

Part I: Experiential Learning and Student Mentoring Plan

I feel responsible to motivate and provide every student with a student-centered learning experience, whether it is to 8, 16 or 48 students. I am committed to their success, to delivering a valuable educational experience, and to creating future healthcare leaders.

Students Learning Objectives:

1. Demonstrate awareness of own cultural values and biases and how these impact their ability to work with others.

Students will reflect on how biases can affect their way of thinking about other people and their traditions. Reflect via journaling what cultural values they may see and hear in Ireland and how that may be shaping their thoughts and behavior in Ireland.

2. Demonstrate knowledge of diversity with a focus on the population Ireland – especially urban Dublin.

Students will effectively explain how this Irish cultural experience enhances their knowledge and understanding of culture awareness in their delivery of healthcare via small group debriefs with instructor and classmates.

3. Communicate appropriately and effectively with diverse individuals and groups.

Students will feel confident when interacting with other people whose culture holds different values, perspectives and ideas. By learning about Ireland and the Irish, students will learn to feel comfortable when engaging in intellectual conversations. Understand that their verbal and non-verbal communication can be interpreted differently among many different cultures even when using the same language – English!

4. Demonstrate an increased capacity to analyze issues with appreciation for disparate viewpoints.

Students will reflect on how different cultural values can impact personal and others' views. Understand that culture can influence ways of thinking and actions. Gain an appreciation of global perspectives and how the Irish may also view individuals from the United States.

Program Learning Objectives:

1. Gain a deeper knowledge and understanding of other cultures and their environment.

Students participating in this program will be able to go beyond the classroom learning environment and immerse themselves in other cultures, which is essential for serving the vast spectrum of people they will encounter outside the classroom.

2. Develop different perspectives in regard to other nations.

This can be achieved by learning the historical as well as contemporary aspects of their host nation. Being open to listening to and observing other nations' social and civic actions can enhance their understanding of what is essential to this community.

3. Develop increased capacity to analyze issues with appreciation for disparate viewpoints.

It is important that students respect the differences of other cultures and treat each other fairly and acknowledge that everybody has unique needs. Developing empathy can help them develop more compassion, more respect, and kindness towards others.

4. Acquire increased respect and tolerance of differences – all contributing to a citizenry better able to succeed in the 21st century.

It is important for the students to feel a sense of belonging not only in Hawaii but also by other cultures and populations. By exposing students to other cultures, it allows for the creation of a culture of diversity, inclusion, and belonging.

Students will achieve these objectives as follows:

1. I will work with the students ahead of time not only in the required training organized by Study Abroad. I will help them search out items on contemporary Irish politics as well as any stories about the Irish in America and how that has affected the way the Americans traditionally view Ireland and the Irish. Within the confines of a tight academic schedule, I would plan a weekly meeting – probably by Zoom. This will help students get to know each other and me as well as increase all our knowledge about Ireland.
2. I would ask them ahead of time to research what celebratory events and parades might be happening during the time that we are there. For instance, there is a massive Pride parade in Dublin towards the end of June. Perhaps we can attend that parade. Bloomsbury Days also happen in mid-June to celebrate James Joyce and his book Ulysses. Learning about that ahead of time can help the students learn a little about Irish history and politics.
3. Every day while we are in Ireland, I will ask the students to chronicle some event that day that seems “different” to them or unusual. It could be as simple as a sign for a sale that a store is having or having a place in the middle of a busy road where a pedestrian can stop until there is a break in the traffic.

There are so many ways that they can do chronicle the events, but I suspect that most students will prefer to use a photographic system rather than written journal.
4. Each week I will meet formally with the students in a casual setting such as a café so that we all can go over these “journals” and everyone else can comment on them.

5. During the last week I would ask each student to choose the ten most telling “entries” that they have in order to create a final collection. This will be accompanied by their text to indicate why they chose the ten entries.
6. I will be basing their experiential grade on how their text and “entries” help demonstrate their growth in understanding a different culture. We will talk about this in the regular weekly meetings so that the students have a clear idea of what is expected.
7. The students will be very busy in their classes for much of the day, but I understand that there will be some afternoons when we can go and explore the urban scene in Dublin. How do people shop? How do they get around? What is the quality of public transport? Again, there are so many opportunities for our students’ growth in understanding the differences between cultures.
8. For the Irish, the weekend is generally a time for fun so I would work with the students to see how the Irish spend their weekends – for many it means getting out of the city. We will use public transport to visit the places where the Irish go to relax.
9. The UCD program has some excursions built in for all the students. I would work with the students ahead of time to know as much as possible about the excursions so that they are not passive observers.