

Educational Level:

Undergraduate

Subject Area (s)

Work Integrated Learning

Time required

1 hour

Adobe Skill Level:

Beginner



Preparing students to thrive in their internship experience

Overview

In this 1-hour induction class, students are supported to prepare for their internship experience by considering a range of different workplace scenarios that are drawn from real student internship experiences. This approach shifts the induction class from providing information about unit requirements, rights, responsibilities, and health & wellbeing, to actively engaging and empowering students to develop an understanding of these topics from authentic scenarios. It also purposefully highlights and frames wellbeing as central to the WIL learning experience and professional development, both within current and future professional situations.

Adobe Express provides a medium to both develop and share authentic scenarios that are relevant for WIL students and a range of contexts. Additionally, a series of 8 podcasts, created in Adobe Audition, may be used as further resources, featuring wellbeing science and links to practical strategies. The new materials are designed to actively engage and empower students to consider potential wellbeing issues in internships, identify relevant information about supports and services available, and to develop personally relevant strategies for their wellbeing. In the class, students are practising information literacy in relation to finding and using information that will help them to enhance or protect their wellbeing. Students are also developing a critical wellbeing literacy that enables them to analyse situations, identify supports and options, and have agency to implement decisions and strategies that support their wellbeing.

The learning objectives for the induction class are:

- To develop an understanding of the Professional Internship unit structure and requirements
- To develop an understanding of wellbeing issues in professional contexts
- To be able to identify potential strategies and supports to protect or enhance wellbeing while completing an internship

During the class, cases are introduced that present real student scenarios. Students then engage with their peers to discuss and analyse each case and identify relevant strategies, support and resources that protect and enhance their wellbeing while completing the internship and academic unit. These cases and aligned discussions can be used with small or large groups, depending on topic and or number of students. Students do not need to use Adobe suite products to participate in this class.

These cases have been developed for a work integrated learning unit which has students from a wide variety of disciplines completing internships in various settings. Teachers of work-integrated learning units may use the lesson plan and cases that have been produced in student inductions. Alternatively, teachers can use these resources as exemplars to create cases that are relevant to their discipline and teaching context and draw on their experiences in work integrated learning.

Optional extra activity:

This lesson plan outlines a 1-hour induction class. One way to build on or extend this class is to facilitate a tutorial in which students, using an **Adobe Express** template, can create a personalised wellbeing plan that identifies their key strategies for protecting or enhancing their wellbeing, which includes available support networks and key university services/supports. Students can then reflect on their plan throughout the internship (WIL experience) to gain a better understanding of what specifically supports or enables their wellbeing in professional contexts.

Outline

Step	Time	Description	
1	Learn	10 min	Lecturer introduces the topic and outlines the purpose and approach
2	Discuss	15 min	<p>Using the Adobe Express resources listed below, class reviews the first scenario together. This scenario refers to a case of a student being nervous about starting their internship.</p> <ul style="list-style-type: none"> • Class discussions may cover such points as: • How to prepare for an internship • Normalising such feelings as part of development and change • What to expect • Emotions (e.g., feeling nervous, stressed, excited) are normal • Strategies for what to do when feeling experiencing such emotions
3	Analyse	20 min	<p>Students work in groups to consider one scenario. Scenario topics include:</p> <ul style="list-style-type: none"> • Being given too much/not enough work • Unprofessional behaviour - Bullying • Doing work that is not relevant to their studies • Changing ideas about their future careers • Falling behind on assignments and other units <p>Students are invited to critically analyse each scenario to identify key issues or concerns, consider what suitable support and or resources would be available, consider some options or strategies relevant to the scenario that create positive wellbeing and outcomes.</p>
4	Evaluate	15 min	<p>Based on the preceding discussions, invite students to discuss and identify solutions for the following questions:</p> <ul style="list-style-type: none"> • What are the things you can do now to set yourself up to thrive this semester? • What are some things you can do during the semester to thrive and make the most of this internship experience? • Who can you seek support or advice from? • Do you have ideas and or strategies about what you will do if things do not go to plan in the internship or during the semester?

Supporting tools and resources

- Induction class presentation: <https://express.adobe.com/page/NRCfxzxRVQvD6/>
- Case studies:
 - [Dealing with unprofessional behaviour - bullying](#)
 - [Seeking feedback from supervisors](#)
 - [Falling behind on assignments and other units](#)
 - [Being given too much/not enough work](#)
 - [Doing work that is not relevant to their studies](#)
- Podcasts: [Teachers Supporting Teachers Series 5, Episodes 1-8](#)
- [Adobe Express](#) Tutorials
- [Adobe Audition](#) Tutorials

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