

## Internship & Seminar

ITRN 3000 (4 credits)

### **Bolivia: Virtual Internship in Community Health and Empowerment**

*This syllabus is representative of a typical term. Because courses develop and change over time to take advantage of unique learning opportunities, actual course content varies from semester to semester.*

#### **Description**

This seminar consists of a 12-week distance learning course and virtual internship with a local community organization, research organization, business, government agency, or international NGO. The aim of an internship is to enable students to gain valuable experience and enhance their skills in a career field/professional environment related to the internship's core themes.

SIT will facilitate an internship placement for students. The organization and the student's internship activities, including the Internship Learning Agreement, must be approved by SIT's academic director. SIT will maintain oversight of internship placements in line with SIT academic policies and student health and security guidelines. Ultimately, each student takes responsibility for being proactive in engaging with internship colleagues and the internship supervisor to achieve internship objectives. Weekly one-hour reflection and guided discussion sessions are held with the academic director or internship coordinator to review the day-to-day proceedings and learning associated with the internship experience and to draw out broader issues related to SIT's Critical Global Issues, positionality, culture, and ethics in the context of the internship.

Students will be informed of the types of internships available and the placement process early in the semester. An interview may be required before an internship placement is finalized. Internship placements may include organizations promoting ecologically sustainable agriculture practices and food and sovereignty for urban and rural families; promoting community programs in education and health infrastructure; establishing self-sustaining and scalable models of care for children who suffer the effects of neglect, abuse and trauma; combatting societal perceptions about people living with HIV/AIDS; and supporting people in socially disadvantaged situations towards achieving a respectable life through respectable work, free of exploitation and within the framework of current Bolivian laws.

Each student will be required to submit a final paper in which they process their learning experience on the internship and link those reflections to a core critical global issue. Approved in advance by the academic director, SIT's Local Review Board (for ethical clearance purposes), and the internship supervisor, the internship paper may involve interviews and other data collection methods relevant to achieving internship learning goals. Students will do a final presentation to demonstrate how the internship experience enhanced their understanding of the SIT Critical Global Issue focus. The paper should also briefly document a comprehensive schedule and the specific skills and knowledge acquired through the experience. Rubrics for the paper and presentation will be shared with students before the internship begins.

### **Learning Outcomes**

The internship seminar comprises 180 hours for four academic credits. Upon completion of the Internship & Seminar, students will be able to:

- Demonstrate awareness of the ethics involved in doing an internship in the context of Bolivia
- Describe, analyze, and synthesize their learning experience in the internship in the form of an internship paper
- Articulate new learning from the internship experience in the form of an oral presentation;
- Show understanding of how Bolivia's social, cultural, political and/or economic context impact the work undertaken at their internship site.
- Assess the challenges faced by institutions working to affect positive change in Bolivia
- Gain meaningful and practical experience in their chosen field.

### **Prerequisites**

Two semesters of college-level Spanish

### **Language of Instruction**

This course is taught in Spanish.

### **Course Schedule**

Students will be expected to devote 180 hours to this virtual internship and seminar course. This will include 12 hours a week "on" the internship site over the 12 weeks as well as weekly one-hour synchronous discussions led by the academic director. Students are expected to spend up to 20 hours writing the six progress reports and the final internship paper (minimum of 15 pages). Virtual attendance is required for all the discussions and at all the oral presentations, followed by a questions and answers period.

## **Module I: Making the Most of Your Internship**

This module occurs prior to the start of the internship and will prepare students for the demands and expectations of an internship, strategies for success, and academic requirements.

### Session 1: Setting the Stage

This session reviews objectives for the internship. Students meet with the academic director following confirmation of their internship placement and discuss expectations, timeframes and other logistics, structural components of the final internship paper, content, layout, and general guidelines.

### Session 2: Positionality and Internship Ethics/Awareness

1. What do you bring to your role as intern that may influence how you perceive and engage in the internship experience?
  - a. Stereotypes and preconceptions about interning in (country/region)
  - b. What are your motivations? How do you imagine your role?
2. Introduction to Work Culture in (country)
3. Introduction to Internship – visit and develop understanding of context and position in field/country
4. Ethics in Internships: This is an opportunity to discuss and reflect on the ethics of engaging in internships in an international context in general and in (country) in particular.
  - a. Local Review Board (LRB) and Institutional Review Board (IRB) process and the Internship Ethics Review Application.

### Session 3: The Internship Learning Agreement

Central to a successful internship experience is development of the Internship Learning Agreement. The academic director will work with students individually and as a group to review the purpose of the Internship Learning Agreement. The academic director will discuss student strategies for collaborating with the internship supervisor to design the contents of the Internship Learning Agreement in adherence to internship learning objectives and in collaboration with the internship supervisor at the host organization. The Agreement also helps to ensure a clear understanding of the objectives of the internship among the student, academic director, and internship supervisor.

Once internship placements are confirmed, the students, together with the academic director will review objectives for the internship and discuss expectations, learning agreements, timeframes and other logistics, structural components of the final internship paper, content, layout, and general guidelines.

#### *Required Readings:*

ADs will assign readings specific to the local context.

#### *Recommended Readings:*

Sweitzer, Frederick and King, Mary (2013). *The Successful Internship: Personal, Professional and Civic Development in Experiential Learning* (4<sup>th</sup> Edition). Belmont, CA: Brooks/Cole

- Chapters 1-5

## **Module II: The Internship Experience: Review and Reflection**

This module occurs after students have begun their internship. Critical, guided reflection will play a key role in student development and learning during the internship. Students will keep an internship journal in which they respond to the questions/issues listed below. Journaling should be done daily, keeping in mind the learning objectives. Students will submit six progress reports on their successes and limitations toward achieving learning objectives. Students will also meet with their instructor and other internship students for reflection and discussion during the internship.

**Internship observations:** *How is the professional environment different from what you are used to? What are you learning about working collaboratively in this environment? How do you find yourself reacting to and adjusting to workplace practices that are different from what you are accustomed to? How does it feel to be an intern in this environment? Why?*

**Theory and Practice: Digging Deeper:** *How does the work of your internship site connect to important program themes? How has the experience at your internship challenged or affirmed the arguments in a reading or lecture from this semester?*

**Skills and Experience:** *What insights to this field have you gained through your internship? What skills are most valuable for this internship site and what opportunities have you had to improve your skills in this area? What has challenged you and how are you handling those challenges? How do you see this experience preparing you for future opportunities?*

**Learning Goals:** *How much progress have you made toward your learning goals? What experiences or activities have contributed to your ability to meet them? Are you learning something important you didn't anticipate and would like to add to your Learning Goals at this time?*

### *Required Readings:*

Farthing, L. (2020). Amid Repression and Scrutiny of the OAS, Bolivia Staggered Toward and Election Rerun. *World Politics Review*. June 25, 2020. Retrieved June 25, 2020 from <https://www.worldpoliticsreview.com/articles/28866/amid-repression-and-scrutiny-of-the-oas-bolivia-staggered-toward-an-election-rerun>

Farthing, L. (2017). *Evo's Bolivia: The Limits of Change. Latin American's "pink tide" and the challenge of systemic change.* Washington, D.C.: The Next System/Democracy Collaborative. Retrieved from: <https://thenextsystem.org/learn/stories/evos-bolivia-limits-change>.

Healy, K. (2001). The Biases of Western Aid. In *Llamas, Weavings and Organic Chocolate: Multicultural Grassroots Development in the Andes and Amazon of Bolivia* (17-38). Indiana: University of Notre Dame.

Illich, I. (1968). *To Hell with Good Intentions*. Address to the Conference on InterAmerican Student Projects. Cuernavaca, Mexico [http://www.swaraj.org/illich\\_hell.htm](http://www.swaraj.org/illich_hell.htm)

Shultz, J. (2019). The Rise and Fall of Evo Morales. The New York Review of Books. NYR Daily. November 11, 2019. Reviews on June 26, 2020 from : <https://www.nybooks.com/daily/2019/11/21/the-rise-and-fall-of-evo-morales/>

Werner, R. (2009). *Bolivia in focus: A Guide to people, politics and culture* (2<sup>nd</sup> ed.). Northampton: Interlink Publishing Group, Incorporated.  
ISBN-13: 9781566562997

#### *Recommended Readings:*

Sweitzer, Frederick and King, Mary (2013). *The Successful Internship: Personal, Professional and Civic Development in Experiential Learning* (4<sup>th</sup> Edition). Belmont, CA: Brooks/Cole (select chapters)

### **Module III: Processing and Maximizing the Internship Experience**

The final module occurs toward the end or after the internship and focuses on ways of processing and articulating the internship as well as equipping students with practical tips and strategies for making the most of the experience personally, academically, and professionally. Students will reflect on the internship experience and process the learning that occurred in a safe and supportive context. The internship may have been a different experience than expected, may challenge the student's expectations of interning in a new environment, and may change the student's perspective of life projects or professional goals. The module discusses ways of acknowledging both the successes and failures of the internship, with an emphasis personal reflection, and setting realistic goals for the future.

#### Additional seminar content will include:

1. Processing the conclusion of the internship experience
2. Closure with colleagues and supervisors
3. Articulating the experience through an oral presentation
4. Next Steps: How to include your internship on your résumé, how to frame the internship in a cover letter, and other ways to build on this experience.

### **Evaluation and Grading Criteria**

At the end of the internship period, students are expected to present their work to the group. Assessment of both written work and the oral presentation is based on quality, academic scholarship, and adherence to the highest ethical standards.

## **Description of Assignments**

### Internship Journal

Journaling is essential to the internship learning process. Students are expected to journal daily, starting before the internship begins, to reflect on internship goals, expectations, and experiences as a way to deepen individual, professional, and academic growth. While the journal is not graded, the journal serves as a foundation for weekly discussion and reflection sessions, progress reports, and the final paper and presentation.

### Internship Learning Agreement

The Internship Learning Agreement, combined with the Internship Ethics Review Application, constitutes the internship proposal reviewed and approved by the Local Review Board (LRB) before the internship may begin. The Internship Learning Agreement asks students to develop a set of internship goals, consider their relationship to program themes, and sets forth the intern's understanding of the intern's role and responsibilities.

### Discussion and Reflection Sessions

Discussion and reflection sessions take place on a weekly basis. Students are expected to discuss experiences in the internship, reflect on the professional learning process, and respond to any prompts assigned by the internship instructor. These discussion and reflection sessions are key elements for personal, academic, and professional development during the internship. Depending on the circumstances, these sessions may be held in person or virtually.

### Progress Reports

The progress report should document the student's progress toward achieving their learning objectives during the internship. Students also document the challenges they face and how they try to deal with those challenges. Students submit two progress reports in the course of their internship experience.

### Internship Performance

This evaluation by the Academic Director assesses the student's internship experience, overall professional achievements, and self-growth.

### Oral Presentation

In the presentation, you should provide a succinct and clear description of the internship experience, a brief history of the organization where you interned, the activities undertaken, and key insights gained that are related to the core program themes. You should demonstrate effective management of the discussion with the audience and attend to the aesthetic elements of the delivery.

### Final Paper

Students are expected to submit, at minimum, 15-20 pages final paper at the end of their internship experience. The final paper should include a title, list of acknowledgments, and an abstract. The paper should also have an introduction which describes the work and history of the organization and incorporates several references, detailed description of

the activities accomplished, and strong and innovative aspects of the organization. The final paper must include thoughtfully articulated analytical writing that addresses positionality and ethics, and connects learning at the internship to the broader themes of the semester program and/or the investigation of one or more specific questions. The paper should be well written, well organized, and aesthetically pleasing. A summary of the final paper assessment rubric will be shared with students in advance. (Example at the end of syllabus.)

### Assessment of the Internship

|                                    |     |
|------------------------------------|-----|
| Discussion and Reflection Sessions | 10% |
| Internship Learning Agreement      | 10% |
| 6 Progress Reports                 | 10% |
| Internship Performance             | 25% |
| Oral Presentation                  | 10% |
| Final Paper                        | 35% |

### Grading Scale

|           |    |
|-----------|----|
| 94-100%   | A  |
| 90-93%    | A- |
| 87-89%    | B+ |
| 84-86%    | B  |
| 80-83%    | B- |
| 77-79%    | C+ |
| 74-76%    | C  |
| 70-73%    | C- |
| 67-69%    | D+ |
| 64-66%    | D  |
| below 64% | F  |

### **Expectations and Policies**

- Show up prepared, on time, and appropriately dressed for your internship. Comply with organization rules.
- Ask questions when in the field/office. Engage yourself in everyday life of the organization and initiate interaction.
- Have progress report assignments completed on schedule and done accordingly to the specified requirements. This will help ensure that your assignments are returned in a timely manner.
- Comply with academic integrity policies (no plagiarism or cheating, nothing unethical).
- Respect differences of opinion (those of your internship supervisor and colleagues, classmates, local constituents). You are not expected to agree with everything you hear, but you are expected to listen across difference and consider other perspectives with respect.

## **Ethics**

The internship experience must reflect SIT's ethics policy and commitment to the values of reciprocity. The student intern should also abide by the policy and regulations of the host institution including dress, punctuality, and employee behavior. Violations of SIT's code of conduct or employee conduct at the host institution will result in an immediate termination of the internship and can lead to further disciplinary sanctions by SIT.

## **SIT Policies and Resources**

Please refer to the [SIT Study Abroad Handbook](#) and the [Policies](#) section of the SIT website for all academic and student affairs policies. Students are accountable for complying with all published policies. Of particular relevance to this course are the policies regarding: academic integrity, Family Educational Rights and Privacy Act (FERPA), research and ethics in field study and internships, late assignments, academic status, academic appeals, diversity and disability, sexual harassment and misconduct, and the student code of conduct.

Please refer to the SIT Study Abroad Handbook and SIT website for information on important resources and services provided through our central administration in Vermont, such as [Library resources and research support](#), [Disability Services](#), [Counseling Services](#), [Title IX information](#), and [Equity, Diversity, and Inclusion](#) resources.



| <b>RUBRIC: Internship Paper</b>                              |   |
|--|---|
| <b>Category</b>  | <b>Possible Considerations</b>  |
| <b>Title / Acknowledgements / Abstract/Technical Aspects</b> | <ul style="list-style-type: none"> <li>-The title is succinct and captures the essence of the internship experience</li> <li>-The acknowledgements are complete and professionally written</li> <li>-The abstract clearly summarizes the internship experience and learning outcomes</li> <li>-Table of contents, In-text citations, and reference list or bibliography are done correctly and completely</li> <li>-There are no mistakes in writing &amp; grammar, spelling &amp; punctuation</li> <li>-The paper is clean, legible, well-formatted, professional in appearance, and aesthetically pleasing</li> </ul>   |
| <b>Contextualization and Organizational Profile</b>          | <ul style="list-style-type: none"> <li>-Important themes and background information are provided so reader understands the field in which the internship organization operates</li> <li>-The history and work of the internship organization, how its work relates to the program theme, and how it fits into the context of other similar organizations are all accurately described</li> <li>-The organizational structure, including division of responsibilities and the goals, objectives and activities of the organization are well elaborated</li> <li>-Care is taken not to harm by criticism, nor evaluate</li> <li>-The community served by the organization is described in sufficient detail</li> </ul>  |
| <b>Internship Focus/Objectives/Justification</b>             | <ul style="list-style-type: none"> <li>-The paper specifies the focus area of the internship within the organization's broader work</li> <li>-The objectives of the internship are clearly presented and appropriate; how the objectives relate to the program theme and/or Critical Global Issue are clearly described.</li> <li>-The student's internship tasks/duties at the organization are presented and justified.</li> </ul>  |
| <b>Information Acquisition</b>                               | <ul style="list-style-type: none"> <li>-How information was gathered in order to compose the final internship paper is explained in a clear and accurate manner and supporting materials are included in appendices (if applicable)</li> <li>-A clear and complete description of the work undertaken is given, including dates and hours worked (put in an addendum).</li> </ul>   |
| <b>Positionality and Ethics</b>                              | <ul style="list-style-type: none"> <li>- The paper acknowledges the intern's views, values, beliefs and other aspects of their personal background that influence their worldview.</li> <li>- The paper demonstrates ongoing self-reflection throughout the internship experience in relation to their positionality.</li> <li>-Human Subjects policies and ethical guidelines are adhered to and thoroughly discussed</li> <li>-Appropriate consideration is given to informed consent, anonymity, and confidentiality of participants, in keeping with human subjects protocols and the LRB-approved internship learning agreement</li> <li>-The internship strengthens relationships and contributes to mutual trust between the author, the organization and its clientele in ways that are respectful, culturally appropriate, and collaborative</li> <li>-The internship project is responsive to host organization and/or host community needs, as applicable</li> </ul> |

|   |  |
|---|--|
| <b>Critical Reflection on Internship Experience</b>         | <ul style="list-style-type: none"> <li>-The description of tasks and responsibilities is clear.</li> <li>-The paper examines the extent to which objectives were achieved, how objectives changed or evolved over the course of the internship experience.</li> <li>-Key professional lessons learned through the internship experience are described with specific examples</li> <li>-A personal evaluation of performance in the internship is included with suggestions of how it could have been improved.</li> <li>-Ways in which student identity may have shaped their insights of the internship experience are described</li> </ul> |
| <b>Analysis of Critical Issues/Themes</b>                   | <ul style="list-style-type: none"> <li>-The manner in which the organization and its work are linked to the core themes of the program is described.</li> <li>-Analysis is given by comparing and contrasting the theory of the work/field studied throughout the semester with the practice of the work at the specific internship site.</li> <li>-Clear articulation of how the intern's knowledge and understanding of the core themes of the program were enhanced through the internship experience.</li> </ul>   |
| <b>Conclusions &amp; Recommendations for Future Interns</b> | <ul style="list-style-type: none"> <li>-The main insights and lessons learned through the internship experience are detailed</li> <li>-Recommendations of opportunities or projects for future interns are described.</li> </ul>   |