



PSYC 300 Experiencing Multicultural Psychology

Course Syllabus
Fall Semester 2024

Instructor: John Lawrence Dennis, PhD

Credits: 1

Contact Hours: 15

Prerequisites: None

Class Meeting Days & Time:

Week 2; Sept 16, 1745 (Aula Magna) & 1930 Aperitivo

Week 4: Sept 30, 1745 (Aula Magna)

Week 6: Oct 14, 1745 (Aula Magna)

Week 8: Nov 4, 1745 (Aula Magna)

Week 9: Nov 13, 1745 (Aula Magna)

Week 9: Nov 14-16 (MPP Capstone)

(3 days, departure 0600, return 2000)

Week 10: Nov 11 1745 (Aula Magna-optional)

Week 11: Nov 25, 1745 (Aula Magna)

Week 13: Dec 2, 18:00 (Aula Magna)

Course Type: Core course of the Multicultural Psychology Program (MPP)

Course Fee: Included in the MPP program fee

Course Description

In this mandatory one-credit course, Multicultural Psychology Program (MPP) students participate in a series of experiential learning activities designed to complement their coursework. These activities and related assignments provide hands-on experiences, allowing students to see ideas put into practice. This semester, we will have five workshops led by researchers who will share their stories and insights.

Combining practical activities and critical reflection on these experiences offers MPP students opportunities to engage in co-curricular activities with the University of Perugia students. These activities connect key topics and concepts to practical, applied situations and include community-based learning and field experiences, such as the MPP Capstone, that link classroom learning to real-world problem-solving. Additionally, you will learn about applying to graduate school, updating your LinkedIn profile to reflect your interests, academic publishing, and building an overall online presence.

Toward the end of the course, students will participate in a transformative Capstone Trip for the Multicultural Psychology Program. This trip provides a hands-on opportunity to explore and engage with multicultural psychological topics in real-world contexts. Through immersive, cultural, and interactive experiences, students will gain a deeper understanding of the complexities surrounding cultural diversity and social identity. The capstone trip aims to enhance critical thinking skills, foster cross-cultural competence, and encourage reflective integration of multicultural psychology concepts. The experiential nature of the trip allows students to apply their knowledge in authentic settings, promoting personal growth and a heightened awareness of the psychological nuances inherent in diverse environments.

Learning Outcomes and Assessment Measures

By the end of the course, students will be able to:

Learning Outcomes	Assessment Measures
Learn and analyze researcher's stories	MPP Workshops
Experience community-based learning in psychology within a multicultural setting.	MPP Workshops, PhotoVoice, PsychMovie

Identify those experiences that will give you a richer understanding of multicultural psychology	PhotoVoice, Podcast, PsychMovie
Describe situations that have allowed you to have a richer understanding of psychological principles in an international setting	PhotoVoice, Podcast, PsychMovie
Create and broadcast materials that will help students to start thinking about their future careers	PhotoVoice, Podcast, PsychMovie

Below are the course's learning outcomes, followed by the methods that will be used to assess students' achievement for each learning outcome. By the end of this course, students will be able to:

- *identify and describe* multicultural psychology (MPP Workshops);
- *experience* multicultural psychology (MPP Workshops; PhotoVoice, PsychMovie);
- *analyze* multicultural psychology (PhotoVoice, Podcast, PsychMovie);
- *integrate* multicultural psychology (PhotoVoice, Podcast, PsychMovie)

Laptop/Smartphone Policy

I depend on my computer and my telephone for much of what I do. That said: An ever-increasing body of research shows that open laptops and telephones in the classroom create distraction (both visual and auditory) for those using them and those around them. You can type faster than you can write, and as a result, you end up processing less when you're simply typing notes. For this reason, I have a physical notebook policy whenever possible (when we do Google Drive Tickets, for example). I ask you to bring your computers! but leave them in your bags and phones in your pockets, and use a regular notebook. There are three exceptions: 1) if you have an accommodation; 2) if you make an office hours appointment with me to discuss the use of a computer; and 3) if we have an in-class activity that requires you to use your computer.

Course Materials

A course reader, including all the indicated readings, will be available. The course's Moodle site is the primary location for readings and assignments.

Assessments

One-to-One Professor Meetings	5%
Attendance	35%
PhotoVoice	20%
Psych Movie	20%
Podcast	20%

Grading

Students are reminded that it is their responsibility to note the dates of exams and other assignments. No alternative exam dates will be offered and professors are not required to give partial credit for any late work (they do so at their discretion: the Institute's default policy is no extensions and a zero for any work turned in late). Students who book travel when they have an exam or other assessment will have to change their plans or accept a zero. Letter grades for student work are based on the following percentage scale:

Letter Range	Grade	Numerical Score Equivalent	Student Performance
A		93% - 100%	Exceptional
A		90% - 92%	<u>Excellent</u>
B+		87% - 89%	Superior
B		83% - 86%	
B		80% - 82%	
C+		77% - 79%	Satisfactory
C		73% - 76%	

C-		70% - 72%	
D+		67% - 69%	Low Pass
D		63% - 66%	
D		60% - 62%	
F		59% or less	Fail (no credit)

Please note: decimal and centesimal numerals between 1-4 are rounded down while 5-9 are rounded up: e.g., expect 89.4 to be 89.0 while 89.5 to round up to 90.

Course Requirements

Grades are based on the following criteria.

One-to-One Professor Meetings (5%)

During the first half of the semester, students will have a 10-minute one-on-one meeting with the professor. These meetings can be conducted online or in person. Use the [Calendly link](#) to schedule your meeting; the prompt link is available on the course Moodle site.

Attendance (35%)

Attendance is mandatory. There are 5 workshops, PsychMovie, an overnight field trip, and an opening and closing meeting. Students are expected to come to meetings, punctually, and prepared to contribute to these discussions. A prompt link can be found on the course Moodle site.

PhotoVoice (20%)

Students will construct a PhotoVoice journal throughout the semester based on seminars, the Capstone, courses at Umbra, and any other experiences during the semester abroad that can be better explained from a multicultural psychology perspective. The overarching theme of multicultural psychology encourages students to critically examine their experiences through the lens of cultural diversity. Photos can be selected and annotated to elucidate how cultural factors influence perceptions, behaviors, and interactions. This perspective fosters a deeper understanding of the psychological dimensions of multiculturalism, addressing topics such as cultural identity, acculturation, and intercultural competence. A prompt link can be found on the course Moodle site.

The construction of a PhotoVoice journal within the framework of multicultural psychology offers a holistic and reflective approach to understanding and documenting the intricate interplay between academic pursuits, cultural experiences, and personal development during a semester abroad. You will be able to gather your PhotoVoices from the following sources:

1. Seminars:

- Seminars involve in-depth discussions of specific research topics. In a multicultural psychology context, students can capture moments that reflect cultural diversity, cross-cultural communication, and the dynamics of diverse perspectives. Photos could depict interactions, discussions, or visual elements highlighting the multicultural aspects of the seminars and their content.

2. Capstone:

- The Capstone experience is a trip where we learn about the physical and cultural context of psychology in

Italy. From a multicultural psychology perspective, students can document the cultural dimensions of the Capstone trip. This might include interactions with diverse participants, cultural implications of the places visited, or reflections on the multicultural challenges and opportunities encountered during the trip.

3. Courses at Umbra:

- Documenting experiences in courses at Umbra involves capturing not only the academic content but also the cultural context of the learning environment. Photos could showcase interactions with classmates from different cultural backgrounds, field trips highlighting cultural nuances, or visual elements representing the integration of multicultural perspectives into the curriculum.

4. Experiences Abroad:

- Beyond academic settings, the PhotoVoice journal provides a platform to explore and reflect on personal experiences in the host country. Students can use photographs to convey cultural immersion, interactions with local communities, and their evolving understanding of multiculturalism in real-life contexts. This might include snapshots of local events, festivals, or everyday scenes that provide insights into the cultural fabric of the host community.

A prompt link can be found on the course Moodle site.

PsychMovie (20%)

In collaboration with Cinema Postmodernissimo, we are organizing a unique series of 'psychological' films specifically curated for students of the Umbra Institute and Fissuf at the University of Perugia. This initiative aims to provide a valuable cultural and educational experience, enhancing students' understanding of psychological themes and issues through the compelling medium of film.

Objective:

- To offer a deeper appreciation of psychological themes in cinema.
- To develop critical thinking skills through film analysis and discussions.
- To encourage interdisciplinary dialogue among students from different academic backgrounds.
- To strengthen the relationship between academic institutions and the local community.
- To enrich the overall academic and social experience of participants.

Requirements:

1. Film Viewing:

- Attend and view each film in the series at Cinema Postmodernissimo. A Google Sheet will be shared with students where they will enter the film name and the date they attended.

2. Photovoice Project:

- Create a Photovoice that visually represents your reflections on the psychological themes of the film series.
- Each image should be accompanied by a brief narrative (20-50 words) explaining its significance and connection to the psychological themes explored.

3. Deadline:

- The Photovoice project is due within 48 hours of the film that you have attended.

A prompt link can be found on the course Moodle site.

Podcast (20%)

Students will be formed into groups in week 1 and each will create a single podcast based on workshops and activities that will be due at intervals throughout the semester. Students will be given guidance by the professor and due dates will be during weeks 3, 5, 7, 9, and 11. There are points during the semester where students will update a Podcast Notes page on Google Drive. The podcast will provide you with a hands-on experience, where you will apply your knowledge in practical terms. This reinforces academic studies and promotes a deeper understanding of multicultural psychology in real-world contexts. Initial Notes will be due one week before the

recording date, and the final podcast will be due one week following the recording. In considering the content for your podcast, please consider the following:

1. *Overarching Themes:*

- Community-based learning and field experiences.
- Multicultural psychology, diversity, and inclusion

2. *My Story! Seminars:*

- Ask MPP seminar researchers to be a guest on your podcast.
- Ask MPP seminar researchers to connect you with others so they can share their stories, insights, and experiences, providing valuable content for the podcast.

4. *Linking Co-Curricular Activities:*

- Engage with University of Perugia students as guests on your podcast so they can include collaborative discussions from different cultural backgrounds.

5. *Capstone Project Integration:*

- Explore opportunities to link the podcast project with the MPP Capstone experience.

6. *Practical Skills Development:*

- Align podcast with skills like applying to grad school, updating LinkedIn profiles, and understanding academic publishing.

Deadline: A podcast schedule, that includes the general topic, and MPP professor or speaker invitee, will be shared with you in week 1 with due dates for each group will be on a rolling basis, starting in Week 3, and continuing every two weeks until the final group completes their podcast in Week 11.

Extension & Submitting Late Work

Work submitted after the deadline will receive a grade of zero, not partial credit. Each student is allowed one extension of 24 hours over the entire semester. This can be used for any assignment but the final project. Students must email the instructor before the deadline and inform the instructor of their use of the extension. Any work submitted after the 24-hour extension will be marked zero.

As for all policies, exceptions can be made by the Director for students with special accommodations or in case of medical emergencies, etc.

Attendance & Lateness Policy

Class attendance (in person) is mandatory. All students are allowed 1 unexcused absence, which does not need to be justified. Because this is a one-credit course with limited class meetings, each additional unexcused absence will affect your final grade by 10%. Each incident of tardiness (late arrivals to or early departures from class) is 3% off the final grade. Excessive unexcused absences (3 or more) may result in a failing grade or disciplinary action. The student must be aware of the number of absences or late arrivals for each course and ask the instructor when in doubt.

If students miss class, they are responsible for obtaining class notes from other students and for meeting the professor during office hours. Any work missed in class because of an excused absence may be made up within one week of the return to the class. Any work missed that was a quiz or other test must be made up outside class time and will, in the interest of intellectual honesty, be a slightly different test than the one given in class.

Presence during the capstone field trip is especially important. Missing this field trip, unless for a very serious reason that is communicated to Umbra staff promptly, will be considered the equivalent of two unexcused absences. As such, absence from the co-curricular field trip will lower students' final grade in that course by 20%.

Legitimate reasons for an excused absence or tardiness include: death in immediate family, religious observances, illness or injury, local inclement weather, and medical appointments that cannot be rescheduled. Absences relating to illness may be excused by the Director, but only if a medical certification is provided. Students who request an approved absence to observe a religious holiday must submit a formal request to the Institute's Director within one week after the add/drop period when course schedules, including any field trips, are finalized. No exceptions will be made after this deadline.

Except in the case of medical emergencies, absences are not accepted when tests are scheduled; tests cannot be made up. Furthermore, scheduled times and dates indicated for exams, quizzes, oral presentations, and any other

graded assignments cannot be changed for any reason. Even if more sections of the same class are activated, students may only take exams during the scheduled times and dates for the section they are enrolled in.

Academic Integrity

All forms of cheating (i.e., copying during an exam either from a fellow student or making unauthorized use of notes) and plagiarism (i.e., presenting the ideas or words of another person for academic evaluation without acknowledging the source) will be handled according to the Institute Academic Policy, which can be found in the Umbra Institute Academic Policies and Conduct Guidelines.

Utilizing ChatGPT or other artificial intelligence (AI) tools for generating content submitted by a student as their own as part of any assignment for academic credit at the Institute constitutes a form of plagiarism. Should the Institute become aware of a student's use of such platforms and services, the student will be subject to the same consequences and judicial proceedings as are in place for plagiarism (defined above).

Classroom Policy

Students are expected to follow the policy of the Institute and demonstrate the appropriate respect for the historical premises that the school occupies. Please note that cell phones must be set to silent mode before the beginning of each class. Computers and other electronic devices cannot be used during class lectures and discussions for anything other than note-taking, unless the student has specific academic accommodation.

Schedule of Topics, Readings, and Assignments

WEEK 2

Workshop: My story!

with Gabriella Klein & John L. Dennis, PhD

Sept 16 at 1745 - Workshop: *Beyond Comfort Zones: Experiencing Culture Shock through Play*

This workshop will delve into what culture shock is, its stages, and its impact on individuals. Through interactive play reading, participants will experience and discuss the emotional and cognitive aspects of culture shock, enhancing their understanding of intercultural communication and empathy for those undergoing such experiences.

Welcome Orientation Meeting and Aperitivo

Sept 16 at 1915 walk together to Bar dell'Accademia

Assignments:

Readings:

- Ting Toomey S., Chung, L.c., *What is culture shock*, in Understanding Intercultural Communication, Oxford Press, New York, 2012

PhotoVoice #1

Podcast: Groups will be assigned at the end of the first workshop and deadlines shared with a Class Google Sheet.

WEEK 4

Workshop: My story!

with Filippo Sposini

Sept 30 at 1745 - Workshop: Madness and Medicine: How Law Forged Modern Psychiatry

This seminar will explore the evolution of Italian psychiatry following the 1978 reform, highlighting the shift from institutionalized care to community-based services. We will examine the impact of these changes on patient outcomes and family burdens, focusing on regional disparities in care quality and access, particularly for schizophrenia and mood disorders. The seminar will also discuss the need for improved coordination between public and private sectors and future directions for enhancing mental health care in Italy.

Assignments:

Readings:

- De Girolamo, G., Bassi, M., Neri, G., Ruggeri, M., Santone, G., & Picardi, A. (2007). The current state of mental health care in Italy: problems, perspectives, and lessons to learn. *European Archives of Psychiatry and Clinical Neuroscience*, 257, 83-91.
- Lora, A. (2009). An overview of the mental health system in Italy. *Ann Ist Super Sanita*, 45(1), 5-16.

PhotoVoice #2

Podcast #1 - Week 4

Title: Photovoice: Capturing Multicultural Experiences

Description: Explore the Photovoice project as a method for documenting and reflecting on multicultural experiences with Phillipa Stannard. Discuss the themes captured in students' Photovoice journals and the psychological insights gained.

WEEK 6

Workshop: My story!

with Giorgio Ghizzoni

Oct 14 at 17:45 - Workshop: Digital Detox: The Impact of Social Media on Adolescent Well-Being

This workshop will explore the effects of social media on adolescent well-being, focusing on both the challenges and strategies for mitigating problematic use. Participants will gain insights into the psychological and social impacts of intense social media engagement and learn evidence-based approaches to support healthier online habits among adolescents.

Assignments:

Readings:

- Boer, M., Van Den Eijnden, R. J., Boniel-Nissim, M., Wong, S. L., Inchley, J. C., Badura, P., & Stevens, G. W. (2020). Adolescents' intense and problematic social media use and their well-being in 29 countries. *Journal of Adolescent Health, 66*(6), S89-S99.
- Leijse, M. M., Koning, I. M., & van den Eijnden, R. J. (2023). The influence of parents and peers on adolescents' problematic social media use is revealed. *Computers in Human Behavior, 143*, 107705.

PhotoVoice #3

Podcast #2 - Week 6

Title: Digital Detox: Finding Balance in a Hyperconnected World

Description: Explore the concept of digital detox and its importance for adolescents' well-being. Drawing from insights in the workshop with Dr. Giorgio Ghizzoni discusses the effects of intense social media use on mental health and shares practical strategies for reducing screen time.

Semester Break

WEEK 8

Workshop: My story!

with Natascia Petringa, PhD

Nov 4 at 17:45 Workshop: *Using Tangibles to Encourage Human Narratives: Who Said Objects Are Not Important?*

This workshop will explore how tangible objects enhance storytelling. Based on studies by Cila et al. and Novak & Schwan, this workshop delves into the power of object-centered narratives and their impact on learning and personal expression through interactive activities and discussions.

Assignments:

Readings:

- Cila, N., Giaccardi, E., Tynan-O'Mahony, F., Speed, C., Caldwell, M., Thing-Centered Narratives: A Study of Object Personas, Paper for the seminar Collaborative Formation of Issues, January 22-23 Aarhus, DK, 2015
- Novak, M., Schwan, F., Does Touching Real Objects Affect Learning?, *Educational Psychology Review, 33*(1), 2021

PhotoVoice #4

Podcast #3 - week 8

Title: Storytelling through Objects

Description: Explore how tangible objects enhance storytelling and personal narratives. Reflect on insights from the workshop "Using Tangibles to Encourage Human Narratives."

WEEK 9

Pre-departure Meeting

With John L. Dennis, PhD
Nov 13 at 1745, Aula Magna

Three-day MPP Capstone Trip to Reggio Emilia and Florence

With John L. Dennis, PhD & Zach Nowak, PhD
Nov 14-16

Important Note: You will receive the itinerary at the beginning of the week

Assignments:*Readings:*

- Hewett, M. V., *Examining the Reggio Emilia Approach to Early Childhood Education*, Early Childhood Education Journal, 29(2), 2001
- Schianchi, M., *Associations of People with Disabilities in Italy: A Short History*, Modern Italy, 19(2), 2014
- Barbui, C., Papola, D., Saraceno, B., Forty Years Without Mental Hospitals in Italy, International Journal of Mental Health Systems, 12:43, 2018

PhotoVoice #5

WEEK 10**Optional Workshop:**

With John L. Dennis, PhD, Zachary Nowak, PhD, and Filippo Sposini, PhD
Nov 11 at 1745 Workshop: *Getting into Grad School and Publishing*

This workshop will provide students with valuable insights into the application process, emphasizing the importance of aligning research interests with faculty and the practical strategies for admission. They also highlighted the challenges of graduate studies, including financial constraints and job prospects, encouraging students to evaluate their goals carefully.

Assignments:*Readings:*

- Luppi, A. I., Newton, C. C., Folsom, L., Galliano, E., & Romero-Garcia, R. (2021). Ten simple rules for aspiring graduate students. *PLOS Computational Biology*, 17(8), e1009276.
- Mullen, A. L., Goyette, K. A., & Soares, J. A. (2003). Who goes to graduate school? Social and academic correlates of educational continuation after college. *Sociology of education*, 143-169.
- Bain, S., Fedynich, L., & Knight, M. (2011). The successful graduate student: A review of the factors for success. *Journal of Academic and Business Ethics*, 3, 1.

Podcast #4 - Week 10

Title: Navigating Graduate School and Academic Publishing

Description: Offer practical advice on applying to graduate school, updating LinkedIn profiles, and understanding academic publishing. Draw from the optional workshop with Dr. John Lawrence Dennis, Dr. Zachary Nowak, and Dr. Filippo Sposini.

WEEK 11**Workshop: My story!**

With Michele Capurso
Nov 25 at 1745 Workshop: *Reclaiming the Classroom: A Delphi Investigation into Factors Shaping School Reentry*

Assignments:*Readings:*

- Boonen, H., Petry, K., *How Do Children With a Chronic or Long-term Illness Perceive their School Re-entry After a Period of Homebound Instruction?*, Child: Care, Health and Development, 2011
- Helms, A. S., Schmiegelow, K., Brok, J., et al., *Facilitation of School Re-entry and Peer Acceptance of Children with Cancer: a Review and Meta-analysis of Intervention Studies*, European Journal of Cancer Care, 25(1), 2016

PhotoVoice #6

Podcast #5 - Week 11

Title: Reclaiming the Classroom: School Reentry for Children with Chronic Illness

Description: Explore the challenges and strategies of school reentry for children with chronic illness, as discussed in a workshop led by Michele Capurso. The episode reviews research on how children perceive school reentry and effective interventions to facilitate their return to the classroom.

WEEK 12

End-of-Semester Reflective Workshop & Farewell Dinner

With John L. Dennis, PhD

Dec 2 at 6pm in Aula Magna.

Assignments:

PhotoVoice #7

WEEK 13

Final Classes, Final Exams, & Special Academic Events Week

In Week 13, during Special Academic Events, students will be awarded the MPP certificate. This recognition celebrates their achievements and completion of the program, marking an important milestone in their academic journey.