

## Internship & Seminar

ITRN-3000 (4 credits)

### Netherlands: SIT Track Option

*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.*

#### Course 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. Students submit weekly progress reports and check in with the 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. Internship placements may include organizing an event at an NGO for artists of color, grant writing for an NGO dedicated to helping the victims of sex trafficking, or writing articles for the Global Alliance for LGBT Education.

Commented [AM1]: Other examples?

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. Students are also strongly encouraged to review these policies at their own schools.

### **Learning Outcomes**

The Internship and Seminar course comprises 185 hours of internship, briefings, in-class instruction and reflection, preparation of final assignments, interactive learning, and research activities. Upon completion of the course, students will be able to:

- Demonstrate awareness of the ethics of an internship in the context of the Netherlands;
- 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 an understanding of how gender and sexuality issues play out in a Dutch and/or international context;
- Assess the challenges of an intersectional approach to gender and sexuality in a Dutch and/or international context;
- Gain meaningful and practical professional 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. Some internships are available only to students with a working knowledge of Dutch, French, or Arabic.

### **Instructional Methods**

SIT's teaching and learning philosophy is grounded in the experiential learning theory developed by Kolb (1984; 2015) and informed by various scholars, such as Dewey, Piaget, Lewin, among others. Experiential learning theory recognizes that learning is an active process that is not confined to the formal curriculum; "knowledge is created through the transformation of experience" (Kolb, 2015, p. 49). Learning involves both content and process. Learning is holistic and happens through various life experiences upon which students draw to generate new ways of knowing and being. Learning involves a community and is a lifelong endeavor. Learning is transformational. The suggested four step-cycle of a *concrete experience*, *reflective observation*, *abstract conceptualization*, and *active experimentation* embedded in the experiential learning model is not linear and might not always happen in that specific order, as any learning is highly context dependent. These stages of taking part in a shared experience; reflecting on that experience by describing and interpreting it; challenging their own assumptions and beliefs to generate new knowledge; and ultimately applying new knowledge, awareness, skills, and attitudes in a variety of situations and contexts are important for students to engage in to become empowered lifelong learners.

### **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**

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:*

Prak, M., & Zanden, J. L. (2014). The Netherlands and the Poldermodel: A response. *BMGN-Low Countries Historical Review* Vol.129-1, 125-133.

Dekker, P., & Van den Broek, A. (1998). Civil society in comparative perspective: Involvement in voluntary associations in North America and Western Europe. *Voluntas: International Journal of Voluntary and Nonprofit Organizations*, Vol. 1, No.1, 11-38.

#### *Recommended Readings:*

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 (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 professional 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 Internship

This session provides guidelines for effective ways of describing tasks performed on the internship. 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 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 workdays, 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 program's critical global issue, Migration | Identity | Resilience.

### 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:

Bijman, J. (2010). *Guidelines for the Academic Internship Report* Wageningen University & Research: [https://www.wageningenur.nl/upload\\_mm/1/b/d/823ce1cc-13b0-4a15-81a4-e5b24cb7c016\\_internship-guidelines-report.pdf](https://www.wageningenur.nl/upload_mm/1/b/d/823ce1cc-13b0-4a15-81a4-e5b24cb7c016_internship-guidelines-report.pdf)

### Recommended Readings:

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.

### **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 professional 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.

### **Assignments and Evaluation**

The evaluation of the ISP will be completed by the Academic Director with critical comments and evaluation from the project advisor. Assessment of the written project and the oral presentation is based on the accuracy of information conveyed, the student's methods and effectiveness of gathering information, organization, assimilation, the clarity of the presentation, the quality of analysis and argumentation, oral expression, clarity of answers to questions and civility of interaction. Special emphasis is put on the student's ability to integrate

primary sources and methods of interactive research and to present the findings in a clear, organized and well-synthesized format. The Academic Director assigns the final grade.

During the process of planning, developing, executing, and presenting the ISP, students are evaluated on their ability to:

- Work independently and respectfully within The Netherlands and in cooperation with institutions and advisors;
- Develop a logical and coherent framework for the study project, and clearly justify how the chosen topic lies within the scope of the program and region;
- Critically discuss and evaluate available and relevant theories, papers, and published materials on the proposed project;
- Clearly present the main objectives of the project, further developing them when needed;
- Present and justify a reasonable methodological framework to achieve the proposed objectives;
- Critically describe the data collected, analysis performed, and results;
- Present and discuss problems, findings and conclusions based on the methods used, data and information collected, and/or analysis performed;
- Be able to present all steps of the project clearly and coherently in a written and oral format for an independent audience.
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#### Assignment Descriptions and Grading Criteria

##### Learning Agreement and Progress Reports (5%)

The Learning Agreement states the tasks and goals of the internship, signed by the organization and the student. If the student is to conduct research for the organization, the AD must approve the research and an IRB form may be required. Consult with the internship supervisor.

The Progress Reports are handed in at the end of every week to keep track of your own learning and performance during the internship as well as to keep the internship coordinator up to date.

##### Internship Performance (40%)

Performance at the internship will be the single largest contributor to a student's overall grade. The internship supervisor provides a performance review which the internship coordinator takes into consideration when assigning a grade.

##### 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

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.)

#### Oral Presentation (20%)

Students will present their final project to their peers and program staff. Students provide a succinct and clear description of the internship experience, including a brief history of the organization, the duties performed, and activities undertaken during the internship, and insights gained relevant to the core program themes. Students should demonstrate effective management of the discussion with the audience and attend to the aesthetic elements of the delivery.

#### Assessment of the Internship

Learning Agreement and Progress Reports - 5%  
Internship Performance - 40%  
Final Paper - 35%  
Oral Presentation - 20%

#### Attendance and Participation

Due to the nature of SIT Study Abroad programs, and the importance of student and instructor contributions in each and every class session, attendance at all classes and for all program excursions is required. Criteria for evaluation of student performance include attendance and participation in program activities. Students must fully participate in all program components and courses. Students may not voluntarily opt out of required program activities. Valid reasons for absence – such as illness – must be discussed with the academic director or other designated staff person. Absences impact academic performance, may impact grades, and could result in dismissal from the program.]

#### Late Assignments

SIT Study Abroad programs integrate traditional classroom lectures and discussion with field-based experiences, site visits and debriefs. The curriculum is designed to build on itself and progress to the culmination (projects, ISP, case studies, internship, etc.). It is critical that students complete assignments in a timely manner to continue to benefit from the sequences in assignments, reflections and experiences throughout the program.

Example: Students may request a justified extension for one paper/assignment during the semester. Requests must be made in writing and at least 12 hours before the posted due date and time. If reason for request is accepted, an extension of up to one week may be granted at that time. Any further requests for extensions will not be granted. Students who fail to submit the assignment within the extension period will receive an 'F' for the assignment.

#### 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, 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 the 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.

### 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.