Internship, MSL 3000Y

Phase 1: Internship to Career: Planning and Preparation [January through April]

Course Director
Phone: 902-228-2029 (home)
E-mail: Cathy.Blackbourn@utoronto.ca or cblackbourn@hotmail.com

Teaching Assistant
Adam Pugen
E-mail: Adam.Pugen@mail.utoronto.ca

Course Time and Dates [Winter term and September] Whole group sessions will take place in BL538 except where noted.

Booked individual meetings January 11-14
Class 1: January 15 & Human Library (1:00 – 4:00 pm) “large open area” on Level 1
January 19 & 22 Elective (but strongly encouraged) resume and cover letter writing workshop with Isidora Petrovic, Careers Officer
Class 2: February 5 = small group session InForum room 416 (booked individual meetings Feb 8-11)
Class 3: Feb 12
February 12 Elective interviewing workshop with Isidora Petrovic, Careers Officer
Class 4: March 11 = 2 small group sessions InForum rooms 416 & 418 (booked individual meetings March 14-17)
Class 5: March 18
Class 6: April 1
Class 7: April 8
Site visits: June 9-17
Class 8: Sept 9
Professional Presentation Day: September 16

Office Hours
Cathy Blackbourn
Location Faculty of Information, Bissell Building office room 638
“Office” Hours BL 638 1:00 – 4:30 pm Drop in or book an individual consultation session:
Weeks of January 11-14, February 8-11, March14-17 and April 4-7 or contact me to arrange an alternate, mutually convenient appointment.

Phone: 902-228-2029 (home)
Course Description
The internship, taken between the first and second year of enrolment, is a 12-week placement in a recognized museum, gallery or related institution. The goal of the Internship is the development of competence in the practice of museum studies. It is an integral part of the curriculum, intended to reinforce knowledge gained in first-year course work, apply it to museum situations, provide increased context for second-year courses and prepare students for their transition to museum professional. The design of each placement is to meet the individual student’s needs in relation to career goals and interests. Previous internships have been in institutions and organizations throughout Canada, the US, and abroad.

Course Objectives and Student Learning Outcomes
The objectives of the Internship are to:

1. Further students’ personal, professional, and museological goals through the internship experience
2. Integrate and reinforce the knowledge, ethics, and values acquired by students throughout their Museum Studies program
3. Assist students to connect theory to practice in an applied work situation, while developing various competencies for their career
4. Further develop students’ ability to critically reflect on museum practice in relation to museological theory
5. Develop professional contacts, as well as job preparation and networking skills.

Upon completion of this course, including the 12-week internship, outcomes for interns will be that they have:

- Identified core museological issues at their host institution. (#3)
- Learned about the museum they are working in – its mission and vision, how staff and/or departments work together, or not. (#3)
- Met professionals in the local community who work in cultural institutions or organizations (e.g. museums, performing arts organizations, community cultural organizations, and/or government) and expanded their network and career opportunities. (#4)
- Applied specific coursework in Museum Studies and undergraduate specializations to Internship tasks and activities, resulting in better understanding of issues and ideas in a practical context. (#2)
- Identified the contexts and support for the museum profession including mentors, networks, sector support organizations, professional ethics, legislation,
regulations, and standards that provide a framework for their work in the sector. (#1,3)

• Communicate effectively by integrating content, form and media to achieve desired goals. (#2,5)

Relationship between Course Learning Outcomes and Program Learning Outcomes

During the winter term the students will be exposed to and research the museum professional workplace and workers and begin a process of strategizing the knowledge, skills and competencies they will require to find their own place in it. Their work in researching and securing an internship that will help them further the process is a key component of this course work. The Internship itself provides the opportunity for the students to enhance their awareness of the sector they are poised to join by seeing and participating as a colleague in the work of a museum, gallery or sector support organization. The Internship also provides the opportunity to apply the knowledge, skills and competencies they have developed in their other first year courses and to bring enhanced context and understanding to their final years’ courses and other opportunities. The final report on their internship, professional “Ignite” style presentation and discussion with colleagues in September provides an important opportunity to “communicate effectively by integrating content, form and media to achieve desired goals”. Relevant Program Learning Outcomes are italicized below:

Graduates of the program will have awareness and applied understanding of:

o Various professional responsibilities within cultural institutions within cultural institutions and agencies and the interrelationship of these responsibilities.

o Ethical issues facing cultural institutions, agencies, and professionals.

o Museological best practices.

o Legal and ethical frameworks that guide our professional practice.

Internship Timeline

• The Internship is a full-year elective course within the 18 month Master of Museum Studies program. It includes a planning phase (Phase One, January through April), the core work placement (Phase 2, usually May to July), and a post-internship reporting and presenting time (Phase 3, August to September).

• The Internship is normally twelve consecutive weeks, spent in a full-time placement at the host institution. Host institution Supervisors and interns establish the starting and ending dates, but preferably the scheduling of the placement will be between the beginning of May and the end of July. Interns’ final reports are due at the end of August. A public presentation and discussion is the final component in mid-September.
An Internship Checklist is available for you to keep track of tasks, assignments and timelines for completing them (see Course Assignments on the Blackboard site).

Responsibilities of Interns

Phase One: Internship to Career - Planning and Preparation (January through April)

• Research and identify a potential “dream job” for submission: with cover letter and resume, to sector hiring specialists for critical review and feedback; and, with career path strategy, to course instructor.
• Prepare a professional resume to send to potential Host Institution Supervisors.
• Develop preliminary learning objectives and outcomes in the Internship planning period for focus in identifying an internship position, in collaboration with the Internship instructor, to further or refine the career path strategy.
• Take initiative to make timely contact with potential host institutions, and clearly communicate with possible Supervisors.
• Meet regularly with the Internship instructor during the planning period, report on initiatives to contact sites and progress to date, and attend required course sessions.
• Work with the Host Institution Supervisor and Internship instructor to organize a job description and task list.
• Submit signed copy of Internship Letter of Agreement and insurance documentation to Cathy cc’d to Isidora Petrovic.

Format of Phase One morning full class sessions
Each class will include interactive lectures; case studies through panel discussion with guest participants; and facilitated discussions of shared experience and readings.

Format of Phase One Friday afternoon and full-day sessions
One-hour career and internship planning meetings with small groups or individual career focus discussions with guest experts.

Phase Two: The Internship (12 weeks, normally May through July)

• Finalize your internship task list and share your confirmed or refined personal learning objectives and outcomes with your Host Institution Supervisor two weeks into the internship and submit them to the Internship supervisor.
• Participate as a regular full-time staff member on assigned tasks and activities.
• Fulfill the designated responsibilities and negotiate changes if necessary.
• Submit, by e-mail to the Internship instructor:
  a) learning objectives and outcomes (as above) and,
  b) Interim Progress Report (to include: an outline of internship activities: knowledge, skills and experience gained and progress in achievement of objectives and outcomes; observations related to museum practice and museological issues;
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critical reflection on the relationship between course work and your responsibilities at the institution; and successes and challenges).

*Phase Three: Internship Final Report & Updated Career Path Strategy, and Public Presentation (August through mid-September)*

- Submit a final written report on your Internship experience,
- Content for one-page contribution to Internship 2016 booklet,
- Prepare and present an “Ignite” format (5 minutes, 20 slides) case study presentation.

**Format of Phase Three sessions (September 9, September 16)**
Sept 9 and Sept 16 the class will be held in room [tbc]
September 9 - Half-day, reflection and sharing of lessons learned from internship experiences and student-lead, planning session public presentation/discussion day.
September 16- Full-day presentation at public “Ignite” session and participation in follow-up discussion with fellow interns, past and potential host institution supervisors, faculty and invited sector guests.

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<tr>
<th>EVALUATION</th>
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<tr>
<td><strong>Phase One:</strong> Internship to Career Planning and Preparation (Jan-April)</td>
<td><strong>20%</strong></td>
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<tr>
<td>Cover letter and resume for &quot;dream job&quot; (due January 30)</td>
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<td>Career path plan (due January 30)</td>
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<td>Draft learning objectives and outcomes (due March 6)</td>
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<td>Confirmed host institution and Supervisor (by March 27)</td>
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<td>Draft job description, task list and signed agreement (by April 10)</td>
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<td><strong>Phase Two:</strong> The Internship (12 weeks normally May through July)</td>
<td><strong>50%</strong></td>
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<td>Final task list approved by your Supervisor &amp; learning objectives/outcomes</td>
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<td>Mid-term progress report (end of week 5)</td>
<td><strong>15%</strong></td>
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<td>Internship assessment including Supervisor’s Intern Advisory Report and reflective journal entries</td>
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<td><strong>Phase Three:</strong> Internship Reflection and Professional Presentation (September)</td>
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<td>Final Internship Report (due Friday, August 26)</td>
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<td>Public Presentation and Roundtable discussion (September 16)</td>
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<td>Teamwork</td>
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<td>Your contributions to class success.</td>
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Reflective Journal entries

Submit a copy of your reflective internship journal entries for: weeks 5-7 and weeks 9-10 which should include your thoughts on relation between museum (workplace) practice in relation to museum theory and your progress, if any, in accomplishing your objectives/outcomes.

Reflective Internship Bibliography (see also Final Internship Report assignment)

Throughout the Internship course, you will evolve an Internship bibliography that will help you to reflect on internship (and career) planning and work placement experiences that are memorable and change-making (e.g. Carr, 2011; Mezirow & Associates, 2000; Soren, 2009). Don’t overlook resources from your other first year courses.

Resources that you select for the Reflective Internship Bibliography will help you to ask and answer ‘good’ questions (Carr, 2003) as you:

- Consider issues you want to address in the development of professional learning objectives and anticipated learning outcomes;
- Select a host institution and supervisor, and with them, develop the job description and task list for your internship;
- Fulfill your objectives and work on your internship activities;
- Network with colleagues in your Internship workplace and discuss and seek out recommended influential resources; and
- Plan to further research and apply/integrate your learning during the second year of the Museum Studies program and beyond.

The Reflective Internship Bibliography will be a component of your Internship Final Report. References should build on work from other undergraduate and Museum Studies courses. Resources recommended by colleagues during your internship and research you undertake prior to and during the Internship placement.

Accommodation

Students with diverse learning styles and needs are welcome in this course. Please feel free to approach me or Accessibility Services so we can assist you in achieving academic success in this course.

The University provides academic accommodations for students with disabilities in accordance with the terms of the Ontario Human Rights Code. This occurs through a collaborative process that acknowledges a collective obligation to develop an accessible learning environment that both meets the needs of students and preserves the essential academic requirements of the University's courses and programs.

For more information on services and resources available to instructors and students,
Phase 1: Internship to Career Planning and Preparation (20%)

The following is a proposed outline of the content for both large group and small group sessions from January through to April. We will likely make modifications as the course proceeds. See also Course Syllabus, Course Assignments and Course Materials on our Internship Blackboard site.

Class One January 15, 2016  9 - noon
Charting our course: How Did I Get Here? Where Do I Want To Go? How Do I Get There (part one)?

9:00  How Did I Get Here? Beginning our reflective practice and finding our common ground.

1) What was/were your formative experience(s)?
Reflecting on our past experiences that brought us to the place we are now and (probably) influence how we see the work we do and the work we want to do. (See Michael Spock, “When I Grow Up I’d Like to Work In A Place Like This” Museum Professionals’ Narratives of Early Interest in Museums, Curator, January 2000, vol.43, no.1)

2) What was your favourite museum experience?

3) What was your worst museum experience?

Where Do I Want to Go? Career Path or Many Little Bridges?
Three recent graduates share their career strategies and paths to date. Where they started from, how their museum courses and internships have impacted their career expectations and experiences, how did they move closer to their goals after graduation, where they are now and how they got there, what are their short-term future plans?

Take Control of Your Career Christine Moreland (museumsuccession, Project Coordinator, Ontario Museum Association) and Jenna Rose (Coordinator, Strategic Initiatives, Canada’s National Ballet School).

How Do I Get There (part one)?
Big picture strategies: networking, membership, mentors, resources, presenting and “being strategic” about your internship. Developing your own career path strategy.

Orientation to Internship course, reaching me, book a time for upcoming Resume, Cover letter and Interview clinics with Isidora Petrovic, expectations, timelines, and
assignments for Phase One. We have a teaching assistant. Your classmates have offered to help:

**January 19 & 22**

**Resume and cover letter writing assisted by Isidora Petrovic, Careers Officer**

*The cover letter and resume that form part of the Phase One assignment are due January 30th. Bring your draft for this assignment or a previous example of one you have used to take advantage of Isidora’s expertise. Some of your classmates have also offered to help (but don’t take advantage by asking at the last minute).*

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**Class Two**

**Asking “good questions”; Career paths and sector career options**

**Human Library 1:00 – 4:00 p.m.**

Networking and research a variety of sector careers and career paths by “checking out” our human books (new and “classics”) for 12 minute “loans”:

Irene Chalmers, Freelance Interpretive Planner  
Elka Weinstein*, Museum Advisor, Ministry of Tourism, Culture and Sport  
Heather Tichenor, Historic Programs, Black Creek Pioneer Village  
Leslie Cook, Collections Manager, Black Creek Pioneer Village  
Susan Fohr, Education Programs Coordinator, Textile Museum of Canada  
Helene Moussa, Volunteer Curator, St. Mark’s Coptic Museum  
**Wendy Ng, Manager, Learning, Royal Ontario Museum**  
John Summers*, Manager/Curator, Heritage Services, Halton Region  
Sarah Beam-Borg, Exhibition & Public Programs Manager, Aga Khan Museum  
Melissa Cole, Curator, Oshawa Museums  
Mary Collier, Professional Development Program Manager, Ontario Museum Association  
David Carey, Director, Government & Foundation Relations, TIFF  
Melissa Smith*, Gallery Guide Coordinator, Art Gallery of Ontario  
Carolyn Cross, Curator of Collections, Oakville Museum  
Katherine Hannemann*, Research Consultant, Lord Cultural Resources  
Vanessa Tamburro*, Project Manager/Curator, Cosmopolis Toronto; Information Officer, Ontario Human Rights Commission  
**Kathleen Wall, Curatorial Assistant, Guelph Museums**  
John Dalrymple*, Director, Strategic Initiatives, National Ballet School (also on OMA Council)  
Jane Holland, Senior Policy Advisor (Museums), Ministry of Tourism, Culture and Sport  
Andrea Field, Education Coordinator, Bata Shoe Museum  
Christy DiFelice, Music Officer, Toronto Arts Council
Internship Bibliography Beginnings for January:
On evolving a reflective Internship bibliography


On apprenticeship learning

On researching career paths and potential internships


[Createquity Reruns] “Ten Strategies for Engaging Generation Y in the Nonprofit
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Workplace” Posted: 13 Aug 2014 06:27 AM PDT  
http://createquity.com/?s=Top+Ten+Strategies+for+engaging  

CMA Museum Sector Employment FAQ http://www.museums.ca/Careers/?n=17  

University of British Columbia, Career Development Plan template  
http://www.hr.ubc.ca/career-navigation/career-development-plan/  

http://www.rcip-chin.gc.ca/emplois-jobs/voir-view/lister-list-eng.app  

www.museumsontario.com/en/50  

http://www.workinculture.ca/The-Job-Board  

February 2016  

Interviewing Workshop by Isidora Petrovic, Careers Officer  
Isidora will be offering an elective Interviewing workshop February 12 that we encourage you to attend. The workshop will be very helpful for your interviews with potential Host Institution Supervisors. Some of your colleagues will be sharing their strategies during our February 12 class.  

February 5, 2016  
9:00 – 4:30 book small group ½ hour appointments  
Developing Objectives and Outcomes  

Class Three  Take control: Planning Your Course  

Learning objectives and outcomes (part two)  

Backwards design i.e. identify the desired outcome (i.e. what will success be [“look like”] for you?) first and then, identify from your job description, how you will get to that outcome?  

What objectives will get you to each outcome.  
Objectives should be SMART i.e.  
Specific  
Measureable  
Attainable  


Realistic
Timely

Building Your Brand

What employers say about Gen Y employees. Strategies to overcome these in a cover letter or job interview:

What you should know about Gen X and Baby Boomer bosses?

What should they know about you?

Recommended Pre-reading for class three:
http://www.teaching.utoronto.ca/topics/coursedesign/learning-outcomes/characteristics.htm

http://www.martinbauer.com/Articles/How-to-Plan-a-CMS-Project/Objectives-Outputs-and-Outcomes

http://assessment.uconn.edu/primer/goals1.html

and on our course list and on course reserve at InForum:

[Available in Blackboard and Inform Periodicals]

Krywulak, Tim and Martha Roberts, Winning the “Generation Wars” Making the Most of Generational Differences and Similarities in the Workplace

[Available at http://hdl.handle.net/2381/168; also available from http://www.le.ac.uk/museumstudies/research/rcmgpublicationsandprojects.html]


Internship Bibliography Beginnings for February:
[Inforum: 069.6309713 I34I – Course Reserves – check availability]


ICOM Curricula Guidelines for Museum Professional Development
[Available at http://museumstudies.si.edu/ICOM-ICTOP/index.htm; http://www.pro.rcip-chin.gc.ca/GetForumRecord.do?id=FORUM2608&lang=en&type=su&ens=cnRsTGFuZz1ibZydGxUeXBIPXN1]

Institute of Museum and Library Services, Museums, Libraries, and 21st Century Skills (July 2009)


March 2016

**Draft Learning Objectives & Outcomes** (due March 6, 5%)
We will discuss the draft learning Objectives and anticipated Outcomes you will be working on prior to your internship. You will finalize them in discussion with your Host Institution Supervisor. Objectives and Outcomes help you to think of the internship in the context of your personal, professional, career and museological goals. They are an opportunity to make decisions about how you want to explore the complexity of museum work, broaden your own expertise, and apply theory to practice. See template provided on Blackboard.

March 11, 2016 9:00 – 3:30 book two small group ½ hour appointments (small group sessions with Cathy & Adam)
1. Internship paperwork and expectations (Adam Pugen) Contracts, objectives, expectations of assignments, performance qualities specific to each internship.
2. Internship outcomes (Cathy) Being “reflective” – moving from “this is what I did” to the “so what”. Final report and Ignite presentations. Reflective practice.

**Class Four: Present Yourself, Know Yourself**

Making your internship work for you – preparing good questions,

Interviewing strategies “speed dating” format with classmates who have identified this as a strength.

*Classmates share their strategies for sector workplace success and lessons learned the hard way.*

A panel of museum HR specialists and sector employers share what they look for in applications, interviews, references and what makes a great employee.

Overcoming the stereotypes – what employers say about millennials (gen Y) and gen X as employees; what you should know about gen X and baby boomer bosses.

**Internship Bibliography Beginnings for March**

On learning objectives and outcomes


April 2016

**Class Five Contexts and support for the museum profession**

Sector support: Government regulations, standards, funding

Sector support organizations: advocacy, issues, professional development, resources, ethics and standards (in some provinces). Guest presenters.

Performance qualities (general to employers, employees) Panel of employers.
Class Six Writing and presenting for purpose and for audience

- Professional presentation skills (Ignite session expectation) with guest presentations from last year’s students
- Writing for purpose, writing for audience
- Classmates share their tips for professional presentation
- During your internship: evaluation and support; site/skype visit, focus on your objectives and outcomes
- Museum internship booklet from last year and template.
- Mid-internship and final report expectations, regular communications throughout your internship through on-site meetings, e-mail and Skype. September schedule.

Internship Bibliography Beginnings for April:
[Inforum: 069.6309713 I34I – Course Reserves – check availability]


ICOM Curricula Guidelines for Museum Professional Development
[Available at http://museumstudies.si.edu/ICOM-ICTOP/index.htm; http://www.pro.rcip-chin.gc.ca/GetForumRecord.do?id=FORUM 2608&lang=en&type=su&ens=cnRsTGFuZz1ibiZydGxUeXBIPXN1]


Initial Internship Resources

[Available as PDF in Blackboard and Inform Course Reserves]


[Inforum: 069.6309713 I34I – Course Reserves – check availability]


[Available as PDF in Blackboard, and Inforum 306.0973 C311P – Course Reserves – check availability]


[Available as PDF in Blackboard and Inforum- Course Reserves- check availability]


[Available as PDF in Blackboard, and OISE: 370.152 G227U – Check availability]


[OISE: 370.152 G227U]


[Available as PDF in Blackboard, and Inforum: 069.15 H785M – Course Reserves – Check availability]

ICOM Curricula Guidelines for Museum Professional Development
[Available at http://museumstudies.si.edu/ICOM-ICTOP/index.htm; http://www.pro.rcip-chin.gc.ca/GetForumRecord.do?id=FORUM 2608&lang=en&type=su&ens=cnRsTGFuZz1IbiZydGxUeXBIPXN1]
Institute of Museum and Library Services, Museums, Libraries, and 21st Century Skills (July 2009)
https://www.imls.gov/assets/1/AssetManager/21stCenturySkills.pdf


Suchy, Sherene (2004). *Leading with passion: Change management in the 21st-century museum*. Walnut Creek, CA: AltaMira Press. Chapter 6, Tracking Change With Professional Development (pp.161-169), On-the-job development is the favorite option (pp. 169-172), Alternative Career Paths for Development (pp. 172-176) and The Importance of Mentors (pp. 176-179).

Sweitzer, H Frederick and Mary A. King, *The Successful Internship: Personal, Professional and Civic Development* (Belmont, Ca: Brooks/Cole, Canage Learning, 2009) 3rd edition *Recommended by a student last year for identifying the different intellectual and emotional stages before, during and after an internship.*


University of British Columbia, Career Development Plan template [http://www.hr.ubc.ca/career-navigation/career-development-plan/](http://www.hr.ubc.ca/career-navigation/career-development-plan/)

And these sector - support websites:
Canadian Museums Association [http://www.museums.ca](http://www.museums.ca)

Canadian Heritage Information Network [CHIN] [http://www.rcip-chin.gc.ca](http://www.rcip-chin.gc.ca)

Cultural Careers Council Ontario [CCCO] [http://www.workinculture.ca](http://www.workinculture.ca)

International Council on Museums [ICOM] [http://icom.museum](http://icom.museum)

Ontario Association of Art Galleries [OAAG] [http://oaag.org](http://oaag.org)

Ontario Museum Association [OMA] [www.museumsontario.com](http://www.museumsontario.com)