

**HS3090A International Internship/Practicum
Pre-departure preparation Jan-Apr, 2024
On location - Intersession May 13- June 21, 2024**

Course Description

International Internship or Practicum is an international course offering students an opportunity to spend a minimum of 5 and maximum 16 weeks with an organization providing health related policies, programs or services outside Canada. The course provides credit for experiential learning with an international partner on a project, or series of activities related to improvement of health.

Once paired up with a supervisor (or a team of mentors and supervisors) the student will collaboratively develop a learning agreement

in the area of health research, health policy, health promotion, health business, health technology, health equity, mental health, or a related area. The objective of the course is to enhance knowledge on a specific topic, cultivate transferable skills and develop cultural competencies. Students will demonstrate acquired knowledge, skills, realizations, cultural intelligence and wisdom in an ePortfolio and a short video.



Learning Outcomes: Upon completion of this course, students will be able to:

- Differentiate between Scandinavian and Canadian approaches to health on a selected topic
- Understand benefits of real-world practical international experience
- Reflect on how this international experience influenced their personal worldview and future application of academic knowledge in practice locally and globally
- Apply transferable skills and cultural intelligence, network with diverse communities and become global-ready graduates

Course Instructor: Aleksandra Zecevic, Ph.D., Associate Professor, School of Health Studies, HSB 336, 519-661-2111 x80455, azecevi2@uwo.ca In email communication with professor please indicate “HS3090A” in subject line.

TA: Kayla Gauthier (kgauthi9@uwo.ca)

Office hours: By appointment and available weekly. Please contact the professor directly.

Enrolment: By permission only, after an international internship has been confirmed.

Course dates: Pre-departure preparation Jan-Apr 2023, Intersession travel May 13-21, 2023.

Prerequisites: Enrolment in the third year of an Honors Specialization in the School of Health Studies. Application required. Permission may be granted by the School of Health Studies if prerequisites not met.

Antirequisites: The former Health Sciences 4900E, the former Health Sciences 4910F/G.



Course Format: The course is offered as a third-year elective, in intersession (May-June), and is weighted as 0.5 FCE. Experiential learning is based on self-study, guided instruction by an international supervisor, and mentorship by the course instructor.

Funding: Global Skills Opportunities (GSO) funding is available for students who have not received GSO funding prior to this course. Eligible students will qualify for \$2,000. Indigenous students, students with disability and those with low income qualify for \$3,000 of GSO support. Conditions for this funding are: completion of Western International pre-departure modules,



completion of Travel Registry, completion of pre-departure GSO survey (latest 2 weeks before travel), and completion of post-trip GSO survey (latest 2 weeks after completion of your internship/practicum). You might also qualify for a Global Opportunities Award, an International Learning Award, and School of Health Studies SOF funding. Please search websites of respective awards for deadlines and amounts.

Consent for future use of your contributions: You will be asked by the course instructor to provide a consent for future use of your contributions to the course, such as creative products, reflections, photographs, videos, ePortfolio and similar. When creating deliverables, please consider the host organisation's policies with respect to intellectual property and privacy to ensure your products comply with their requirements. Your contributions will be used with utmost respect, care and recognition. Please use this link to review and provide consent *before* the end of May:

<https://forms.office.com/r/AbM3eizxWc?origin=lprLink>

Group meetings: As you progress through your internship, we will have weekly Zoom group meetings starting May 15th on Wednesdays at 3-4 pm (15:00-16:00) Oslo/Stockholm time (or 9 am London, Canada time) on Zoom <https://westernuniversity.zoom.us/j/99846720693>

Course Evaluation

Grade Component	%	Evaluator
Learning Agreement (2 nd week of the international placement)	Pass /fail	Professor/TA
Engagement (attendance, participation, deliverables)	40	Supervisor in Scandinavia
Video - “Lessons learned and evolution of my cultural intelligence during internship in Scandinavia” 3-min	20	Professor/TA
ePortfolio	40	Professor/TA

Readings

Readings, online resources, and skill development activities are provided by your international supervisor. Recommended (consider audio) books and helpful articles for development of cultural competencies:

- Michael Booth (2016). The almost nearly perfect people: Behind the myth of the Scandinavian utopia. https://www.amazon.ca/Almost-Nearly-Perfect-People-Scandinavian/dp/1250081564/ref=cm_cr_arp_d_product_top?ie=UTF8
- Helen Russell. (2015) The year of living Danishly: Uncovering the secrets of the world’s happiest country. Icon Books Limited.
- <https://www.uvic.ca/coopandcareer/career/build-skills/culturalintelligence/index.php>
- <https://culturalq.com/about-cultural-intelligence/>
- Johnston, N, Sator, A, Gajdamaschko, N, McRae, N, Ramji, K, Anderson, E, Eftenaru, C, Iles, L, Shah, S., (2021). Employers’ perspectives about hiring students from international pathways, *International Journal of Work-Integrated Learning*, 22(3), 323-344
- Andrews, J. & Ramji, K. (2020). Connecting Work-Integrated Learning and Career Development in Virtual Environments: An Analysis of the UVic Leading Edge, *International Journal of Work-Integrated Learning*, 21 (5), 643-656

Course Preparation

Please read syllabus carefully and familiarize yourself with all aspects of the course. Set your intention and goals for this course using the Goal Setting Module available on Brightspace. Review modules on Reflection and ePortfolios. Review and provide Consent Form, all available on Brightspace.

Learning Agreement

A learning agreement is a form of a “contract” between you, your host organization and supervisor(s). Work collaboratively with your supervisor and using SMART goals (see Goal Setting module on Brightspace please describe on ONE page (max 450 words) your intentions and plan of action for your internship/practicum. You will submit the learning agreement on Brightspace

(Assignments), by the end of the second week of your international experience. This is just a plan that can be adjusted and changed with the agreement of your supervisor. Your plan must pass for you to gain the course credit.



Engagement (presence, timeliness, participation, ability to deliver as planned)

This course is built on principles of high student engagement that requires your full attention, attendance, participation and willingness to explore new ways of experiential learning. The expectation is that you will come prepared to work with the partner organization every day, ready to explore the world beyond local boundaries. Please inform Dr. Z immediately if for some reason you are not able to give your best in this learning experience. Your supervisor in Scandinavia will evaluate your engagement and provide 40% of your final grade.

Reflections

Personal reflections are necessary for meaningful achievements of the course objectives. Your reflections will capture your learning, growth and transformation before, during and after the internship/practicum. Make sure you familiarize yourself with all aspects of the *Reflection Module* available on OWL, especially the 4 Cs of Critical Reflection: Continuous, Connected, Challenging, and Contextualized. It is recommended that you keep a journal of your experiences to draw from for inclusion of memorable and influential moments in your final ePortfolio. You will incorporate 4 short (150 words each) weekly reflections into your ePortfolio.

Video

The purpose of creating a 3-min video is to reflect on the overall experiences and achievements, capture your understanding of the culture and ways of life in Europe and Scandinavia, and connect your learnings to the next phase of your life/schooling/work. Be creative, support your story with visuals so that the audience, who has not been there, can better understand what happened and how it influenced you professionally and personally. Show how your cultural intelligence changed and share how you intend to use it in the future. It is likely that your videos will be used in recruitment of students in coming years, so think about SHS students who might benefit from comparable experience as your audience. Make sure you add opening slides with the course title, number, Western Logo, and the final title with credentials your name, year, and program. Deadline to submit

your video on Google Drive is **Jun 24 (11:59 pm EST)**:

https://drive.google.com/drive/folders/1Xo_2MN_976Wv9hn1lw5g-UgllTk3Qc4W?usp=share_link

For more help, look for “*Video How Tos*” tab on OWL for resources to help you create videos. Also, check Digital Stories: <https://www.youtube.com/watch?v=4UnKwdum1DE&feature=youtu.be>

ePortfolios

An electronic portfolio (ePortfolio) is a collection of evidence (e.g., text, videos, images, photos), known as digital artifacts that are managed by the user, in this case – you, the student. A good academic portfolio demonstrates the **process** of learning and enhances **self-regulated learning** because it encourages you to identify your goals, document your work, and reflect on your achievements. ePortfolios allow students to develop and nurture **lifelong learning** and becoming a reflective healthcare practitioner. Other skills ePortfolios help develop include goal setting, peer and self-assessment and communication. Beyond this course, you can use the ePortfolio to support your **professional development** and job applications. To learn more, you should carefully review an ePortfolio Module on Brightspace.

There are three modules posted on Brightspace that will help you prepare your personal ePortfolio. Make sure you complete them all: *ePortfolio Module*, *Goal Setting Module*, and *Digital Tools Module*. Below you will find a Table of Contents for ePortfolio that will provide you with a scaffolding on which you will build the content and exercise your creativity. It is strongly recommended that you upload digital artifacts (e.g., photos, videos, presentations, etc.) and continuously keep reflective journal of your experiences throughout the internship/practicum. Your final reflection is part of the ePortfolio and will answer the question: **What now? - How will I utilize this learning experience in the next phase of my schooling/work/life?** Your *personal* ePortfolio can be as long as you desire - however, for your final assignment, you will submit maximum 10-page *showcase* ePortfolio, describing a coherent and connected **story** of your involvement through internship/practicum experience. Title page and table of contents page do count in 10 pages. Name your showcase ePortfolio file “LAST NAME FIRST NAME ePortfolio 2024” and submit on Brightspace (Assignments) *before Jun 24 (11:59 pm EST)*. A rubric for grading ePortfolios is posted on Brightspace.

An Example of ePortfolio **Table of Contents** (use this structure to tell YOUR STORY, you can change the order of the sections or add a section that fits your experience)

- Let me introduce myself... Academic Profile
- Why an internship/practicum in Scandinavia?
- SMART Goals for my internship/practicum
- Weekly (6) reflections (100 words each)
- My organization, supervisor, team, project/work, activities, deliverables, ...
- My life in Scandinavia
- “Wow!” moments
- My “Firsts”
- Transferable skills I acquired. Use a table on next page to select examples of skills and competencies you developed throughout the course. 1 page only!
- Final reflection: What now? - How will I utilize this learning experience in the next phase of my schooling/work/life?

Table of skills and competencies developed during Aging Globally Experience with examples

Category	Specific skills	Examples – replace with your own
Communication	Language acquisition Communicated across differences	Learned to speak/write/read Swedish fluently Was able to speak effectively in a different cultural environment
Discipline-specific skills	Navigated new academic environment Applied knowledge of discipline in a new context	Successfully completed assignments in an initially unfamiliar teaching and learning environment I came to understand how health care is organized in ... and how it is different from Canada.
Critical thinking	Identified social/political implications of decisions Applied information to new contexts Problem-solved	Understood local laws and how they applied to me as an outsider and acted accordingly Select one situation where you applied information to a new context. Learned to pre-plan my travel and asked locals how to pronounce the names of my destinations so I could ask for direction in case I became lost
Personal development of interpersonal skills	Independence Adaptability Creativity Organization Resourcefulness Time management Dealt with ambiguity Teamwork	Describe how you improved your independence. Provide an example where you adapted to the situation. Produced a video... describe. Created an ePortfolio – describe. Utilized connections at the host university to ... Coordinated academic, work and volunteer activities ... Adapted quickly to changes in schedule Worked in 4 diverse teams, explain.
Intercultural skills	Cultural self-awareness Cultural knowledge Cultural differences in workplace Perspective-taking Working with people who hold different interests, values, perspectives Bridging cultural differences	Describe a cultural difference that surprised you. Visited a museum... Applied Janteloven principles – describe how. Witnessed world-life balance ... Learned how to see the situation from a perspective of another ... Worked with students from Norway and leaned ... Describe situation where you facilitated better cultural understanding.

Note: Adapted from Centre for International Programs, © University of Guelph 2021.

Final words: If you experience difficulties with any aspect of the course, please contact course instructor immediately. If you notice that your relationship with your host organization or the supervisor is dysfunctional, don't suffer in silence – open and frank communication can resolve many “impossible” problems. Do not hesitate to provide constructive feedback, comments and suggestions to the professor.

Have a memorable and inspiring internship/practicum in Scandinavia!

Aleksandra Zecevic, PhD

Other Important Information

- **Plagiarism** – Plagiarism is a major academic offence (see: Academic Policies).
- **Late assignments** – A grade of zero will be assigned to any assignment submitted after the deadline. There will be no make-up assignments. It is your responsibility to attend all activities and work effectively with your international supervisor(s) and mentor(s). Extenuating circumstances may be considered on a case-by-case basis. Please take up such issues with the professor. An official academic approval from your academic advisor is required for all accommodations.
- **Grading and Appeals** – All grades are sent to the Undergraduate Chair for approval. Faculty cannot release final grades until they have been reviewed by the Chair
- **Re-grading policy** – Disputes regarding grades should be taken up with the professor. If an assignment is to be re-graded the professor reserves the right to re-grade the entire body of work which might result in points lost.
- **Privacy** – SHS policy does not permit student grades to be e-mailed or discussed over the phone.

Statements Required by the School of Health Studies

Statement on prerequisite checking:

Unless you have either the requisites for this course or written special permission from your Dean to enroll in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites

Statement on using plagiarism checking software:

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<http://www.turnitin.com>)

Statement on academic consideration:

The University recognizes that a student's ability to meet their academic responsibilities may, on occasion, be impaired by extenuating circumstances, including short-term illness or injury. Reasonable academic consideration is a cooperative process between the University, the student, and academic staff. All participants in the process must act in good faith, and fulfil their respective obligations, if it is to succeed. Given the immersive nature of this course, academic considerations will be done on a case-by-case basis. If you need academic accommodations please email the professor and/or SHS Academic Counselling as soon as possible.

Statement on attendance:

In the School of Health Studies, each course instructor sets specific expectations for attendance and participation that are specific to the course, teaching objectives, and learning outcomes. Regular attendance is expected and essential for all courses, but particularly those that include participation grades in their evaluation schemes. Participation means not only attendance, but active engagement in the class, including (for example) contribution to small and large group discussions, a demonstrated effort to prepare for class by completing assigned readings before class, and following the instructor's guidelines for use of electronic devices during class time. Students who miss classes, or parts of classes, are responsible for the material they have missed. Instructors are not obliged to review the contents of missed lectures. Persistent absenteeism may have serious repercussions and may result in you failing this course. In this course, the equivalent of 3 weeks of unexcused absences, per term, will be considered to be persistent absenteeism. Persistent absenteeism will result in you being contacted by the instructor, who may request a meeting. Continued absence after this point will be reported to the Undergraduate Chair and may result in debarment from writing the final examination, and/or submitting the final course paper. In such a case, you would receive a grade of zero on the evaluations from which you were debarred.

Statement on use of recording devices and course content:

Course instructors own and retain the intellectual property rights of their teaching materials. These rights extend to materials used in online settings and digital learning management systems like OWL, Zoom, and

*TopHat. Students do not have my permission to make audio or video recordings of lectures, take pictures of lecture material, or distribute any course content for nefarious purposes (e.g., for sale or to cheat on exams). It is the decision of the instructor as to how and when teaching materials can be shared or used. **Unless explicitly noted otherwise, you may not make audio or video recordings of pre-recorded lectures or other course materials. Nor may you edit, re-use, distribute, or re-broadcast any of the material posted to the course website.***

Statement on academic offences:

*Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site:
https://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page_20*

Support services:

There are various support services that include, but are not limited to:

1. Student Development Centre -- <http://academicsupport.uwo.ca/>
2. Student Health -- <https://www.uwo.ca/health/>
3. Registrar's Office -- <http://www.registrar.uwo.ca/>
4. Ombudsperson Office -- <http://www.uwo.ca/ombuds/>

Statement on health and wellness:

As part of a successful undergraduate experience at Western, we encourage you to make your health and wellness a priority. Western provides several on-campus health-related services to help you achieve optimum health and engage in healthy living while pursuing your degree. For example, to support physical activity, all students receive membership in Western's Campus Recreation Centre as part of their registration fees. Numerous cultural events are offered throughout the year. Please check out the Faculty of Music web page (<http://www.music.uwo.ca/>), or the McIntosh Gallery (<http://mcintoshgallery.ca/>). Further information regarding health and wellness-related services available to students may be found at <http://www.health.uwo.ca/>. If you are in emotional or mental distress should refer to Mental Health@Western [Mental Health Support - Health & Wellness - Western University \(uwo.ca\)](http://www.health.uwo.ca/Health%20Support%20-%20Health%20&%20Wellness%20-%20Western%20University%20(uwo.ca)) for a complete list of options about how to obtain help. To help you learn more about mental health, Western has developed an interactive mental health learning module, found here: [Health & Wellness - Western University \(uwo.ca\)](http://www.health.uwo.ca/Health%20&%20Wellness%20-%20Western%20University%20(uwo.ca)).

The university-wide descriptor of the meaning of letter grades, as approved by Senate:

A+	90-100	<i>One could scarcely expect better from a student at this level</i>
A	80-89	<i>Superior work that is clearly above average</i>
B	70-79	<i>Good work, meeting all requirements and eminently satisfactory</i>
C	60-69	<i>Competent work, meeting requirements</i>
D	50-59	<i>Fair work, minimally acceptable.</i>
F	below 50	<i>Fail</i>

It is expected that the grades for this course will fall between 80-85%. In the event that the course average falls outside this range, a constant may be added (or subtracted) from each student's grade, to bring the class average in line with school policy.