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Internship & Seminar

ITRN 3000 (3 credits)

Jordan: Counseling and Humanitarian Action Internship

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 four-week 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 core program themes.

SIT will use its extensive network to facilitate an internship placement for students where interviews may be required. 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 over internship placements in line with SIT academic policies and student health and security guidelines. Ultimately, each student will need to take responsibility for making optimal use of resources available at the organization and to be proactive in engaging with local experts to achieve internship objectives. Weekly two-hour reflection and assessment classes are held with the Academic Director or internship coordinator to review the progress of the internship, learning associated with the internship experience, and to draw out broader issues related to program themes, positionality, culture and ethics in the context of the internship.

Each student will be required to submit a final paper in which they process their learning experience on the internship, analyze an issue important to the organization, and apply what they are learning at the internship site to the core themes of the program. 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 also do a final presentation to demonstrate how the internship experience enhanced their understanding of the SIT program theme and its 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 focus project paper and presentation will be shared with students in country.

Learning Outcomes

Upon completion of the Internship & Seminar, students will be able to:

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- Demonstrate awareness of the ethics involved in doing an internship in the context of Jordan;
- 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 the tasks and responsibilities of counseling and humanitarian aid professionals in Jordan;
- Assess the challenges facing health and humanitarian aid professionals working with refugees and vulnerable host communities;
- Gain meaningful and practical experience in their chosen field.

Language of Instruction
This course is taught in English, but students will be exposed to vocabulary related to the internship through a wide range of venues and regional locales prior to the start of the internship.

Course Schedule
Please be aware that topics and excursions may vary to take advantage of any emerging events, to accommodate changes in our lecturers' availability, and to respect any changes that would affect student safety. Students will be notified if this occurs.

Module 1: 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.

Required Readings
Al Gharaibeh, F. M. (2012). Obstacles in Formulating a Code of Ethics for Social Workers in Jordanian Institutions. *Asian Social Science*, *8*(1), 125-133.

Session 2: Positionality and Internship Ethics/Awareness
This session facilitates creating awareness and encouraging reflections about critical issues such as stereotyping and misconception about interning in Jordan. The session introduces students to the work culture in Jordan and help them understand the context, expected roles, and positions at the internship organization. The Ethical standards of interning in a local organization will be discussed with emphasis on the ethics of interacting and providing

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services to vulnerable populations. This includes clarifying the Local Review Board procedure and related documents.

Required Readings:

People in Aid, & Davidson, S. (2003). *Code of good practice in the management and support of aid personnel*. People in Aid. Retrieved from: http://peopleinaid.org

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

Session 3: The Internship Learning Agreement

Central to the successful internship experience is the 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. He or she 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:

Sweitzer, Frederick and King, Mary (2013). *The Successful Internship: Personal, Professional and Civic Development in Experiential Learning (4th Edition)*. Belmont, CA: Brooks/Cole. Chapters 1-5.

Module 2: The Internship Experience: Review and Reflection

This module occurs while students are fully participating in their internship. Critical and 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 as instructed. Journaling should be done daily, keeping in mind the learning objectives. Students will submit two 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.

> **Cultural observations:** *How is the professional 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?*

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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 into 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?*

Session 1: The Internship Experience: Review and Reflection

Students will also meet with their instructor and other internship students for reflection and discussion during the internship. During the reflection session cultural observations, progress in skill acquisition and learning goals:

Required Readings:

People in Aid, & Davidson, S. (2003). *Code of good practice in the management and support of aid personnel*. People in Aid. Retrieved from: http://peopleinaid.org

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

Recommended Readings:

Cross, R., & Societies, R. C. (1994). The Code of Conduct for the International Red Cross and Red Crescent Movement and NGOs in Disaster Relief. *Geneva, International Federation of Red Cross and Red Crescent Societies.* Retrieved from: http://www.ifrc.org/publicat/conduct/index.asp

Module 3: 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 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 and setting realistic goals for the future.

Session 1: Processing the End of Internship Experience

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This session will include a group reflection on the overall internship experience including the progress made toward achieving the learning goals, the challenges and ethical dilemmas encountered, and how the internship helped students to better understand the concepts and themes of the program.

Required Readings:

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

Alaraj, H., Allelin,M. et al. (2018) Internship as a Mean for Integration. A Critical Study. Journal of International Migration and Integration

Session 2: Closure with Colleagues and Supervisors

This session will include a group reflection on the overall internship and a presentation of the internship experience at the internship organization. You and your internship supervisor and colleagues need to assess whether you managed to use this unique opportunity to engage in a mutually-beneficial partnership with an organization, and if the learning outcomes outlined in the Internship Learning Agreement were accomplished.

Required Readings:

Alaraj, H., Allelin,M. et al. (2018) Internship as a Mean for Integration. A Critical Study. Journal of International Migration and Integration

Session 3: Articulating the Experience Through an Oral Presentation

The presentation should take 20 minutes and students are encouraged to use audiovisual aid/handouts to facilitate their presentations. The presentation should include a brief overview of the internship experience, tasks performed, major output and a personal reflection and overall assessment of the experience

Required Reading:

Switzer, F. and King, M. (2013). *The Successful Internship: Personal, Professional and Civic development in Experiential Learning (4th Edition)*. Belmont, CA: Brooks/Cole.

Recommended Reading:

People in Aid, & Davidson, S. (2003). *Code of good practice in the management and support of aid personnel*. People in Aid. Retrieved from: http://peopleinaid.org

Al Gharaibeh, F. M. (2012). Obstacles in Formulating a Code of Ethics for Social Workers in Jordanian Institutions. *Asian Social Science*, *8*(1), 125-133.

Session 4: Internship and Job opportunities

This session will discuss ways to build on the internship experience in addition to learning how to frame the internship experience in a cover letter and use to support job and graduate school applications.

Required Reading:

Rigby, J., Herring, C., Polledo, D. (2013) An Examination of Internships and Job Opportunities. Volume 29, Number 4.

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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 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

Discussion and Reflection Sessions (10%)
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.

2 Progress Reports (10%)
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 (35%)
This evaluation by the Academic Director assesses the student's internship experience, overall professional achievements, and self-growth.

Oral Presentation (10%)
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 (35%)
Students are expected to submit a 15-20 page 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 activities accomplished, and strong and innovative aspects of the organization. The final paper must include thoughtfully articulated analytical writing that connects learning at the internship to the

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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%
2 Progress Reports	10%
Internship Performance	35%
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. Be on time, have your readings completed and points in mind for discussion or clarification. Complying with these elements raises the level of class discussion for everyone.
- Have assignments completed on schedule, printed, and done accordingly to the specified requirements. This will help ensure that your assignments are returned in a timely manner.
- Ask questions in class. Engage the lecturer. These are often very busy professionals who are doing us an honor by coming to speak….
- Comply with academic integrity policies (no plagiarism or cheating, nothing unethical).
- Respect differences of opinion (classmates', lecturers, local constituents engaged with on the 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.

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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**.

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RUBRIC: Internship Paper	
Category	**Possible Considerations**
Title / Acknowledgements / Abstract/Technical Aspects	-The title is succinct and captures the essence of the internship experience -The acknowledgements are complete and professionally written -The abstract clearly summarizes the internship experience and learning outcomes -Table of contents, In-text citations, and reference list or bibliography are done correctly and completely -There are no mistakes in writing & grammar, spelling & punctuation -The paper is clean, legible, well-formatted, professional in appearance, and aesthetically pleasing
Contextualization and Organizational Profile	-Important themes and background information are provided so reader understands the field in which the internship organization operates -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 -The organizational structure, including division of responsibilities and the goals, objectives and activities of the organization are well elaborated -Care is taken not to harm by criticism, nor evaluate -The community served by the organization is described in sufficient detail
Internship Focus/Objectives/Justification	-The paper specifies the focus area of the internship within the organization's broader work -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. -The student's internship tasks/duties at the organization are presented and justified.
Information Acquisition	-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) -A clear and complete description of the work undertaken is given, including dates and hours worked (put in an addendum).
Positionality and Ethics	- The paper acknowledges the intern's views, values, beliefs and other aspects of their personal background that influence their worldview. - The paper demonstrates ongoing self-reflection throughout the internship experience in relation to their positionality. -Human Subjects policies and ethical guidelines are adhered to and thoroughly discussed -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 -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 -The internship project is responsive to host organization and/or host community needs, as applicable

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Critical Reflection on Internship Experience	-The description of tasks and responsibilities is clear. -The paper examines the extent to which objectives were achieved, how objectives changed or evolved over the course of the internship experience. -Key professional lessons learned through the internship experience are described with specific examples -A personal evaluation of performance in the internship is included with suggestions of how it could have been improved. -Ways in which student identity may have shaped their insights of the internship experience are described
Analysis of Critical Issues/Themes	-The manner in which the organization and its work are linked to the core themes of the program is described. -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. -Clear articulation of how the intern's knowledge and understanding of the core themes of the program were enhanced through the internship experience.
Conclusions & Recommendations for Future Interns	-The main insights and lessons learned through the internship experience are detailed -Recommendations of opportunities or projects for future interns are described.

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