

## Internship & Seminar

ITRN 3000 (4 credits / 120 hours)

SIT Study Abroad Program:  
Chile: Cultural Identity, Social Justice and Community Development

PLEASE NOTE: This syllabus represents a recent 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, or international NGO. The aim of an internship is to enable students to gain valuable internship experience and enhance their skills in an international environment.

SIT will use its extensive network to facilitate the placement process with an organization. The organization and the student's internship activities, including the Internship Learning Agreement, must be approved by SIT's academic director.

Regular reflection and assessment meetings are held with the academic director or internship coordinator to review the progress of the internship and learning associated with the internship experience.

Students complete an internship and submit a focus project paper in which they process their learning experience on the internship, analyze an issue important to the organization, and/or design a socially responsible solution to a problem identified by the organization. Approved in advance by the Academic Director, SIT's Local Review Board (for ethical clearance purposes), and the internship supervisor, the internship focus project may involve interviews and other data collection methods relevant to achieving internship learning goals. The paper and final presentation reveal how those goals are linked to the SIT program theme and its Critical Global Issue focus. The paper should also 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.

You can choose to complete an internship during the last four weeks of this program. For this internship, you will be placed with a local organization where you will gain real work experience related to the program's theme and develop professional skills you can use in your career.

This internship will provide you the opportunity to put into practice the theoretical material, methodologies, language abilities, and intercultural skills acquired during the courses of the

semester. You will gain an increased depth of understanding, analytical clarity, and cross-cultural sensitivity. You will learn and effectively utilize field study methodology and report format. And you will develop self-confidence and an understanding of field-based education.

The internships also add other significant advantage, drawing on the wide network of community organizations, activists, and academics that sustain the academic program and connect to the work and life of the host community. Given our existing strengths in experiential education, a SIT internship prioritizes collaborative engagement/relationships with host communities.

### **Examples of internship placements and topics: \***

- **INCITA Corporation:** NGO working in contexts of vulnerable communities, and human rights topics.
- **ACCIONGAY:** NGO working on prevention of HIV / AIDS, educational, cultural areas, making advocacy and support for people living with HIV.
- **Anamuri:** National Association of rural and indigenous women, whose mission is to contribute to the development of Rural and Indigenous Women considering labor, economic, social and cultural aspects, through encouraging and strengthening the organization.
- **Intercultural High school, Guacolda:** This is a school in the town of Chol Chol serving indigenous population, providing an education based on the Mapuche worldview and cultural practices.
- **School Laguna Verde (Valparaiso).** It is a primary school in the rural area of Valparaiso, which has an educational project where aspects such as art, sport and respect for diversity are essential, work with vulnerable population.
- **Libertad Institute:** It is a “think tank” institution, they work in political affairs and international issues.
- **Universidad de Valparaíso:** International Relations area, specifically in relation to Chilean students mobility and study abroad.

***\*Topics and placements may vary according to the availability of each institution.***

### **Learning Outcomes**

The Internship course comprises 120 hours. Upon completion of the course, 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 output of the internship experience in the form of an oral presentation;
- Show understanding of Chile’s cultural identity, social justice and community development;
- Assess the challenges of social justice and community development in the context of Chile;
- Gain meaningful and practical work experience in their chosen field.

### **Language of Instruction**

This course is taught in Spanish and 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.

## **Internship Requirements**

### **Module 1: Making the Most of Your Internship**

During this module, students will prepare for the internship and the writing of the internship paper, have regular meetings with the academic director, reflect on the internship experience, and learn how to use their experience for future professional growth.

#### 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.

#### Sessions 2 & 3: The Internship Experience: Review and Reflection

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 working 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.

#### *Required Readings:*

Winkler, M. I. (2014). ¿Educación Moral en la Investigación Científica? Algunas Reflexiones para las Ciencias Sociales. *Contribuciones Científicas y Tecnológicas*, (136).

#### *Recommended Readings:*

Switzer, 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 (chapter 12)

### **Module 2: Internship Final Paper and Presentation Design and Content**

This module focuses on the design and mechanics of the internship final paper. The module covers the final paper's structural design, organization, and guidelines for effective self-reflection on the internship experience and appraisal of acquired experience.

#### Session 1: Description of the Host Institution

This session focuses on the general guidelines for the description of the host institution. The session walks the student through samples of a brief description (one page) of the host institution for the internship, the nature of the services offered, and a profile of the customers who use them. The session also highlights the importance of including brochures or collateral material that further describes the institution.

#### Session 2: Description of Tasks Performed on the Job

This session provides guidelines for effective ways of describing tasks performed as an intern. The session covers the importance of third-person narration (as if the student, acting as a

manager, were writing it for a new employee/associate), outline form (except for the internship summary section), and headings for each of the sessions. A suggested outline for this description includes:

- Internship role/title and place of employment
- Internship summary—narrative summary of the activities of the position
- Qualifications—education and experience required and/or desirable
- Internship conditions—uniform requirements, physical surroundings, internship days, hours, etc.
- Internship relationships—who is the mentor and to whom does the student report
- Specific duties and responsibilities—a list should be provided to indicate all duties performed by the individual in this position

### Section 3: Output of the Internship Experience

This session focuses on output of the internship experience, which may include a proposal for a strategic response to an existing problem, a creation of a sustainable plan, a grant proposal, or research that responds to the need of an organization that links back to the program theme and the Critical Global Issues of Peace/Human Rights/Social Movements.

### Session 4: Personal Assessment of the Internship Performance

This session provides guidelines for an assessment of the key learning milestones acquired on the internship experience, the challenges faced, and the possible impact of the experience on the student's academic and professional career. The session also covers a reflection on the internship experience, including the output of the internship (addressed in Session 3), as it relates to the critical global issue central to the program theme.

### Session 5: Oral Presentation of the Internship Final Paper

This module focuses on the mechanics and guidelines for the presentation of the internship final paper. The presentation should take 20 minutes and students are encouraged to use audiovisual aid/handouts to facilitate their presentations.

Session content includes:

- Presenting a brief overview of the internship experience
- Communicating assigned responsibilities and tasks performed
- Articulating major output of the experience
- Providing personal assessment of the internship performance.

#### *Required Readings:*

Santi, María Florencia. *Ética de la investigación en ciencias sociales. Un análisis de la vulnerabilidad en la investigación social*, Ginebra, Suiza, Globethics. net, Serie Theses,(2016). *Perspectivas Metodológicas*, 2(18).

#### *Recommended Readings:*

Switzer, 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.

### **Module 3: 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.

### Session 1: Talking About the Internship Experience

This session allows students to 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, of completing tasks, handing over projects to and sharing insights with colleagues on the internship, and setting realistic goals for the future.

Session content includes:

- Processing the End of the Internship Experience
- Closure with Colleagues and Supervisors
- Articulating the Experience and Setting Plans for the Future

### Session 2: How to Include Your Internship on Your Résumé

During this session, students will learn appropriate ways of including their internship on their résumés and in online professional platforms such as LinkedIn.

### Session 3: Next Steps

This final session occurs in the final week of the program, as students plan their next steps, academically and professionally. Students discuss fears and strategies for building on this experience in other internship settings, opportunities for professional growth, and how to make optimal use of the internship experience. They will discuss ways to describe the experience gained and skills learned in their internship in cover letters and how to use this experience for future professional growth.

### **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 learning experiences 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

Discussion 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 discussion and reflection sessions are key elements in the process of the learning experience and the student's professional achievements within the host organization.

#### Progress Reports

The progress report should document the progress of the student's professional and personal learning on the internship. Students document aspects of 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, and the responsibilities undertaken. The oral presentation should relate the learning associated with the focus project and reflect on its relevance to the program theme and Critical Global Issue. You should demonstrate effective management of the discussion with the audience and attend to the aesthetic elements of the delivery. A summary of the oral presentation assessment rubric will be shared with students in advance.

### Final 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 internship accomplishments, and strong and innovative aspects of the organization. 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.

### 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, on time, and appropriately dressed for your internship. Comply with organization rules.

- 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.
- 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 on-site 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](mailto: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>.