



Internship & Seminar

ITRN 3000 (4 credits / 120 hours)

SIT Study Abroad Program:
Chile: Public Health, Traditional Medicine and Community Empowerment

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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 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. 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. Regular reflection and assessment meetings are held with the Academic Director, academic coordinator 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.

Students will be informed of the types of internships available and the placement process early in the semester. Students must decide whether they want to undertake an internship by the fourth week of the program and will have ample opportunities to consult with SIT program staff.

The internship with *Chile: Public Health, Traditional Medicine and Community Empowerment* can be completed at a local health facility, social, community or indigenous organization, nonprofit institution, university, or other institution. During your internship, you will complete work assigned to you by the organization. You will also investigate crucial and diverse problems the organization faces and work to find solutions to them. Each institution will allocate a mentor

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who will guide your work so that your internship is relevant to the mission and vision of the organization and to the context and needs of the country.

The institutions SIT works with are renowned in the fields of health, indigenous interests and affairs, community development, and politics in the Chilean context. They have agreed to host these internships because they feel that the work of SIT students, who come from another culture and have an external point of view, can contribute to a better understanding of the internal and social issues that affect them and thus improve their relations with Chilean society and the stakeholders they serve.

Internship placements and topics may include the following:*

- *Red Nacional de Pueblos Originarios (RENPO)* – Intercultural health, health of indigenous peoples, sexually transmitted diseases among indigenous populations.
- *Teletón* – Education and rehabilitation for children with physical and developmental disabilities.
- *Private school in Chol Chol (Mapuche territory)* – Intercultural bilingual education and intercultural health
- *Centro de Estudios de Trastornos del Movimiento (CETRAM)* – Physical rehabilitation for patients with Parkinson's and Huntington's Disease, through social, artistic and physical therapy.
- *Programa Servicio País (Arica)* – Chilean NGO whose focus is to work with the population in conditions of vulnerability and poverty in urban and rural areas of the Arica and Parinacota Region, Chile.

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, taking special care not to violate, at all times, the rights of people of health centers where SIT can develop internships.

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

The Internship seminar comprises of 120 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 Chile;
- Describe, analyze, and synthesize their learning experience in the internship in the form of an internship paper

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- Articulate new learning from the internship experience in the form of an oral presentation;
- Show understanding of Chile's public health, traditional medicine and community empowerment;
- Assess the challenges public health, traditional medicine and community empowerment in the context of Chile;
- Gain meaningful and practical 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.

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 I: 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.

Session 2: Positionality and Internship Ethics/Awareness

1. Stereotypes and preconceptions about interning in (Arica, Temuco, Santiago, Putre).
2. What are your motivations? How do you imagine your role?
3. Introduction to Work Culture in Chile.
4. Introduction to Internship – visit and develop understanding of context and position in field/country.
5. 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.
6. Local Review Board (LRB) and Institutional Review Board (IRB) process and the Ethics Review Application.

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 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

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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:

Pardo Herrera, Ivanoba, Pardo Herrera, Ana Cecilia, & Franco Puente, Norayda. (2016). Percepción de la pasantía en promoción de la salud como estrategia de la atención primaria en salud. *Revista Cubana de Medicina General Integral*, 32(4), 1-11. Recuperado en 08 de octubre de 2018, de http://scielo.sld.cu/scielo.php?script=sci_arttext&pid=S0864-21252016000400011&lng=es&tlng=es

Gobierno de Chile. Ministerio de Salud. Modelo de atención integral con enfoque familiar y comunitario en establecimientos de la red de atención de salud.
<http://www.bibliotecaminsal.cl/wp/wp-content/uploads/2016/03/18.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

- Chapters 1-5

Module II: 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?*

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*

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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:

ADs should assign readings specific to the local context. Articles specific to the issues addressed by the internship will be assigned once internship placement is determined.

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 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.

Additional seminar content will include:

1. Processing the End 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.

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

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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 document in their Work Journal the challenges they face and how they try to deal with those challenges. Students, therefore, are expected to keep a work journal. This can be an online journal in which they document their everyday internship experience and reflect on their professional achievements in the internship. The work journal is assessed in the middle at the end of the Internship period.

Internship Performance

This evaluation by the Academic Director assesses the student's internship experience, overall professional achievements, and self-growth. 10% of this qualification is given by the mentor or counselor, who has helped to develop the internship.

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 a 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 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 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%
Reports (in Work Journal)	10%
Internship Performance (10% mentor evaluation, 25% AD evaluation)	35%
Oral Presentation	10%

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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 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>**.

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RUBRIC: Internship Paper	
Category	Possible Considerations
Title / Acknowledgements / Abstract/Technical Aspects	<ul style="list-style-type: none"> -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	<ul style="list-style-type: none"> -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	<ul style="list-style-type: none"> -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	<ul style="list-style-type: none"> -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	<ul style="list-style-type: none"> - 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	<ul style="list-style-type: none"> -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	<ul style="list-style-type: none"> -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	<ul style="list-style-type: none"> -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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