

Building a Professional Identity in the Global Pandemic S2023

Faculty: Meghan Jablonski

Course Info:

Zoom: Weekly Class Meetings (Wednesdays 6:30pm - 9:30pm (EDT/EST))

MySLC (online assignments, discussion board, library reserves, links, Zoom links/recordings)

Slack (coordinating conference groups and class projects): TBA

Course Description:

The [SLC EmbeddEd](#) practicum course Building a Professional Identity is available to second year, third year, fourth year, fifth year and graduate students, who are completing an internship, volunteer work, or job during the (same) Spring semester. The aim of this course is to help support students making the transition from college to life-after college; bridging the space between academic learning and work-life experience.

Students will be invited to integrate their internship/placement/work experiences with academic material through class discussion, experiential activities, collaborative group work, and observation journals. Students will have the opportunity to share their experiences with each other and contribute to a supportive community of classmates, student mentors, and alumni.

Topics will include building a professional identity; early supervisory skills; diversity equity and inclusion; workplace communication; imposter syndrome; professional networking; stress management; work-life balance; and ways of supporting wellbeing. Classes will include discussions based on reading assignments and students' experiences/observations; events and workshops presented by on campus collaborators including Career Services; Alumni guests and student mentors; podcast conversations with alumni and alumni panels; small group collaborations.

Building a Professional Identity is graded Pass/Fail for all students and meets once weekly, Wednesdays 6:30pm - 9:30pm EDT via Zoom. Conference groups (5 credits only) meet weekly following the class discussion and small group work/podcast planning. Individual Conference Check-Ins (3 + 5 credits) are required 1-2 times per semester and are available in person and remotely. Occasional class events will be offered in person. Students are expected to attend weekly class meetings in addition to regularly attending their internship placements.

Registration Information, Credit Options, and Returning Students

Students are required to have an internship, volunteer placement, or job in place prior to registering for an SLC EmbeddEd course. Students' internships/volunteer work/jobs may be in any field and must be confirmed using the [Required Pre-Registration](#) form (found on the [SLC EmbeddEd](#) My.SLC page) prior to registering for this course. Please see [How to Register for an SLC EmbeddEd Course](#) for registration details and further resources.

Students have the option to register for this course for 3 or 5 credits. (NOTE: the 3 or 5 credit option should be selected during registration and any enrolled credit changes must be made prior to the end of the add/drop period. Your **credit option may be changed during the add/drop period only.**)

3 Credit Requirements

- Weekly class attendance and participation
- **Internship Agreement, Mid-Semester Self-Evaluation, End-of-Semester-Self-Evaluation**
- **Weekly Reading Response Post (Due each Tuesday by 11pm):**
Weekly reading response posts will be one half to one full page response to the weekly reading. This is an opportunity to share and connect with each others' thoughts regarding the reading and begin the conversation we will continue in class.
- **Weekly Experience Observations (Due each Sunday by 11pm):**
Weekly observation posts will be responses to prompts inviting you to integrate class material with your placement experiences. These will be found on the discussion board and will be private threads, only you and I will be able to view your response. All students are encouraged to maintain an on-going observation journal of their internship experiences, which will be helpful in responding to weekly observation posts.
- **Small Group + Alumni Podcast**
- **Professional Profile Bio**
- **Summary Reflections** - The final observation post for the semester will be an opportunity to read through your experience over the semester (i.e., your observation journal/observation posts over the semester) and reflect on what stands out as notable over the course of the semester, your progress towards your goals from the beginning of the semester, and future goals moving forward (1-2 pages)

5 Credit Requirements

- All of the above plus a small group conference project.
- Group Conference Meetings (5 credits only) will take place weekly on Wednesdays from 8:30pm - 9 pm.
- Students taking the course for 5 credits will complete group conference and small group class projects based on their [Career Communities](#), shared work experience and interests.
- Group conference projects will include *two parts* and will contribute to a growing collection of digital resources for current students, future students, and alumni:
 - A group literature review of academic literature/research on your group's topic
 - A group specific blog post/digital resource based on your groups' academic literature review, interests, and experiences
 - For Example, past projects have included blog posts/resource pages for women and non-binary people in the film industry; strategies for managing burnout and promoting well-being; advice columns; and reviews of meditation resources available online.
 - Please see the [SLC EmbeddEd Community Collection](#) for examples.

Individual Check-in Meetings (3 and 5 credit Students)

Individual check-in meetings will be available for all (3 and 5 credit students) to schedule via Calendly. Individual Check-In meetings will be offered in person and remotely. All students are required to attend at least 1-2 individual meetings per semester to check-in regarding their internship and class goals.

****NOTE: the 3 or 5 credit option should be selected during registration and any enrolled credit changes must be made prior to the end of the add/drop period. Your credit option may be changed during the add/drop period only.***

Returning Students

Students who have already completed Building a Professional Identity (for 3 or 5 credits), and are completing a new work experience, may enroll in this course for a second time (for 3 or 5 credits), with an emphasis on further developing leadership and mentorship skills. Returning students will attend the same class meetings as first time students. However, reading and class assignments will focus on early career supervision, mentorship and leadership roles. Returning students will have the opportunity to contribute to class reading, lead class discussions, and/or facilitate small group class activities. (NOTE: Practicum/Fieldwork credits should not exceed a total of 20 credits combined.)

Weekly Schedule and Reading List

Week 1: Introductions and Impostor Phenomenon

Tues 1/25: No Reading Response Due This Week

Wed 1/26: Semester Overview + Class Discussion + Introductions

Please come to our first class prepared to discuss the following.

McGlynn, K. (2019). You see, I'm all grown up now (Poem, in Handouts)

Badawy, R. L., Gazdag, B. A., Bentley, J. R., & Brouer, R. L. (2018). Are all impostors created equal? Exploring gender differences in the impostor phenomenon-performance link. *Personality and Individual Differences*, 131, 156-163. (Handouts)

Doggett, J. A., (2019). [Imposter Syndrome Hits Harder When You're Black](#). (Huffington Post)

[5 Steps to Shake the Feeling that You're an Imposter](#) (NPR Life KIT)

Sun 1/30: Observation Response Post Due 11pm

Week 2: Developing and Reconsidering Professional Identity During the Global Pandemic

Tues 2/1: Weekly Reading Response Posts Due by 11pm

Dvir N. & Schatz-Oppenheimer (2020). [Novice Teachers in a Changing Reality](#)

Bardon, T. (2020). [Do You Really Like Your Job? How Covid-19 Made Us Think](#) (Raconteur)

Mundy, A. (2020). [Managing Our Professional Identity Crisis: Is now the time for redefinition?](#) (Women of Influence)

Attig, D. (2020). [Caring is a Skill We Need Right Now](#) (Inside Higher Ed.)

Wed 2/2: Class Discussion + Small Groups + Group Conferences

Sun 2/6: Observation Response Post Due 11pm

Week 3: What We Do + Who We Are

Tues 2/8: Weekly Reading Response Posts Due by 11pm

NYT - [Remember What You Do Is Not Who You Are](#)

Koretz, J. (2019). [What Happens When Your Career Becomes Your Whole Identity?](#) - Harvard Business Review

Wed 2/9: Class Discussion + Small Groups + Group Conferences

Sun 2/13: Observation Response Post Due 11pm

Week 4: Inclusion + Belonging

Tues 2/15: Weekly Reading Response Posts Due by 11pm

Linkhart, D. (2021). A Sense of Belonging: A conversation with Skot Welch. National Civic Review Vol. 110, No. 1, pp 60-64.

Henderson, M. M. (2018). The Relationship Between Sexuality–Professional Identity Integration and Leadership in the Workplace

Wed 2/16: Class Meeting + Small Groups + Group Conferences

Sun 2/20: Observation Response Post Due 11pm

Week 5: DEI + CAREER SERVICES: Centering The Voices of Black Professionals

Tues 2/22: Weekly Reading Response Posts Due by 11pm

Junker, Y. A. (2020). On Covid-19, US Uprisings, and Black Lives: A Mandate to Regenerate All Our Relations. Journal of Feminist Studies in Religion, 36(2), 117-129.

Wed 2/23: **Career Services + DEI Alumni Panel 7pm - 8:30pm** + Group Conferences

Centering The Voices of Black Professionals

In honor of Black History Month, alumni professionals will join our current students and recent graduates to speak to offer insight on their challenges and successes across

various industries. This program will begin with a panel discussion, followed by an audience Q&A. This program is a partnership between the Offices of Career Services, Alumni Relations, and Diversity, Equity & Inclusion.

Sun 2/27: Observation Response Post Due 11pm

Week 6: Emotion and Proactivity at Work

Tues 3/1: Weekly Reading Response Posts Due by 11pm

Ohly, S., & Venz, L. (2021). Affective events and proactivity. *Emotion and proactivity at work: Prospects and dialogues*, 101-128.

Wed 3/2: Class Meeting + Small Groups + Group Conferences

Sun 3/6: Observation Response Post Due 11pm

Week 7

Online Branding With Kathy Yeu:

Tues 3/8: Weekly Reading Response **Due 11pm**

Wed 3/9: Online Branding Workshop with Kathy Yeu, CPCC, PCC - Co Founder - LEAP to Brand | LinkedIn

Reading for Professional Bio/Online Branding:
TBA

Sun 3/13: **No Observation Post Due** - work on Professional Bio (due 4/3)

SPRING BREAK

Tue 3/15: NO WEEKLY READING RESPONSE DUE

3/16: NO CLASS MEETING?NO CONFERENCES

Sun 3/20: No Observation Post Due

Week 8 : Work-Life Boundaries + Well-Being

Tues 3/22: Weekly Reading Response Posts Due by 11pm

Jackson, J. L. (2017). The Ethical Obligation of Professional Self-Care. (Chapter in Cultivating Professional Resilience in Direct Practice).

Huffington, A. (2014). Wellbeing pages 74 - 113 from *Thrive: The third metric to redefining success and creating a life of well-being, wisdom, and wonder*.

[Sleep Better with These Bedtime Rituals](#) (NPR Life Kit)

Optional Reading:

Tussey, E. (2018). The workplace: Snacks and flows (chapter in *The Procrastination Economy*)

Wed 3/23: Class Meeting + Small Groups + Group Conferences

Sun 3/27: Observation Response Post Due 11pm

Week 9: Making Mistakes + Resilience

Tues 3/29: Weekly Reading Response Posts Due by 11pm

Burger & Starbird - Igniting Insights through Mistakes Fail to Succeed

Wed 3/30: Class Meeting + Small Groups + Group Conferences

Sun 4/3: Observation Response Post Due 11pm - **Professional Profile Bio DUE 11 PM**

Week 10: Flow + Play in Work

Tues 4/5: Weekly Reading Response Posts Due by 11pm

Stone, L. (2013). Machines Can't Flow: The difference between mechanical and human productivity. *The Atlantic* (in Links; will also be available through electronic reserves).

Fizek & Dipple (2017). Laborious Playgrounds: Citizen science games as new modes of work/play in the digital age

Wed 4/6: Class Meeting + Small Groups + Group Conferences

Sun 4/10: Observation Response Post Due 11pm

Week 11: Managing and Supervising Others

Tues 4/12: Weekly Reading Response Posts Due by 11pm

Fournout, O. (2017). The Hero-Leader Matrix in Business and Cinema. *Journal of Business Ethics*, Vol. 141, No. 1, pp. 27 - 46.

Wed 4/13: Class Meeting + Small Groups + Group Conferences

Sun 4/17: Observation Response Post Due 11pm

[10 Powerful Lessons Real People Learned From Horrible Bosses](#)

Week 12: Mentorship + Sponsorship

Tues 4/19: Weekly Reading Response Posts Due by 11pm

‘I know I’m Not Alone’: the Importance of Mentors Right Now. *New York Times*
(available through electronic reserves)

Ali, K., Belser, J. W., Kao, G. Y., & Smith, S. T. J. (Fall 2020). Full Catastrophe
Mentoring: A conversation. *Journal of Feminist Studies in Religion*.

Wed 4/20: Career Service Networking Event Class Meeting + Group Conferences

Sun 4/24: Observation Response Posts Due 11pm

Week 13: Semester Wrap up

Tues 4/26: Weekly Reading Response Posts Due by 11pm

Wed 4/27: Class Meeting + Small Groups + Group Conferences

Sun 5/1: Observation Response Posts Due 11pm

Week 14: Career Services + SLC EmbeddEd Alumni Pannel

Tues 5/3: Questions for Panelists Due by 11pm

Wed 5/4: Alumni Panel (Weekly Class Meeting Zoom Link)

Alumni Panel 7pm - 8:30pm (All Students, 3 + 5 credits) (Please join our regular class
link at 7pm and plan to stay through 8:30pm)

The panelists will speak to the whole group for the first part of the panel, then will move
into breakout rooms within career communities. You will have time to speak directly
with alumni in related fields in the breakout rooms. Please see below for panelist
details. *Please come prepared with your questions for the panelists.*

Sun 5/8: Summary Reflections Post Due 11pm

Week 15: Group Conference Presentations

Tues 5/10: NO Weekly Reading Response Post Due

Wed 5/11: Group Conference Presentations