International Sustainable Development Studies Institute
สถาบันการศึกษาการพัฒนาที่ยั่งยืนนานาชาติ

OVC Thailand: Internship

Course Description

This course provides a cross-cultural experience of working on various development issues with an organization working in the field of orphans and vulnerable children broadly defined. This may include non-governmental organizations (NGOs) and other organizations. The course focuses on guiding students to understand the issues as they integrate theory with reality by participating in a local development organization. Students are prepared for entering into their internship through discussions on stakeholder and agency analysis, culture-specific gender and diversity context, ethics, and power, privilege and faith. Through the course students will develop, defend, and challenge their own values and beliefs.

The mentoring continues while students are at their internship placement as they come in contact with social actors, community organizations, and local and national authorities in various regions of Chiang Mai province at the urban and rural levels. The students are urged to play an active role in their internships by providing suggestions, discussing alternatives and solutions, and investigating all areas of their internship placement to garner a holistic view of the realities of development work. Through practical internship experiences as well as readings, discussions, and written assignments, students will deepen their understanding of the host-country cultural context and development work from an international perspective, as well as critically examine their own worldview. *Students are expected to spend at least 30 hours per week at their internships.*

This course also includes an optional 10 hours of Thai language instruction as needed.

Course Objectives

The objectives for this course are to:

• Apply development theories learned in the classroom to the realities of the work experience at the internship site;

• Understand ideas, concepts, ethical standards, and theories related to the internship agency and community served by the agency;

• Gain professional competencies such as intercultural communication, interpersonal skills, problem-solving and decision-making;

• Strengthen self-confidence, self-esteem, independence, and self-awareness; and

• Strengthen Thai communication skills.

Methodology

The internship involves a placement with a local organization and living in a local community. Previous to the internship placement, students will meet with the internship coordinator to finalize their placement and research options. This will include both establishing rapport in the field and cross-cultural learning.

The internship course focuses on direct engagement with a local organization and community through (a) interactions and discussions with on-site organization staff and participants; (b) structured analysis, discussions, and presentations on the experience; and (c) consultations with faculty during the placement and paper writing.
Students will write a proposal about their placement and their specific focus of study. This will be 2-3 pages long and due at the end of the first week of the internship phase. Students are required to obtain approval for their proposals from their supervisors.

The internship is focused on the specific organization, with the final paper written as a topical case study-examining how the organization deals with an issue in international development of interest to the student. Students will keep a field notebook to record their experiences and gather data while they participate in the organization and community's activities. This information will serve as the primary source for writing the final paper.

The final seminar in the last week of the program is focused on reflection, peer-to-peer learning, and discussions of skills gained throughout the internship experience.

During the on-site portion of the course, MSID local faculty are available through email and in-person meetings with the students, both during the faculty site visit as well as meeting at ISDSI.

Grading and Assessment

Course Component Details	%
Participation This means being an active participant in classes and seminars, contributing meaningfully to the discussions, questions, and ongoing learning.	**5**
Proposal Students will write a 2-3 page proposal focusing on their placement organization describing the issues they are interested in studying at their organizational placement, the methods that will be used, the feasibility of conducting this analysis during the course, and any potential challenges students may anticipate running into.	**10**
Work performance assessment An assessment of the students overall work performance by the host development organization including cross-cultural skills, adaptability and ability to work within the organization.	**15**
WEEKLY EMAIL UPDATE / PEER INTERNSHIP MEETINGS Once a week you must meet with a group of your peers to talk about your research progress and brainstorm ways forward together. You are required to send a brief email update to the ISDSI instructor and internship coordinator. The email should include **A. Update:** describe where you are in your internship, give an update on progress of work and activities with organization/research thus far. Describe how your project plans/topics/questions are changing and/or developing. Any questions about paper? **B. Peer Project/Research Meeting Update:** - Identify two ideas you received from your peer meeting that you will implement into your project/research process. - Explain one suggestion you gave to your peer for their paper. - Explain one difficulty you're facing in terms of your paper that you shared with your peer.	**5**

Course Component Details	%

Field notes — **20**

Daily field notes should have two parts: **Daily Entries** and **Reflection Entries.** Students must clearly label all materials.

Daily entries will consist of two parts: a "time log" and "descriptive entries." The "time log" is a brief description of what happened (Date-Time-Location-Activity). The "descriptive entries" are a record of informal conversations/interviews, observations, and site descriptions from the field experiences. Students' descriptive observations will enable them to provide the illustrative detail that gives human interest and credibility to their interpretations. Each daily entry should be at least 1 page.

Reflection entries should begin to identify patterns that give meaning, order and predictability to your particular cultural scene. These entries will serve as a first attempt to analyze the study and can be used in the final paper. Students are expected to have at least five (5) reflection entries. Each entry should be 2 pages.

Draft of final paper — **10**

Students will submit a draft of their final paper to the instructors 1 week before the final presentation.

Final presentation — **10**

This seminar is conducted at the end of the semester. This provides an opportunity for students to share experiences from their internship site. Your Internship paper should be presented with supporting slides with the whole group in a well-prepared 10 minute presentation.

Final paper (15 pages) — **25**

The internship paper is primarily a detailed case study of the placement organization, with an emphasis on the issue that the organization is working on. The final paper needs to be organized in a manner, with:

1. Introduction to the organization: Name, location, size, type of the organization, history mission, working target area, structure, policies, project activities etc., as they address the issue they are working on.
2. What you did: Your roles and responsibilities, your supervisor, general atmosphere, interaction between you and your co-workers, etc., with an emphasis on the cross-cultural experience.
3. Case study: Topic of study, context, purpose and relevance of the topic within the arena of International Development Studies; as well as the methods, findings and conclusions.
4. Acquired knowledge: knowledge and new skills you learned, and how this helps you in your academic growth and future goals, what you learned about the bigger issues, in the context of international development, the host organization works on.

Total	**100**

Course Readings and Schedule

Students are expected to conduct independent research and read materials related to their agency and/or research project. Additional readings may be assigned during the course to help prepare students for the field portion of the course. We will use readings from the following text:

Mack, N. et. al. *Qualitative Research Methods: A Data Collector's Field Guide*, Family Health International, 2005

WEEK I
• Internship program orientation
• Get familiar with host organization
• Revise and get the approval of Internship proposal with the host organization
• Finalize roles and responsibilities and send an update to ISDSI internship coordinator
• Field notes writing
Friday: Peer meeting and email update #1
Sunday: Reflection entry #1

WEEK II
• Field notes writing
Monday: Internship proposal due @ 9AM
Friday: Peer meeting and email update #2
Sunday: Reflection entry #2

WEEK III
• Field notes writing
Friday: Peer meeting and email update #3
Sunday: Reflection entry #3

Songkran Break (Monday to Friday)

WEEK IV
• Mid-Course Seminar
• ISDSI Faculty visit to students at their internship placements
• Field notes writing
Friday: Peer meeting and email update #4
Sunday: Reflection entry #4

WEEK V
• Field notes writing
• ISDSI Faculty visit to students at their internship placements
• Work on Draft of the Final Paper
Friday: Peer meeting and email update #5
Sunday: Reflection entry #5

WEEK VI
• Field notes writing
Monday: Final Paper Draft Due @ 9AM
Friday: Last day at placements

FINAL WEEK
Monday - Thursday:
• Paper Writing and Final Presentation Preparation at ISDSI
Wednesday: Field notes due @ 8AM
Thursday: Submission of Final Presentations @ 4PM
Friday:
• Final Presentations and Course Wrap-up
• Re-entry session
• Final paper due @ 4PM

Course Policies

Attendance Policy
Students are expected to be on time and attend all classes. If you are ill or otherwise need to miss a class, please inform your instructor or teaching assistant.

Late Submission Policy
A submission is labeled late when it has been submitted past the due date established in the course syllabus. This policy affects all the assignments in the course.
For each day late - 5% of the assignment's grade.
In addition, for 1 to 3 days late, the student will receive less feedback and comments than submissions that were on time. For 4+ days late, the student will not receive comments or feedback.

Extensions Policy
Students may request an extension for an assignment. The request must be communicated by email to the lead instructor and the internship coordinator, more than 1 day before the assignment is due. Extension requests on the due date, without a legitimate reason, will not be considered for review.

Academic Integrity
All students enrolled in ISDSI courses are expected to complete coursework responsibilities with fairness and honesty. Failure to do so by seeking unfair advantage over others or misrepresenting someone else's work as your own can result in disciplinary action.

Scholastic Dishonesty
Scholastic dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering forging, or misusing an academic record; or fabricating or falsifying data, research procedures, or data analysis. Within this course, a student responsible for scholastic dishonesty can be assigned a penalty up to and including an "F" or "N" for the course. If you have any questions regarding the expectations for a specific assignment or exam, ask.

Grading Standards

Letter grade	Score or percentage	Description
A	93–100	Achievement that is outstanding relative to the level necessary to meet course requirements.
A-	90–92	Achievement that is significantly above the level necessary to meet course requirements.
B+	87–89	Achievement that is significantly above the level necessary to meet course requirements.
B	83–86	Achievement that is significantly above the level necessary to meet course requirements.
B-	80–82	Achievement that meets the course requirements in every respect
C+	77–79	Achievement that meets the course requirements in every respect.
C	73–76	Achievement that meets the course requirements in every respect.
C-	70-72	Achievement that is worthy of credit even though it fails to meet fully the course requirements.
D+	67-69	Achievement that is worthy of credit even though it fails to meet fully the course requirements.
D	60-66	Achievement that is worthy of credit even though it fails to meet fully the course requirements.
F	0-59	Represents failure (or no credit) and signifies that the work was either (1) completed but at a level of achievement that is not worthy of credit or (2) was not completed and there was no agreement between the instructor and the student that the student would be awarded an Incomplete.