School for International Training | 1 Kipling Road, PO Box 676 | Brattleboro, VT 05302-0676 USA
Tel 888 272-7881 | Fax 802 258-3296 | studyabroad.sit.edu

Internship and Seminar

ITRN 3000 (4 credits)

Chile: Virtual Internship in Education and Social Change Organizations

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.

Description

This seminar consists of a 12-week distance learning course and virtual internship with a local community organization, research organization, educational institution, or international Non-Governmental Organization (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 education and/or social change.

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. This program is designed to offer a broad range of possibilities for internship placements. These may include internships with an organization working in sectors such as education, human rights, collective and historic memory, gender and LGBTQI+, migration, indigenous communities, or another field related to your interests and career goals.

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.

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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 of internship in the context of Chile
- Describe, analyze, and synthesize their learning experience in the internship in the form of an internship paper;
- Articulate the new learning from the internship experience in the form of an oral presentation;
- Show understanding of elements of Chile´s diverse cultural identities, social justice and community concerns as related to their internship site;
- Assess the challenges of social justice and community concerns in the context of Chile;
- Gain meaningful and practical work experience in their chosen field.

Prerequisites
Two semesters of college-level Spanish

Language of Instruction
This course is taught in Spanish and students will be exposed to vocabulary related to the internship through a range of venues prior to the start of the internship.

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.

<u>Session 1: Setting the Stage</u>
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.

<u>Session 2: Positionality and Internship Ethics/Awareness</u>

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.

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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:

Articles specific to the issues addressed by the internship will be assigned once internship placement is determined.

*Recommended Readings***:**

Switzer, Frederick and King, Mary (2013). *The Successful Internship: Personal, Professional and Civic Development in Experiential Learning (4th Edition)*. Belmont, CA: Brooks/Cole (chapters 1-4)

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:

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Articles specific to the issues addressed by the internship will be assigned once internship placement is determined.

Méndez, Eliana (2011). De la Importancia de las prácticas en la formación inicial docente: Una aproximación desde la experiencia. Retrieved from: http://www.revistadocencia.cl/pdf/20110808235658.pdf

*Recommended Readings***:**

Sweitzer, Frederick and King, Mary (2013). *The Successful Internship: Personal, Professional and Civic Development in Experiential Learning (4th 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.

Required Readings:

Switzer, Frederick and King, Mary (2013). *The Successful Internship: Personal, Professional and Civic Development in Experiential Learning (4th Edition)*. Belmont, CA: Brooks/Cole (chapters 12-14)

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.

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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%

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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.

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.

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