional development and informs future career choices.

### **ENROLLMENT REQUIREMENTS:**

In order to enroll in Disability Studies 195CE you must have at least a 3.0 G.P.A. And complete a course contract. Follow the steps outlined in the Enrollment Procedures handout that you received during your intake appointment to generate a contract.

## **COURSE REQUIREMENTS:**

1. Discussion Sessions
2. Weekly Response Papers
3. Final Research Paper
4. Signed timesheet documenting at least 80 hours worked at an off-campus site
5. Liability Waiver

### **1. Discussion Sessions (20% of your grade)**

Schedule and attend a discussion session with your Coordinator (me) at the Center for Community Learning at least five times, including intake. We will use these meetings to discuss your internship, your weekly writing, and your research paper progress. Space these meetings as evenly as possible over the quarter. Each meeting is worth 4 points. Meetings can be scheduled through the center at (310) 825 7867, [cclmeetings@college.ucla.edu](mailto:cclmeetings@college.ucla.edu), or directly through internship coordinator during a discussion.

Showing up late for a meeting will result in the loss of one point. Meetings rescheduled after the fact are worth only half credit, but all five meetings must be completed in order to pass the course. You may schedule only one meeting per week and your second appointment must be completed before the end of Week 4 or will be considered a missed meeting and will be worth only half credit.

### **2. Weekly Response Papers (40% of your grade)**

Submit 2-3 page response papers (double-spaced, 12 point font, 1 inch margins) via the course website by 5pm on Fridays, beginning the Friday after Week 2. You need to turn in 8 response papers total. Each weekly paper is worth 10 points. Response papers are docked 2 points for each day they are late. All work must be submitted to pass even if it is too late to receive any credit. Submitting more than two papers over one week late is grounds for the letter grade equivalent of automatic “No Pass.”

These weekly response papers are designed to help you contextualize your internship experience, therefore whenever possible you are encouraged not just to be descriptive, but also analytical. Think critically about your experience with the organization, the staff and community at large. Think about how your experiences and observations are affecting your understanding of the organization and their work. Please see below for weekly response prompt topics.

### **3. Final Research Paper (40% of your grade)**

Write a final 8-10 page research paper inspired by your work at your internship site. During the first quarter of your internship, **your research paper should review the existing literature in a field related to disability studies and to your internship.** Your Quarter 1 research paper should have a minimum of five reputable scholarly sources, including at least one book chapter (Quarter 2 minimum: 8 sources, including sources not used in Quarter 1). A more detailed prompt is available on the course website. You will have many opportunities to meet with the Internship Coordinator to discuss the content and format of your paper and several of the written assignments will require you to begin

developing your research paper. Paper proposals will be discussed and approved by Week 7. This paper is **due by 5 PM Friday of Week 10**. Please submit your paper on the course website. Email submissions are ONLY accepted in the case of website difficulties. Late papers will be docked 1/3 of a grade for each day late.

#### **4. Time Sheet**

Submit a timesheet with your final paper, signed by your supervisor and documenting the hours that you have worked this quarter. To pass the course, interns must work at least 80 hours (about 8-10 hours/week). While you are free to add a few hours, be advised that working more hours not necessarily better—for your internship experience or your grade in the course. Space your hours evenly and be wary of stretching yourself too thin. Please consult me if you find yourself working more than 10-15 hours per week either at the request of your site or of your own inclination.

#### **5. Liability Waiver**

Available at the CCL office and required by UCLA for off-campus work.

\*\*Be advised that your internship will be notified at any point in the quarter if you are in danger of not passing this course. You should also know that regardless of student status, all site supervisors are contacted at least twice during the term for mandatory check-ins.\*\*

#### **ADDITIONAL POLICIES:**

##### **Academic Integrity**

All policies in the UCLA Catalog regarding academic dishonesty apply to 195CE internship courses, including policies regarding plagiarism. When warranted, infractions will be reported to the Dean of Students and may result in disciplinary action and/or expulsion from the university. UCLA's complete policy regarding academic dishonesty can be found at the following website: <http://www.registrar.ucla.edu/catalog>.

##### **Students with Disabilities**

The Center for Community Learning makes every effort to accommodate students with disabilities. If you wish to request an accommodation, please contact the Office for Students with Disabilities as soon as possible at A255 Murphy Hall, 310-825-1501, or 310-206-6083 (telephone device for the deaf). Website: <http://www.osd.ucla.edu>. Students should also notify the internship coordinator about any disability issues at the start of the quarter so that appropriate accommodations can be arranged and coordinated with the OSD well in advance of course assignments and due dates.

##### **Grading Scale**

A	93-100
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	0-59

### **PREVIEW OF QUARTER 2:**

All students completing the Disability Studies minor are required to continue at their internship site for two consecutive quarters and enroll in a second quarter of Disability Studies 195CE. During the second quarter, students reflect more deeply on their internship experience and develop a final research paper that is either 1) a modification of an existing program, policy, or research project related disability studies; or 2) a proposal for a brand new program, policy or research project. This two-quarter program is a unique opportunity for undergraduates to collaborate with community partners and apply their academic skills to address contemporary issues in the field of disability studies.

### **Disability Studies 195CE Weekly Response Topics (First quarter)**

\* Note that several response papers have two parts, a general reflection and guided questions related specifically to the reading assignments for the week. Be sure to address ALL parts of the response paper prompt.

#### **Week 1:**

No response paper due. Complete enrollment paperwork and begin Week 2 readings. Also, schedule a meeting with your supervisor since you will need to interview him/her to answer the prompt for Week 5.

#### **Week 2: Situating yourself in your internship and community and Key Concepts in Disability Studies**

Reflect on your personal experience working in a community setting (i.e. volunteer work, internship, service-learning course). Describe your experience. How did you come to these experiences? Do you see yourself as more effective in some community settings than others? What aspects of yourself and your experiences do you bring to your new internship? Do you have any prior experience working with people with disabilities?

Discuss the readings by Remen and Wendell. How do these readings challenge your understanding of “disability” and service within the disability community?

### **Readings:**

Remen, R. N. (1999). Helping, Fixing or Serving? In Shambhala Sun, Retrieved December 2007, from [http://www.shambhalasun.com/index.php?option=com\\_content&task=view&id=2328](http://www.shambhalasun.com/index.php?option=com_content&task=view&id=2328).

Wendell, S. (1996). Who is Disabled? Defining Disability. In *The Rejected Body: Feminist Philosophical Reflections on Disability*. (pp.11-34). New York and London: Routledge

### **Week 3: Your internship expectations and Key concepts in disability studies**

Reflect on the selections from *The Successful Internship*. What is experiential learning? How does it differ from conventional classroom-based approaches, and how does your internship offer opportunities for such learning? Do you see the organization you are interning for fulfilling a “civic mission” or responsibilities to the local community and/or the broader disability community? Please also outline your expectations for your internship. Why did you select this internship site? What do you hope to learn?

How does Wendell’s reading support and/or challenge your understanding of disability? How might your organization respond to Wendell’s analysis?

### **Readings:**

Sweitzer, H.F. and M.A. King. (2009). Surveying the Landscape. In *The Successful Internship*. Pp 5-8 Brooks-Cole.

Wendell, S. (1996). The Social Construction of Disability. In *The Rejected Body: Feminist Philosophical Reflections on Disability*. (pp.35-56). New York and London: Routledge

### **Week 4: Disability and Paternalism:**

How does the reading discuss the relationship between paternalism and disability? How are these concepts discussed in your internship? How do you act with compassion without perpetuating paternalism?

### **Readings:**

Section from Chapter 6. In Smart, Julie. (2009). *Disability, Society, and the Individual*, 191-214.

### **Week 5: Your role as an intern & Interviewing your supervisor**

What work are you doing as an intern that feels meaningful to you and why? How effective do you feel in your role as an intern in addressing the key issues of your organization or clinic? How do you agree or disagree with the approach your organization takes in effectively addressing the key issues associated with your organization? What skills are you finding helpful and what skills do you hope to work on through your time at your internship?

Training and Supervision: How have you been oriented or trained to complete the work? Who is your supervisor? What is his or her training and experience in the field? What can you learn about working in the field from your supervisor? How do you relate or not relate to your supervisor's path to their profession? NOTE: You will need to schedule an interview with your supervisor to address these questions.

### **Week 6: Connections with curriculum and research proposal**

What connections do you see between your internship and your interests in disability studies and your major? What topics are you interested in exploring for your research paper? How will the article or book chapter you read this week inform your research project?

#### **Reading:**

Select and discuss at least one article or book chapter that relates to your specific interest in disability studies and your internship. Articles must be pre-approved by coordinator.

### **Week 7: Rough Draft & Annotated Bibliography**

Submit a detailed outline of your research paper. Include a draft of your introduction that states the topic and speaks to the organization of your paper. Think of this paragraph as a draft, it can certainly be edited for your final paper. What scholarly sources will you use? Include a list of at least five sources with 2-3 sentences describing how each will inform your research paper.

### **Week 8: Linking to Current Events in Disability Studies**

What are some of the key issues being discussed in the media and popular discourse regarding disability today? How does disability continue to be rewritten in the present moment, and whose voices are attended to in shaping the meaning of disability? How does the work you are doing at your internship relate to these current pressing issues?

#### **Reading:**

Find a popular news article related to disability studies and ideally to the field of your internship. Use that article to address the questions above.

**Week 9: Reflection on personal development**

Discuss a few valuable lessons you have learned from your internship and the readings on disability studies. How will your internship be different next quarter? What are your goals (cognitive, practical and/or interpersonal) for your next quarter?