
[INS 399] Internship Placement: Northern Ireland

Spring 2025

Instructor's Information

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I am the Site Director for the *Conflict, Peace and Transition in Northern Ireland* program (delivered in partnership between Augsburg University CGEE and Ulster University's INCORE). Following a career in the formal and informal education sectors (high school history teacher, Local Government and NGO development officer) I was appointed to Ulster University as Lecturer in International Education and Development and Program Director (based at the UNESCO Centre, School of Education) in 2007. Since then, I have directed the *Conflict, Peace and Transition* program.

What is this course about?

This 4-credit course is a fully integrated component of the *Conflict, Peace and Transition in Northern Ireland* semester program which examines a society's transition from violent conflict to a sustainable democracy, a transition that continues to be a fragile and difficult process.

The *Conflict, Peace and Transition in Northern Ireland Internship* is designed to engage students in a dynamic learning experience that will facilitate the development of important and transferable skills, and the acquisition of valuable insights into how different facets of society in Northern Ireland are working towards the development of peace and community development.

You are required to work 168 hours minimum during the internship.

Internship experiences are reflected upon in weekly seminar sessions, which are designed to facilitate enhanced self-awareness and a critical understanding of the internship site.

Topics examined during the internship include:

- How does my internship organization present itself? (mission, history, social issue or cluster of issues addressed etc.)
- How do I experience the organization? (consistency and communication of mission, working culture, how internship fits mission/culture/history).
- How does the organization promote positive social change in the context of Northern Ireland's divided society? (examples of positive practice, potential/challenges internal and external).
- What have I learned about myself? (challenges faced, and overcome, growth and development, relevance to future).

What will I learn in this course / Course Objectives

You will:

- Actively participate (168 hours minimum hands-on work experience) in a community-based organization's efforts to effect constructive social change.
- Identify and agree (in cooperation with internship supervisor and site director)
 - personal and professional learning objectives (growth/development, skills, knowledge).
 - responsibilities and duties (tasks, projects, deadlines, outcomes).
 - structure of internship placement (schedule including attendance at meetings, conferences, training etc.).

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- Make explicit connections between contributions to internship host organization and
 - achievement of learning objectives.
 - learning experienced (concepts, theories, ideas) through other elements of the *Conflict, Peace and Transition in Northern Ireland* program (e.g. classes, fieldtrips, meetings, guest speakers, readings).
 - Develop skills in organizational analysis by researching and presenting comprehensive, critical and sensitive understanding and evaluation of host organization (e.g. history and mission, working culture, methods and effectiveness, challenges and opportunities).
 - Apply, reflect upon, and enhance professional work skills (e.g. writing, speaking, critical thinking, quantitative reasoning, computer technology, interpersonal and intercultural communication, etc.).
 - Review and evaluate accomplishment of your expressed learning objectives and contributions to your internship host organization.
 - Critically reflect on personal impact of internship experience (e.g. challenges, growth, insights re: plans for future).

What will I do in this course?

You will directly support the work of a community-based organization (in/around Derry~ Londonderry) focused on community development / community relations / peacebuilding, by contributing minimum 168 hours 'hands-on' work through an internship placement.

Internship learning experiences are examined and reflected upon during weekly seminar sessions. These seminars will take place both on and off campus and will involve meetings with guest speakers and representatives and leaders of local organizations.

Course Requirements/Assignments

A. Participation (30%)

168 hours minimum requirement (additional hours can be worked to meet learning objectives and support host internship organization with approval in advance by Site Director).

Active, reflective, and sensitive participation in all internship learning experiences is the primary focus of this course. This includes punctual attendance at, and active participation in, all activities identified in the internship learning agreement, weekly seminars, fieldtrips and meetings.

Evidence of preparation for integration seminars, meetings with guest speakers and fieldtrips is required. You will need to demonstrate engagement with assigned readings and other preparatory resources. Taking notes during group learning experiences is necessary to contribute effectively to discussions and other coursework.

Given the professional, and potentially sensitive nature, of internship activities (for example, supporting work with children, young people, vulnerable adults, 'victims' / 'survivors' / people impacted by the conflict) the need to demonstrate self-awareness, and exercise strong interpersonal and intercultural skills, is particularly important. Throughout the internship, your ability to demonstrate creativity, initiative, personal responsibility, teamwork, communication and relationship building skills, will be evaluated and reflected upon.

Individual/group responsibilities (regarding group learning processes and program logistics) will be assigned and evaluated throughout the course.

Students' contribution to constructive and supportive group dynamics will be monitored and evaluated (see 'Inclusive Living and Learning'). Given the nature of this course, the ability to demonstrate listening to others (as part of internship responsibilities and within the student group) is critically important.

B. Résumé development and letter of introduction (2.5%)

Immediately following the internship selection workshop (conducted during residential fieldtrip week one), in consultation with the Site Director, you will

- review and revise your résumé to 'speak more clearly' to the supervisors at your internship host organization.
- write a letter of introduction to your internship supervisor.

Deadline: Friday 07 February

C. Internship Reflection Logs (20%)

Timely submission of a quality weekly Internship Reflection Log is required. Logs must be typewritten, double space, font size 12 in Times New Roman style with 1-inch margins.

Each log will include details of hours worked together with a focused critical reflection on a specific theme that will be assigned in advance (normally one week in advance). Critical reflections will include effective references to readings assigned throughout the course.

Logs tend to be approximately 1 page / 300-400 words in length (varies according to theme/focus assigned).

Deadlines:

- 1. Friday 28 February***
- 2. Friday 07 March***
- 3. Friday 14 March***

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4. *Friday 21 March*
 5. *Friday 04 April*
 6. *Friday 11 April*
 7. *Friday 18 April*

D. Internship Learning Agreement (10%)

The Internship Learning Agreement serves as a critically important tool for the development of your internship experience. In advance of commencing your internship, you will be given instructions and guidance as to how to complete this.

While serving the purpose of recording important administrative and logistical matters (e.g. contact details, health and safety considerations, agreed schedule, details of supervision arrangements etc.) the main purpose of the learning agreement is to provide you with a focus and framework through which you will identify (in consultation and agreement with your internship supervisor) the following:

- Learning objectives (personal development, professional skills, knowledge (issues, subject areas related to the course)).
- Responsibilities and requirements (tasks, projects, and work that you will be responsible for including deadlines and specific outcomes where possible/relevant).
- Special learning activities (e.g. fieldtrips, community meetings, visits to related organizations, attendance at conferences, training etc.).
- How your internship work assignments (and work experience more broadly) will:
 - help achieve your learning objectives.
 - connect with / support your experience and understanding of issues, concepts and theories examined in other components of the *Conflict, Peace and Transition in Northern Ireland* semester program (lectures, seminars, fieldtrips, readings etc.)

The completion of the internship learning agreement is your responsibility. Your internship supervisor understands the learning agreement and they will support you identify and articulate your learning objectives etc.

You will provide the Site Director with a draft copy of the learning agreement in advance of their meeting with you and your internship supervisor at your internship (this meeting normally takes place during the second week of the internship). During this meeting you will be expected to take initiative (host the meeting, share your thoughts, respond to questions, take notes regarding possible revisions etc.). Following this meeting, and any update/ edits required, you will submit your agreed learning agreement to the Site Supervisor.

Deadline: Friday 07 March

E. Reflection exercise 'Anticipation Stage' (anxieties and key relationships) 5%

Based on seminar discussions and readings assigned in preparation for the internship, you will complete and submit a reflection exercise during the second week of your internship. A template for this reflection exercise will be provided.

The reflection will draw on what Sweitzer, F., and King, M.A., (1999) identify as 'Experiencing the "what ifs": the anticipation stage of the internship'. The reflection exercise is designed to help you:

- identify and process potential anxieties in relation to different components of the internship experience.
- identify and plan for the positive development of relationships that are key to your internship experience.

Deadline: Monday 10 March

F. Midterm self-evaluation report (5%)

As you approach the halfway point of your internship, you will complete a self-evaluation of your progress and performance at your internship. You will use your Learning Agreement as a basis for the evaluation and you should organize a time to review this with your internship supervisor.

The self-evaluation will focus on the following:

- Rating performance in relation to personal/professional skills.
- Reflecting on progress in relation to learning objectives:
 - Rating performance in relation to specific tasks/projects/activities assigned.
 - Where 'not on track' identifying obstacles and potential strategies to overcome.
 - Review of learning objectives in the light of internship experiences to date (e.g. add, remove, change).
 - Identifying, based on internship experiences to date, concrete outcome(s) that would demonstrate you have met your learning objective(s).
- Reflections on schedule, supervision and support received to date.

Deadline: Friday 21 March

G. Exit Interview and Supervisor's Evaluation Report (25%)

Given the unique learning experiences that can be afforded by your internship, and the significant and memorable relationships that can be developed with coworkers and clients, it is not surprising that students highly value feedback from their internship supervisors.

Given the responsibilities internship supervisors assume within their organization, they are well positioned to evaluate your overall performance and contribution to their work and mission.

As the internship draws to a close, your supervisor will complete an evaluation report that

will be shared with the Site Director. The report will include:

- details of your contribution to the organization.
- identification of /reflection on your skills.
- based on your internship experience / experiences hosting you:
 - identification of /reflection on any changes that might be made.
 - identification of /reflection on interest in hosting another student.
- Grade assigned for your overall contribution.
- Any additional comments.

Before your internship ends, you will meet with your supervisor(s) for an exit interview. The meeting might be framed around the supervisor's evaluation report, but this is not necessary. The format for the exit interview can vary, for example, it might be appropriate for you to meet with a whole team of coworkers for an exchange of perspectives (important to note that host organizations often value what students might have to share with them before their internship ends). Whatever the specific format, you will reflect on the experience of your exit interview, and the feedback received (and perhaps given), in a short report (2 pages / 500 words approximately).

Deadline: Friday 18 April

H. Résumé review and update (2.5%)

Based on review and revisions of your learning agreement, your midterm self-reflection, feedback from your internship supervisor throughout the internship and during your exit interview, and advice and resources from Site Director, you will revise your résumé to include, and effectively communicate, experiences and skills gained from your internship.

Deadline: Tuesday 29 April

Required readings

All assigned readings will be given in electronic format.

- Eyben, K., Morrow, D., Wilson, D. and Robinson, B. (2002) *The equity, diversity and interdependence framework: a framework for organisational learning and change*. Coleraine: Future Ways Programme, University of Ulster, 21-33.
- Fitzduff, M. (2002) A view from Northern Ireland. *In: Lederach, J and Jenner, J., ed. A handbook of international peacebuilding: into the eye of the storm*. San Francisco, Jossey-Bass, 133-142.
- Gorman, D. (2008) Glow-worms. *In: O'Hagan, L., ed. Stories in conflict: towards understanding and healing*. Londonderry: Yes Publications.
- Illich, I (1968). To hell with good intentions.
- Kretzmann, J.P., and McKnight, J.L. (1993) *Building communities from the inside out: a path toward finding and mobilizing a community's assets*. Evanston, IL: Institute for Policy Research, 1-11.
- Shapiro, I. (2005) *Theories of change*. Available at: [https://www.beyondintractability.org/essay/theories_of_change\(11](https://www.beyondintractability.org/essay/theories_of_change(11)
- Sweitzer, F., and King, M.A., (1999) The stages of an internship. *In: Sweitzer, F., and King, M.A., The successful internship: transformation and empowerment*. Pacific Grove, CA: Brooks/Cole, 59-65.
- Sweitzer, F., and King, M.A., (1999) Experiencing the “what ifs”: the anticipation stage. *In: Sweitzer, F., and King, M.A., The successful internship: transformation and empowerment*. Pacific Grove, CA: Brooks/Cole, 69-79.
- Sweitzer, F., and King, M.A., (1999) Considering the challenges. *In: Sweitzer, F., and King, M.A., The successful internship: transformation and empowerment*. Pacific Grove, CA: Brooks/Cole, 125-151.

- Sweitzer, F., and King, M.A., (1999) Breaking through barriers: the confrontation stage. *In: Sweitzer, F., and King, M.A., The successful internship: transformation and empowerment.* Pacific Grove, CA: Brooks/Cole, 152-163.
- Winge, K. (2006) You've got to come in right. *In: Winge, K. Never give up: vignettes from sub-saharan Africa in the age of AIDS.* Minneapolis, Syren Book Company, 20-30.
- Zemach-Bersin, T. (2008) American students abroad can't be "Global Citizens". *The Chronicle of higher education*, 54.

Explanation of Grades

Augsburg University uses a letter grading system using the following definitions:

Grade	G.P.	Percentage	Description
A	4.00	93-100%	Excellent. Highest standard of excellence; goes above and beyond stated course requirements. Deep integration of discussions, lectures, readings and/or service learning in assignments.
A-	3.67	90-92%	
B+	3.33	88-89%	
B	3.00	83-87%	Good. Above basic course requirements. Some integration of class discussion, lecture, theory and/or service learning in assignments.
B-	2.67	80-82%	
C+	2.33	78-79%	
C	2.00	73-77%	Satisfactory. Basic standards and expectations for the course met; minimum integration of class discussion, lecture, theory and/or service learning in assignments. Course grades falling below 2.0

			will not be accepted toward licensure into Augsburg licensure programs.
C-	1.67	70-72%	
D+	1.33	68-69%	
D	1.00	63-67%	Poor. Below basic standards and expectations.
D-	0.67	60-62%	
F	0.00	<60%	Failure
P	0.00		Pass*
LP	0.00		Low Pass*
N	0.00		No Pass

**The letter grade equivalent of a P grade is a C- or higher.*

***The letter grade equivalent of an LP grade is a D-, D, or D+.*

CGEE Grading Policy and Late Assignments

You must submit assignments on time. If you need an extension, you must talk to us in advance to negotiate a new deadline. If you have not been given an extension in advance and you turn in a late assignment, you will be docked half a grade. If you are more than one week late, you will be docked a full grade. No assignments will be accepted more than two weeks after the original deadline except for under exceptional circumstances; a "0" will be given after that. Assignments due near the end of the semester will not be accepted after the last day of the semester.

Assignments	Due Date	Percentage Points
Participation (minimum 168 hours)		30%

Résumé Development and Letter of Introduction	07 February	2.5%
Internship Reflection Logs	28 February, 7, 14, 21 March, 4, 11, 18 April	20%
Internship Learning Agreement	07 March	10%
Reflection Exercise 'Anticipation Stage' (anxieties and key relationships)	10 March	5%
Midterm Self-evaluation Report	21 March	5%
Exit Interview and Supervisor's Evaluation Report	18 April	25%
Résumé Review and Update	29 April	2.5%

Inclusivity Statement

Augsburg University values the diversity of persons, perspectives, and convictions. Critical thinking, rigorous analysis, and open discussion across a full range of ideas lie at the heart of the University's mission as an institution of higher learning. Essential to the University in living out its mission of educating students to be "informed citizens, thoughtful stewards, critical thinkers, and responsible leaders" is that the foundation be one of diversity, inclusion, equity, and intercultural competency.

Agreements for Inclusive Living and Learning

Learning is a social process. Discussions are an important aspect of this course. In good discussions, differences in beliefs, opinions, and approaches are to be expected. Learning to disagree respectfully is a key academic, workplace, and life skill. During the orientation

residential we will spend time exploring what building a learning community means to us.

Below are examples of community agreement statements that we may find helpful:

- This environment is a space where we are willing to be uncomfortable to learn.
- We will criticize ideas, not people.
- We will back our opinions and arguments with facts and reasoning.
- We will practice active and deep listening.
- We will speak with fairness and sensitivity.
- We will encourage others to join conversations.
- We will give undivided attention to the person who has the floor.
- We can disagree with another person's point of view without putting that person down.
- We will speak our opinions using the first person and avoid using "you."
- We will remember that we differ in cultural background, sexual orientation, and/or gender identity or gender expression and will be careful about making insensitive or careless remarks.

Attendance

As in any in-person course, attendance and participation are necessary for mastery of the course material. In Northern Ireland, there are additional UK visa compliance requirements for attendance at class, field visits, etc. These requirements will be explained fully when you are in Northern Ireland.

Please let me know at the start of the semester about expected absences due to religious holidays.

Academic Honesty

Good academic work must be based on honesty. All work submitted in this course should be your own and produced exclusively for this course. The use of sources (ideas, quotations,

paraphrases) should be properly acknowledged and documented. We will talk more about what this looks like specifically as we begin our first writing and inquiry assignments. Academic dishonesty can have serious consequences. You can review the full academic honesty standards and consequences at [Augsburg Academic Honesty Policy](#)¹ and talk to me if you have any questions.

Academic Support and Accommodations

Your success in this class is important to me. We all need accommodations at times because we all learn differently. If there are aspects of this course that prevent you from learning or exclude you, please let me know as soon as possible. Together we'll develop strategies to meet both your needs and the requirements of the course.

Academic Tutoring: Your tuition provides you free access to academic support resources. You can find a list of tutoring resources at [Academic Advising](#)². Most relevant for this course, Augsburg's Writing Center provides online opportunities to get support and feedback on your written assignments. <https://sites.augsburg.edu/writingcenter/>.

Disability Accommodations and Accessibility: If you need disability-related accommodations to have equal access in this course, please contact the CLASS Office (Disability Resources) at class@augsborg.edu or schedule a meeting with CLASS at www.augsburg.edu/class. Phone: + 1 612330-1053. If accommodations are required, the CLASS Office will notify me privately about your needs. Please note that you will not be required to disclose your disability, only your accommodations.

Health and Wellness

As part of the University's support systems, you also have access to campus resources to maintain your safety, health, and well-being. We understand that as a student you may experience a range of issues that can cause barriers to learning. These stressful moments can

¹ https://docs.google.com/document/d/1558SfkiNIh8nOvrgqvnWnk3pXi-g19o_KCucEP4HLwY

² <https://www.augsburg.edu/advising/currentstudents/skills/>

impact academic performance or reduce your ability to engage. If you or someone you know are suffering from any challenges, you should reach out for support. You have access to free counseling services through the TELUS app. We can also refer you to local in-person counseling services. Please review the [online program manual](#) for more information about Health and Wellness while in Northern Ireland.

During your time in Northern Ireland, you can access a range of resources through Ulster University's [Student Wellbeing](#) services.

Title IX and Sexual Misconduct

Augsburg University is committed to creating a safe learning environment for all students, including one that is free of [sexual misconduct](#). If you or someone you know has experienced sexual misconduct, including sexual assault, dating violence, domestic violence, and stalking, you may contact Michael Grewe, Ph.D., LISW, Assistant Provost, Dean of Students & Title IX Coordinator, at titleix@augsborg.edu or 612-330-1499 to report an incident, seek support, and/or take action.

Please be aware that faculty members are required to disclose information about suspected or alleged sexual misconduct or other potential violations of the Augsburg University Sexual Misconduct Policy to the Title IX Coordinator. If the Title IX Coordinator receives information about an incident, they will reach out to offer information about resources, rights, and procedural options as a member of the campus community. If you or another student you know wishes to speak to a [confidential resource](#) who does not have this reporting responsibility, you may contact the Center for Wellness and Counseling at cwc@augsborg.edu or 612-330-1707; Campus Ministry at 612-330-1732; or the Aurora Center at aurora@umn.edu or 612-626-9111 (24/7).

Supporting Pregnant and Parenting Students

Augsburg students who are pregnant or are experiencing related conditions (including childbirth, termination of pregnancy, or lactation; related medical conditions; or recovery

therefrom) may [request reasonable modifications](#). Students may contact the Title IX Coordinator at titleix@augsborg.edu or 612-330-1034 to learn about [specific actions the University can take](#) to prevent discrimination and ensure access to Augsburg's educational programs and activities.

Augsburg University also has a designated student parent navigator to serve as the first point of contact for parenting students needing assistance in meeting their family's basic needs. To learn more information, contact Noah Greenfield, Program Coordinator in the Dean of Students Office, at deanofstudents@augsborg.edu or 612-330-1160.