**AUBURN UNIVERSITY**

**SYLLABUS**

**1. Course Number:** COUN 7970

**Course Title:** Special Topics: Global Studies in Counseling and Research: South Korea Initiative

**Credit Hours:** 3 Semester hours (Lecture 3)

**Prerequisites:** Enrollment in a graduate program in Special Education, Rehabilitation, and Counseling

**Course Instructor:** Drs. Suhyun Suh (Auburn University) & Sang Min Lee (Korea University)

**Semester/Year:**  Summer 2014

**2. Date Syllabus Prepared:** January 2012; Revised October 2012, December 2013

**3. Text:** No text is assigned.

**4. Course Description:** The class will focus on: (1) helping graduate students develop multicultural counseling competencies; (2) fostering international perspectives on critical counseling issues; and (3) enhancing cross-cultural research competencies. The course will be provided partially on-campus and partially at Korea University in Seoul, Korea. The course will include seminars and research in pre-selected special topic areas, professional field experiences, and an educational tour of Korea.

**5. Course Objectives:**

**Upon completion of this course, students will demonstrate the following knowledge,**

skills, and attitudes:

* + Expand knowledge related to the history, culture, geography, economy, religion, educational systems and peoples of Korea.
	+ Increase sensitivity, appreciation, accuracy, and understanding of diversity.
	+ Identify ideas for cross-cultural research.
	+ Develop and nurture relationships with faculty and students in Korea with the goal of enlarging professional networks for future collaboration in research and teaching.
	+ Understand differences in policies and in norms (explicit or implicit) for research conducted in other countries.
	+ Understand how cultural, political, and economic contexts may shape views on research with human subjects, information sharing, and data access.
	+ Demonstrate openness to learning from international partners with different levels of English language proficiency.
	+ Understand that the “right” decision in one country may lead to unintended ethical consequences in another.

**6.** **Course Content:  Specific course content will be developed in collaboration with students who enroll in the course. Cross-cultural comparison will be used as the primary teaching method for both learning and research. Examples of class discussion topics are provided below:**

* **Acculturation process and implications for counselors**
* **Conceptualization of social anxiety**
* **Counseling theories and approaches**
* **Perceptions regarding seeking counseling or counseling-related services**
1. **Assignments/Projects**

*Pre-departure Learning Activities:*

Students will attend two-hour biweekly sessions for eight weeks. In addition, students are required to attend an orientation meeting provided by the International Program Office. In the first week of the eight-week class, students will discuss research topics in which they are interested and will identify a few potential research projects. They will also decide on class presentation topics which will be presented at Korea University. The students will be grouped in pairs or triads to work on a research project and a class presentation topic. The research and class presentation topics will be finalized by the instructors after receiving input/feedback from students at each university. Auburn University students and Korea University students will be matched to form cross-cultural research teams after research topics are finalized. During the eight-week course on the Auburn campus, students are expected to report on progress made on the research project and on the presentation to be made at Korea University. Feedback from peers and from the instructor must be incorporated with a view to improving studies and presentations. In addition, during the eight-week course students must make an informational presentation to the class on some aspect of Korean life including areas such as: Confucianism in Korea, conflicts between South and North Korea, economic development, traditional and modern Korean life-style, geography, history, culture, religion, education, and science and technology. Basic conversational Korean language will also be taught and practiced by students.

*Journal Entries Posted on Blog Site:*

Students will take turns posting daily journal entries and updates to the online blog. These posts will educate other cohort members as well as the public about students’ learning and cultural experiences. Posts will include daily activities. Video clips and pictures may also be used to further explain the students’ daily activities in Korea.

*Personal Journal Writings:*

Students are required to write a total of three reflective journal entries, one before the trip to Korea and two during the trip. Journal entries are due on the last day abroad.

Questions to be covered in the journal are:

* List critical incidents that became a learning moment for you about a foreign country, South Korea, in relation to increasing your knowledge and understanding about the country.
* How did the critical incidents make you feel? What impacts did these experiences have, or do you believe are likely to have, on your development as a person and as a professional?
* If you were in a position to advocate for the population that you were dealing with in the critical incidence, what actions would you take to advocate for them?

*Class Presentation at Korea University:*

Each team of AU and KU students will present on their presentation topics during class at Korea University. Each group will present for an hour and the presentation will be followed by class discussion. Similarities and differences between the two countries and potential ideas for improvement in each country on the given topic will be the focus of discussion. For the presentation you are asked to think about innovative ways that you can communicate the central and critical findings of your study. This may include the use of multiple presentation methods (e.g., videos, demonstrations, power point presentations, experiential activities, readings, handouts, brochures and surveys as appropriate).

*Cross Cultural Research Project*

Students will complete their literature reviews on the selected research topics and submit IRB protocols for data collection to the extent that data collection is necessary. Student will make every effort to have data collection completed prior to leaving for Korea if necessary. Students will continue to work on their cross-cultural research projects until they are completed after returning from the trip if they choose to do so. After the research projects have been carried out, manuscripts will be prepared for potential presentations at professional conferences and publication in state and national journals.

*Focus Group Meetings:*

Student will participate in two focus group meetings to debrief and discuss the impact of participating in the program on their personal and professional development. One will be conducted while abroad and the other two months after the trip.

*Fieldtrips to Educational Sites:*

Students may take field trips to educational institutions and counseling centers to observe counseling and educational practices in South Korea.

*Excursion to Cultural Sites:*

Students will take educational tours to cultural sites across the country. These tours will provide students with an opportunity to gain insights into the country’s history, culture, religion, life-style, etc., and will help students better understand the values and beliefs of Koreans. The excursions will include sites such as palaces, traditional villages, museums, religious institutions, UNESCO world heritage sites, performing arts centers, modern business districts, etc.

1. **Grading and Evaluation Procedures:**

 Personal Journal Entries 50

 Journal Entries Posted on Blog Site 50

Class Participation at AU 100

Research Presentation at KU 100

Class Presentation at KU 100

 **TOTAL 400**

The following scale will be used:

 360-400 =A

 320-359 =B

 280-319 =C

 240- 279 =D

 279 and Below =F

**9. Class Policy Statements:**

1. Attendance: Although attendance is not required, students are expected to attend all classes, and will be held responsible for any content covered in the event of an absence.
2. Excused absences: Students are granted excused absences from class for the following reasons: illness of the student or serious illness of a member of the student’s immediate family, trips for student organizations sponsored by an academic unit, trips for university classes, trips for participation in intercollegiate athletic events, subpoena for a court appearance, and religious holidays. Students who wish to have excused absences from class for any other reason must contact the instructor in advance of the absence to request permission. The instructor will weigh the merits of the request and render a decision. When feasible, the student must notify the instructor prior to the occurrence of any excused absences, but in no case shall notification occur more than one week after the absence. Appropriate documentation for all excused absences is required. Please see the *Tiger Cub* for more information on excused absences.
3. Academic Honesty Policy: All portions of the Auburn University student academic honesty code (Title XII) found in the *Tiger Cub* will apply to university courses. All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, who will then refer the case to the Academic Honesty Committee.
4. Disability Accommodations: Students who need special accommodations in class, as provided by the Americans with Disabilities Act, should arrange for a confidential meeting with the instructor during office hours in the first week of classes (or as soon as possible if accommodations are needed immediately). The student must bring a copy of their Accommodations Letter and an Instructor Verification Form to the meeting. If the student does not have these forms, they should make an appointment with the Program for Students with Disabilities, 1288 Haley Center, 844-2096 (V/TT).
5. Course contingency: If normal class activities are disrupted due to illness, emergency, or crisis situation, the syllabus and other course plans and assignments may be modified to allow completion of the course. If this occurs, an addendum to your syllabus and/or course assignments will replace the original materials.
6. Professionalism: As faculty, staff, and students interact in professional settings, they are expected to demonstrate professional behaviors as defined in the College’s conceptual framework. These professional commitments or dispositions are listed below:
	1. Engage in responsible and ethical professional practices
	2. Contribute to collaborative learning communities
	3. Demonstrate a commitment to diversity
	4. Model and nurture intellectual vitality