Pamela Roy, Ph.D.
Poster Community Coordinator, Academic Internship Council
MESSAGE FROM THE
POSTER COMMUNITY COORDINATOR

The Global Internship Conference hosted the second annual Poster Community in Boston, Massachusetts, USA on June 17th, 2016. Posters covered a wide range of issues and trends surrounding international experiential education and were designed to offer an opportunity for one-on-one meaningful discussion between the presenters and attendees.

In 2015, the inaugural poster community featured 12 posters by 20 presenters. Presenters traveled from Canada, China, Cuba, Denmark, Ireland, Mexico, Prague, Taiwan, and the United States to participate. Topics included research on the internship experience, careers and employability, and tools and platforms to enhance student internships.

The Poster Community doubled in 2016 with a total of 27 posters by 38 presenters who traveled from Australia, Canada, Columbia, Spain, Czech Republic, Mexico, Germany, Ireland, the Philippines, and other countries worldwide. Topics included strategic partnerships and collaboration in experiential learning, cooperative education, civic engagement, career integration, student development, service and undergraduate research abroad, and digital storytelling.

As we look toward the Global Internship Conference in Chile (June 13-16, 2017), I hope that you will consider submitting a poster proposal. It’s an excellent opportunity to build a professional network across mutual topics of interest in a short, informal presentation that typically receives more audience feedback and interaction than panel presenters. See you in Santiago!

Pamela Roy, Ph.D.
Academic Internship Council
# TABLE OF CONTENTS

**GLOBAL INTERNSHIP CONFERENCE: POSTER COMMUNITY**

<table>
<thead>
<tr>
<th>PG</th>
<th>THEME: ACADEMIC DISCIPLINES &amp; MODELS</th>
<th>PRESENTER(S)</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>A Quiet Revolution: Creative Collaboration in a hole-of-university Work Experience Program</td>
<td>Judy Hutchinson; Marie Kelliher</td>
</tr>
<tr>
<td>9</td>
<td>Building the Backbone for International Internships: How Practical Legal Skills Enable to Keep Up in a Competitive Market</td>
<td>Aureilien Lorange; Hyun-Ju Park</td>
</tr>
<tr>
<td>11</td>
<td>Career Integration: Reframing the Career Component of Learning Abroad</td>
<td>Amy Gardwood-Diaz</td>
</tr>
<tr>
<td>13</td>
<td>Domestic Service-Learning as a Global Civic Engagement Tool</td>
<td>Olga Kalentzidou</td>
</tr>
<tr>
<td>15</td>
<td>Experiential Learning: Facing an Old Issue through an Innovative Approach</td>
<td>Luis Zuniga</td>
</tr>
<tr>
<td>17</td>
<td>Internships That Make a Difference – Examining the Benefits and Challenges of Interning on Community Development and Environmental Programs Abroad</td>
<td>Heilwig Jones</td>
</tr>
<tr>
<td>19</td>
<td>Undertaking International Co-op Opportunities for Students' First Work Terms — To Do or Not To Do; That is the Question?</td>
<td>Shabnam Ivkovic</td>
</tr>
<tr>
<td>21</td>
<td>Advanced Human Service Practicums: The Challenges and Opportunities of International Supervision</td>
<td>Carlton Rounds</td>
</tr>
<tr>
<td>23</td>
<td>How to Build Business Field Networks and How to Successfully Manage Them For Your International Internships</td>
<td>Hans G. Hoekstra; Susan Goldstein; Jeffrey Pollard</td>
</tr>
</tbody>
</table>
# Table of Contents

## Global Internship Conference: Poster Community

<table>
<thead>
<tr>
<th>PG</th>
<th>Theme: Perspectives &amp; Approaches</th>
<th>Presenter(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>25</td>
<td>International Internships: An Evolutionary Step in Global Education</td>
<td>John Monahan</td>
</tr>
<tr>
<td>27</td>
<td>International Strategic Partnerships: Academic Integration with the Global Market</td>
<td>Alejandra Yanez</td>
</tr>
<tr>
<td>29</td>
<td>The Key Components of Internships Abroad: Building a Premier Program</td>
<td>Mike Nelson; Courtney McBeth</td>
</tr>
<tr>
<td>30</td>
<td>Global Health Internships: Asset and Community-Based International Education and Engagement</td>
<td>Robin Young</td>
</tr>
<tr>
<td>32</td>
<td>Colombian Public Universities Agendas to Develop New Top Generation Professionals: National University of Colombia and its Strategies to Respond to the New Global Expertise Dynamics</td>
<td>Mauricio Gómez López</td>
</tr>
</tbody>
</table>
# TABLE OF CONTENTS

**GLOBAL INTERNSHIP CONFERENCE: POSTER COMMUNITY**

<table>
<thead>
<tr>
<th>PG</th>
<th>THEME: SUPPORT &amp; STUDENT LEARNING</th>
<th>PRESENTER(S)</th>
</tr>
</thead>
<tbody>
<tr>
<td>34</td>
<td>&quot;Connecting the Dots&quot; to Student Professional Development</td>
<td>Darrell Sawyer</td>
</tr>
<tr>
<td>36</td>
<td>From Barcelona to Boston: Student Development through International Internships</td>
<td>Heidi Bohn</td>
</tr>
<tr>
<td>38</td>
<td>Maximizing the Intern Abroad Experience: Preparing Students for Success through the Pre-Departure, On-site, and Re-Entry Orientations</td>
<td>Ilse Damkoehler</td>
</tr>
<tr>
<td>40</td>
<td>More than Just a Tea Party: Addressing False Familiarity in International Internships with Narrow Cultural Distance and Maximizing the Potential for Personal and Professional Development</td>
<td>Rebecca Claris; Kristen Aquilino</td>
</tr>
<tr>
<td>42</td>
<td>Research Opportunities for High-Achieving Undergraduates</td>
<td>Lauren Bruce</td>
</tr>
<tr>
<td>PG</td>
<td>THEME: TRENDS &amp; RESOURCES</td>
<td>PRESENTER(S)</td>
</tr>
<tr>
<td>----</td>
<td>--------------------------</td>
<td>--------------</td>
</tr>
<tr>
<td>44</td>
<td>A Pragmatic Application of NAFSA’s International Education Competencies</td>
<td>Erin Mateu</td>
</tr>
<tr>
<td>46</td>
<td>Are Non-Profits Able To Reach Out &amp; Intrigue Millennials Through Internship Opportunities?</td>
<td>Jana Cemusova; Martina Brenova</td>
</tr>
<tr>
<td>48</td>
<td>Digital Storytelling: Strategies for Capturing the Impact of International Internships</td>
<td>Megan Swanick; Tracey Weber; Thao Le</td>
</tr>
<tr>
<td>49</td>
<td>Global Internship Trends</td>
<td>Aurélie Chouaf</td>
</tr>
<tr>
<td>51</td>
<td>Long-Established Internships: Successes, Challenges &amp; Ideas</td>
<td>Katrin Kempiners</td>
</tr>
<tr>
<td>53</td>
<td>OJT or Internship Service Providers: A Key to a Successful International Exposure</td>
<td>Dianne Pascual; Norietta Tansio</td>
</tr>
<tr>
<td>55</td>
<td>Service in the City: Engaging Students with London’s Diverse Communities</td>
<td>Jane Dickson</td>
</tr>
<tr>
<td>57</td>
<td>The J-1 Internship Visa: The Step-by-Step Process</td>
<td>Marjorie Stockford; Jen Schuld</td>
</tr>
</tbody>
</table>
Professional and Community Engagement (PACE) is the number one strategic priority at Macquarie University and a distinguishing feature of its undergraduate curriculum with all students to have PACE embedded within their degrees from 2016. This poster will focus on the creative methods of relationship collaboration between key PACE staff across 4 faculties that help achieve the common goals of students, staff and partners in resourcing mutually beneficial work placements.
A Quiet Revolution: Creative Collaboration for a whole-of-university Work Experience Program

Judy Hutchison, Marie Kelliher, Diana Caruso & Catherine Ennis

WHAT IS PROFESSIONAL & COMMUNITY ENGAGEMENT (PACE)?
PACE provides practical experience for undergraduate students, engaging them in real world learning activities with organisations, on campus, in Sydney, around Australia and indeed, around the world. PACE activities are based on the principle of reciprocity. By bringing together fresh ideas, skills, expertise and collaboration, both students and partners benefit from the PACE experience.

COLLABORATION IN ACTION: UNIFIED RYDE
The whole-of-university approach has allowed for the development of multi-disciplinary projects. Groups of Macquarie students working together across disciplines on partner projects.

• The initial idea was screen production students working on a film with the Salvation Army and the City of Ryde Council about racism in the local area.
• This idea grew to include groups of students studying Psychology, Sociology, Health, Marketing and Media participating in all aspects of the film to ensure maximum community impact.
• A steering committee guided project progress, bringing together FPMs, academics, students and stakeholders from across the Ryde community.
• The film can be viewed on the Macquarie University Youtube channel.

A WHOLE-OF-UNIVERSITY APPROACH TO PARTNERSHIP DEVELOPMENT

• Implementation based on hub and spoke model
• Centralised resources with embedded Faculty teams
• Faculty PACE Managers (FPMs) responsible for operational and relationship management

TWO STRANDS OF COLLABORATION FOR WHOLE-OF-UNIVERSITY APPROACH

1. Gentle persuasion about the benefits of sharing already existing relationships, ensuring that the history of partnerships was respected and developed in future.

2. Developing relationships with external organisations to meet the needs of PACE implementation. The work of the FPMs is underpinned by trust and generosity to ensure successful partner recruitment and retention, avoiding partner fatigue and duplication.

FUTURE DIRECTIONS

• This model of collaboration forms a fundamental component of PACE development into the future with all undergraduate students completing PACE units.
• It is currently being evaluated as part of the Theory of Change project.
• Further development and implementation of paid internships and alternative work placements.

For further information please contact – Judy Hutchison, judy.hutchison@mq.edu.au or Marie Kelliher, marie.kelliher@mq.edu.au.
This poster will identify 8 legal skills, matched with degrees of independence and complexity and provide indicators of learning goals, which help to bring know-how to law students in The Hague University for their professionalization before interning abroad outside of the Netherlands. These 8 legal skills were regularly discussed and assessed in order to meet the expectations of the employers, with companies, embassies, international courts in The Hague, non-governmental organisations and partner universities.
Career integration is an interdepartmental collaborative initiative at the University of Minnesota that seeks to extend and refine the mission of curriculum integration to include career considerations of students before, during, and after their time abroad. This poster will demonstrate advising principles and practices of curriculum integration and consider their value and applicability in the context of career integration. Examples will include strategies for instructor-led classes abroad and integrated models. Learn how we can better quantify benefits and introduce shared qualities of recent study abroad alumni with established industry leaders to tackle familiar barriers to success and demonstrate the relevance of students’ skills developed abroad to local industry hiring needs.
The publication will highlight essays or articles further interrogating the impact of experiences abroad on what students choose to do after graduation.

Due date: October 1, 2016
Service-learning is an effective pedagogical tool for community engagement. In order to understand and evaluate the nuances of global food justice movements, students in the fall 2015 Food Security course engaged in service-learning activities with local agencies in Bloomington, Indiana, USA. The experience allowed the students to formulate proposals for future engagement and study abroad. Participation in service-learning locally has demonstrated heightened appreciation of global food issues and greater preparedness to undertake similar projects abroad.
Domestic Service-Learning as a Global Civic Engagement Tool

Olga Kalentzidou

School of Global & International Studies – Indiana University

A three-tier approach to civic engagement:

• Local Volunteering Experience (20 hrs/semester)

  • Individual reflections
  - Getting to know your agency and Bloomington
  - Food advocacy at your agency
  - Your Service-Learning experience (deep reflection drawing from student’s local and international experiences)

• Team Project
  - Academic-based project focusing on a research question that necessitates engagement with literature on global food security issues. Projects worked on an issue prioritized by the local agency
  - Methodology and data analysis were linked to global food security course readings

Global Food Security Issues were addressed in the following countries as case-studies:

- Brazil: Lala’s “Zero Hunger” Strategy
- England: Domestic Food Aid Policies
- Germany: Food Aid Allocations
- Greece: Food Solidarity Movements
- India: Urban Hunger
- Italy: Slow Food Movement
- Russia: Bread, Power and Food Security
- North Korea: Food Scarcity and Sanctions
- South Korea: Foreign Food Aid in S. Korea
- Spain: More Food, Less Waste
- South Korea: Foreign Food Aid in S. Korea
- Tanzania: Neoliberalism and Food Sovereignty in Tanzanian Identity

Course Effectiveness

- 95% stated that they understood global food security issues better by volunteering locally
- 76% adopted the use of new methodologies (GIS, interviews, participant observation) to gather and analyze data
- 77% indicated their previous international experience has been made more meaningful because of partaking in local community issues
- 25% have since embarked on food security projects in their host communities abroad

Examples:
- Food sharing program among Rio de Janeiro’s favelas
- Poverty and food banks in Spain
- All students expressed heightened awareness of diversity issues in a small college town

I have always known that hunger continues to be rampant among poor countries, but to realize millions of people in this country have not had a meal to eat today is very powerful.

Service-Learning Team Projects

- Sharing Security: Exploring the Links between Resource Pooling, Social Capital, and Food Security in MRC’s Tool Sharing Program (Mother Hubbard’s Cupboard)
- Hoosier Hills Food Bank Garden Program – Connecting Agency Directives with Patron Food Choices (Hoosier Hills Food Bank)
- MCUM: GIS Client Mapping (Monroe County United Ministries)

Global Connections

- A three-tier approach to civic engagement:
  - Interconnect local and global food security issues
  - Engage in cross-cultural learning and student growth
  - Foster a deeper understanding of issues interconnecting local and global food security
  - Engage in cross-cultural learning

Introduction

Service-Learning (SL) is an effective pedagogy that encourages meaningful and purposeful civic engagement both domestically and internationally (Niehaus & Cram 2013). International SL (ISL) experiences are often ranked higher than domestic ones in terms of facilitating cross-cultural learning and student growth. However, domestic SL experiences can be used effectively to assess students’ cultural assumptions and foster a deeper understanding of global issues as they play out in their proverbial backyards.

In order to examine and understand the nuances of global food security, students in my fall 2015 INTL-I453-500 Food Security course engaged in service-learning activities with three local agencies in Bloomington, Indiana. I anticipated that students would be able to:

- Interconnect local and global food security issues
- Engage in cross-cultural learning
- Develop empathy
- Practice civic responsibility

Ultimately: heighten preparedness for partaking in future ISL projects

Methodology and data analysis were linked to global food security course readings

Class Details

Course: INTL-I 435/500, Topics with Service Learning in International Studies: Food Security
N=14 (11 Undergraduate & 1 Graduate)
Domestic: 13
International: 3
International Studies Majors: 9
Other Majors: 4
Studied/Volunteered abroad: 8
Completing International Internship (2016): 3

Discussion

I have used my course as a case study to illustrate how local SL experiences can be entry points (Kahn 2014) for students to frame and launch their future ISL experiences.

Whereas cross-cultural awareness is heightened in overseas locations, the value of domestic SL projects is predicated on the concept that an understanding of one’s societal values and structures is essential to empathizing with and relating to other cultures.

A thoughtful discussion regarding the relational nature of local/global, such as in the case of food security, allows students to re-examine their own cultural assumptions, practice humility, and be exposed to the ethics of research and interpersonal communication before volunteering in someone else’s back yard.

Acknowledgements

My deepest gratitude goes to the Hoosier Hills Food Bank, Mother Hubbard’s Cupboard, and Monroe County United Ministries

References

Internships must be conceived as part of an integrated educational model. This includes: (1) challenging students, as well as understanding their behaviors, skills, attitudes and values, (2) active participation of faculty so that they may serve as mentors to the students. Faculty should concurrently investigate their personal skills and deepen their practical experience and relationships with the business/research/organizational environment, and (3) academic planning oriented to achieve the flexibility, interdisciplinarity quality of experiential learning practices and global perspectives or internship opportunities.
Experiential Learning: facing an old issue through a new point of view

Tecnológico de Monterrey

Innovation in Education

Experiential Learning Background

Experiential Learning in Our TEC21 Model

1980's Practical School

1990's

2000's Modalities:

Benchmark

Internship Programs

MEP

MLDS

Modality Embraced

Modalidad

Consultores

Tecnológico de Monterrey

Reto Emprendedor

Entrepreneur Challenge with Human Sense

Environment

Challenges

Student

Competencies

Professor

Competencies

Publicity

Reflection and Feedback

Challenges

Projects

Professional Skills

Flexibility

All students meet at least 480 hours of community service in which they apply their knowledge and develop their skills.

55,200 undergraduate students

QS Ranking 2014

#43 among private universities in the world

#13 among private universities outside USA University

Graduate Employability Rankings 2015

#21

i week

i semester

PILOT 1-SEMESTER SUMMER 2016

2 campus

3 Challenges

54 Students

LAUNCH OF 1-SEMESTER FALL 2016

28 Challenges

168 Professors

840 Students

*72% of universities in the world believes that its graduates are adequately prepared for the workplace, however only 42% of companies feel the same* McLean & Company, Education to Employment: Designing a system that works, 2013

"We envision a school where motivated students and teachers are doing their best to make projects built under his own vision, and not those that achieve that students meet minimum standards!" Jean-Pierre Plason, Education in the World, 1999
This poster will look at the internship opportunities available in non-traditional destinations for students across a variety of academic disciplines and how these can help international offices broaden their options to offer practical opportunities for under-represented student demographics.
INTERNSHIPS THAT MAKE A DIFFERENCE

Benefits and Challenges of Interning on Community Development and Environmental Programs Abroad

With an increasing number of students taking part in internships domestically and abroad, there is a growing need for internship opportunities in unique locations and diverse academic areas.

For millennials, we also see a trend towards becoming more globally-aware, and socially conscious in a marketplace which is bringing the world of business and philanthropy together like we’ve never seen before.

56% Millennials would take a pay cut to work somewhere that is changing the world for the better.

93% Millennial consumers say they would buy a product because of a cause associated.

Countless studies on the Millennial generation show how the expectations for business to get more involved in addressing social issues will drive a future marketplace where skills in development become a valuable commodity.

Challenges and Considerations

• Identifying genuine projects with a good level of organization and qualified supervision
• Identifying and managing ethical issues surrounding development
• Challenges posing barriers on experience in various social and ethical issues
• Good providers have staff who can all answer these questions automatically.

• Managing onsite support and risk management standards — ensuring you have a trained on-site coordinator.

• Health and safety concerns that arise in rural/less developed locations — working with established students and emergency procedures.

• Challenges arising from communication between cultures or language barriers — having cultural orientations in place and coordinators experienced in dealing with Western students.

• Concern over contact with and oversight of student at the location. Establish available methods of communication and ensure a local coordinator provides 24/7 support.

• Managing student expectations — establish the importance of learning, observation and humble appreciation and address the problem of “savior complex”.

• Managing the expectations of host communities and organizations — having a coordinator who recognizes the potential for local over-expectation of the student’s skills and abilities.

• Faculty/International office inexperience with advising on unknown destinations.

• Questions surrounding the stability of political climates or ongoing turmoil with neighboring countries — maintain on oversight from Department of State warnings. Many destinations are either stable or have only very localized problems.

There is a growing need for a generation of citizens that have exposure to the realities of development and tackling social issues, an understanding of the business approaches to social responsibility and the ability to operate within the communities and environments they seek to impact.

Placement Opportunities with Positive Impacts

Medical Internship in Belize
Working with local staff in hospitals and clinics in areas such as nursing, pharmacy, hospital departments and health education, learning about local practices, structures and approaches.

Pre-Vet Internship in South Africa
Working with local veterinarians involved with game movement, wildlife reserve management and habitat conservation, exploring the challenges of urbanization.

NGO Development Internship in Thailand
Write reports, run English training sessions, review website content, organize volunteering projects, social media, forest conservation, support local entrepreneurship initiatives.

Community Internship through workshops, eco tourism projects, social media, forest conservation, support social entrepreneurship initiatives.

Sports Development Internship in Swaziland
Develop sports curriculum's for children, work with online marketing content, coach sports, community events and research impact of sports on children.

Rainforest Habitat and Wildlife Conservation in Costa Rica
Working with environmental scientists on sea turtle monitoring, species studies and tracking, and biological assessments surveys.

Benefits of Internships in Development

How do these placements benefit the student, your institution and our society?

FOR STUDENTS

• Improved language and communication skills can be developed working in environments less reliant on technology.

• Opportunity for greater responsibility, involvement and achievement exists in resource-poor destinations.

• Develops global citizens who are more culturally aware and competent.

• Offers unique, first-hand experience with global issues and problems.

• Increases institutional competitiveness.

• Marks a candidate as a good prospect for roles requiring global travel and social corporate responsibility.

• Shows flexibility and important cross cultural communication skills.

• Provides an interesting context for discussion that can make a candidate more appealing to interviewers.

FOR YOUR INSTITUTION

• Enables you to offer for credit options for service activities.

• Expands offerings and locations.

• Offers opportunities in niche academic areas and markets.

• Provides an opportunity to increase number of students going abroad.

• Improved language and communication skills.

• Offers unique, first-hand experience with global issues and problems.

• Develops global citizens who are more culturally aware and competent.

FINANCIALLY

• Scholarships are available for non-traditional locations and there is often a higher chance of getting them because there are less students applying.

• Cost of living is often much cheaper in developing locations which can increase the opportunities for students worried about financial burden of going abroad.

FOR FUTURE CAREERS

• Sets apart as a risk taker who is adaptable and willing to address challenges head on.

• Shows flexibility and important cross cultural communication skills.

• Demonstrates that the student in interested in different ways of learning and new perspectives.

• Makes a candidate a good prospect for roles requiring global travel and social corporate responsibility.

• Provides an interesting context for discussion that can make a candidate more appealing to interviewers.

PERSONALY

• Exposes students to the reality of the issues involved in tackling social and environmental problems in the real world.

• Provides an understanding of different global work contexts and issues influencing operations in development and overall in these areas of the world which are increasingly important in today’s growing global economy.

• Offers great personal growth through the challenge associated with adapting to less familiar, non-westernized cultures.

• Opportunity for greater responsibility, involvement and achievement exists in resource-poor organizations because the need for an intern is in greater demand.

• Improved language and communication skills can be developed working within environments less reliant on technology.

SOcially

• Improves international and intercultural understanding.

• Offers unique, first-hand experience with global issues and problems.

• Develops global citizens who are more culturally aware and competent.
Conventional wisdom at uWaterloo has been that students should complete one or two work terms in Canada before undertaking an international one because students need to develop their maturity and ability to handle extra stressors that international experiences might entail. But does this hold up when we scrutinize data of students’ and employers’ satisfaction of these work terms? Our own findings surprised us! Find out how the outcomes are driving our strategic growth.
Undertaking International Co-op Opportunities for Students’ 1st Work Terms

To Do or Not To Do; That is the Question?

Who is uWaterloo:
• A top university in Canada
• Named “most innovative” every year for 23 years by Maclean’s rankings (Canadian national magazine)
• 30,600 undergraduate students (~65% in co-op programs); 5,300 graduate students
• 87.7% average admission grade
• 48% of students with entrance average 90+%.
• The world’s largest co-operative education program of its kind
• Students choose Waterloo for co-op, and academic reputation

What is co-op @ uWaterloo:
• Cumulative learning model: Alternate study and work experiences; semester (terms), where academic learning is applied on the job; then, acquired work experience is applied in the classroom; must complete 4-to-6 work terms depending on programme.
• Students complete internships – aka, co-op work terms – in the private sector (industries), social organizations & academic institutions.
• Typically 16 weeks (one term); some programs offer eight months (two terms back-to-back)
• Must be accredited by CAPE (http://www.capec.ca/)
• Must be paid (salary and / or compensation)
• Students are required to be supervised regularly, and a performance evaluation to be submitted at the end
• Students cannot pay a programme fee for the opportunity

In a given year:
18,000+ co-op work terms at 6,300+ hiring organizations & institutions in 60+ countries via 120+ co-op accredited programs of study
• International work terms (including USA) are ~15% of total work terms, and growing steadily at ~10% every year

Key update to messaging:
• “Conventional wisdom” did not hold up to data findings → we do not discourage students from international experiences in their early work terms

We continue to provide structured student support prior to and during the work term (preparedness, risk management, workplace expectations, etc)

Reason for undertaking this study:
• Conventional wisdom at uWaterloo → students should complete 1 or 2 work terms in Canada before undertaking an international one
• Why → students need to develop their maturity and ability to handle extra stressors that international experiences might entail
• Kept hearing that we should not encourage first work term international and wanted to see if the data backed up the "conventional wisdom". Students undertake international work terms in their 1st and 2nd (and other terms) anyway
• Wanted to see if there was data evidence to substantiate this "wisdom" … Was there really a problem?

Methodology:
• 930+ co-op work terms outside Canada and USA (data set analyzed)
• Compared international 1st work term success to later work term success, and in some cases, domestic success
• Considered: Citizenship, Arranged own job / applied to job in CECA job bank; Gender, etc
• Employer evaluations
• This is what employers give to students for work performance on a work term; is mandatory for every work term undertaken
• On a 7-point scale of a standardized instrument, Very Good, Excellent and Outstanding grades are considered to be the high end of the spectrum
• Qualitative ratings were converted to numerical values for the purpose of this study
• Student satisfaction
• This is a self-reported number that students give to rate the quality of their work experience
• On a 10-point scale, 8, 9 and 10 are considered to be the high end of the spectrum

Key practitioner findings:

<table>
<thead>
<tr>
<th>Axis</th>
<th>Employer Evaluation of the student</th>
<th>Student satisfaction with the work experience</th>
<th>Conclusion</th>
</tr>
</thead>
<tbody>
<tr>
<td>High-level story</td>
<td>Avg for 1st WT students is very slightly lower than for any other term Both round up to &quot;excellent&quot; on the 7-point scale</td>
<td>Higher for 1st WT than any term except 2nd WT</td>
<td>Concerns of students not being ready for international overheads in their 1st WT seem unwarranted</td>
</tr>
<tr>
<td>High-level story (compared to domestic / USA)</td>
<td>Higher (very slightly) for international WTs at all levels Still all average to &quot;excellent&quot;</td>
<td>1st WT exactly the same (international or domestic) For upper WTs, international is lower (possibly related to salary)</td>
<td>No issue with 1st WT being international</td>
</tr>
<tr>
<td>Citizens working in their country of citizenship</td>
<td>Nothing significant to report – all very similar (excellent)</td>
<td>Overall, students working in their home country were more satisfied with their experience than were non-citizens</td>
<td>Students going home (some after being unsuccessful in finding domestic jobs) are NOT dissatisfied with a WT at home</td>
</tr>
<tr>
<td>Students arranging their own job versus applying to one from CECA’s job bank</td>
<td>Nothing significant to report – all very similar (excellent)</td>
<td>Students are more satisfied with jobs that they arrange</td>
<td>Students who find their own jobs are ultimately satisfied with the experience, even though they might be upset on not getting domestic employment</td>
</tr>
<tr>
<td>Work term location</td>
<td>High levels of employer evaluation and student satisfaction</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Faculty of study</td>
<td>Little variance in employer evaluation or student satisfaction</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gender</td>
<td>Employer evaluation for females slightly higher across all levels</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Establishing supervisory triangulations for advanced Human Service internships and practicums means interpreting equivalencies, deep community engagement and educational reciprocity. The poster will address the intention behind supervision guidelines, identify expert resources and professional organizations that support the process and present the triangulation model.
SUPERVISION MODEL FOR STUDENTS OF ADVANCED HUMAN SERVICES

Good international supervision is intentional, structured, well planned, and rich in shared communication agreements.

Establishing supervisory triangulations means interpreting equivalencies, deep community engagement and cultural humility. Each arrangement is unique yet is structured with similar components, consisting of the country director, local site mentor, and expert field educator, in cooperation with a student’s home university.

Interns share written and verbal goals, as well as assessments and outcomes through mediated feedback mechanisms. During this process, the intern is the central confluence point. Though their goals are important, they must align with the needs of the community.

The CCS model includes socio-contextual program modules guided by seasoned staff and local experts with years of experience. Tailored to the needs of the community with the goal of deepening cultural awareness, these modules include foreign language.

The concept of international human service is evolving, and students are beginning to express more interest in international placements. International field experiences enhance a student’s understanding of cultural context, and likely the student’s commitment to work towards a more socially just and culturally competent world.

Hunter/Hollis Volume 3.1 | Simon’s School of Social Work

HOME UNIVERSITY
INTERN OFFICES
insure academic standards
and work toward
curricular integration,
helping the student plan
for academic success.

COUNTRY DIRECTOR
PRIMARY LIAISONS
are experts in the field,
from the community
overseeing all projects
and programming. They
lead the vetting process
for all mentors &
supervisors as well as
match interns with their
placements.

EXPERT FIELD
EDUCATORS
are subject experts vetted
for their ability to guide,
mentor, supervise, and
meet specific learning
outcomes related to social
work and public health.
They may float within
team to insure expert
content delivery.

LOCAL PLACEMENT
TASK SUPERVISORS
are anchored in the local
community directing the
daily site or placement
specific tasks of the or
student. They are the
often local NGO leaders.

INTERN

Advanced Human Service Triangulation 2016 by Carlton Rounds
Cross-Cultural Solutions   www.crossculturalsolutions.org
How can institutions create, maintain and expand business field relationships necessary for international internships? See how one institution created a university wide platform linking internship and other business field exchanges across 30-plus educational programs. Learn about the networking skills and requirements needed to maintain your network. Join other program faculty and staff, as well as Career Services, Study Abroad, and International Offices in sharing their perspectives on the role and success of program-specific and institution-wide networking initiatives in creating and maintaining international internship placement opportunities for universities.
BUILDING & MANAGING BUSINESS NETWORKS FOR INTERNATIONAL INTERNSHIPS

**Point-to-Point Relationships**
trusted, in-depth, reciprocal, personal

**Synergized Networks**
shared, expanded, harnessed, intensified

Diagram showing the relationship between companies, universities, intermediaries, students, colleges, and staff. The diagram illustrates the transition from point-to-point relationships to synergized networks.
Internships (especially in an international setting) represent more of an “evolution” than a “revolution” in global education. The existing educational order is not being disruptively overthrown and replaced with something completely different; rather, it is changing incrementally. This change may sometimes be rapid, but it preserves a continuity with the established ideals of global education: Preparing new generations to address the world’s ever-changing social, cultural, political, and economic challenges.
International internships represent more of an "evolution" than a "revolution" in global education. The existing educational order is not being disruptively overthrown and replaced with something completely different; rather, it is changing incrementally. This change may sometimes be rapid, but it preserves a continuity with the established ideals of global education: Preparing new generations to address the world’s ever-changing social, cultural, political, and economic challenges.

The student perspective

The university’s role
- Provide academic foundation and oversight
- Application of workplace lessons in the classroom
- Development of subject-matter knowledge

The provider’s role
- Provide environment for practical learning
- Application of classroom lessons in a workplace and a foreign country
- Development of global network and soft skills

The student is at the center of a comprehensive learning structure, sustained by the internship-abroad organization and the workplace environment, overseen and guided by the university.

The workplace perspective

In the workplace, interaction with international interns generates a diversity of opinions and contexts; inspires passion for the profession; aligns organizations with their global stakeholders; and contributes to growth for individuals, careers, and organizations.

What might be the next stages of this evolution?
- Deeper integration between universities and program providers
- University-branded “white label” internship-abroad programs
- Sharper focus on graduate employability and career prospects
- Increased weight in published university ranking methodologies

Presented by John Monahan of The Intern Group
-- john@theinterngroup.com
-- www.TheInternGroup.com
This poster will address how a Mexican university answers to the new global demands to ensure the positive and truly transformational experience on our students, namely how Universidad de Monterrey aligns the internationalization strategies to respond to the demands of employers in the new global market.
International strategic partnerships: Academic Integration with the global market

About UDEM

UDEM: A model of liberal arts education.
Founded in 1969 by 5 religious congregations.

Challenges in higher education

- Internationalization trends.
- Increased global awareness and understanding.
- Student demand for international educational experiences.
- New demands for mobility.
- Promoting a diverse portfolio of study abroad and exchanges.
- Constructing a mobility trend of in- and outbound students.

One of UDEMs main concerns as an education provider is to fulfill our student’s needs and interest in this new era of global competitiveness. Since 2007 our strategic plan for internationalization covers many areas, and one of those areas is to offer the opportunity for and international internship. Our goal is to extend beyond the traditional study abroad programs, providing students with an in-depth international experience moving towards a comprehensive approach to International engagement and partnerships.

Building strategic partnerships

More than 800 international educational experiences abroad.

Promote international educational experiences abroad.

Networking

66% of undergraduates and 85% of graduates want to participate in study abroad.

Students Survey: Results

Choosing a country
1. Prestige
2. Language
3. Academic offer
4. Location
5. Recommendation by faculty
6. Recommendation by study abroad advisor

Employers new demands

Choosing a country
1. Country and prestige
2. Academic offer
3. Language
4. Location
5. Recommendation by faculty

Internships provide meaningful engagement with the local community and greater insight into ones self: strengths, interests, etc.

Internships

Professional experience in an international academic and intercultural development.

Employers Survey: Results

1. Ability to work in a team structure
2. Ability to make decisions and solve problems (tie)
3. Ability to communicate verbally with people inside and outside an organization
4. Ability to plan, organize and prioritize work
5. Ability to obtain and process information
6. Ability to analyze quantitative data
7. Technical knowledge related to the job
8. Proficiency with computer software programs
9. Ability to create and/or edit written reports
10. Ability to sell and influence others

Susan Adams, FORBES 2015

"The process gives you the opportunity of understanding interpersonal interactions and find your place in the global market..."
We keep hearing more and more that a college degree is worth less and less. So, what makes a recent graduate stand out from the crowd? The answer is often international experience, language skills, and work experience – all skills that can be acquired and developed through an internship abroad. But what are the necessities for a good internship program (foundation), and what are the necessities for a great internship program (the icing on the cake)? This poster will examine the opportunities and challenges of an internship abroad from three different perspectives – the university, the on-site team/provider, and the student.
This poster provides an asset-based community engagement and curricular model that frames global health internships through a lens of community-based strengths, creating a unique narrative about low and middle-income countries’ development and health status. Drawing from 23 years of experience at Child Family Health International (CFHI), lessons about the theory and practice of this approach is relevant to faculty, advisors, students, international educators, and program providers.
Global Health Internships: Asset and Community-Based International Education & Global Ambassadors for Patient Safety

Jessica Evert MD1,2,3 Robin Young MBA2 Nick Penco2 Keaton Andreas MA2
1 University of California San Francisco, Department of Family and Community Medicine 2 Child Family Health International 3 UCSF Global Health Sciences

Introduction
- Global health internships, service learning, and fieldwork create a unique, attractive approach to ensure optimal learning, as well as patient and student safety. Child Family Health International (CFHI) is a non-profit leader in global health internships, empowering interprofessional health cadres, competency-based education, sociale determinants of health, and cultural connections.
- Research has demonstrated different learning outcomes and ethical practices when students are placed in existing health systems, rather than participating in short-term “pop-up clinics” or brigades. Best practices call for attention to continuity of care, quality of care, impact assessments, and integration into health systems.5,12
- CFHI has recently released a validation standard 11.5 “Guidelines of International Education” which applies to international and global health efforts taking place during medical school.” CFHI assists schools in complying with these accreditation standards.
- It is increasingly recognized that students and trainees, of any level, practicing beyond their scope of expertise in international settings, threatens the sustainability of care and the patient’s health.2,9
- Cultural humility involves being a reflective practitioner; aware one’s own assumptions, biases, and worldviews with others & communities and to a mutually beneficial manner. It also requires that learners and institutions acknowledge their transplanting our cultural norms care in international settings may be paternalistic and inappropriate.2,12
- Pre-health students participating in international programs where they are undertaking clinical activities that they are not trained, licensed, or supervised to do are increasingly at risk of substandard patient care and other graduate school admissions processes.2,12

DOMAINS OF INTERPROFESSIONAL GLOBAL HEALTH COMPETENCIES to inform the learning objective and goals of international electives4
- Global Burden of Disease
- Globalization of Health and Health Care
- Social and Environmental Determinants of Health
- Capacity Strengthening
- Collaboration, Partnering, and Communication
- Ethics
- Professional Practice
- Health Equity and Social Justice
- Program Management
- Sociocultural and Political Awareness
- Strategic Analysis

CFHI Global Competencies
- With respect to patients and communities, articulate the relationship between health and the social determinants of health.
- Demonstrate an understanding of cultural and ethical issues in working with and learning within the context of underserved populations.
- Demonstrate an understanding of barriers to health, as well as healthcare delivery strategies and systems in low-resource settings and how these influence access to care.
- Demonstrate a commitment to professional behavior while working collaboratively with health care team members and be respectful of differences in knowledge, perspective, and culture.
- Identify the major causes of morbidity and mortality affecting the populations underserved during their Global Health Education Program.

References
Public universities in Colombia have experienced being isolated from the employment processes carried out by companies which tend to prefer working with the private section. As a response, National University of Colombia developed a series of strategies to interact with the employment centers and to give its students the opportunity to be more competitive, such as language formation, leadership development, dual degree programs and agreements management which have brought a new platform for opportunities.
Colombian Public Universities Agenda for Internships Improvement: A Social Commitment with Colombia

National Student Coverage

≈ 1,490,000 (Professional and Technological students)

Best National Practices

- ‘Voices and meanings of Academic Internships’
- Specific Professional Development Internships
- Public Relationship Agenda
- SPOPA: Internships System Platform
- Research Internships
  [Link](http://bit.ly/1Aygo9)
- Professional Integration Program (Student and Graduate)
- Labor Market Observatory
- Zeus: Internships System Platform
  [Link](http://bit.ly/1ULdqJ5)
- Intership Agreements
- Social Well-Being Internships
  [Link](http://bit.ly/1S13vgW)

Strategic Partners

National University of Colombia

- More than 22,000 Interns
- In more than 7,000 Institutions
- With more than 5,200 Internship Agreements
- First Ranked Public University in Colombia

National Challenges

- National Integration: Public and Private
- Government Proximity
- Social and Market Labor Direction
- Vocational Satisfaction
- International Experiences
- Language Training
This innovative program is designed to help students "connect the dots" to their professional development by reflecting on co-op/intern experiences and also a series of curricular and co-curricular experiences in cultural/global diversity, career preparation, communication, leadership/teamwork, personal development, and community involvement. This poster will include employer feedback, assessment of student learning outcomes, partnerships with faculty, and incentives for student engagement.
What is it?
Co-curricular student professional development program:
◊ 2 core requirements for each competency +
◊ 3 elective experiences in each competency
= 30 Total Experiences
PLUS
◊ Reflection statements on each experience
◊ A final overall reflective statement

www.sdsmt.edu/MinesAdvantage

Students Track Their Progress

Employer Feedback

89% of employers surveyed consider these skills important for future success.

Faculty Collaboration
• Invited to speak to classes
• Connect class assignments the program
• Advisors of student professional societies
• Data used for accreditation reviews
• Support from University Advisory Board
• Engages Student Development Division:
  *Career & Professional Development Center
  *Counseling and ADA Services
  *Multicultural Affairs Office
  *Ivanhoe International Center
  *Residence Life
  *Student Activities & Leadership Center
  *Veterans Resource Center

Assessment
• Global Perspective Inventory (given to incoming freshmen and seniors)
• Reflection statements
• Avoid duplication of other campus assessments for accreditation

Contact: Darrell Sawyer, Ed.D.; Assistant Vice President for Student Development
South Dakota School of Mines & Technology, Rapid City SD
(605) 394-2667/ darrell.sawyer@sdsmt.edu/
International internships are “high-impact” experiences that challenge students to combine professional, intercultural, and academic learning. This poster explores how international internships enhance student identity development, based on Chickering’s 7 Vectors and Kolb’s Experiential Learning Cycle. Findings from the study will include ways to increase student participation, including adapting current university systems, and ensuring on-site mentoring.
Bridges to Barcelona: Global Internships and Student Development

ABSTRACT

Chickering & Reisser’s 7 Vectors of student development provide a framework to explore how international internships:

- Are “high-impact” experiences
- Challenge students to further professional, intercultural, academic, identity, and personal learning
- Enhance identity development

DISCUSSION

International internships enhance student development and success and can be a viable option for many students.

- What areas of growth do students most reflect on after experiencing an international internship?
- How do students demonstrate their growth and development?
- What needs to be in place to have your campus’s students participate in international internships?
- Who manages international internships on your campus and are they aware of the benefits and availability?

RESULTS

Student responses demonstrated sufficient data to support the premise that international internships impact and further student competencies in professional, intercultural, academic, and personal development.

- “Overall the biggest skill is adaptability. Getting lost, changing plans, and navigating around was a skill I gained, also initiative…”
- “This program aligns well with my goals as it will allow me to get the experience I desire in the field of PR, and start my passion for travelling.”
- “I think it did change my sense of purpose, before I was more focused on a linear future, get degree, go to grad school, get job, be successful, now my purpose is to have new experiences, it’s more social, my relationships are more important to me….”

EXPERIMENT

CONCLUSIONS

- Student’s exhibited general indicators of development through self-awareness, skill acquisition, and experimentation among others.
- A follow up research project will take place using baseline and follow up data, intentional question design, and greater sample (# and demographics) to deepen exploration of this topic.
- International internships with the support of campus and providers, can advance student development & employment desirability.
This poster will present three vital stages of preparing students for the holistic intern abroad experience: the pre-departure orientation, on-site orientation, and re-entry workshop. The poster will highlight theoretical frameworks, case studies, best practices surrounding international internships and how to best prepare students for success at each stage of the experience.
Maximizing the Intern Abroad Experience:

Preparing Students through the Pre-Departure, On-Site, and Re-Entry Orientations

Key Frameworks

- John Dewey’s Model of Learning
- David Kolb’s Model of Experiential Learning
- Dunn and Dunn Perceptual Styles
- Bloom’s Taxonomy
- Forum on Education Abroad Standards of Good Practice

Best Practices

- Focused and quantifiable Student Learning Outcomes (SLOs)
- Strong relationships with international partners
- Enriching academic component
- Guided reflection

Conclusions

The key to preparing students for a successful internship abroad starts and ends with a holistic orientation before, during, and after the experience. Students must set personal, academic and professional goals for the internship, reflect on their experiences in and out of the workplace, connect those experiences to concrete learning outcomes, and apply them in future professional settings. Millennials and Generation Z want value in their internship experience, and require the support of international education and career service professionals to make the most out of the intern abroad program.
American students preparing for international internships in London and Dublin expect to face few cultural differences apart from delightful accents, tea drinking, and historical cityscapes. The narrower the perceived cultural distance, the more unexpected the inevitable challenges of culture shock. We’ll explore how FIE and Elon have worked together to better prepare students interning in London and Dublin with realistic expectations through pre-departure, on-site and re-entry strategies that leverage the experience for their future careers.
MORE THAN JUST A TEA PARTY
ADDRESSING FALSE FAMILIARITY IN INTERNATIONAL INTERNSHIPS WITH NARROW CULTURAL DISTANCE & MAXIMIZING THE POTENTIAL FOR PERSONAL & PROFESSIONAL DEVELOPMENT

HOW TO MAKE A PROPER BUILDERS CUPPA
1. Whack the kettle on.
2. Bung a PG Tips bag in your favourite mug.
3. Pour boiling water over the tea bag (leave enough room for milk!). Tell your mates to jog on if they want milk in first.
4. Let the tea steep for a couple of minutes until it’s strong and bitter.
5. Give the tea bag a good massage with a tea spoon and remove.
6. Add a splash of milk.
7. Bash in four spoons of sugar.
8. When your mates aren’t looking, bash in two more.
9. Cheeky biscuit and a chin wag? Go on then.

PERFECT SWEET TEA

1. Whack the kettle on.
2. Remove and toss out tea bags, add sugar and stir until completely dissolved. Add cool water. Refrigerate until cold and ready to drink.

ACTION STEPS TAKEN BY ELON & FIE

PRE-GRADE

- More than just a tea party: improving the program and increasing enrollment.

ON-SITE

- ELON and FIE initiated new pre-internship activities focusing on cultural norms and expectations.
- Students are now provided with details of various cultural models, such as those by Hofstede, Trompenaars, and Manzoni & Sims.

IN-DEPTH

- Pre-internship activities are crucial in helping students develop cross-cultural empathy and understanding.

BIBLIOGRAPHY


CASE STUDIES

- Mary Kate Brogan
  Major: Journalism
  Placement: Local newspaper

- Jack Luff
  Major: Literature and Creative Writing
  Placement: Placement

Listening to a local newspaper in south London – the Hamstead and Highgate Express. When asked what she enjoyed most about her internship, Mary Kate Brogan shared how she valued the opportunity to practice her skills in a professional setting and that the experience was a valuable addition to her resume. She also mentioned how the internship allowed her to apply her knowledge gained during her studies in a practical context, which she found particularly rewarding.

- Jackie Grier
  Major: English and Creative Writing
  Placement: Placement

Elon is located in the heart of the Piedmont Triad, which is a key region for the communications and media industries. Jackie Grier, a senior at Elon, chose to intern at the Piedmont Triad Media Group, a leading media company in the region, where she gained valuable experience in digital media and marketing.

Jackie Grier
Major: English and Creative Writing
Placement: Piedmont Triad Media Group
As global issues require collaborative and internationally-focused approaches to solving the challenges of the day, it is imperative that high achieving students with an interest in research receive exposure to best practices and cutting edge discoveries. This poster will highlight international research through international internships, which allow students to engage in research while honing their professional and academic skill sets.
Honors Student Profile

- More active learners, able to think for themselves and depend less on a professor for information and decision-making
- May have career concerns that are different from those of other students
- Many experience confusion and indecision throughout their career development process
- More interested in learning for the intrinsic value rather than solely to earn high grades
- Engage in extracurricular activities, complete assignments on time and manage study time effectively at a higher rate than undergraduates who are not enrolled in honors programs
- Often participate in study abroad programs, internships and service learning experiences
- Face many of the same issues of the general population including issues tied to being part of the Millennial Generation

Sample Placements

**Marine and Freshwater Research**

**Sardi Aquatics**

**Adelaide, Australia**

Conduct comprehensive marine and freshwater research of wild fisheries at a large aquatic center. Intern will assist with research in aquaculture, oceanography and catchment ecology including research to better understand the effects that modern technology and/or natural occurrences have on the environment and sensitive ecosystems.

**Student Goals for Internship**

- Improve lab skills
- Gain soft skills: confidence, cross-cultural communication, teamwork, collaboration, writing skills
- Apply what they are learning in the classroom
- Explore career interest
- To be challenged as a person and professionally within their field
- Determine if graduate school is the right path

**Career-specific goals:**

- Learn what a biomedical engineer does on a day-to-day basis
- Become more familiar with SPSS in order to conduct own research
- Learn about current research in the field of marine science

---

**Biomedical Engineering Internship**

**Living Cells Technologies**

**Auckland, New Zealand**

Living Cells Technologies focuses on cell-based therapeutics and the development of insulin producing cells in microcapsules for the treatment of type 1 diabetes. As part of the team to encapsulate cells, the intern will acquire general knowledge and practical experience with the cell and material selection, assessment of the devices used for encapsulation and oversight of product quality.

---

**Research-based International Internships**

**Modes of Honors Learning**

- Research and Creative Scholarship ("learning in depth")
- Breadth and Enduring Questions ("multi- or interdisciplinary learning")
- Service Learning and Leadership
- Experiential Learning
- Learning Communities

---

**RESEARCH-BASED INTERNATIONAL INTERNSHIPS**

- Provide students with the option for academic credit
- Are unique experiential learning opportunities for professional and personal development with a focus on career exploration
- Offer supervised research experiences
- Open to students from all academic disciplines
- Internships are inter-disciplinary in nature
- Short-term summer programs fit into rigid curriculums or busy academic schedules
- Often involve community engagement

---

**Sample Placements**

**Environmental Engineering Research Intern**

**Universidad del Desarrollo**

**Las Condes, Chile**

Universidad del Desarrollo is known not only for its academic excellence, but also for its entrepreneurial hallmark. Interns will work with professors in the School of Engineering to conduct research on the interaction between engineering, society, and sustainability. Research will focus on the Rights of Water in Chile compared to Australia and other nations.

---

**Honors Student Profile**

- Open to students from all academic disciplines
- Career-specific goals: focus on career development, clinical, research and leadership positions
- Many experience confusion and indecision throughout their career development process
- More interested in learning for the intrinsic value rather than solely to earn high grades
- Engage in extracurricular activities, complete assignments on time and manage study time effectively at a higher rate than undergraduates who are not enrolled in honors programs
- Often participate in study abroad programs, internships and service learning experiences
- Face many of the same issues of the general population including issues tied to being part of the Millennial Generation

---

**Sample Placements**

**Biomedical Engineering Internship**

**Living Cells Technologies**

**Auckland, New Zealand**

Living Cells Technologies focuses on cell-based therapeutics and the development of insulin producing cells in microcapsules for the treatment of type 1 diabetes. As part of the team to encapsulate cells, the intern will acquire general knowledge and practical experience with the cell and material selection, assessment of the devices used for encapsulation and oversight of product quality.

---

**Research Opportunities for High-Achieving Undergraduates**

---

**Honors Student Profile**

- More active learners, able to think for themselves and depend less on a professor for information and decision-making
- May have career concerns that are different from those of other students
- Many experience confusion and indecision throughout their career development process
- More interested in learning for the intrinsic value rather than solely to earn high grades
- Engage in extracurricular activities, complete assignments on time and manage study time effectively at a higher rate than undergraduates who are not enrolled in honors programs
- Often participate in study abroad programs, internships and service learning experiences
- Face many of the same issues of the general population including issues tied to being part of the Millennial Generation

---

**Sample Placements**

**Marine and Freshwater Research**

**Sardi Aquatics**

**Adelaide, Australia**

Conduct comprehensive marine and freshwater research of wild fisheries at a large aquatic center. Intern will assist with research in aquaculture, oceanography and catchment ecology including research to better understand the effects that modern technology and/or natural occurrences have on the environment and sensitive ecosystems.

---

**Environmental Engineering Research Intern**

**Universidad del Desarrollo**

**Las Condes, Chile**

Universidad del Desarrollo is known not only for its academic excellence, but also for its entrepreneurial hallmark. Interns will work with professors in the School of Engineering to conduct research on the interaction between engineering, society, and sustainability. Research will focus on the Rights of Water in Chile compared to Australia and other nations.

---

**Biomedical Engineering Internship**

**Living Cells Technologies**

**Auckland, New Zealand**

Living Cells Technologies focuses on cell-based therapeutics and the development of insulin producing cells in microcapsules for the treatment of type 1 diabetes. As part of the team to encapsulate cells, the intern will acquire general knowledge and practical experience with the cell and material selection, assessment of the devices used for encapsulation and oversight of product quality.
Preparing your materials for a job application can be exciting, but overwhelming. NAFSA’s IE competencies provide a solid framework for making sure you have shared your skills and experience in a language that is expected and logical to the field in which you work.
The mutual desire between non-profits and millennials towards each other is well justified and understandable. Given the observations from the Czech Republic, the conflict regarding expectations of both parties becomes visible; internship applicants strive for positions at established corporations and well known entities, and non-profit organizations are expecting capable and skilled individuals to propel their work. Are these occurrences following a global trend? Is there an applicable remedy?
Are nonprofit organizations able to reach out to and intrigue Millennials through internship opportunities?
Experience from study abroad in Prague, Czech Republic, FY 2016.

Abstract
The mutual desire between nonprofits (NPs) and Millennials towards each other is well justified and understandable. Given the observations from the Czech Republic, the conflict regarding expectations of both parties becomes visible; internship applicants strive for positions at established corporations and well known entities, and nonprofits are expecting capable and skilled individuals to propel their work. Are these occurrences following a global trend? Is there an applicable remedy?

Methods
Following our broad experience mainly through the cooperation with nonprofits in the Czech Republic in recent years, we have been dealing with the clash between the expectations of both parties of the internship scheme. We reviewed internship learning contracts, job descriptions, reflective journals and final papers from 70 students in FY 2016. We conducted interviews with more than 30 internship sponsors and facilitated various class discussions in order to analyze major challenges relevant to contemporary issues of employing young Millennials.

Results
Nonprofits in Prague
- Looking for independent and motivated candidates.
- Unpaid interns. Unpaid mentors.
- Competitive selection process, looking for the „best fit“.
- Small local entities.
- Lack office infrastructure and staff structure.
- Unpaid internship = unpaid labor/volunteering.

Millennials
- Supported by parents more than any other generation.
- „Purchase“ internship experience.
- Try to be the „best“ of all.
- Looking for established and well-known entities.
- Need guidance and clear instructions.
- Unpaid internship = learning experience.

Conclusion
Millennials’ high hopes and desire for meaningful work drive them to seek out even unpaid internships or „purchase“ internships abroad. This may subconsciously affect how students view their internships that are in fact preselected by CIEE in Prague. Amongst other things, students that are coming to Prague expect the internship to be as similar to a training that would be given in an educational environment and assume to work under close supervision of existing staff. Most Prague NPs lack the capacity to provide the necessary training and the customer service associated with the „purchased“ internships offered by CIEE in Prague. The unpaid internship is often viewed rather as a working opportunity than learning experience in most NPs. Furthermore, the value-added of the international internship experience to a student’s career development is diminished if the students cannot clearly articulate how such experience has strengthened specific competencies of interest to prospective employers. The challenge for CIEE in Prague in reaching out to Millennials is to design a curriculum that enhances the opportunities to develop these competencies while on-site, and to find educators that assist students in recognizing and articulating their own gains. Lastly, there should be more ongoing debate with the NPs about legal framework around unpaid interns in the EU and the US.

Martina Břeňová
Communications and Internships Resident Director
CIEE Prague

Jana Čemusová
Center Director
CIEE Prague
This poster highlights the various ways students and staff can utilize digital storytelling to share international experiences and internships with a wider audience. Representing both providers and a university, presenters will share initiatives they have successfully implemented to leverage digital storytelling in various formats including vlogging, videography, and dynamic online content.
This poster is a compilation of infographics on global internships (i.e., Absolute Internship’s surveys from program participants and partner universities as well as surveys made public by universities and higher education institutions and organizations). The poster presents the top 5/high fives for each topic: fields of internships, most important barriers when considering to intern abroad, and skills portfolio.
GLOBAL INTERNSHIP TRENDS

Top Intern Destinations
1. England
2. China
3. Australia
4. Chile
5. Spain

Traditional vs Non Traditional

<table>
<thead>
<tr>
<th>Traditional</th>
<th>Non Traditional</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Business</td>
<td>1. Sustainability</td>
</tr>
<tr>
<td>2. Finance</td>
<td>2. IT</td>
</tr>
<tr>
<td>5. Law</td>
<td>5. Design</td>
</tr>
</tbody>
</table>

Funding, Language, Barriers

1. Funding
2. Language Barrier
3. Unsupportive Parents
4. Longer Studies
5. Why Abroad?

Most Important Barriers to Global Internships

Employers’ Requirements

1. Language Skills
2. Travel Experience
3. Extra Curricular
4. Software Skills
5. Cultural Awareness

Top Skills Acquired

- Cross-cultural communication skills
- Cultural awareness
- Independence
- Flexibility
- Maturity

In Numbers

- 2005: 15,000 students
- 2015: 250,000+ students

For Credit: 28%
Financial Help: 36%
Less than 2 months: 63%
Female: 59%

Base for Research
Why do long-established internship programs work and how do they serve as a model for replication? This poster will explore the funding structure, innovative components, international aspects of the program, and return on investment (i.e., employability, credit transfer, research skills), as well as lessons learned and future directions of the program.
Research Internships in Science and Engineering (RISE)

Long-term, successful, intercultural exchange.
In the ten years of RISE, several challenges have led to innovative solutions, making this program a best practice showcase.

RISE Germany
- 8-12 weeks in summer
- US/Can/UK undergrads work with German PhD students
- Knowledge of German not required
- Scholarships, insurance, and housing assistance provided
- 306 interns placed in 2015

RISE Professional
- 6-12 weeks in summer
- US/Can/UK graduate students work at leading German companies
- German requirements vary
- Scholarship, insurance, and housing assistance provided

RISE Worldwide
- 6-12 weeks in summer
- German undergrads placed in research facilities worldwide
- Scholarships, insurance, and housing assistance provided
- 254 interns placed in 2015

Challenges
- Intercultural Transitions
- Changes in labor law, e.g. minimum wage
- Transferability of credits

Success Factors
- Summer opportunity—easy to integrate into academic year
- Opportunities in many STEM-fields
- International hands-on experience—valued by many employers
- Faculty and advisor support
- Working language English
- Intensive German course offered
- Financial incentives—scholarship including monthly stipend and travel allowance

What Employers Say
60% of hiring managers and CEOs said they “value an international study experience and the attributes that the experience may confer to mobile students”. (QS GES 2011)

Innovative Components
- Several different tracks for different target groups
- Cooperations with both academia and industry, focusing on both research and transferability of skills
- Online-matching process with individual selection opportunities

Katrin Kempiners
Information Officer
DAAD North America, New York
kempiners@daad.org
The Philippines’ Commission on Higher Education strongly advocates international exposure of tertiary students thru their internship or on-the-job training which provides applied learning opportunities, cross-cultural training and skills enhancement in reputable companies and training institutions in various parts of the world. Service providers, such as HRI Philippines can act as partner of CHED in ensuring the safety and well-being of the students by properly screening the institutions where students will be deployed.
GLOBAL INTERNSHIP CONFERENCE
A Revolution in Global Education
July 15-17, 2016
Northwestern University, Boston, Massachusetts

J-1 Summer Work and Travel Program Service Providers:
A Key to a Successful International Exposure

Mc. Dianne Pascual
Dr. Norelta Tanino

ABSTRACT:
The Commission on Higher Education and the Department of Science and Technology (DOST) together with J-1 Summer Work and Travel Program, jointly organize the conference on Global Internship Conference to discuss the importance of international exposure for all students. The program enhances the skills and knowledge of students in order to prepare them for the global job market.

Commission on Higher Education
The Commission on Higher Education is mandated to develop and promote policies, systems, procedures, and programs that address global trends in education. The Commission seeks to ensure that the education system is aligned with the goals of global competitiveness.

General Objectives:
1. Foster the development of global competencies among students.
2. Promote collaboration and partnerships between higher education institutions and the private sector.
3. Enhance the quality of education through the integration of knowledge, skills, and values.

Foreign Host Establishments or Organizations
Develop, in collaboration with the HEIs an Internship Plan for the study abroad and work experience program. The intern will be placed with the Foreign Host Establishment or Organizations.

Foreign Host Company / Organization

SERVICE PROVIDER
HR International Inc. (HRI) focuses on international cultural exchange programs, specifically the J-1 Summer Work and Travel Program. The program provides opportunities for students to gain work experience in the United States and learn about American culture.

Feedback:
"My experience was excellent. I had a great time and met many new people. The program helped me to develop my skills and gain valuable work experience." - Ms. Ramona L. Bautista

CONCLUSION
The program has been successful in preparing students for the global job market. The feedback from the students has been positive, and they have expressed their interest in participating in future programs. The program is an essential component of the global education system, and it needs to be continued and expanded to ensure the success of the students.

Mc. Dianne Pascual
Dr. Norelta Tanino

Foreign Host Company / Organization

FOREIGN HOST ESTABLISHMENTS ORGANIZATIONS

BENEFITS
1. Receive world-class training
2. Make friends from other countries
3. Travel around the world
4. Premium Placement on Tourist Destinations
5. High Visa Approval Rate
6. First-class Service
This poster will explain how international service internships encourage responsible citizenship and civic engagement, develop transferrable business skills, and enhance intercultural communication skills.
Service in the City internship placements.....

- Are set in the heart of the London urban environment
- Foster a deeper connection with the city of London
- Focus on civic engagement and serving the community
- Provide insight into non-profit and other third sector careers
- Build professional and intercultural skills
- Form part of FIE’s International Service Internship Course

WHAT IS SERVICE IN THE CITY?

WHAT DO THESE INTERNSHIPS LOOK LIKE?

STUDENT: Tara Cunningham, St. Norbert College
PLACEMENT: The Albert Kennedy Trust - a charity working with homeless people in the LGBT community
TARA SAYS: I wanted to do a service internship because I would like to pursue a career as a social worker after I have finished school and I felt that doing an internship with an emphasis on service would give me the most experience and preparation. I wanted something that was hands-on and interactive in which I could learn by experience. So far this internship has lived up to those expectations. I have a number of projects I am working on and one that I am in charge of. Not only will I be organizing or helping to plan various events, but I will also be able to work with the LGBT young people that take advantage of the services offered by The Albert Kennedy Trust. My time with the Albert Kennedy Trust thus far has met and even exceeded my expectations.

COURSE INSTRUCTOR SAYS: Tara made excellent use of her time at the Albert Kennedy Trust, and was able to develop a number of professional competencies. At the end of her time in London, Tara reported an improved capacity for managing responsibility and became more conscious and confident in her ability to adapt and overcome task-related challenges in the context of an international service internship.

“Each week I am introduced to more people, religions, languages, and cultures than I can remember. This is probably the best part of my placement and what I will remember most!”

Jenna Paul, University of Florida, Ealing Healthy Lifestyle Programme

HOW ARE THESE INTERNSHIPS DIFFERENT?

ANTICIPATED OUTCOMES OF ALL INTERNSHIPS

- An understanding of a particular London workplace environment and industry
- Increased cultural and global awareness, flexibility and competence
- Soft skills such as teamwork, problem-solving and cross-cultural communication
- Job-specific hard skills such as IT, writing and research

ADDED VALUE OF A SERVICE INTERNSHIP

- An understanding of social provision in the UK
- An increased sense of civic awareness and social responsibility at the international level
- Confidence to make vocational choices based on values and world view

PLACEMENT AREAS

- Community Regeneration
- Disability Rights & Issues
- Education
- Environment & Sustainability
- Ethnic, Racial & Religious Diversity
- Gay & Lesbian Issues
- Heritage/Arts Organizations
- Housing/Homelessness
- Human Rights & Conflict Resolution
- Mental Health
- Poverty
- Prostitution Welfare & Crime Reduction
- Refugee Issues
- Substance Abuse & Addiction
- Women’s Issues
- Youth & Children’s Issues

Students participating in Service Internships with FIE receive a nationally-recognized certificate from the UK’s leading youth volunteering charity.
International students planning on traveling to the United States to participate exclusively in an internship and cultural exchange program must secure a J-1 visa, a process which can sometimes feel complicated and confusing. This poster will demystify the process so that each participant will understand the specific steps they must follow in order to successfully complete his/her application and quickly be on the way to the cultural experience of a lifetime.
“An internship in the U.S. is as rewarding as it is challenging. On a memorable occasion, I presented new analysis to a working group of managing, executive, and associate directors. Almost all of the hour-long discussion focused on my findings. This meeting symbolizes my entire experience: if you put in the work, you’ll more often than not see the results.”

— Financial services and wealth management intern, 2015, US-NI Mentorship Program

WHAT DOES CIEE DO?
• Leading J-1 visa sponsor for international interns and trainees
• Collaborates with more than 50 international representatives to recruit and screen participants
• Delivers comprehensive assistance with the visa application process
• Provides 24/7 support to participants

LIFELONG BENEFITS
• Experience an American company, market, and industry firsthand
• Enhance networking and professional development opportunities
• Build resume and improve English skills
• Travel and explore the U.S.
• Make lifelong friends and memories
Please reference the following citation format: