

# Cross Cultural Practicum

**Instructor:**

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Office Hours as posted

Class meets Wednesdays, 8:30-10:30 am in the K3 classroom

**Course Description**

The Cross Cultural Practicum is a 3-credit course that provides students with the opportunity to enrich their understanding of culture and cultural differences and similarities as well as further develop and practice their own cultural competence through active service learning and participation and integration into a Ugandan community. "Cross Cultural competence" is not an end in itself or the goal of this class, but will be used as a guide to understanding our calling to live faithfully as Christians in this world. In this class we will use a list of eight cross-cultural competencies; openness, flexibility, engagement, self-awareness, cultural humility, adaptability/resilience, cross cultural skills and integration, to help us understand and navigate our experiences of living and studying abroad. The 'competencies' are not our goal, but will be used as a guide to help us navigate our experience and provide markers along the way to understand our own progress.

Students are expected to complete a minimum of 40 hours at an approved practicum site, engage in their respective living context communities (UCU for on-campus students and local neighborhoods for Homestay students), and interact with guest speakers, site visits and travel in Uganda. Weekly written *Reflections* are the primary method by which students will connect the dots between these experiences and classroom learning and life.

This course seeks to expose students to a wide variety of perspectives and practices in cross-cultural engagement here in Uganda, as each student seeks to understand his/her own unique vocation in a global context.

**Objectives**

- To develop a deeper understanding of our own faith, vocation and identity, informed and challenged by our Ugandan experience.
- To explore our own personal cultural history. To seek to understand how the context in which we grew up, our values and our identities shape who we are and our own sense of mission and purpose.
- To demonstrate an increased level of Cross Cultural awareness and competence through various forms of cross cultural engagement throughout the semester.
- To deepen our understanding of the interconnectedness (social, economic, political and environmental) of the global community and our responsibility therein.
- To engage with those who are living and working in Uganda, and to learn from them.

## Assignments and Evaluation

Students will be graded according to the following scale:

“A” – 90-100: Student meets expectations and fulfills all course goals exceptionally. Student demonstrates cultural awareness and integration in the Ugandan context through thoughtful writing, consistent class participation and engagement at their service site, home stay and university.

“B” – 80-89: Student meets expectations and fulfills all course goals through completing requirements.

“C” –70-79: Student does not meet course expectations and fails to fully engage in their service site, practicum class and in their writing.

“D”- 60-69: Student does not meet course expectations and shows poor work at their site and in class.

“F” – 59 or below: unacceptable

### Class Components and their weight:

Practicum: 20%

- *Overall practicum engagement (attitude, initiative, follow through etc.)* 5%

- *Learning Agreement:* 5%

- *Practicum Report and Final Evaluation:* 5%

- *Time Sheet:* 5%

Community/ Campus Engagement: 10%

Cross Cultural Immersion Reflections: 25%

Three reflection papers: (Homestay, Practicum, and University or Community Engagement): 25%

Final Presentation: 10%

Seminar Engagement: 10%

The sum of your work, participation and effort will be more important than individual papers. Please keep this in mind as grades are assigned at the end of the semester.

### Policies

- 1) Any assignment may be turned in during class or placed in the instructors box in the office.
- 2) Assignments are due by 5pm on the due date. Extensions should be requested and granted 24 hours ahead of due date.
- 3) Absence from any required meeting (class, special activity or speaker, travel, etc.) is considered unexcused unless a written explanation is submitted to and approved of by the instructors.

### **Requirements:**

- **Attendance and meaningful contribution** This includes active participation in all classes and experiences including travel, site visits and guest lectures. You are expected to be at every activity, event or class period having completed the assigned readings ahead of time, ready to engage in thoughtful, respectful conversation on the issues being discussed. In the event of an illness or an emergency, a note must be provided within 24 hours to USP for an excused absence that could affect a student’s participation grade if unexcused.
- **Travel** This course includes at least one, possibly two weekends of travel that all students are required to participate in. We will be visiting several organizations/individuals and looking more specifically at different models of engagement/development.
- **Practicum Site** Complete 40 hours\* at an assigned practicum site in the Mukono area. There are a number of different organizations that we use as practicum sites. You will be matched/placed at one for the semester. Once there, it is important to establish and maintain a regular, consistent schedule, complete the full 40 hours and communicate directly with your field supervisor

regarding any scheduling changes. USP provides transportation to and from practicum sites, (except in cases where a request is made less than 24 hours in advance!). USP Social Work Coordinator, Lisa Tokpa oversees the practicum site relationships. Any questions or concerns regarding your practicum should be directed to Lisa.

Required documentation and due dates (the following items will be submitted to Rachel during the class on the given due date, but assessed and feedback will be given by Lisa):

- Learning Agreement, **due week 4 (Friday, February 6)**
- Practicum Report: completed by student for the field supervisor. One copy due to field supervisor by last day of practicum (or after every 40 hours completed at site). Copies should also be submitted to Rachel during class after each 40 hours completed at site.
- Final Evaluation: completed by site supervisor, turned in on **April 8**.
- Logs: due on last day of class, **April 8**.

You are also required to participate in two Facilitated Processing sessions with Katie Green within the first 40 hours you complete at your site, and an additional session for each additional 40 hours you complete at your practicum site.

\* Students doing more than 40 hours may have additional requirements, and need to consult with Lisa Tokpa.

- **UCU/Community engagement** This is your opportunity to get involved and connect with your living context in ways that interest you. Students living on campus will participate in any number of on-campus activities, including fellowships, worship teams, sports teams etc. Homestay students may also participate in on campus activities, but should consider their primary investment in their immediate neighborhoods. UCU/Community engagement logs must be completed and turned in at the end of the semester.
  - On Campus students: Participate in one consistent activity at Uganda Christian University at least 8 times.
  - Homestay students: Participate in one or two consistent activities in your family's community/ neighborhood at least 8 times. This could be sitting in your host mother's shop once a week, volunteering at a local school or clinic, working at a local salon, checking books out of the children's library and reading to neighborhood kids, find a local craftsman and learn how to make drums/mats/baskets/bricks etc.
- **Cross Cultural Immersion Reflections** The following reflection assignment has been adapted from *Charting A Hero's Journey*, by Linda A Chisholm.

This Reflection assignment is not simply a telling of thoughts, feelings and daily goings on, according to Chisholm, 'it is a developed form of literature that teaches you the art of careful observation, accurate reporting and in this case, cross-cultural analysis' (xi). A Reflection commands the writer and invites the reader into the very process through which new thinking is derived and change occurs (11). In this class we are going to use these reflections as our primary means for thinking about and understanding the things we are experiencing and learning through various experiences here in Uganda.

- [Reflections] provide an opportunity to bring coherence to the inner journey that occurs when students reflect upon a significant passage of their lives and the external journey they make into new situations
- [Reflections] are an aid for students as they search for meaning and direction in their lives

- [Reflections] are a means of making into a whole the fragments experienced in the current structures of higher education
- At its best, Reflecting 'is a vehicle for the student to examine, direct, and document the transformation of the self' (xi)

Reflections- As taken from *Charting A Hero's Journey*, there are 12 approximate stages that one goes through as they travel to another culture and engage in living, learning, growth and transformation, according to Joseph Campbell (xii). We all engage the journey differently and may spend more or less time at different stages. You are required to submit a total of twelve reflections, including at least one for each stage of the journey. For each stage, there are a number of questions or journal prompts for you to consider. Choose prompts that are relevant to what you are experiencing or thinking about, and use them as a starting point for exploration and integration.

The Reflections are qualitative, not quantitative. Length is not prescribed, but they do need to be meaningful. Clearly indicate which question you are responding to at the beginning of your entry. Responses should be thoughtful, revealing and reflective, making connections between experience and class content. You will be graded on your thoughtfulness, your observation, the clarity of your writing, and on the knowledge of your host culture that you have gained from your academic studies and from your experiences (16). \*Creative responses can be accepted for two of the required journal submissions, but I must see/understand the connection to content. See Rachel with questions.

Chisholm, Linda A. *Charting A Hero's Journey*. New York: The International Partnership for Service-Learning and Leadership, 2000. Print.

Reflections will be due every class. They may be turned in up to the following Monday for up to 50%, but I will not accept Reflections later than that.

Peer Review: You are required to have two Reflections peer reviewed, by different classmates, as well as review two different classmates Reflection papers. The rubric to fill out is in the back of the syllabus.

SUGGESTION: Keeping a "Field Notes Journal." A field note journal is a really helpful tool in completing your Reflections. This is a small notebook that you carry with you everywhere you go and throughout the day jot down notes, questions, observations, conversations etc. This will help you retain details and generate more questions that you can come back to and reflect on as you write your Reflections. Doing this takes discipline and intentionality; get into the habit early on and make a point of keeping track of your daily activities. Try to observe as accurately and objectively as possible. You will draw conclusions later in your Reflections.

## ○ **Practicum Assignments**

### Practicum Participation:

The student will keep a log of hours at their practicum site, and UCU/Community involvement. Log sheets are due on the last day of class. Not completing your hours will result in a grade deduction.

### Cross-cultural Papers:

- Host Family:  
Due Week 4 (February 4)

This paper will explore the idea of family, both your biological and Mukono family. Write a paper that discusses your identity and place in both families. How do your primary family members perceive you? What roles do you take on? How is your identity in these two families similar or different? What aspects of these similarities and differences do you

appreciate or struggle with? This paper should be a self-reflection to help you better understand how your familial identity affects your relationship with your host family. This paper should be 2-3 pages in length and use concrete examples from time with your host family.

- Practicum Site:

Due Week 7 (March 4)

Interview someone at your practicum site. This should be someone who works for the organization in some capacity (your field supervisor, another staff member, house mother, etc). Use this interview to learn even more about your site, it's background, staffing, population served as well as the vision and mission of the organization. Learn about your interviewee and their connection to the site, and how they came to be a part of the organization.

- Write a summary of the interview (2-3 pages) and what you learned.
- Include the context in which the interview took place and any background information on your interviewee that is relevant to the reader.
- Include your own thoughts, feelings and reactions. Does the information that you received in the interview add up to, enhance or change your opinion of the site from the time you've spent there?

- University or Community Engagement:

Due Week 10 (March 25)

Choose a theme or idea that you have learned about during your engagement time. Examples include: gender, tribe, language, faith, politics, education, health care/ disease or another topic significant to your experience. Use this theme to discuss your university or community engagement and discuss the interaction between the experience and the issue, and thoughtfully recognize the importance. The paper should use one academic source and be 3-4 pages in length.

- **Mid-Semester Check-in**

During the week of February 16-19, please sign up for a mid-semester check in. Come with your logs and be prepared to discuss how you are doing with regards to journals, community/campus engagement and your practicum and any questions or issues or concerns you have.

- **Final Presentations**

For your final presentation you will be looking more in-depth at a particular group, organization or ministry here in Uganda. In pairs, choose an organization that works in Uganda and interests you. This could be a NGO, a governmental organization or a local ministry. Examples could be World Vision, USAID, or a local orphanage. It cannot be a practicum site. It can have primarily Ugandan or expatriate staff. Learn about this organization through various means- research, discussion with staff or people served, and visiting the site. You will present your information along with your opinion of the effectiveness of their work to the class in a 10-minute multi-media presentation (you can use video, Power Point or other forms). Be creative! \*Be sure to practice your presentation, points will be deducted for presentations that are too short or too long.

Answer the following questions during your presentation:

1. What is the mission and purpose of the organization?
2. Are they involved in relief work, rehabilitation or development (refer to When Helping Hurts and other class discussions regarding paradigms of engagement etc.)
3. What is background of the organization in Uganda?
4. How is it currently operating?

5. In your opinion (using what you have learned in this class as well as in F&A and other experiences here in Uganda.) how effective is this organization?

The answers to these questions should help you explain the organization and be about half of your presentation. The second half should be your critical analysis of the organization. What questions do YOU have from your time there? Organizations may be great, but none is perfect, what areas do you feel the organization needs to strengthen or change?

Please turn in a written outline of your presentation along with a bibliography of sources. (One per group)

You will complete this assignment with a partner and are required to make a site visit. PLEASE NOTE: USP will not provide transportation or cover transportation costs. Be sure to consider this when choosing an organization.

Finalize your group and the organization you are choosing to investigate by week 4.

### Readings

Various chapters/excerpts are taken from several different books over the course of the semester that are available in the USP library. I will highlight these readings from week to week as they are assigned.

### Semester Outline:

#### **Week 1, January 14**

**Discussion:** Syllabus, Expectations, Journals and Practicum information

**Readings for next week:** *The Cultural Difference*: (photocopy) pgs xii-20 (preface & chapter 1)

*Charting a Hero's Journey* packet with stages and questions

-- *Begin Reflections*.

#### **Week 2, January 21**

**Discussion:** Intro to Cross-Cultural Competencies

**Readings for next week:** *Cross-Cultural Servanthood*, by Duane Elmer Chapters 1 & 4.

**Due:** Reflection

### OPENNESS and FLEXIBILITY

#### **Week 3, January 28**

**Discussion:** Cross-cultural Servanthood

**Readings for next week:** TBA

**Due:** Reflection

### CULTURAL HUMILITY

#### **Week 4, February 4**

**Discussion:** Guest Speaker, Levi Ndimubanzi

**Readings for next week:**

**Due:** Reflection

Home stay paper

Learning Agreement for Practicum site due by Friday, February 6 to Lisa

#### **Week 5, February 11**

**Discussion:** Guest Speaker: Dr. Paul W. Robinson

**Readings for next week:** *Come prepared for discussion on your practicums, bring Elmer*

**Due:** Reflection

### CULTURAL KNOWLEDGE/ ADAPTABILITY and RESILIANCE

#### **Week 6, February 18**

**Discussion:** Practicum Discussion w/ SWE Coordinator

**Readings for next week:** *After the Locusts*, Denise Ackermann, Intro, Forward and Chapter 1

**Due:** Reflection

*Final presentation organization/pair finalized with Rachel*

**--- Rural Homestays February 20- March 1---**

**SELF-AWARENESS/ IDENTITY**

**Week 7, March 4**

**Discussion:** Identity within a greater global/cultural context

**Readings for next week:** Take Rheti test:

[http://www.enneagraminstitute.com/dis\\_sample\\_36.asp?discover#.UOv5eqUryJo](http://www.enneagraminstitute.com/dis_sample_36.asp?discover#.UOv5eqUryJo)

Come with your results, prepared to discuss the Enneagram 'type.'

**Due:** Reflection

Practicum Paper due

**Week 8, March 11**

**Discussion:** Enneagram as a tool for self-awareness/ understanding and self-work

**Readings for next week:**

**Due:** Reflection, UCU/ Community Engagement Assignment

**Week 9, March 18**

**Discussion:** Practicum Discussions II with Lisa Tokpa

**Readings for next week:** TBA

**Due:** Reflection

**ENGAGEMENT**

**Week 10, March 25**

**Discussion:** Community Development. Paradigms of Engagement

**Readings for next week:** TBA

**Due:** Reflection

**Week 11, April 1**

**Discussion:** A look at the world of non-profits with Julia Yoder

**Readings for next week:** prepare for presentations

**Due:** Reflection

**INTEGRATION**

**Week 12, April 8**

**Discussion:** Final Presentations!

**Readings for next week:** N/A

**Due:** Portfolio of all Reflections and rubrics

**Final Presentations to be scheduled during Final Exam Period Also due then:**

- **Practicum Report-** a copy to your field supervisor and a copy to Rachel
- **Final Evaluation-** have met with field supervisor for final evaluation, turn in a copy of the evaluation from your supervisor to Rachel
- **Practicum and Community Engagement LOGS** completed

## Reflection Log

Stages of the Journey	Reflection completed
1. Hearing the Call	
2. Preparing for the Journey	
3. Departing and Separating	
4. Crossing the First Threshold	
5. Taking up the Challenges	
6. Battling the Beasts	
7. Passing through the Gates	
8. Recognizing Guides and Guardian Spirits	
9. Celebrating the Victories	
10. Discovering the Boon	
11. Charting the course	
12. Returning Home	
<b>TOTAL</b>	<b>12</b>

### Reflection Rubric:

Expectations	Up to 10/10
<u>Follows format</u> : clearly indicated stage and question being explored in the journal.	<b>Points Possible: 2</b>
<u>Observation</u> : Responses grow out of keen observations, which should include specific incidents, comments, reactions, or feelings. Be specific/explicit	<b>Points Possible: 4</b>
<u>Knowledge of host culture</u> : Demonstrates increased knowledge and awareness of the host culture, norms and expectations using specific examples from your experience here in Uganda.	<b>Points Possible: 4</b>
<u>Integration</u> : Creatively integrates and connects the readings, course content and themes with personal experience in a meaningful way. Evidences ability to think critically, critique, analyze and interrelate information.	<b>Points Possible: 4</b>
<u>Academic writing</u> : Journal should be well organized, which means a clear, concise, and defined thesis statement occurs in the first paragraph. Clear and logical transitions flow between the introduction, body, and conclusion. For help please see: <a href="http://owl.english.purdue.edu/owl/resource/685/1/">http://owl.english.purdue.edu/owl/resource/685/1/</a>	<b>(Deduction for significant errors)</b>
<b>Comments:</b>	