



Concordia University - Portland
College of Arts & Sciences - Psychology Department
Course Syllabus

Course Number/Name: PSY 381 International Service in Psychology

(This course can vary between 1 and 3 credits, depending on the length of the program. This example is a 2-credit course taught in a 3-week format. I have used this format to teach the course in Cape Town, South Africa; Dublin, Ireland; and Angers, France. It could be adapted to other locations; in this example, I have included the course for our Cape Town program.)

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Course Description: This course provides a supervised service placement in an international setting along with associated cultural activities. Department Chair approval is required. *Prerequisite(s):* PSY 201 Principles of Psychology is required; PSY 380 Global Perspectives on Psychology is recommended. *Note:* This course is an elective in Psychology. Psychology majors and minors are welcome. Students in other disciplines are considered on an individual basis.

Course Goals: This class provides you with an opportunity to increase your global awareness through an international service placement in psychology. This is accomplished through a short-term study abroad program comprised of an internship and associated cultural experiences.

Learning Objectives: Through the planned program components and required reflective assignments (see below), the following learning objectives will be met:

- A. To successfully complete this course, in the area of knowledge you will:
1. apply your acquired knowledge in your service placement;
 2. gain an understanding of job opportunities available within the field;
 3. read and interpret research specifically related to your service placement; and
 4. gain a deeper awareness of the culture being visited.
- B. To successfully complete this course, in the area of attitudes you will:
1. adopt an attitude of lifelong learning in the area of your chosen work;
 2. display and support high ethical standards in your work;
 3. demonstrate a sensitivity to and respect for human diversity; and
 4. demonstrate a commitment to humanistic values such as justice, peace, equity, and care for vulnerable populations.
- C. To successfully complete this course, in the area of skills you will:
1. enhance your individual and group communication skills;

2. develop your personal style of leadership for work in your field;
3. demonstrate the skills necessary to be successful in your service placement; and
4. express ideas with clarity, directness, and simplicity.

Learning Disabilities & Accommodations: Concordia University welcomes students with disabilities. Any student with a documented learning/physical/mental disability who feels his or her disability may impact academic success may be qualified to receive accommodation. Campus students needing academic adjustments are required to contact Disability Support Services (DSS), no later than the second Friday of the term. Students will also be asked to provide necessary documentation that indicates the disability and set up an intake appointment (in-person or phone). All discussions will remain confidential. Should an issue arise mid-semester, students should contact DSS as soon as possible; however, not all mid-semester requests can be guaranteed and accommodations are not retroactive. DSS is located in Student Affairs, second floor of Hagen Building (Portland Campus) and can be reached by calling 503-280-8515, or by email: disabilitysupportservices@cu-portland.edu. Please be informed that course lecture may be recorded, when necessary, to fulfill a disability accommodation. Please visit the DSS webpage for further ADA information: <http://www.cu-portland.edu/student-affairs/disability-support-services>.

Attendance Policy: Your regular attendance and participation are keys to your success in this course! You will miss important information and activities should you choose to miss components of the program. We will have three required pre-trip meetings, group meetings when in Cape Town, and our group excursions. A student who misses 25% of the time represented by the total program may not receive credit for the course. Furthermore, you must complete the required number of hours at your service placement (i.e., 42 hours) in order to pass this course.

Academic Integrity Policy: This course empowers students for independent learning, resourcefulness, clear thinking, and reflection. All work and activities submitted should be genuine signs of individual achievement from which you should derive personal satisfaction and a sense of accomplishment. Plagiarism or dishonesty of any sort subvert these goals, are not acceptable, and must be treated in accordance with policies stated in the Student Handbook located at <http://intranet.cu-portland.edu/students/documents/2016-2017StudentHandbook.pdf>.

Late Assignments: Assignments will be considered late if not received by the specified due date and via the stated mechanism (i.e., Blackboard, on paper, et cetera). All late assignments will have the total possible credit reduced by 50% after the due date (up to two days late); thereafter, no materials will be accepted for credit.

Important Resources: A Blackboard site will be utilized in this course, containing the syllabus, pertinent information regarding the program, required readings, grading rubrics, and your scores. Additionally, you will submit the final reflection paper on Blackboard. Blackboard can be utilized for keeping in communication with one another as well as with me. Depending on the educational needs associated with your service placement site, additional readings may be required.

Required Assignments:

1. Pre-trip meetings (40 points/20% of grade; learning objectives A3, A4, B3, C1, C4). Attendance and participation in three pre-trip group meetings is required. Basic travel arrangements, in-country etiquette, internship selection and preparation, and other pertinent items will be addressed.

I will provide timely formative feedback about your preparedness for the program. Pre-trip readings will also be discussed and applied to the internship placement experiences to come:

Choi, K. M., VanVoorhis, R. W., & Ellenwood, A. E. (2015). Enhancing critical consciousness through a cross-cultural immersion experience in South Africa. *Journal of Multicultural Counseling and Development, 43*(4), 244-261.

Crabtree, R. D. (2008). Theoretical foundations for international service-learning. *Michigan Journal of Community Service Learning, 15*, 18-36.

Lindsey, E. W. (2005). Study abroad and values development in social work students. *Journal of Social Work Education, 41*(2), 229-249.

Savicki, V., & Cooley, E. (2011). American identity in study abroad students: Contrasts, changes, correlates. *Journal of College Student Development, 52*, 339-349.

Smith, J. E., McAuliffe, G., & Rippard, K. S. (2014). Counseling students' transformative learning through a study abroad curriculum. *Counselor Education and Supervision, 53*(4), 306-319.

Zimmermann, J., & Neyer, F. J. (2013). Do we become a different person when hitting the road? Personality development of sojourners. *Journal of Personality & Social Psychology, 5*, 515-530. doi: 10.1037/a0033019

2. Learning proposal (40 points/20% of grade; learning objectives A1, A2, B4, C3). Internship placements will be facilitated by the American Institute of Foreign Study (AIFS) in conjunction with VA Corps (local contact information will be provided once we are in-country). Your interests will be assessed by AIFS, and they will match you with an approved service site in Cape Town through VA Corps. Once you have attained your placement from AIFS (prior to our departure; specific date TBD), please submit a learning proposal to me on Blackboard, outlining the plans and your goals for the experience. Please see the example below:

International Service in Psychology Learning Proposal (example)

Your name:	Site name:
Your email:	Site address:
Your phone #:	Supervisor name & contact information:
Scheduled hours each week (21 per week):	
Service placement goals:	
Proposed responsibilities & duties:	
How will your plans help meet your goals?	

Your learning proposal should be a minimum of two pages (table/narrative acceptable; 1-inch margins, 12-point Times New Roman font; first person format). Depth of thought about your goals and how you plan to meet them is expected, as is a well-developed understanding of your responsibilities and duties at your placement site (see grading rubric on Blackboard for more details). We will discuss your proposal for your service placement prior to our departure to insure that your goals are realistic and you are prepared for a beneficial experience once we arrive in Cape Town.

3. Completion of service placement, participation in activities/excursions, & journal of experience (80 points/40% of grade; learning objectives A1, A4, B1, B2, B3, C2, C3, C4). You should plan to serve at the placement agency 21 hours each week, for two weeks, for a total of 42 hours on site. Throughout the placement, I will maintain communication with your site supervisor, be available to address issues should they arise, and provide formative feedback. I also will visit your site at the end of your experience to observe your work and meet with your supervisor.

Your participation in program-associated cultural activities is also expected. (Additional experiences are at your discretion.) The goal is to be immersed in the culture (and to log at least 90 hours of combined experiences)! Below is the tentative list of cultural activities, planned by AIFS and VA Corps, for our Cape Town program:

- Tour of Cape Town
- Multi-course African welcome meal with live entertainment
- Interactive African drumming (Djembe) session and live entertainment
- Table Mountain Aerial Cableway ride
- Kirstenbosch Botanical Gardens entrance
- Ferry to and tour of Robben Island
- Walking tour with an ex-resident at the District Six Museum
- Tour of the Bo Kaap Museum and Slave Lodge
- Excursion to Langa Township with a certified community guide
- Guided excursion to the Cape of Good Hope and Cape Point
- Visit of Boulders Beach Penguin Colony
- Three-day/ two-night excursion to the Garden Route, including game drive, canoeing, and hiking

You will keep a journal of your experiences and associated thoughts and feelings. Your journal should be a record of pre-trip meetings, time spent preparing (not packing), associated readings, hours at your placement, excursions/activities, et cetera. Please see the example format below. This may be a paper-pencil journal or in an electronic format; first person format and tables/bullets are acceptable. Your journal should be submitted to me following our pre-departure phase (June 1) and at the end of the program (June 30; either via paper submission or on Blackboard; see grading rubric on Blackboard for more details).

International Service in Psychology Journal (example)

<i>Date</i>	<i>Activity</i>	<i>Hours</i>	<i>Total Accrued Hours</i>
<i>4/5</i>	<i>Pre-trip meeting</i>	<i>1</i>	<i>1</i>

	<i>(with descriptions of topics discussed, reactions, etc.)</i>		
<i>4/11</i>	<i>Pre-trip readings (with descriptions of articles read, reactions, etc.)</i>	<i>1</i>	<i>2</i>

4/19	<i>Pre-trip meeting (with descriptions of topics discussed, reactions, etc.)</i>	1	3
5/3	<i>Pre-trip meeting (with descriptions of topics discussed, reactions, etc.)</i>	1	4
5/15	<i>Final trip preparation (with descriptions of activities, reactions, etc.)</i>	2	6
6/10	<i>In-country orientation (with descriptions of experiences, reactions, etc.)</i>	2	8
6/12	<i>Served at site (with descriptions of experiences, reactions, etc.)</i>	6	14
6/16	<i>Cultural excursion (with descriptions of the experience...)</i>	3	17
...
6/29	<i>Final group discussion (with descriptions of debrief conversation, etc.)</i>	1	90+

4. Final reflection paper (40 points/20% of grade; learning objectives A1, A3, A4, B1, B3, C4). At the conclusion of our program, you will write a final reflection paper of at least three pages (double-spaced, 1-inch margins, 12-point Times New Roman font; first person, narrative format). Please incorporate all components of the program (i.e., preparation, readings, service, excursions, other cultural experiences, et cetera) into the reflection. You should explore the following questions, at a minimum:

- What skills, values, and knowledge did you gain from this program?
- Did you meet the goals you outlined in your learning proposal?
- Are there things that you could have done differently to have enhanced the experience?
- Are there program components that should be changed to enhance the experience?
- Would you recommend this, or a similar experience, to other students?
- Your other insights are welcomed.

It is important to demonstrate depth of thought and critical thinking skills in your reflection. Please submit this on Blackboard within two weeks of the conclusion of the program (i.e., by July 15; please see grading rubric on Blackboard for more details).

Special Issues: While in-country, you are a representative of Concordia University-Portland. You should conduct yourself at all times in a manner which does not infringe upon the customs of the culture, nor upon the rights and safety of other participants in the program. You will adhere to the policies and procedures in the Concordia University Student Handbook. (This reflects the signed “International Off-Campus Study Student Agreement” on file.) Your full participation in the program is expected for you to be successful.

You can expect that I will be actively involved in helping to prepare you for this program through our pre-trip meetings. I am available to meet outside of the scheduled group times as well. Additionally, you can expect me to be available to you throughout the duration of our Cape Town program (through email and a local phone number, TBD). I will be in contact with your internship site supervisor, and I will be with you on the excursions associated with the program. I will provide timely feedback of your work, and I will problem-solve with you if issues arise while in-country.

Grading Scale: All assignments will be evaluated according to a pass/no pass scale (144 points must be earned to receive a passing grade):

Pre-Trip Meetings	40 points (20%)
Learning Proposal	40 points (20%)
Journal	80 points (40%)
<u>Final Reflection</u>	<u>40 points (20%)</u>
TOTAL POSSIBLE = 200 points	

Grading rubrics will be utilized for your learning proposal, journal assignment, and final reflection paper and will be made available on Blackboard prior to your deadlines. For the pre-trip meetings, points will be assigned based on attendance and participation.