

Internship & Seminar in Psychology and Counseling

ITRN 3000 (4 credits)

Jordan: Psychology, Wellbeing, and Mental Health

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 five-week internship with health clinics, clinical psychology clinics, counseling centers, health and psychiatric hospitals and centers, and health, psychiatric, and psychology clinics of non-governmental organizations. These organizations may include, but not limited to, health, psychological, and psychiatric clinics at Doctors without Borders, International Medical Corps, Save the Children, Care International, Jordan Health Aid Society international, Jordan Red Crescent, Jordan Red Cross, Syrian American Medical Society, The Center for Victims of Torture, Collateral Repair Project, and International Relief and Development. 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 placement site and to be proactive in engaging with local experts to achieve internship objectives. Weekly two-hour 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.

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 placement site, 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 themes 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 this course, students will be able to:

- Show awareness of the ethics involved in doing an internship in the context of Jordan and conflict and post-conflict contexts;
- Articulate new learning from the internship experience in the form of an oral presentation;
- Explain the responsibilities and obligations of providers in the field of psychology and counseling;
- Assess the challenges of designing and delivering psychological, mental health, and counseling services in conflict, post-conflict, and Jordanian contexts;
- Formulate a conceptualization regarding commonalities and differences in psychological, mental health, and counseling agencies operating in Turkey to those in Jordan during the program's excursion to Turkey;
- Synthesize their learning experience in the internship in the form of an internship paper;

Language of Instruction

This course is taught in English. Students are exposed to vocabulary related to course content through in-country expert lectures and field visits.

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: The Psychology, Mental Health, and Counseling Internship Experience in the Context of Jordan

During this module, students will prepare for the internship in the context of Jordan 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:

Switzer, H.K., & King, M.A. (2013). *The Successful Internship: Personal, Professional and Civic Development in Experiential Learning*. London: Belmont, CA: Brooks/Cole.

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.

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).

Module 2: 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. Students will reflect on the internship experience and process the learning that occurred in a safe and supportive context.

Session 1: Processing the End of Internship Experience

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 site. 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 institute or an organization committed to making a tangible contribution to its beneficiaries with the ultimate goal of contributing to a better world.

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.

Session 3: Presenting your Internship 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.

Session 4: Internship and Career

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. *The Journal of Applied Business Research*, 29:4, pp. 1131-1143.

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.

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 internship site 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 internship site 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%
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

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 letting me know about any network-related problems that prevent you from accessing or submitting assignments.
- 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.

Rubric Internship Paper Example:

Category	Possible Considerations
<p>Title / Acknowledgements / Abstract/Technical Aspects</p>	<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
<p>Contextualization and Organizational Profile</p>	<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
<p>Internship Focus/Objectives/Justification</p>	<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
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.
Effort	<ul style="list-style-type: none"> • Determinations of effort vary by program.