EURR 4206 / EURR 5301

Internship and Applied Policy Skills

Winter 2026

Class Time: Tuesdays, 6:05 pm – 8:55 pm
Location: Richcraft Hall 3302
Course Dates: January 6, 2026 – April 7, 2026

Instructor: Agnieszka Weinar
Email: agnieszka.weinar@carleton.ca
Office Hours: By appointment at

[EURR 4206/5301 - Internship and Applied Policy Skills | Meeting-Join | Microsoft Teams](#)

Course Delivery Mode: Mixed delivery mode – see the exact schedule below.

Course Description

This course provides students with practical, applied skills to support the transition from academic study into internships, applied policy placements, and early-career professional roles. It is designed for students interested in public policy, international affairs, European and international studies, and applied research environments, including government, international organisations, NGOs, and think tanks.

The class introduces students to core aspects of professional practice, including self-assessment, resume and interview preparation, networking, policy analysis, and basic project design. Particular attention is paid to internships as structured learning environments and as spaces in which academic knowledge is translated into professional skills and policy-relevant outputs.

Learning Outcomes

Upon successful completion of this course, students will be able to:

1. Identify and articulate transferable skills and professional competencies relevant to policy-oriented careers.

2. Analyse labour-market opportunities and position themselves effectively for internships and entry-level roles.

3. Prepare professional application materials, including targeted resumes and interview responses.

4. Understand the fundamentals of policy development and communicate analysis through concise policy briefs.

5. Design basic project frameworks using logic models and results-based approaches.

6. Reflect critically on internship or applied work experience and translate it into professional learning outcomes.

Assessment

1. **Assignment 1: Internship Mixed-Media Diary – 25% (First presentation: January 27, 2026, last presentation March 31, 2026)**
   A reflective, mixed-media diary documenting the student's internship experience and professional skills development. Entries may include written reflections, visuals, audio, or other approved formats. Students are expected to demonstrate critical engagement with professional practice and learning outcomes.

2. **Assignment 2: Targeted Resume – 15% (Due January 27, 2026)**

3. **Assignment 3: Participation in Interviewing Exercise – 15% (Due February 10, 2026)**
   Active participation in a structured interviewing exercise designed to develop professional communication, interviewing, and reflective skills

4. **Assignment 4: Policy Brief – 20% (Due February 24, 2026)**
   A concise policy brief addressing a clearly defined public policy problem, including background, analysis, and recommendations.

5. **Assignment 5: Project Management Plan (Logical Framework) – 25% (Due**
   Teamwork. Students will develop a project management plan using a logical framework approach. The assignment evaluates the ability to define objectives, outcomes, indicators, risks, and assumptions in an applied policy or development context.

Specific guidelines and rubrics for each assignment will be shared by instructor at least 2 weeks before the due date.

Assignments should be emailed to the instructor before 12 pm on the due date.

Due to the course's flexible schedule, no grace periods will be granted. Late assignments will result in 25% penalty per day (measured in 24 hours, weekends included). Only valid medical justification or force majeure will be considered.

Weekly Course Schedule

Week 1 – January 6

6 pm – 6:50pm – Introduction to the course

Meeting link: [EURR 4206/5301 - Internship and Applied Policy Skills | Meeting-Join | Microsoft Teams](#)

Course overview and administration

Week 2 – January 13

Self-Inventory and Professional Profiles

- Identifying functional skills and areas of expertise

- Linking academic training to professional profiles

- Introduction to Targeted Resume:

  - Resume structure, content, and formatting

  - Translating academic experience into professional language

Labour-Market Landscapes and Career Positioning

- Understanding job descriptions and competency requirements

- Internships as entry points into policy and applied research careers

- Identifying and addressing skills gaps

- Communicating accomplishments effectively

- Tailoring resumes to specific opportunities

Readings / Resources:
- Alain de Botton, *A kinder, gentler philosophy of success* (TED Talk):
https://www.ted.com/talks/alain_de_botton_a_kinder_gentler_philosophy_of_success
- Carleton University Career Services – Resumes and Cover Letters:
https://carleton.ca/career/job-search-support/resume-and-cover-letter-guides/
- **Government of Canada – Policy Community and Analyst Competency Profiles:**
https://www.canada.ca/en/privy-council/services/appointments/governor-council-appointments/policy-community.html
- Government of Canada – Student Employment Programs: https://www.canada.ca/en/public-service-commission/jobs/services/recruitment/students.html
- Government of Ontario – Writing a Cover Letter and Resume:
https://www.gojobs.gov.on.ca/Docs/OPSCoverLetterandResumeWritingGuide.pdf
- Larry Smith, *Why you will fail to have a great career* (TED Talk):
https://www.ted.com/talks/larry_smith_why_you_will_fail_to_have_a_great_career
- **OECD (2020), *Internships and the Transition from Education to Work***

Week 3 – January 20

Check in 6pm-6:30pm

Meeting link: EURR 4206/5301 - Internship and Applied Policy Skills | Meeting-Join | Microsoft Teams

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Week 4 – January 27

Job Search Strategies and Interview Preparation

- Networking online and offline

- Developing a professional pitch

- Interview formats and competency-based interviewing

- **Assignment 1: In-class presentations (basic structure and approach)**

- **Assignment 2 due**

Readings / Resources:
- LinkedIn Learning – Networking Foundations (via Carleton Library access)
- Amy Cuddy, *Your body language may shape who you are* (TED Talk):
https://www.ted.com/talks/amy_cuddy_your_body_language_may_shape_who_you_are

Week 5 – February 3

Check in 6pm-6:30pm

Meeting link: [EURR 4206/5301 - Internship and Applied Policy Skills | Meeting-Join | Microsoft Teams](#)

Week 6 – February 10

Interview Practice and Feedback

- Structured interview exercise

- Peer and instructor feedback

- Reflection on interview performance

(Assignment 3 due)

Policy Development and Decision-Making

- Policy cycles and institutional contexts

- The role of policy analysts

- Understanding policy and corporate documents

Policy Brief Writing

- Purpose and structure of policy briefs

- Defining policy problems and options

- **Workshop on Assignment 4**

- **Readings / Resources:**
  - Carleton University Library – Canadian Government Policy Cycle: https://library.carleton.ca/research/subject-guides/canadian-government-policy-cycle-detailed-guide
  - Treasury Board of Canada Secretariat – Results-Based Management Lexicon: https://www.canada.ca/en/treasury-board-secretariat/services/audit-evaluation/centre-excellence-evaluation/results-based-management-lexicon.html
  - European Training Foundation – Guide to Policy Analysis: https://www.etf.europa.eu/sites/default/files/m/72B7424E26ADE1AFC12582520051E25E_Guide%20to%20policy%20analysis.pdf
  - **UK Cabinet Office, *Policy Lab: Tools and Methods for Policymaking***

Week 7 – February 17

Reading Week – No Class

Week 8 – February 24

Project and Program Design

- Roles of project and program officers

- Introduction to Results-Based Management (RBM)

- From objectives to indicators

Logic Models and Evaluation

- Logic models and project frameworks

- Monitoring, evaluation, risks, and assumptions

- Workshop on **Assignment 5**

Assignment 4 due

Readings / Resources:
- Global Affairs Canada – Results-Based Management Guide:
https://www.international.gc.ca/world-monde/assets/pdfs/funding-
financement/results_based_management-gestion_axee_resultats-guide-en.pdf
- Centre for Public Impact – Design for Policy and Public Services:
https://resources.centreforpublicimpact.org/production/2016/11/Briefing-Bulletin-design-for-
policy-and-public-services.pdf
- **World Bank, *Designing and Using Results Frameworks***

Week 9 – March 3

Week 10 – March 10

Assignment 5 presentations

Week 11 – March 17

Week 12 – March 24

Professional Communication

- Oral and written communication in professional settings

- Presentation strategies

- Communicating clearly and with purpose

- **Assignment 1: In-class presentations**

Week 13 – March 31

Check in 6pm-6:30pm

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Final Grade Approval

Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by the instructor may be subject to revision. No grades are final until they have been approved by the Dean

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Texts and Course Materials

There is no required textbook for this course. All required and recommended readings are available online or through the Carleton University Library.

Generative Artificial Intelligence (AI)

Generative AI tools (e.g. ChatGPT) may be used as learning supports (such as brainstorming, outlining, or editing for clarity), but not as substitutes for students' own analysis or writing. The use of AI to generate complete assignments submitted for evaluation is not permitted. Substantive use of AI tools must be acknowledged.

Academic Integrity

The University Academic Integrity Policy defines plagiarism as 'presenting, whether intentionally or not, the ideas, expression of ideas or work of others as one's own.' This includes reproducing or paraphrasing portions of someone else's published or unpublished material, regardless of the source, and presenting these as one's own without proper citation or reference to the original source. Examples of sources from which the ideas, expressions of ideas or works of others may be drawn from include but are not limited to books, articles, papers, literary compositions and phrases, performance compositions, chemical compounds, artworks, laboratory reports, research results, calculations and the results of calculations, diagrams, constructions, computer reports, computer code/software, material on the internet and/or conversations."

Examples of plagiarism include, but are not limited to:

·   any submission prepared in whole or in part, by someone else, including the unauthorized use of generative AI tools (e.g., ChatGPT)

·   using ideas or direct, verbatim quotations, paraphrased material, algorithms, formulae, scientific or mathematical concepts, or ideas without appropriate acknowledgment in any academic assignment

·   using another's data or research findings without appropriate acknowledgement · submitting a computer program developed in whole or in part by someone else,

with or without modifications, as one's own

·   failing to acknowledge sources with proper citations when using another's work and/or failing to use quotations marks.

Student Mental Health

As a student you may experience a range of mental health challenges that significantly impact your academic success and overall well-being. If you need help, please speak to someone. There are numerous resources available both on- and off-campus to support you. For more information, please consult https://wellness.carleton.ca/

Academic Accommodations

Carleton is committed to providing academic accessibility for all individuals. You may need special arrangements to meet your academic obligations during the term. The accommodation request processes, including information about the Academic Consideration Policy for Students in Medical and Other Extenuating Circumstances, are outlined on the Academic Accommodations website (https://students.carleton.ca/course-outline)

Preclusions

None.