

LFS 496 | Career Placement in Land and Food Systems

Online and Mostly Asynchronous

Course Instructor (manages course curriculum)

Andrew Riseman – andrew.riseman@ubc.ca

Course TA

ubcfarm.academic@ubc.ca

Course Description

The pursuit of a degree is a meaningful experience for many students, ripe with moments to learn about who you are, what matters to you, and how you want to contribute to the world. In the 2019 Gallup-Purdue Index study, over 30,000 graduates reported that their academic success contributed to the likelihood of their career success. The odds of being engaged at work after completing their degree were two times higher for students who completed an experience that applied their classroom learning in a work setting (Gallup, 2019). A career placement is an excellent opportunity to augment what you have learned about the food system through your course work to date and expand on how those theories, approaches, and frameworks apply in a work setting.

However, learning through experience is not inevitable. In order to maximize the opportunity, this course has been created to support and scaffold your learning to strengthen your career development. It will apply the principles of Design Thinking and the Designing Your Life framework (Burnett and Evans, 2016) to explore your values, interests, skills, strengths and future career aspirations. Consider your placement as a prototyping-experience (the 4th step in the DYL process), where you can test, try, and evaluate one example of work within the food system. By introducing you to tools and strategies for designing and enhancing your placement (1st time students), and life after (returning students), you will strengthen your agency towards the pursuit of meaningful work and a joyful good life.

Learning Outcomes

By the end of your placement, students will be able to:

- Apply the methods and principles of Design Your Life (Burnett and Evans, 2016) to:
 - Empathize, define, ideate, prototype, and test current goals to build a meaningful career experience.
- Reflect and articulate the skills learned, values enacted, and strengths applied throughout their career placement.
- Connect with peers, community partners, and the world of work to enhance their professional imagination.
- Relate and describe their career experience to a prototype of future career paths.

For Returning Students, the addition of:

- Create and present three possible life designs for future steps beyond LFS 496.
- Fully apply the DYL framework beyond a career context to your life, in all its dimensions;
 - Empathize, define, ideate, prototype, and test current goals to build a meaningful life plan.

Required Readings

Burnett, B. (May 2017). *Designing Your Life*. Retrieved from:
<https://www.youtube.com/watch?v=SemHh0n19LA>

Ask. Try. Do. [Pamphlet]. (n.d.). Vancouver, BC: Sauder D.Studio. Retrieved from:
<http://dstudio.sites.olt.ubc.ca/files/2013/05/asktrydo.pdf>

Quayle, M. *Thinking Strategies*. [Pamphlet]. (2012) Vancouver, BC: Sauder D.Studio. Retrieved from:
<http://dstudio.ubc.ca/research/strategic-design/thinking-strategies/>

Strongly encouraged reading:

Burnett, W., & Evans, D. J. (2016). *Designing your life: How to build a well-lived, joyful life*. Knopf.

Grade Policy

This is a graded course based on Assignments (20%) and Career Placement Assessments (80%). The assignments are ungraded but will have comments added and marked as Completed once submitted. Each assignment will be worth an equal proportion of the 20%. Career Placement assessments (formative at half way and summative at end of placement) completed by the Career Placement Mentors/Supervisors will comprise the remainder of the grade.

Assignments

Assignments are intended to expose you to different perspectives and expand your understanding of what meaningful work can be. The assignments are designed so that you can complete them with little time if you are only interested in a cursory exposure to the Designing Your Life framework. However, they are also sufficiently robust to allow you a deep dive into the topic if you choose and have the time to devote to it. No significant amount of time should be taken from your career placement to complete these assignments.

Please note: You are to only complete the assignments associated with whether this is your 1st or 2nd placement. All assignments are posted on Canvas so it is upon you to complete the correct set.

For First Time Students:

To receive credit for this course, you will need to complete the following:

- 1) Agreed upon number of hours at your career placement
- 2) Tasks, projects, and goals determined by you and your placement supervisor (i.e., Workplan)
- 3) Canvas assignments:
 - Time log
 - Assignments
 - Empathize - Finalize your Work Plan
 - Define Your Placement
 - Ideate Your Placement
 - Prototype Your Placement as a Prototype
 - Test Your Placement
 - Career Placement Feedback (required for final grade submission)
- 4) Final Presentation: Test Your Career Placement

For Returning Students

To receive credit for this course, you will need to complete the following:

- 1) Agreed upon number of hours at your career placement
- 2) Tasks, projects, and goals determined by you and your Career Placement supervisor (i.e., Workplan)
- 3) Canvas assignments:
 - Updated Work Plan
 - Empathize Your Life Design
 - Define Your Life Design
 - Ideate Your Life Design
 - Prototype Your Life Design

- Test Your Life Design
 - Career Placement Feedback (required for final grade submission)
- 4) Final Presentation: Test Your Life Design

Monthly Meetings TBD:

Monthly meetings where we will check in and discuss your experiences to date.

Student Contract

I commit to...

- Accept where I am and to consider: Problem finding + problem solving = well-designed life.
- Assume a beginner's mindset.
- Put aside past experiences in order to stay curious to other points of view.
- Question everything – even the things I think I already understand.
- Be truly curious in both familiar and unfamiliar contexts.
- Find patterns that occur across and within environments.
- Listen...really listen. [NB: What and how someone says something matters and needs to be understood before you can respond. (Burnett and Evans, 2016)]

Instructor Contract

I commit to...

- Being available as needed, flexible to your individual needs, and fair in your assessments. I also commit to creating a meaningful learning environment for you. One that includes connection to your peers in this class, as well as meaningfully created activities that connect and build on each other. All of this is designed to further your personal and professional growth.

LFS 496 Course Schedule

Week	Assignment – Design Your Career Placement First Term Students	Assignment – Design Your <i>Life</i> Second Term Students
1	Career Placement start	Career Placement resumes
2	Finalized Work Plan	Finalized Work Plan
5	Describe your Career Placement + Point of View Statement	Reframe a Belief
7	5 Career Paths	Brainstorm + Concept map
10	Prototype Experience	Curiosity Conversation + Journey Map
13	Final Presentation (Individual)	Final Presentation (Individual)
13	Career Placement Feedback (required for final grade submission)	Career Placement Feedback (required for final grade submission)