Prerequisite(s): Completion of ISTD Core Requirements and prereqs listed below; Director approval
Credit(s): 3
Instructor: Dr. David Blanch
Instructor's Email: david.blanch@slu.edu
Instructor's Campus Phone: 91 554 58 58, ext. 233

Course Description:
The International Studies Internship is designed to help students learn by experience, make connections between their classroom learning and the workplace, and prepare for their careers. Students must work a minimum of 180 hours to earn 3 credits.

Prerequisites:
1) Overall GPA of 2.65.
2) Junior or Senior standing.
3) Fluent English and Spanish (3000-level Spanish required).
4) Meet all internship requirements as listed on the Career Services webpage.
5) Must be a declared International Studies major; prior successful completion of the ISTD Core courses.

Course Registration:
Students must submit all required documents as outlined on the Career Services webpage to the Internship Coordinator. Students must then obtain an internship and obtain permission from the Faculty Director to take the course. Upon completion of all of these steps, students will be enrolled in the course.

Course Objectives and Learning Outcomes:
1. Student Learning Objectives. During their first week on the job, students must submit their learning objectives to the Internship Coordinator, addressing their goals for the following areas in a 2-page double spaced Word document.

   a. Professional: How do you expect this internship to help you pursue your career goals?
   b. Civic: What civic knowledge or skills (e.g. public speaking, writing, financial literacy, cultural competency, leadership) do you hope to obtain through this internship?
   c. Scholarly: How do you expect your internship to relate to what you have learned as a student of international studies?
   d. Personal: Do you expect the internship to give you a greater sense of personal civic responsibility?
2) Behavioral Interviewing Questions Each week you will need to answer one of the behavioral interview questions listed on the last page of this syllabus. You can choose the question you want each week, but your answers must pertain to your current internship position.

3) Weekly Analysis
Each week you must submit a problem or procedure analysis to your Internship Coordinator. This is an analysis, not a journal. You must analyze a specific work activity or situation, not just explain what you have done. The weekly analysis is to focus on one of two areas:

**Analysis of a Problem or Project** – you must cover the following points:
1. Problem statement
2. Action plan
3. Results
4. Conclusions and recommendations
5. Learning – How does this compare to what I have learned in my classes at SLU-Madrid?

or

**Analysis of a Procedure** – you must cover the following points:
1. Description of the processes of different activities within the company
2. Coordination of the processes
3. Possible improvements
4. Learning - How does this compare to what I have learned in my classes at SLU-Madrid?

4. Monthly Meeting. You will meet with the Internship Coordinator once a month to discuss your progress and your final work sample.

At the end of the semester, students will submit:

5. Internship Reflection and Work Sample.

1. Students will write a 5-7 page paper (double-spaced) that focuses on the international and social role of the organization and their own experiences and analysis. The reflection should respond to the following considerations, among others:

   a. Analyze the effectiveness of the institution from both the organization’s point of view and based on your own findings.
   1. Who is the organization trying to serve and how? What are the organization’s standards for effectiveness? Does it live up to those standards?
   2. Create your own criteria to assess the organization’s effectiveness. Following this criteria, in what specific ways are they successful? What obstacles do they face? Consider individual people, public opinion, local and global institutions, resources and government support.

   b. Evaluate the impact of both the service provided by the organization and your own active participation in this field.
   1. Analyze how the organization fits into civil society. Does it seem to encourage the development of “social capital?” Why or why not? How did your work encourage the
development of social capital? If it did not, explain what you and the organization could do differently to make a bigger impact.

c. Assess your work and development through the internship.
   1. Did you meet your own learning objectives by working for the organization? Why or why not? How did you apply the concepts learned in class to your work? What theories did you see in practice in the workplace? How will you apply these lessons learned as you develop in your career?

   2. **Work Sample.** Students must submit a sample of their work. This will vary from student to student, depending on the nature of the internship. It can be a spreadsheet, a website, a press release, a report, etc., but prior approval of the artifact by the Internship Coordinator is required. Include an explanation of the sample – explain why you created it and the process you followed.

The final reflection project you turn in will incorporate all written work you have completed for the course (Points 1 – 5 above).

**On the job commitment:**
1. Student:
   • Fulfill the hours and follow the norms set by the company.
   • Fulfill the job outlined by the company.
   • Maintain contact with your Workplace Mentor and the Internship Coordinator in the manner indicated.

2. Workplace Mentor:
   • Develop a work plan for the student.
   • Orient and support the student on the job.
   • Evaluate the student's on-the-job performance.

3. Internship Coordinator:
   • Coordinate with the student and Workplace Mentor to ensure the work is challenging and that the student is fulfilling her or his commitment.
   • Work with the faculty member to evaluate the performance of the student's goals, journal, progress reports and the final report.

4. Faculty Member:
   • Meet with student during the class and provide mentoring throughout the course as needed.
   • Review and evaluate all student work; submit the final grade for the class.

**Grading:**
The work will be supervised and monitored by the Workplace Mentor and the Internship Coordinator from SLU Madrid. The Workplace Mentor will evaluate the student's performance by completing an evaluation form and returning it to the Internship Coordinator. The final grade for this course is A-F and will be determined as follows:

• 25% - Workplace Mentor Evaluation
• 25% - Personal Development Goals and Journal
• 50% - Final Report, Resume and Work Sample

**Academic Honesty:** Academic integrity is honest, truthful and responsible conduct in all academic endeavors. The mission of Saint Louis University is “the pursuit of truth for the greater glory of God and for the service of humanity.” Accordingly, all acts of falsehood demean and compromise the corporate endeavors of teaching, research, health care, and community service through which SLU fulfills its mission. The University strives to prepare students for lives of personal and professional integrity, and therefore regards all breaches of academic integrity as matters of serious concern.

The full University-level Academic Integrity Policy can be found on the Provost’s Office website. Additionally, SLU-Madrid has posted its academic integrity policy online. As a member of the University community, you are expected to know and abide by these policies, which detail definitions of violations, processes for reporting violations, sanctions and appeals.

Your instructor will review these matters during the first weeks of the term. Please direct questions about any facet of academic integrity to the instructor, the chair of the department of your academic program or the Academic Dean of the Madrid Campus.

**Diversity and Inclusion:** Saint Louis University is committed to fostering a positive, inclusive and welcoming learning and working environment. SLU-Madrid’s policies prohibit discrimination based on race, color, national origin, ancestry, religion, sex, gender, gender identity, gender expression, sexual orientation, pregnancy, age, disability, physical appearance, financial or socio-economic status, immigration status, parental or marital status, veteran status or any other protected classification of identity. Discrimination includes any form of unequal treatment such as denial of opportunities, harassment, and violence. Sex-based violence includes rape, sexual assault, unwanted touching, stalking, dating/interpersonal violence, and sexual exploitation.

If you experience or witness any kind of discrimination, you are encouraged (but not required) to report the incident to the SLU-Madrid’s Department of Student Life, whose office is located in Padre Rubio Hall (marta.maruri@slu.edu; +34 915 54 58 58, ext. 213. You can also report the incident to the University's Hotline (900-99-0011; then enter 877-525-5669 when asked for the hotline number).

Please know that instructors have a responsibility to inform SLU-Madrid when made aware of incidents of discrimination, harassment sexual misconduct, and/or related retaliation, to ensure that individuals impacted receive information about options for reporting and support resources. If you wish to speak with confidential resources are available on campus and off campus:

- Counselors at SLU-Madrid's Wellness Center, located on the third floor of San Ignacio Hall (wellness-madrid@slu.edu; 915 54 58 58, ext. 230).
- Counselors at Sinews Multilingual Therapy Institute, SLU-Madrid's off-campus counseling and mental health services provider (www.sinews.es; 917 00 19 79).
- SLU-Madrid's Campus Minister, Fr. James O'Leary, S.J. (james.oleary@slu.edu; 915 54 58 58, ext. 279).

Additional information and resources are posted on our Safety and Security and Community Standards webpages.

**Disability Accommodations and Learning Resources:** In recognition that people learn in a variety of ways and that learning is influenced by multiple factors (e.g., prior experience, study skills, learning disability), resources to support student success are available on campus. Students who think they might benefit from these resources can find out more about:
• Course-level support (e.g., faculty member, departmental resources, etc.) by asking or emailing your course instructor.

• University-level support (e.g., tutoring/writing services, Disability Services) by contacting the Academic Dean’s Office (advising-madrid@slu.edu) or by reviewing the Academic Resources website online.

Students with a documented disability who wish to request academic accommodations must contact Disability Services to discuss accommodation requests and eligibility requirements. Once successfully registered, the student also must notify the course instructor that they wish to access accommodations in the course. Please contact disabilityservices-madrid@slu.edu or +34 915 54 58 58, extension 242 or 249. Confidentiality will be observed in all inquiries. Once approved, information about the student’s eligibility for academic accommodations will be shared with course instructors via email from Disability Services. Note: Students who do not have a documented disability but who think they may have one are encouraged to contact Disability Services.

For more information about academic accommodations, see the SLU-Madrid Disability Services webpage.

Needs Security Statement: Students in personal or academic distress and/or who may be specifically experiencing challenges such as securing food or difficulty navigating campus resources, and who believe this may affect their performance in the course, are encouraged to contact Marta Maruri, SLU-Madrid’s Director of Student Life (marta.maruri@slu.edu or +34 915 54 58 58, ext. 213) for support. Furthermore, please notify the instructor if you are comfortable in doing so, as this will enable them to assist you with finding the resources you may need.

Use of Posted Course Content: SLU-Madrid prohibits recording and transmission of classroom lectures and discussions by students unless written permission from the class instructor has been obtained and all students in the class as well as guest speakers have been informed that audio/video recording may occur. Recordings, course materials, and lecture notes may not be exchanged or distributed for commercial purposes, for compensation, or for any other purpose other than study by students enrolled in the class. Public distribution of such materials may constitute copyright infringement in violation of Spanish law. Violation of this policy may subject a student to disciplinary action in accordance with SLU-Madrid policies on Student Rights and Responsibilities and Community Standards.

GDPR Norms Concerning Class Recordings: In accordance with General Data Protection Regulation (GDPR), we inform you that as a participant within this on-line classroom, your image and voice may be recorded by Saint Louis University in Spain, S.A., CIF A28654879, in 28003 Madrid (Spain), Avenida del Valle 34, for the sole purpose of the instruction of the said class that you are registered in. This information will be stored for the duration of the on-line class and erased thereafter by the professor of the course. Should you not want your image or voice to be a part of this class recording, please contact your professor to indicate that you will be turning your camera and microphone off and be participating via chat.

In addition, we would like to inform you that all recordings will be available to you in Blackboard and are exclusively for the use of the participants of the said class and should not be published on any other platform without the prior consent of all participants that may appear in the recording.

According to the rights conferred by the current GDPR regulation, you may exercise your rights of access, rectification, limitation of treatment, deletion, portability and opposition to the processing of your personal data, as well as the consent given for the treatment of it by directing your requests to the address indicated above or by sending an email to dpo-madrid@slu.edu.
De acuerdo con el Reglamento General de Protección de Datos (RGPD), le informamos que, como participante en esta clase on-line, su imagen y voz pueden ser grabadas por Saint Louis University in Spain, S.A., CIF A28654879, sita en la Avenida del Valle, número 34, en Madrid (CP 28003), España, para el único propósito de la enseñanza de la citada clase en la que usted está matriculado. Esta información se conservará en el tiempo de duración de la clase on-line, y será borrada después por el profesor del curso. Si no desea que su imagen o voz formen parte de la grabación de esta clase, desconecte su cámara y su micrófono, y participe en la clase vía chat.

Además, nos gustaría comunicarle que todas las grabaciones estarán disponibles en Blackboard para el uso exclusivo de los participantes en la citada clase, y no deben ser publicadas en ninguna otra plataforma sin el consentimiento previo de todos los participantes que aparecen en la propia grabación.

De acuerdo con los derechos conferidos por la regulación actual RGPD, usted puede ejercer sus derechos de acceso, rectificación, limitación del tratamiento, borrado, portabilidad y oposición al procesamiento de sus datos personales, tanto como al consentimiento dado para su tratamiento, dirigiendo su solicitud a la dirección indicada debajo o enviando un correo electrónico a dpo-madrid@slu.edu.

**Behavioral Interviewing Questions:** Each week choose one question and answer it in detail.

- Some people consider themselves to be “big picture people” and others are “detail oriented”. Which are you? Give an example of a time when you displayed this.
- There is more than one way to solve a problem. Give an example from your recent work experience that would illustrate this.
- Give two examples of things you’ve done in your job that demonstrate your willingness to work hard.
- Tell us about a time when a supervisor criticized your work. Give a specific example.
- Tell us about the last time that you undertook a project that demanded a lot of initiative.
- Describe the project or situation which best demonstrates your analytical abilities. What was your role?
- Describe a situation where you felt you had not communicated well. How did you correct the situation?
- Describe a time when you were able to effectively communicate a difficult or unpleasant idea to a superior.
- Describe the most significant written document, report or presentation which you had to complete.
- Tell us about a recent successful experience in making a presentation. How did you prepare? What obstacles did you face? How did you handle them?
- Describe a time when you made a suggestion to improve the work in your organization.
- Give a specific example of a time when you had to address an angry colleague or customer. What was the problem and what was the outcome? How would you asses your role in diffusing the situation?
- Describe a situation when you demonstrated initiative and took action without waiting for direction. What was the outcome?
- Describe a time when you came up with a creative solution/idea/project/report to a problem in your past work.
- Tell us about a time when you took responsibility for an error and were held personally accountable.
- Tell us about some demanding situations in which you managed to remain calm and composed.
• How do you typically deal with conflict? Can you give me an example?
• Tell us about a time when you organized or planned an event that was very successful.
• Tell us about your most difficult sales experience.