

Instructionally Related Activities Report Form

SPONSORS: Nancy Nien-Tsu Chen & Kimmy Kee-Rose

PROGRAM/DEPARTMENT: Communication & Psychology

ACTIVITY TITLE: UNIV392 Western and Eastern Approaches to Communicating Health and Mental Illness

DATE (S) OF ACTIVITY: Weekly classes throughout the fall 2016 semester; trip to Taiwan from January 2th – 15th, 2017

Please submit via email to the IRA Coordinator along with any supporting documentation at david.daniels@csuci.edu within 30 days after the activity. Thank you for your commitment to engaging our students!

A. ADDRESS THE FOLLOWING QUESTIONS:

- (1) PROVIDE A DESCRIPTION OF THE ACTIVITY;
 - (2) HOW DID THE ACTIVITY RELATE TO A COURSE(S) AND/OR LEARNING OBJECTIVES?
 - (3) WHAT DO YOU SEE AS THE STRENGTHS OF THE ACTIVITY?
 - (4) WHAT WOULD YOU SAY ARE/WERE THE ACTIVITY'S WEAKNESSES?
 - (5) HOW WOULD YOU IMPROVE THIS ACTIVITY FOR NEXT TIME?
 - (6) WHAT DID YOU LEARN FROM THE PROCESS?
 - (7) WHAT ARE STUDENT RESPONSES TO THE ACTIVITY? ATTACH STUDENT EVALUATIONS OR ASSESSMENTS (IN ACCORDANCE WITH FERPA RESTRICTIONS YOU MUST REMOVE ALL PERSONALLY IDENTIFIABLE STUDENT INFORMATION)
 - 8) GIVE A SUMMARY OF EXPENSES FOR THE ACTIVITY.
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B. ATTENDEE LIST- SUPPORTING DOCUMENT:

In addition to the report form, *in a separate document*, attach to your email a list of attendees complete with each student major and grade level. This for IRA Committee reference only and will not be published on the IRA website. Include your name and the title of your IRA activity on the document.

C.IMAGES FROM ACTIVITY:



to 6 images demonstrating student participation (under 2
minutes each) with captions. Please attach these photos in .JPEG format directly to
email. Thank you!

(1) PROVIDE A DESCRIPTION OF THE ACTIVITY

This IRA grant was applied to the course UNIV392 Western and Eastern Approaches to Communicating Health and Mental Illness, which included two components. The first component was weekly meetings throughout the fall 2016 semester to introduce students to topics pertaining to Western and Eastern approaches to communicating health and illness in interpersonal, mediated, healthcare and community contexts, with a special focus on mental disorders. Below is a list of topics covered during our weekly meetings:

- Cultural conceptions of health and mental illness
- Introduction to maladaptive behavior: Etiology and course
- Introduction to health communication: A socio-historical approach
- Healthcare systems in the United States and Taiwan
- Introduction to traditional Chinese medicine
- Maladaptive behaviors in the United States and Taiwan: An introduction to prevalent conditions
- Interpersonal & familial communication about mental health in Taiwan
- Media effects on mental illness related perceptions and behaviors
- Introduction to the history and sociopolitical system in Taiwan
- Common treatment for Maladaptive behaviors in the United States and Taiwan
- Media strategy for addressing mental health issues: Entertainment-Education
- Pre-trip orientation: General logistics; safety issues; Mandarin Chinese for travelers; information and backgrounds on sites scheduled for visit

The second component was a 13-day trip to Taiwan in January 2017. Students visited three hospitals, one television station, two universities, one high school, the Taiwan Centers for Disease Control and Taiwan National Health Command Center in order to gain firsthand experience with health care and health communication practices in Taiwan. Students also engaged with community service at a local recycling station and toured many cultural landmarks. The itinerary for our trip is as follows:

- Jan 2 (Mon): Depart from LAX
- Jan 3 (Tue): Arrive in Taiwan Taoyuan International Airport
- Jan 4 (Wed): Travel to hotel in Hualien; group lunch (aboriginal cuisine); visit Tarako National Park
- Jan 5 (Thurs): Visit Tzu Chi University and Tzu Chi Hualien Hospital (guided tour of the Hall of Still Thoughts with exhibitions on Buddhist teachings; guest lectures by Nursing and Psychology Professors on humanistic approaches to health care in Taiwan and current challenges confronting local nursing and psychology practitioners; poster presentations by graduating Communication seniors on their final projects and Q&A with our students; introduction to Chinese medicine and to



ointment by Chinese Medicine faculty; interaction with medical professionals at Tzu Chi Hualien Hospital, especially at the Palliative Care and Dementia Day Care Units)

- Jan 6 (Fri): Visit Stella Maris High School (learning aboriginal dance moves and songs from students; practicing calligraphy with the Principal and a Chinese literature teacher; poster presentations by senior high school students and Q&A with our students; guest lecture by Mr. Tian from the Taiwanese Aboriginal Tattoo Culture Association about local aboriginal cultures)
- Jan 7 (Sat): Visit Chin Shin Beach; travel to Taipei
- Jan 8 (Sun): Visit Chiang Kai-Shik Memorial Hall to learn about the complicated political history of Taiwan; tour Longshen Temple to observe Taoist and Buddhist rituals; visit Tamsui, a historical district of Taipei (Old Street & Waterfront, Fort San Domingo, historical campus of Aletheia University & Cloud Gate Theatre); enjoy dinner at Shilin night market
- Jan 9 (Mon): Visit Shih Hsin University (presentation by Dr. Wen-Ying Liu on health communication and Entertainment-Education programs in Taiwan); group lunch at Ding Tai Feng (traditional Chinese cuisine); visit Taipei 101, the tallest building in Taipei; walk around Xinyi District – a modern financial district - and Xi Men Ding District – a historical commercial center – in Taipei
- Jan 10 (Tue): Community service at Tzu Chi Neihu Recycling Station; visit Da Ai Television Station
- Jan 11 (Wed): Tour Chi Tzu General Hospital and Adult Psychiatric Day Care Center in New Taipei City; visit Taiwan Centers for Disease Control and Taiwan National Health Command Center (presentations by government officials on national health communication policy, media monitoring, and social media outreach strategies)
- Jan 12 (Thurs): Travel to Tainan; tour of Jianan Psychiatric Hospital and affiliated independent living apartments in Tainan County (facility tour by Drs. Kunchia Chang and Yuchung Lin; presentations by Dr. Kimmy Kee and CI Psychology students on their research to medical professionals at the hospital)
- Jan 13 (Fri): Tour of Tainan city, the historical capital of Taiwan (Chikan Tower, Anping Tree House and Old Street, and Confucius Temple); travel to Taipei
- Jan 14 (Sat): Visit National Palace Museum (exhibitions on traditional Chinese artifacts and artworks); hike around Yang Ming Shan National Park
- Jan 15 (Sun): Free day; depart from Taiwan Taoyuan International Airport for LAX in the evening

(2) HOW DID THE ACTIVITY RELATE TO A COURSE(S) AND/OR LEARNING OBJECTIVES?

Below is a list of the course learning objectives for UNIV392 Western and Eastern Approaches to Communicating Health and Mental Illness, as well as brief descriptions on how they were achieved:



Achieved through course readings, weekly lectures, and students' team research projects while in the United States, as well as students' written reflections on visits to hospitals and government health agencies in Taiwan, and through presentations given by professors, medical professionals, and public health officials in Taiwan.

Objective 2: Demonstrate their ability to integrate ideas from psychology and communication to explain the biologically and socially constructed realities of mental health conditions.

Achieved through course readings, weekly lectures, classroom discussions, and team research projects while in the United States, as well as presentations given by professors, medical professionals and media practitioners in Taiwan and the students' own daily observations and reflections while abroad.

Objective 3: Express a basic understanding of how social, cultural, political, contemporary/ historical, economic, and educational realities interact with each other to shape health communication practices in the United States and Taiwan.

Achieved through course readings, weekly lectures, media clippings and analysis, classroom discussions, and team research projects while in the United States, as well as presentations given by professors, medical professionals and media practitioners in Taiwan and the students' own daily observations and reflections while abroad.

Objective 4: Explain how mental health issues are socially constructed through interpersonal, mediated, and community-based communication in the United States and Taiwan.

Achieved through course readings, weekly lectures, media clippings and analysis, classroom discussions, and team research projects while in the United States, as well as students' written reflections on visits to hospitals, universities, and a television station in Taiwan, and through presentations given by professors, medical professionals, media practitioners and public health officers.

Objective 5: Gain hands-on experience with the healthcare and communication practices in Taiwan through site visits and volunteering.

Partially achieved through visits to hospitals and universities in Taiwan. We were unable to volunteer at a hospital as originally planned due to the type of training and certification required of volunteers by hospitals in Taiwan. However, we engaged with community service at a local recycling station and gained insight into environmental conservation in Taiwan.

(3) WHAT DO YOU SEE AS THE STRENGTHS OF THE ACTIVITY?



One of the course strengths lies in its ability to put into practice several of our university's mission pillars simultaneously. In addition to the course's innate focus on international perspectives and experiences, the two co-instructors led students from diverse majors (i.e. psychology, communication, nursing, global studies, and chemistry) to explore the similarities and differences in Western and Eastern approaches to communicating health through the interdisciplinary lens of communication and psychology. The diverse interests and expertise of both the instructors and students in this class enriched not only our classroom discussions but also our exchanges with professors, students, health professionals, and media practitioners while in Taiwan. Everyone was able to bring different perspectives and questions to the table to help one another develop a more multidimensional understanding of Eastern and Western approaches to understanding and communicating health.

Students also had the opportunity to volunteer at a local recycling station while in Taiwan. Through this experience, we not only developed a more refined understanding of the nuances associated with classifying and separating recycling materials but also contributed to local environmental conservation, however slightly. It was also illuminating to see that this local recycling station served as a de-facto day care center for senior citizens in the area. Through volunteering at the station, these seniors have been able to maintain an active social life, enjoy a fulfilling daily routine, and develop a new sense of purpose and passion. It is such a virtuous circle of human and environmental wellbeing!

Another strength of our course is the considerable time we spent both in class in the U.S. and onsite in Taiwan. By having weekly lectures, classroom discussions and readings throughout the fall 2016 semester, students became increasingly knowledgeable about the health care, communication, cultural, and sociopolitical systems in Taiwan. Such knowledge was invaluable when they had a chance to engage in informed Q&A with professors, students, health professionals and media practitioners in Taiwan. It also helped sensitize students to phenomena that were of academic interest while abroad. Last but not least, having been in class together for an entire semester enabled students and instructors to get to know each other better before they went on the trip so they were able to provide each other close support from day 1 of our travel.

(4) WHAT WOULD YOU SAY ARE/WERE THE ACTIVITY'S WEAKNESSES?

One key weakness pertained to our over-confidence in student ability to recover from jet lag. We had the best intention in packing every day with educational visits and/or cultural activities to maximize student experience abroad. However, given the 16-hour time difference between Taiwan and southern California and the 13-hour flight to reach Taiwan, students could have benefited from a lighter schedule during the first few days.

Another weakness was the short time we had to explore Tainan, the historical capital of Taiwan. We spent only two days and one night there, and the first day was devoted to



hospital. Students seemed to love this city and wished that they had more time to explore the area.

(5) HOW WOULD YOU IMPROVE THIS ACTIVITY FOR NEXT TIME?

If we had another opportunity to visit Taiwan, we would give students a free day immediately after our arrival to adjust from jet lag, or at least shorten the scheduled activities for the first few days from 9 hours to 6 hours. We would also plan on spending more time in each of the cities in our itinerary so that students would have sufficient time to explore them. This would probably mean adding a few more days to our 13-day trip.

Another thought we have for improving future trips is to wrap up each day with a debriefing session, where everyone talks about one memorable observation they made during the day. For our class, each student had to submit a compilation of daily reflections once they came back to the U.S. However, we realized that only we, the instructors, had access to students' daily discoveries and reflections. It would be wonderful if the students had the chance to share their discoveries with one another through a daily debriefing session during the trip, and this would also facilitate peer learning.

Last but not least, a few students mentioned to us that they would have loved to apply for our course if it had been open for registration by the end of the spring semester. However, our course received final approval for funding over the summer so by the time we opened for registration, some students' fall schedules were already set, and they could not make the necessary adjustments to apply for this UNIV 392 course. If we have a chance to offer this course again, it would be beneficial if we could find a way to open registration for this class around the same time as the other fall classes.

(6) WHAT DID YOU LEARN FROM THE PROCESS?

This UNIV 392 course was my first opportunity to co-design and co-teach a class with a colleague outside of my discipline, and it was also my first experience taking students abroad. Fortunately, my co-instructor, Dr. Kee, is experienced in both interdisciplinary teaching and international travel with students. By working with her and also seeking advice from other experienced colleagues, such as Dr. Minder Chen from Management, I learned how to constantly help students make connection between concepts from two different disciplines through my lectures, guided discussions, and assignments.

I also learned about the numerous logistics involved in planning and executing such a group trip, and we are grateful for the various parties and individuals on campus who provided us guidance and support for our travel arrangements (CIA and IRA Committees, Centers Coordinator, Risk Management Office, Financial Services and Procurement Services, etc.). Even though I worked with a travel agency in making most of our travel arrangements, I still had to coordinate many details among our students, administrative units on campus, the academic and healthcare institutions that hosted us in Taiwan, and the travel agency. Through this experience, I have become more



... details that need to be taken care of for a study abroad trip, as well as the people inside and outside our campus who can provide support for such an endeavor.

Last but not least, I learned to see my hometown from a different perspective, the perspective of our students who had never been to Taiwan. It was illuminating to see their reflections on sociocultural norms that I had taken for granted, and I believe our UNIV 392 class has enhanced the intercultural competencies of both the students and the co-instructors.

(7) WHAT ARE STUDENT RESPONSES TO THE ACTIVITY? ATTACH STUDENT EVALUATIONS OR ASSESSMENTS (IN ACCORDANCE WITH FERPA RESTRICTIONS YOU MUST REMOVE ALL PERSONALLY IDENTIFIABLE STUDENT INFORMATION)

For the in-class component, our Student Ratings of Teaching indicate high levels of satisfaction with all aspects of instruction (ratings between 4.7 to 5 on a scale of 5). Some of the qualitative comments provided by the students on our SRT include:

I feel the lectures were set up to help me compare and contrast Western and Eastern approaches to mental health so I understood the distinction. I learned a lot from taking this class, and it broadened my view of culture and diversity.

This class was so much fun. I really enjoyed it and learned so much - the professors' willingness to share about their cultures, the videos that were shown, the information taught on mental illnesses, learning about the cultural beliefs and practices, and the professors' humor.

For the international travel component, daily reflections by students indicate that we effectively achieved our course learning objectives. In addition to a better understanding of the health care and communication practices in Taiwan vs. the U.S., student reflections constantly mentioned how impressed they were with the way that Taiwanese respect, engage with, and take care of their elderly. This is refreshing to me, as filial piety is a value that I have taken for granted. However, I realize how precious it is, and how observing such a virtue on a daily basis made an impact on our students.

Student 1: Perspectives have been changed, views challenged, and hearts inspired...Taiwan broadened our perspectives on mental health and how it is handled in Eastern culture, rather than Western culture...My hopes are to take my experience with me and incorporate a little of Taiwan into everything that I do.

Student 2: Even though I could not communicate well with the Taiwanese people, I still made it work and appreciated their amazing hospitality. The people were so nice and the food was so great that I wish I was a part of their culture. I will take away the respect that they have for one another. If you drop money on the ground, they come and chase you down to give it to you. They give their seats up



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... skiing, every time. I feel like I was born in the wrong generation of the wrong culture. I now would love to experience other cultures to gain more perspective.

Student 3: I am extremely grateful for your patience, expertise and fun, free spirit. I'd be lost without you. This trip was eye opening and amazing, especially for my first time abroad...I learned so much and had so many unforgettable experiences!

Student 4: The recycling center today was so awesome! Today has been one of my favorite days out of the trip...I learned that this is one of the best recycling centers in the world and almost everything here is turned into something else. The center also functions as a senior day care. The elderly are the main volunteers who separate all the materials and help keep the center running. The center provides lunch and really goes above and beyond to accommodate the elderly volunteers. The volunteers were very happy to see us and made me appreciate the respect their society shows to them because in American culture elderly are often depicted as cranky. Giving seniors the ability to practice their skills and socialize really allows them to have a sense of purpose and I really think this should be a model for American society.

Student 5: After we left the recycling center, we went to a well-known TV station, Da'ai. There we learned that they are an unbiased news station in Taiwan. They do their best to just report news from around the world without adding opinions or political views. They also create children's programs there, and we were able to go into the room where the anchors would report from...It was a pretty cool experience considering I was not expecting to meet people that you would be able to see on TV. I also found out that one of their English anchorwomen was actually born and raised in SoCal, and finished her communications degree at CSU Fullerton. When I talked to her, she had the typical Californian accent which was actually a pleasant surprise since most of the people that spoke to us in English had Chinese accents.

(8) GIVE A SUMMARY OF EXPENSES FOR THE ACTIVITY.

Itemized Expenses:

Airfare for 1 (one co-instructor made her own flight arrangements)	\$818.56
US Lion Travel – Airfares for 25, as well as local accommodations, transportation, guided tours, tickets for attractions and two group meals in Taiwan for 26	\$45,025.00
Roadrunner Shuttle	\$1,301.00
Honorarium (Chien)	\$300.00
Honorarium (Tsai)	\$300.00
Honorarium (Young)	\$300.00



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income returned.

\$973 for a student who did not get her passport renewed in time to join the trip

Total expenses = \$47,071.56

**C. PLEASE INCLUDE UP TO 6 IMAGES AS ATTACHMENTS TO YOUR
SUBMISSION**



Figure 1. Learning by doing: An introduction to Chinese medicine and making the purple cloud ointment at Tzu Chi University



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Figure 2. Cultural appreciation: Stella Maris High School students teach us a few dance moves and songs from the Amis Tribe



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Figure 3. Health communication in Taiwan: A guest lecture and Q&A with Dr. Liu Wen-Ying at Shih Hsin University



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Figure 4. We're on TV! A visit to the news studio at Da Ai Television Station



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I S L A N D S**



Figure 5. Feeling inspired: Medical professionals share their wisdom and passion for mental health care with us at Jianan Hospital



Figure 6. Standing on the shoulders of giants: Contemplating the enduring lessons of Chinese philosophy at the Confucius Temple

SPONSORS: Nancy Nien-Tsu Chen & Kimmy Kee-Rose

PROPOSAL NUMBER: 776

ACTIVITY TITLE: UNIV392 Western and Eastern Approaches to Communicating Health and Mental Illness

**B. ON SEPARATE DOCUMENT, PLEASE ATTACH ATTENDEE LIST
(PERSONALLY IDENTIFIABLE INFO REMOVED)**

No.	Name	Major & Grade Level
1	Kimmy Kee-Rose	Professor, Psychology
2	Nien-Tsu Nancy Chen	Assistant Professor, Communication
3	Alyssa Alvarado	Senior, Nursing
4	Christina Caranica	Senior, Nursing
5	Madison Cummings	Sophomore, Global Studies
6	Noelle Ewing	Junior, Psychology
7	Cynthia Garcia	Senior, Psychology
8	Zosimo Geluz	Senior, Psychology
9	Jane Han	Senior, Nursing
10	Jeannette Herrera	Junior, Psychology
11	Edgar Jimenez	Senior, Psychology
12	Logan Langston	Junior, Communication
13	Brandy Linares	Senior, Psychology
14	Jannessee Lustina	Senior, Chemistry
15	Helen Mancias	Junior, Communication
16	Kasey Mandelbaum	Senior, Communication
17	Christine Martinez	Junior, Communication
18	Inga McManus	Senior, Communication
19	Matthew Mesick	Senior, Psychology
20	Tracy Overly	Senior, Psychology
21	Alysha Payne	Senior, Nursing
22	Natalie Rodriguez	Senior, Psychology
23	Destiny Solorio	Senior, Psychology
24	Shenie Solorzano	Senior, Psychology
25	Genelyn Tolentino	Senior, Chemistry