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Internationalizing a Psychology Department: A Case Study

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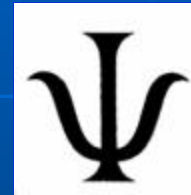
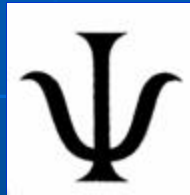
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Internationalizing a Psychology Department: A Case Study



Bartolini, L., Gharib, A., & Phillips, W.



INTRODUCTION

- **Purpose**
- **Background resources**
- **What we did**
 - **Professional associations**
 - **Selected disciplines**
 - **Study abroad**

What is International?

- Can we make a distinction between what is International Psychology vs. Cross-Cultural Psychology

Internationalizing a Course

- Development of NEW international SLO's for a variety of core psychology courses (as a first step)
- Development of assessment tools to determine the effectiveness of the new international SLO's
- Developing resources for faculty and students for achieving SLO's

Career Development in Psychology

Student Learning Outcome:

Students will gain an understanding of the range of career opportunities available in psychology internationally.

Assignment and assessment:

Students will compare and contrast the job possibilities (and required training) at the undergraduate and graduate level, in at least 2 countries.

Students will work in groups to prepare a Power-point presentation and an oral report summarizing their findings.

Resources:

www.psychologystudents.org/links.htm

www.psychologyinfo.com/jobs/internationaljobs.html

www.apa.org

Abnormal Psychology

Student Learning Outcome

Students will be able to demonstrate how mental illness is diagnosed, assessed or treated globally by selecting two countries outside the United States.

Assignment & Assessment

Students will select two international journals from a list provided by the faculty member and identify two specific journal articles that focuses on their pre-assigned mental disorder.

Students will write a one page description of their findings and will orally present the paper to the class.

Cognitive Psychology

Student Learning Outcome

Students will demonstrate awareness that culture influence various aspects of cognition.

Assignment and Assessment

Students will participate in demonstrations and be evaluated by performance on test items. (For example, native language and the syllable effect).

Resources

Matlin, M. (2003). *Cognition*. (5th Edition) New York: Wiley & Sons, p86-87.

Flaherty, M. (2005). Articulatory Suppression in Bilingual and Second Language Speakers. *International Journal of Cognitive Technology*, 10(1), 38-46.

Sensation and Perception

Student Learning Outcome

Students will become acquainted with how perception may differ across cultures.

Assignment and Assessment

Find a research article that discusses how culture may influence perception (may be for any modality).

Goals – By presenting research, students become familiar with how culture influences how we perceive the world. The instructor also benefits as students collect material that can be used in future courses.

Resources

Deregowski, J.B. (1967) Pictorial perception and culture. *Scientific American*, 227(5) 82-88

Physiological Psychology

Student Learning Outcome

Students will learn to distinguish between biological and cultural effects on brain function.

Assignment and Assessment

Groups review and summarize comparative research on some aspect of brain function from different parts of the world. For example, each group could review the literature on laterality from a different continent, and present an oral report to the class.

Resources

- Fagard, J., & Dahmen, R. (2004). Cultural influences on the development of lateral preferences: A comparison between French and Tunisian children. *Laterality*, 9, 67-78.
- Ida, Y. & Mandal, M. (2003). Cultural differences in side bias: Evidence from Japan and India. *Laterality*, 8, 121-133.

Health Psychology

Student Learning Outcome

Students will analyze the relationship between culture, psychology and health in a global context.

Assignment and Assessment

Students will prepare a Power-point presentation on a specific disease and its effect on one region or nation, focusing on what unique local psychological or social factors contribute to the success or failure of treatment attempts.

Resources

Chiu, M. (2004). Why Chinese women do not seek help: A cultural perspective on the psychology of women. *Counseling psychology quarterly*, 17, 155-166.

Hayes, R. & Weiss, H. (2006). Understanding the HIV epidemic trends in Africa. *Science*, 311, 620-621.

Social Psychology

Student Learning Outcome

Student will comprehend cross-cultural differences in non-verbal behavior

Assignment and Assessment

Students will conduct an observational study or a norm violation exercise focusing on people from at least two different cultural backgrounds, and share their findings in an oral report.

Resources

A World of Differences: Understanding Cross-Cultural Communication (1997). Berkeley Media LLC.

Beatty, J. (2001). Language and communication. In: L.L.Adler & Gielen, U.P. (eds), *Cross-Cultural Topics in Psychology (2nd edition)*, Praeger Publishers: Westport, CT.

Beaulieu, C. (2004). Intercultural study of personal space: A case study. *Journal of Applied Social Psychology*, 34 (4), 794-805.

Study Abroad for Psychology

- Students identified study abroad programs
 - Emphasis on psychology programs
- Identified internships and service learning opportunities

Study Abroad Resources

- Within the U.S.

1. <http://www.umich.edu/~icenter/overseas/study/index.html>

2. <http://www.nyu.edu/studyabroad/>

3. <http://www.studyabroad.com/>

4. <http://www.aifsabroad.com>

5. <http://www.jyf.sbc.edu/index.html>

- Contacting host institutions directly

Internship Programs

- Provide social services
- Learn the culture and language through private and NGO programs:
 - <http://www.iesabroad.org>
 - www.internabroad.com
- International fieldwork:
 - www.sit.edu

International Divisions & Professional Associations in Psychology

www.psychology.org/links/Organizations/Associations/

Professional Associations, listed by topic & country

www.psychologystudents.org/links.htm

ISO-International Psychology Students Organization-
Over 100 sites in a variety of areas of psychology, e.g. clinical,
developmental, social

National Psychology Associations, listed by country

www.apa.org/international/intlorgs.html

APA-American Psychological Association-International Affairs

Develop your own International SLO

- Step One: Form discipline specific groups (social, clinical, cognition, etc.)
- Step Two:
 - Brainstorm possible new SLO's for your course
 - Develop an assessment tool for your SLO
 - Homework assignment – find resources for your SLO
- Step Three: Each Group Reports Out – with a list of SLO's and new assignments

THANK YOU AND GOOD LUCK



For a copy of this
presentation, please
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