

## Internship & Seminar

ITRN 3005 (5 Credits)

### Jordan: Community Empowerment and Climate Change

*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 an eight-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. Regular reflection and assessment meetings 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.

Modules will be implemented at weekly reflection meetings. 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.

Students will be informed of the types of internships available and the placement process the first week of the program. Internship placements may include organizations in, community development, women empowerment, environment, economic and political research and studies, social empowerment and refugees.

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**

The *Internship and Seminar* course comprises of 225 hours for five academic credits. Upon completion of the Internship and Seminar, students will be able to:

- 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;
- Gain valuable experience in community development, environment, and sustainability;
- Assess the existing development and environmental challenges that local communities are facing in Jordan;
- 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.

### **Module 1: Internship in the Context of Jordan**

This module prepares the student for the internship experience. It examines work-based norms and practices related to internships in Jordan. The module highlights the importance of ethics in the internship experience and the expectations and responsibilities of the student, the host institution, and the program. Students will prepare for the internship by introducing them to the broader social, cultural and political context of Jordan.

#### Session 1: Preparing for the Internship

This introductory session prepares the students for their internship in country. The session covers a range of areas that include résumé preparation and cover letter, student objectives for the internship, and stages of student growth in the internship. Students will review the internship rubric.

#### *Required Reading:*

AlNasser H. (2016). *New Social Enterprises in Jordan: Redefining the Meaning of Civil Society*. Chatham House, Sep. 2016.

*Recommended Reading:*

Switzer, F. and King, M. (2013). *The Successful Internship: Personal, Professional and Civic development in Experiential Learning (4<sup>th</sup> Edition)*. Belmont, CA: Brooks/Cole, Chapters 2 and 3.

Session 2: The Ethics of Participating in an Internship in Jordan

This session outlines the responsibilities of the student and the host organization for a productive and significant experience that can serve the objectives of both. The session also reviews best practices for a successful internship and exposes the student's positionality in relation to the organization.

*Recommended Reading:*

McDonald, F. (2011). Ethical Use of Interns. Retrieved from:  
<http://www.prsa.org/aboutprsa/ethics/ethicalstandardsadvisories/documents/psa-17.pdf>

**Module 2: 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

These sessions focus on the review and reflection process of the internship experience. Students set weekly learning objectives, keep an internship journal, and write two progress reports on their learning experience.

*Required Readings:*

Salameh, B., Torki, M., and Ananzah, A. (2015). "Constitutional Reforms in Jordan: A Critical Analysis." *Digest of Middle East Studies* 24, no. 2, 139-160.  
Switzer, H.K., & King, M.A. (2013). *The Successful Internship: Personal, Professional and Civic Development in Experiential Learning (4<sup>th</sup> Edition)*. Belmont, CA: Brooks/Cole, pp. 331-359.  
UWIRE. (2015). Media professionals give internship advice to students. Text, 27.

**Module 3: The Ethics of Interaction with Vulnerable Populations.**

This module addresses the methodological and ethical challenges and considerations in social science research on vulnerable populations with special focus on refugees and displaced

populations. The module explores the cultural and social norms that should be considered when interacting with or interviewing refugees.

### Session 1: Working with Vulnerable Populations

In this session, students learn what methodological and ethical consideration of interaction with vulnerable populations. Students will also learn how to conduct structured and semi-structured interviews.

#### *Required Readings:*

- Arifin, S.R.M. (2018). Ethical Considerations in Qualitative Study. *International Journal of Care Scholars*, 1(2).
- McKown, L. (2016). Applying Human-Centered Design to Refugee Challenges in Dadaab, Kenya. Retrieved: <https://www.idin.org/blog-news-events/blog/applying-human-centereddesign-refugee-challenges-dadaab-kenya>
- Block, K., Warr, D., Gibbs, L., & Riggs, E. (2012). Addressing ethical and methodological challenges in research with refugee-background young people: reflections from the field. *Journal of Refugee Studies*, 26(1), 69-87.
- Pittaway, E., Bartolomei, L., & Hugman, R. (2010). 'Stop stealing our stories': The ethics of research with vulnerable groups. *Journal of human rights practice*, 2(2), 229-251.
- Voutira, E., & Doná, G. (2007). Refugee research methodologies: consolidation and transformation of a field. *Journal of Refugee Studies*, 20(2), 163-171.
- Jacobsen, K., & Landau, L. B. (2003). The dual imperative in refugee research: some methodological and ethical considerations in social science research on forced migration. *Disasters*, 27(3), 185-206.

## **Module 4: 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 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.

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 work 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.

## **Module 5: 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 work 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 on the job. 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 job summary section), and headings for each of the sessions. A suggested outline for this description includes:

- Job title and place of employment;
- Job summary—narrative summary of the activities of the position;
- Qualifications—education and experience required and/or desirable;
- Working conditions—uniform requirements, physical surroundings, working days, hours, etc.;
- Job 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 issue.

#### Session 4: Personal Assessment of the Job 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 job performance.

#### **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

##### (4) Progress Reports (20%)

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 three 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-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 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

Progress Report	5%
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

### **Program Expectations**

- 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.
- Storing Your Work: Keep several copies of your work as back up and keep one copy accessible to you through an online forum, such as an attachment in your email, the course learning management system, or cloud-based storage. This way your work will always be available to despite technical issues. Lost files, deleted drives, or computer crashes are not excuses for late, missing work.
- Personal Technology Use: Cell phones and other personal electronics can be used for taking notes and other class activities. Off-task usage is not acceptable. You may be marked as absent for habitually using them for something other than classroom activities.
- Course Communication: Course documents and assignments will be posted on the learning management system, Canvas. Although the course calendar provides a broad overview and the general sequence of work and assignments for the course, what we accomplish in class will vary, and revisions to the calendar will be posted at the course site. You will need to check the course site regularly. You are responsible for informing the Academic Director about any network-related problems that may have an effect on your participation in this course.
- Content Considerations: Some texts and activities you will encounter in this course delve into sensitive topics that may be emotionally and intellectually challenging. Our classroom is a space where we can engage with challenging ideas, question assumptions, and navigate difficult topics with respect and maturity. As possible, I will flag content and activities that are especially graphic or intense, so we are prepared to address them soberly and sensitively. If you are struggling to keep up with the work or participate in the course because of the nature of the content and activities, you should speak with me and/or seek help from counseling services.
- Classroom recording policy: To ensure the free and open discussion of ideas, students may not record classroom lectures, discussion and/or activities without the advance written permission of the instructor, and any such recording properly approved in advance can be used solely for the student's own private use.

### **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.

<b>RUBRIC: Internship Paper</b>	
<b>Category</b>	<b>Possible Considerations</b>
<b>Title / Acknowledgements / Abstract/Technical Aspects</b>	<ul style="list-style-type: none"> <li>-The title is succinct and captures the essence of the internship experience</li> <li>-The acknowledgements are complete and professionally written</li> <li>-The abstract clearly summarizes the internship experience and learning outcomes</li> <li>-Table of contents, In-text citations, and reference list or bibliography are done correctly and completely</li> <li>-There are no mistakes in writing &amp; grammar, spelling &amp; punctuation</li> <li>-The paper is clean, legible, well-formatted, professional in appearance, and aesthetically pleasing</li> </ul>
<b>Contextualization and Organizational Profile</b>	<ul style="list-style-type: none"> <li>-Important themes and background information are provided so reader understands the field in which the internship organization operates</li> <li>-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</li> <li>-The organizational structure, including division of responsibilities and the goals, objectives and activities of the organization are well elaborated</li> <li>-Care is taken not to harm by criticism, nor evaluate</li> <li>-The community served by the organization is described in sufficient detail</li> </ul>
<b>Internship Focus/Objectives/Justification</b>	<ul style="list-style-type: none"> <li>-The paper specifies the focus area of the internship within the organization's broader work</li> <li>-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.</li> <li>-The student's internship tasks/duties at the organization are presented and justified.</li> </ul>
<b>Information Acquisition</b>	<ul style="list-style-type: none"> <li>-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)</li> <li>-A clear and complete description of the work undertaken is given, including dates and hours worked (put in an addendum).</li> </ul>
<b>Positionality and Ethics</b>	<ul style="list-style-type: none"> <li>- The paper acknowledges the intern's views, values, beliefs and other aspects of their personal background that influence their worldview.</li> <li>- The paper demonstrates ongoing self-reflection throughout the internship experience in relation to their positionality.</li> <li>-Human Subjects policies and ethical guidelines are adhered to and thoroughly discussed</li> <li>-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</li> <li>-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</li> <li>-The internship project is responsive to host organization and/or host community needs, as applicable</li> </ul>

<b>Critical Reflection on Internship Experience</b>	<ul style="list-style-type: none"> <li>-The description of tasks and responsibilities is clear.</li> <li>-The paper examines the extent to which objectives were achieved, how objectives changed or evolved over the course of the internship experience.</li> <li>-Key professional lessons learned through the internship experience are described with specific examples</li> <li>-A personal evaluation of performance in the internship is included with suggestions of how it could have been improved.</li> <li>-Ways in which student identity may have shaped their insights of the internship experience are described</li> </ul>
<b>Analysis of Critical Issues/Themes</b>	<ul style="list-style-type: none"> <li>-The manner in which the organization and its work are linked to the core themes of the program is described.</li> <li>-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.</li> <li>-Clear articulation of how the intern's knowledge and understanding of the core themes of the program were enhanced through the internship experience.</li> </ul>
<b>Conclusions &amp; Recommendations for Future Interns</b>	<ul style="list-style-type: none"> <li>-The main insights and lessons learned through the internship experience are detailed</li> <li>-Recommendations of opportunities or projects for future interns are described.</li> </ul>
<b>Effort</b>	<ul style="list-style-type: none"> <li>-Determinations of effort vary by program.</li> </ul>