



PSYC 300 Experiencing Multicultural Psychology

Course Syllabus
Spring Semester 2025

General Information

Instructor: John Lawrence Dennis, PhD

Credits: 1

Contact Hours: 15

Prerequisites: None

Class Meeting Days & Time:

Week 1: January 22	Intro & Aperitivo
Week 2: January 27	Workshop #1
Week 4: February 10	Workshop #2
Week 5: February 17	Workshop #3
Week 7: March 17	Workshop #4
Week 9: March 26	Capstone Briefing
March 27-29	Capstone 3 days, departure 0600, return 2000
Week 10: March 31	Capstone Debriefing
Week 11: April 7	Reflective Workshop & Apertivo
Week 12: April 16	Option Workshop

Meeting Location: Aula Magna (unless otherwise specified)

Meeting Time: 1745 (unless otherwise specified)

Office Hours: By appointment, use the Calendly link to reserve your meeting.

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 shared Google Folder is the primary location for all readings.

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 Grade	Numerical Score Equivalent	Student Performance
A	93% - 100%	Exceptional <u>Excellent</u>
A	90% - 92%	
B+	87% - 89%	
B	83% - 86%	Superior
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, The Capstone trip, Preparatory and Debriefing meetings, as well as 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, PsychMovies, 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 should be selected and annotated (20-50 words) 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. 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.

Each image in the project must include a brief narrative (20–50 words) explaining its significance and connection to the themes. The Photovoice project must be submitted within 48 hours after an event. 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.

5. *PsychMovies*:

- Documenting your reflections on the *PsychMovies* series involves capturing the psychological themes explored in the films and their connection to your broader experiences. Photos could illustrate key themes from the films, their cultural or psychological relevance, or personal insights sparked by the narratives. Visual elements might include moments of cultural resonance, symbolic representations, or interpretations of the films' deeper messages.

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

PsychMovie (20%)

In collaboration with Cinema Postmodernissimo, we are presenting a curated series of psychological films designed specifically for students of the Umbra Institute and FISSUF at the University of Perugia. The goal of this initiative is to deepen students' understanding of psychological themes in cinema while developing critical thinking skills through film analysis and meaningful discussions. By fostering interdisciplinary dialogue among students from diverse academic backgrounds, the series seeks to strengthen connections between academic institutions and the local community. Ultimately, this initiative aims to enrich the academic and social experiences of all participants.

To participate, students must attend and view at least two of the three films in the series at Cinema Postmodernissimo, with attendance recorded at each screening. After the screenings, students will create a Photovoice project that visually represents their reflections on the psychological themes explored in the films.

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 rolling dates throughout the semester. Students will be given guidance by the professor. 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. While every podcast has a title and description, 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.

3. *PsychMovies*:

- Ask MPP and UNIPG students to reflect on the *PsychMovies* on your podcast.
- Ask UNIPG student organizer for *PsychMovies* as a guest on your 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 places you will (or have visited).

Deadline: A podcast schedule, that includes the general topic, MPP professor or speaker invitee, will be shared with you in week 1. 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 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 Umbra's policy and demonstrate 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 can only be used during class lectures and discussions for note-taking, if the student has specific academic accommodation.

Schedule of Topics, Readings, and Assignments

WEEK 1

Welcome Orientation Meeting and Aperitivo

with John L. Dennis, PhD

Wednesday, January 22nd at 17:45 in Aula Magna & Aperitivo

Kick off the Multicultural Psychology Program with our Welcome Orientation Meeting and Aperitivo! Connect with fellow students and faculty, learn about the semester's exciting activities, and enjoy a relaxed, informal setting. Share ideas, ask questions, and start building your community—all while savoring delicious refreshments in a welcoming atmosphere.

Podcast:

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

PhotoVoice:

#1 Seminars: Capture moments of connection and cultural exchange as the MPP journey begins during the Welcome Orientation Aperitivo.

WEEK 2

Workshop: My story!

with Nevin Pecorelli, PhD & John L. Dennis, PhD

Monday, January 27th 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.

Assignments:

Readings:

- Ting Toomey S., Chung, L.c., *What is culture shock*, in Understanding Intercultural Communication, Oxford Press, New York, 2012
- Winkelman, M. (1994). Cultural shock and adaptation. *Journal of Counseling & Development*, 73(2), 121-126.

PhotoVoice:

#2 Seminars: Document interactive play readings and discussions that explore the emotional journey and impact of culture shock.

WEEK 3

PsychMovie: Fantastic Mr. Fox

Tuesday, February 4th at 1845 - PostModernismo Cinema

Fantastic Mr. Fox is a whimsical stop-motion animated film directed by Wes Anderson, following the clever and

charming Mr. Fox as he outwits three ruthless farmers to protect his family. It's a heartwarming tale of adventure, wit, and resilience.

Assignments:

PhotoVoice:

#3 *PsychMovies*: Capture images reflecting teamwork, resilience, and cleverness inspired by Fantastic Mr. Fox's themes.

WEEK 4

Workshop: My story!

with Stefano Luciani, LCPC

Monday, February 10th at 1745 - Workshop: *Navigating Multicultural Dynamics in Organizational Behavior*

Explore how cultural diversity shapes organizational behavior in this engaging workshop. Through interactive activities and case studies, discover strategies for effective communication, team collaboration, and leadership in multicultural environments. Gain practical insights into managing cultural dynamics within organizations, enhancing your cross-cultural competence, and preparing you for success in diverse professional settings.

PsychMovie: Get Out

Tuesday, February 11th at 1845 - PostModernismo Cinema

Get Out is a psychological thriller by Jordan Peele, exploring racism through suspense and horror. The story follows Chris, a Black man visiting his white girlfriend's family, uncovering disturbing secrets. It's a gripping, thought-provoking commentary on modern society.

Assignments:

Readings:

- Li, J., Wu, N., & Xiong, S. (2021). Sustainable innovation in the context of organizational cultural diversity: The role of cultural intelligence and knowledge sharing. *Plos One*, 16(5), e0250878.
- Stahl, G. K., & Maznevski, M. L. (2021). Unraveling the effects of cultural diversity in teams: A retrospective of research on multicultural work groups and an agenda for future research. *Journal of International Business Studies*, 52(1), 4.

PhotoVoice:

#4 *Seminars*: Capture moments of collaborative activities and case studies showcasing strategies for effective communication and leadership in multicultural organizations.

#5 *PsychMovies*: Capture images reflecting themes of hidden truths, racial identity, and societal power dynamics inspired by *Get Out*.

Podcast:

Group #1

Title: Beyond Comfort Zones: Navigating Culture Shock

Description: Dive into the concept of culture shock and its profound impact on individuals. Drawing from insights in the workshop led by Dr. Nevin Pecorelli, this episode explores the emotional and cognitive stages of culture shock. Through reflective discussions and play reading experiences, gain practical strategies for fostering empathy and enhancing intercultural communication.

WEEK 5

Workshop: My story!

with Giorgio Ghizzoni

Monday, February 17th at 17:45 - Workshop: *Understanding Disabilities: Promoting Inclusion and Awareness*

This workshop examines the psychological and cultural dimensions of disability, emphasizing the importance of inclusion and accessibility. Through interactive discussions and activities, participants will explore the challenges faced by individuals with disabilities, reflect on biases, and develop strategies to foster equitable environments, enhancing cross-cultural competence and empathy in diverse settings.

Assignments:

Readings:

- Kaplan, G., & Celik, P. (2023, October). Intersectionality of disability and cultural/linguistic diversity in the UK: a literature review. In *Frontiers in Education* (Vol. 8, p. 1239777). Frontiers Media SA.
- Taub, D., & Foster, M. (2020). Inclusion and intellectual disabilities: A cross cultural review of descriptions. *International Electronic Journal of Elementary Education*, 12(3), 275-281.

PhotoVoice:

#6 Seminars: Capture moments of engagement and reflection highlighting inclusion, accessibility, and cultural perceptions of disabilities in diverse environments.

Podcast:

Group #2

Title: Bridging Cultures: Organizational Behavior in Diverse Environments

Description: Join us as we explore the impact of cultural diversity on organizational behavior, drawing from Dr. Stefano Luciani's insightful workshop. Discover how cultural intelligence, effective communication, and teamwork strategies drive success in multicultural settings. Through case studies and interactive activities, gain valuable tools to navigate and lead in culturally dynamic organizations.

WEEK 6

PsychMovie: Juror #2

Tuesday, February 25th at 1845 - PostModernismo Cinema

Juror #2, directed by Clint Eastwood, is a tense courtroom thriller exploring justice and morality. The story follows Justin Kemp, a juror who discovers his potential involvement in the murder being deliberated. It's a gripping tale of guilt, ethics, and accountability.

Assignments:

PhotoVoice:

#7 PsychMovies: Capture images reflecting themes of moral conflict, justice, and personal accountability inspired by *Juror #2*.

#8 Courses at Umbra: Capture moments that reflect cultural diversity, learning interactions, and the integration of multicultural perspectives in any of your courses.

WEEK 7

Assignments:

PhotoVoice:

#9 Experiences Abroad: Capture images that showcase cultural immersion, local interactions, and moments

reflecting your evolving understanding of multiculturalism abroad.

Semester Break

WEEK 8

Workshop: My story!

With Melanie McCallum

Monday, March 17th at 1745: Workshop: *Healing Through Hooves: Exploring Horse Therapy*

Discover the transformative power of equine therapy in this interactive workshop. Explore how horses support emotional healing, enhance resilience, and foster personal growth. Through hands-on activities and guided discussions, gain insights into the psychological principles of horse therapy and its application in diverse therapeutic settings, promoting well-being and connection.

Assignments:

Readings:

- Burgon, H. L. (2011). 'Queen of the world': Experiences of 'at-risk' young people participating in equine-assisted learning/therapy. *Journal of Social Work Practice*, 25(02), 165-183.
- Lentini, J. A., & Knox, M. S. (2015). Equine-facilitated psychotherapy with children and adolescents: An update and literature review. *Journal of Creativity in Mental Health*, 10(3), 278-305.

Podcast:

Group #3

Title: Healing with Horses: Insights into Equine Therapy

Description: Uncover the transformative power of equine therapy in this episode, inspired by the Healing Through Hooves workshop with Dr. Melanie McCallum. Explore the therapeutic benefits of human-horse interaction, the psychological principles behind it, and real-world applications. Gain insights into how horses help foster emotional growth, resilience, and healing in diverse therapeutic contexts.

PhotoVoice:

#10 Seminars: Document moments of horse interaction that are similar to what you learned about during the workshop, focusing on emotional connection, therapeutic techniques, and personal reflections on the healing process.

#11 Experiences Abroad: Capture images that showcase cultural immersion, local interactions, and moments reflecting your evolving understanding of multiculturalism abroad.

WEEK 9

Workshop: My story!

With Natascia Petringa

Monday, March 24th at 1745: Workshop: *The Hundred Languages of Children: Tangibles as Tools of Expression*

This seminar explores the Reggio Emilia concept of the "Hundred Languages of Children," emphasizing how tangible materials facilitate diverse forms of expression, creativity, and communication. Participants will examine how children use objects to tell stories, solve problems, and engage in collaborative projects.

Assignments:

Readings:

- Mphahlele, R. S. (2019). Exploring the role of Malaguzzi's 'Hundred Languages of Children' in early

childhood education. *South African Journal of Childhood Education*, 9(1), 1-10.

- Novak, M., Schwan, F., Does Touching Real Objects Affect Learning?, *Educational Psychology Review*, 33(1), 2021

Photo Voice:

#12 *Seminars:* Document moments of children engaging with materials, highlighting creative expressions, collaborative problem-solving, and storytelling to explore diverse communication methods.

Podcast:

Group #4

Title: Frames of Mind: Exploring Psychology Through Cinema

Description: Join us as we delve into a curated series of psychological films in collaboration with Cinema Postmodernissimo, designed for students of the Umbra Institute and FISSUF at the University of Perugia. This podcast unpacks the psychological themes explored in cinema, fostering critical thinking and sparking interdisciplinary dialogue among students. Discover how film analysis can bridge academic institutions and the local community, enriching both academic and social experiences through meaningful discussions.

Pre-departure Meeting

With John L. Dennis, PhD

Wednesday, March 26th at 1745

Join Dr. John L. Dennis for an engaging session on the upcoming Capstone Trip. Gain insights into the itinerary, and key themes such as multicultural psychology, disability, and community care, and prepare for yet another transformative learning experience abroad.

Three-day MPP Capstone Trip to Reggio Emilia

With John L. Dennis, PhD, Juan Maillo, LCPC

Thursday, March 27th - Saturday, March 29th.

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

The Capstone explores diverse psychological and social interventions within multicultural contexts. Topics include the history of disability associations in Italy, therapeutic benefits of equine-assisted interventions for children with autism, innovative early childhood education approaches like Reggio Emilia, and Italy's transition to community-based mental health care after the closure of mental hospitals. Through experiential learning and critical analysis, students will deepen their understanding of these transformative models, fostering cross-cultural competence and practical problem-solving skills.

Assignments:

Readings:

- Barbui, C., Papola, D., Saraceno, B., Forty Years Without Mental Hospitals in Italy, *International Journal of Mental Health Systems*, 12:43, 2018
- 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
- Sissons, J. H., Blakemore, E., Shafi, H., Skotny, N., & Lloyd, D. M. (2022). Calm with horses? A systematic review of animal-assisted interventions for improving social functioning in children with autism. *Autism*, 26(6), 1320–1340.

PhotoVoice

#13 Capstone: Document key experiences from the Capstone Trip, highlighting transformative insights on multicultural contexts, disability, education, and community mental health care.

Podcast:

Group #5

Title: Embracing Abilities: Fostering Inclusion and Accessibility

Description: Join us as we delve into the psychological and cultural dimensions of disability, inspired by Giorgio Ghizzoni's enlightening workshop. Explore the challenges faced by individuals with disabilities, reflect on biases, and learn strategies for creating inclusive environments. Gain valuable insights into fostering empathy and cross-cultural competence in diverse settings.

WEEK 10

Capstone Debriefing

With John L. Dennis, PhD

Monday, March 31st at 17:45 in Aula Magna.

Let's reflect on the Capstone Trip's key moments and insights. Engage in discussions about multicultural psychology, disability, and community care, connecting your experiences to academic learning and personal growth.

Podcast:

Group #6

Title: Transformative Interventions: Insights from the Capstone Experience

Description: Explore the diverse psychological and social interventions examined during the Capstone Trip. From Italy's disability associations to equine-assisted therapy, Reggio Emilia's innovative education model, and the transition to community-based mental health care, this episode unpacks key lessons in multicultural contexts, fostering critical thinking and cross-cultural competence.

PhotoVoice:

#14 Courses at Umbra: Capture moments that reflect cultural diversity, learning interactions, and the integration of multicultural perspectives in any of your courses.

#15 Experiences Abroad: Capture images that showcase cultural immersion, local interactions, and moments reflecting your evolving understanding of multiculturalism abroad.

WEEK 11

End-of-Semester Reflective Workshop & Farewell Aperitivo

With John L. Dennis, PhD

Monday, April 7 at 5:45 pm in Aula Magna with an aperitivo to follow

Conclude the semester with Dr. John L. Dennis in a reflective workshop that revisits the program's key experiential activities and insights. Engage in discussions connecting your Capstone Trip and coursework to personal growth and professional aspirations. Celebrate achievements with peers and faculty during a heartfelt Farewell Aperitivo.

Assignments:

PhotoVoice & Photo Voice

Discussion of Photovoice and Podcast - lessons learned.

WEEK 12

Optional Workshop:

With John L. Dennis, PhD, Zachary Nowak, PhD

Monday, April 15 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.

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 your achievements and completion of the program, marking an important milestone in your academic journey.