

WILMINGTON UNIVERSITY
COLLEGE OF HEALTH PROFESSIONS
BASIC COURSE INFORMATION

COURSE TITLE: Study Abroad- Intercultural Competence

COURSE NUMBER: PSY 395*/HUM 395*/HSC 395 (HSC majors only)/AHS 8120

*BSN students can take PSY 395 or HUM 395

il and resend. During the trip texting would be the quickest way to communicate with me.

COURSE DESCRIPTION:

We live in a global society and students need intercultural skills and knowledge to be fully prepared to live and work in today's world. One of the best ways to develop these important skills is to immerse one's self in another country's culture by studying abroad. Participating in a study

A-3 Compare and contrast countries/cultures/cities across the different cultural dimensions (Ability [Ableism], Age [Ageism/Adultism], Ethnicity and Race [Ethnocentrism/Racism], Gender [Sexism/Transgender Oppression], Sexual Orientation [Heterosexism/Homophobia], Religion/Spirituality [Religious Oppression] and Socioeconomic Status [Classism]).

A-4 Examine different systems (e.g., health care system, educational system, criminal justice system, social services system, business) within each country across the different cultural dimensions (Ability [Ableism], Age [Ageism/Adultism], Ethnicity and Race [Ethnocentrism/Racism], Gender [Sexism/Transgender Oppression], Sexual Orientation [Heterosexism/Homophobia], Religion/Spirituality [Religious Oppression] and Socioeconomic Status [Classism]).

A-5 Analyze one specific system (e.g., health care system, educational system, criminal justice system, social services system, business) across countries (Ability [Ableism], Age [Ageism/Adultism], Ethnicity and Race [Ethnocentrism/Racism], Gender [Sexism/Transgender Oppression], Sexual Orientation [Heterosexism/Homophobia], Religion/Spirituality [Religious Oppression] and Socioeconomic Status [Classism]) and across countries.

GOAL B: Develop an appreciation of global diversity and a critically informed perspective of the points of view of others.

Learning Outcomes Students will

B-1 Demonstrate awareness of and sensitivity to diverse cultures (Ability [Ableism], Age [Ageism/Adultism], Ethnicity and Race [Ethnocentrism/Racism], Gender [Sexism/Transgender Oppression], Sexual Orientation [Heterosexism/Homophobia], Religion/Spirituality [Religious Oppression] and Socioeconomic Status [Classism]).

B-2 Display critical thinking skills (1) (2) (3) (4) (5) (6) (7) (8) (9) (10) (11) (12) (13) (14) (15) (16) (17) (18) (19) (20) (21) (22) (23) (24) (25) (26) (27) (28) (29) (30) (31) (32) (33) (34) (35) (36) (37) (38) (39) (40) (41) (42) (43) (44) (45) (46) (47) (48) (49) (50) (51) (52) (53) (54) (55) (56) (57) (58) (59) (60) (61) (62) (63) (64) (65) (66) (67) (68) (69) (70) (71) (72) (73) (74) (75) (76) (77) (78) (79) (80) (81) (82) (83) (84) (85) (86) (87) (88) (89) (90) (91) (92) (93) (94) (95) (96) (97) (98) (99) (100)

Oppression], Sexual Orientation [Heterosexism/Homophobia], Religion/Spirituality [Religious Oppression], and Socioeconomic Status (Classism)) through contact with other countries/cultures/societies.

Learning Outcomes: Students will

C-1 Examine personal biases/world views

C-2 Value and recognize how personal experiences and biases shape relationships and encounters across cultures Ability [Ableism], Age [Ageism/Adultism] Ethnicity and Race [Ethnocentrism/Racism], Gender [Sexism/Transgender Oppression], Sexual Orientation [Heterosexism/Homophobia], Religion/Spirituality [Religious Oppression] and Socioeconomic Status (Classism)) within the United States and other countries

C-3 Construct and ask complex questions about other cultures

C-4 Investigate answers to complex questions th 0 J -0.Etm 8.8 0 Td ()Tj 0.002 Tc -0.002Tj 0.34 C

one specific system (e.g., health care, education, criminal justice, human services, business) you wish to explore in the U.S. and Canada

- A significant part of this class will be experienced by “lived experiences” in Montreal and

Graduate Personalized Learning Plan (100 points total):

You will create your own personalized learning plan which will include a list of a minimum of 15 educational materials/experiences ~~(each~~ (e.g., readings, videos, podcasts, museums) for two specific cultures

assessments from the readings. You are encouraged to document your learning through multiple ways of learning (e.g., writing, photos, podcasts, etc.). Prompts will be provided by your instructor.

Summary of Requirements for PSY/HUM/HSC 395:

Attendance at pre/post trip meetings	75 points
Personalized Learning Plan	75 points
Discussion Boards	60 points
“Deep Dive” Paper	100 points
Presentation	100 points
Journal	<u>150 points</u>
Total Points Possible	525 points

Summary of Requirements for AHS 8120:

Attendance at pre/post trip meetings	75 points
Personalized Learning Plan	100 points
Discussion Boards	60 points
“Deep Dive” Exploration Paper	150 points
Presentation	100 points
Journal	<u>150 points</u>
Total Points Possible	600 points

02/2020