

## **Internship and Seminar**

### **ITRN-3000 (4 credits)**

### **Kenya: Virtual Internship in Public Health & the COVID-19 Pandemic in the Tropics**

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

#### **Course Description**

The total duration of the Internship and Seminar is twelve (12) weeks. It consists of seat time at internship site, seminar discussion and reflection sessions, fortnightly reports, final presentation and final internship paper. Prior to start of the internships preparatory sessions will orient students over the scope and layout. The internship sites are for example Kenya Medical Research Institute (KEMRI)/Centers for Disease Control (CDC) or other government and non-governmental organizations working on public health related issues in Kisumu, Kenya.

Students will have the opportunity to deepen knowledge of public health promotion and management in the context of COVID-19 pandemic in the tropics complemented by immersive experiential learning, with guided weekly discussions, assignments and reflection. Students will gain an in-depth understanding, analytical clarity, and cross-cultural sensitivity as they develop self-confidence and an understanding of field-based education. In addition, the internship enables students to gain valuable work experience and enhance their skills in international work environments.

Students complete an internship with a presentation at the end and submit an internship final paper in which they process their learning experience, the theory and practice of public health in Kenya and in the tropics more broadly and focused around COVID-19 pandemic. The paper will also document a comprehensive schedule and the specific skills and knowledge acquired through the experience. A focus will be on linking internship learning objectives with the key critical issues related to public health promotion and practice in response to COVID-19 pandemic.

Given SIT's existing strengths in experiential education, the internship will prioritize collaborative learning and engagement/relationships with host communities.

## **Learning Outcomes**

By the end of the internship and seminar student should be able to:

- Demonstrate awareness of the ethics of internship, public health and COVID-19 in the context of Kenya;
- Describe, analyze, and synthesize their learning experience in the internship around public health and COVID-19 in the form of an internship paper;
- Articulate the output of the public health and COVID-19 internship experience in the form of an oral presentation;
- Show understanding of the complexities of public health promotion, practice and COVID-19 pandemic in Kenya and in the tropics more broadly; and
- Gain meaningful and practical work experience in the context of public health and COVID-19 in Kenya.

## **Language and Methods of Instruction**

The Internships is structured as follows: Seat at the internship host site at 144 hours (split into 12 hours per week); weekly seminar discussions and reflection time; fortnightly progress reports in line with the agreed internship objectives; internship presentation by student at the end of semester using provided rubric and then students will be expected to submit final internship reports. The total time is 180 hours. By design, the initial seminars will be precursors to internship placements on preparatory sessions on the broader social, historical and political context of Kenya, expectations of and ethics of the internship. The Internship Seminar, conducted in English, is taught by the SIT's Academic Director or Internship Coordinator assigned by SIT.

## **Course Schedule**

### **Module I: Introduction, Positionality and Internship Ethics Course**

This module occurs over one week prior to the actual internship placement. Students will prepare for the internship with an introduction to the broader social, cultural and political context of Kenya. Students also discuss the ethics of the internship, workplace norms in Kenya and expectations of the internship, including the final paper.

Seminar content will include:

1. Introduction – country context/history crash course/lectures/visit NGOs
2. Positionality and Internship Ethics/Awareness
  - a. Stereotypes and preconceptions about Kenya/Africa
  - b. Students' lens – how have you been taught to understand foreign places?
  - c. What are my motivations?
3. Introduction to work culture in Kenya; differences from the US
4. Introduction to Internship – visit and develop understanding of context and position in field/country
5. Goals and objectives of the internship

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.

### *Assigned Reading*

- Miner, Horace "Body Ritual Among the Nacirema". American Anthropologist, 1956, 58(3), 503-507
- Ritzer, George. (1983). "The McDonaldization of Society." Journal of American Culture, 6 (1), 100-107
- Levy, D. (2000). The shock of the strange, the shock of the familiar: Learning from study abroad. Journal of the National Collegiate Honors Council, 1(1). 75-83.
- Winston Burton, Roger Winsor Society, Culture, and the Kenyan Family. Pp. 5-33. 1993
- Kenya's major daily newspapers: The Daily Nation and The Standard.

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

This module occurs over the weeks concurrent with the internship placement. Students will keep an internship journal responding to the questions/issues listed below. Journaling should be done daily, keeping in mind the learning objectives. Two progress reports on their learning experience should be submitted at the sessions indicated below.

Cultural observations: *How is the work environment different from what you are used to? What are you learning about working collaboratively in this culture? How do you find yourself reacting to and adjusting to cultural practices that are different from what you are accustomed to? How does it feel to be a foreigner in this environment?*

- Weaver, Gary R. (2000) Culture, Communication and Conflict: Readings in Intercultural Relations 3rd ed. London: Pearson. Chapter 3: "Understanding and coping with cross cultural adjustment stress."
- Kohls, Robert. "The Values Americans Live By." [www.claremontmckenna.edu/math/alee/extra/American\\_values.html](http://www.claremontmckenna.edu/math/alee/extra/American_values.html) (accessed 24 November 2010).
- Marx, Elisabeth. (1999). "The Culture Shock Triangle." Breaking Through Culture Shock: What You Need to Succeed in International Business (pp. 3-18). London, England: Nicholas Brealey Publishing. ISBN: 978-1857882216.

### The Theory of Practice: Digging Deeper:

*What theoretical underpinning influence or appear to influence the work of your internship organization? What factors hinder or support the organization's efforts to contribute to positive health outcomes in Kenya? How has the experience at your internship challenged or affirmed your thoughts about and commitment to public health more broadly and in tropical settings such as Kenya.*

### *Assigned Reading:*

- Farmer P (2003) Pathologies of Power: Health, Human Rights, and the New War on the Poor (California Series in Public Anthropology)
- Pearce, N (1996) Traditional Epidemiology, Modern Epidemiology, and Public Health. American Journal of Public Health. Vol 86, No. 5
- Christian M (2016) Pandemics: A Very Short Introduction (Very Short Introductions) 1st Edition

### Learning Goals, Skills and Experience

*What has supported or hindered achievement of your internship learning goals? Are you learning something important you did not anticipate and would like to add to your learning goals at this time? What insights into this field have you gained through your internship? What skills are most valuable for this work and how have you improved these skills? How do you see this experience preparing you for future opportunities?*

- Switzer, Frederick and King, Mary (2013) *The Successful Internship: Personal, Professional and Civic development in Experiential Learning* (4th Edition). Belmont, CA: Brooks/Cole. Chapters 3, 9 & 12)

### Gender, Class and Public Health Outcomes

*What insights have you obtained regarding the influence of gender and class on health outcomes? How do gender norms vary by class and residence and how do these in turn affect access to health care in Kenya?*

- Farmer P. *Pathologies of Power: Health, Human Rights, and the New War on the Poor* (California Series in Public Anthropology)
- Christian M (2016) *Pandemics: A Very Short Introduction* (Very Short Introductions) 1st Edition

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

This module 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.

#### Talking About the Internship Experience

This session allows students to reflect, in a safe and supportive context, on the internship experience and process the learning that occurred. The internship may have been a different experience than expected, may challenge the student's expectations of working in a diverse and challenging 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, of completing tasks, handing over projects to and sharing insights with colleagues on the job, and setting realistic goals for the future.

Additional seminar content will include:

1. Processing the End of the Internship Experience
2. Closure with Colleagues and Supervisors
3. Articulating the Experience and Setting Plans for the Future

This final portion occurs in the final days of the program, as students plan their next steps, academically and professionally. Students discuss fears and strategies for building on this experience in other work settings, opportunities for professional growth, and how to make optimal use of the internship experience.

4. How to Include Your Internship on Your Résumé
5. Next Steps

### **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.

### **Evaluation and Grading Criteria**

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

### ***Description of Assignments***

#### Internship Seminar Discussions/Performance and Reflection Sessions

Internship Seminar Discussions/Performance and Reflection sessions take place on a weekly basis. Students are expected to share their personal experience in the internship and reflect on the professional learning process. These weekly seminar discussions and reflection sessions (written) are key elements in the process of the learning experience and the student's professional achievements within the host organization.

In addition, the internship supervisor, advisor, or the AD will submit an evaluation that assesses the student's internship experience, overall professional achievements, and self-growth.

#### Progress Reports

The progress report should document the progress of the student's professional and personal learning on the job aligned with internship agreement. Students document aspects of the challenges they face and how they try to deal with those challenges. Students submit six progress reports during their internship experience.

#### Internship 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, and the work undertaken in the context of public health and COVID-19. You should demonstrate effective management of the discussion with the audience and attend to the aesthetic elements of the delivery. A presentation rubric will be provided for students' reference.

#### Internship Paper

Students are expected to submit a 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 summarizes the work and history of the organization and incorporates a number of references, detailed description of the work accomplished, and strong and innovative aspects of the organization. The paper should be well written, well organized, and aesthetically pleasing. An internship final paper rubric will be provided for student's reference.

#### Assessment of the Internship

|                                    |     |
|------------------------------------|-----|
| Internship Paper                   | 35% |
| Internship Presentation            | 10% |
| Internship and Seminar Performance | 35% |
| Progress reports                   | 20% |

### 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.
- Have work journal and 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.
- Ask questions when in the field/office. Engage yourself in everyday life of the organization and initiate interaction.
- Comply with academic integrity policies (no plagiarism or cheating, nothing unethical).
- Respect differences of opinion (those of your internship supervisor and colleagues, classmates, lecturers, local constituents engaged with onsite visits). You are not expected to agree with everything you hear, but you are expected to listen across difference and consider other perspectives with respect.

**Please refer to the SIT Study Abroad Student Handbook** for policies on academic integrity, ethics, warning and probation, diversity and disability, sexual harassment, and the academic appeals process.

**Disability Services:** Students with disabilities are encouraged to contact Disability Services at **disabilityservices@sit.edu** for information and support in facilitating an accessible educational experience. Additional information regarding SIT Disability Services, including a link to the online request form, can be found on the Disability Services website at **<http://studyabroad.sit.edu/disabilityservices>**.