

Immersion in Curriculum: A Study of the Lived Experiences of Counseling Students on an LU Send Trip to Munich, Germany

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Overview of Research

- Phenomenological inquiry into Master's level counseling students' perceptions of their cultural immersion experiences during an LU Send trip with faculty leaders and two doctoral students
 - 10 days in Munich, Germany
 - Debriefing with students
 - Mentorship opportunities for faculty and students
 - Student assignments coordinated with class students enrolled in
 - Activities included visiting historical sites:
 - Dachau Concentration Camp Memorial Site
 - 1972 Summer Olympics Memorial

Participants

- Convenience sample
- 12 MA-level counseling students (10 CMHC; 2 School Counseling)
- 9 females
- 3 males
- 12 Caucasian/white students



Data and Analysis

Qualitative data includes:

- Student journals
- Post-trip interview transcripts
- Focus groups

Themes

Connection

Intrinsic Growth

Cultural Growth

Figure 2: 'Bavarian Alps Near Ettal' (Brown, 2023)





Connection

- Faith/spirituality
- Mentoring
- Dialogue
- Bonding
- Professional networking
- Desire for more time to process

Figure 3: 'Bavarian Countryside' (Gibbs, 2023)

Intrinsic Growth

- Personal growth
- Self-actualization
- Self-awareness
- Professional identify development
- Leadership development/growth



Figure 4: 'Bavarian Monastery' (Lilley, 2023)

Cultural Growth

- Inspiration for a better future
- Cultural immersion
- Desire for more time for immersion at each site
- Comparison of cultures

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Implications

- Each student experienced intrinsic growth and connected with others
- Helps meet CACREP standards requiring multicultural competence
- Cultural immersion in curriculum may help to:
 - Foster a healthy counselor identity
 - Form lasting professional connections
 - Form connections with faculty and mentors
 - See and experience the reality of counseling versus what is in a book



Figure 5: 'Church in Munich' (Gibbs, 2023)

Future Research

- Include quantitative factors (e.g., pre-test/post-test)
 - Cultural IQ (CQ)
 - Multicultural Personality Questionnaire (MPQ)
- Multiple and more frequent interviews
 - Additional interviews: pre-trip, during trip, immediately post-trip
 - Interviews after specific experiences/excursions
- Link research goals to course outcomes
- Diversify sample population



Questions?

References

Use the QR Code →

Or use the following link:

<https://bit.ly/LURW2024>

Background Image 1: Liberty University (n.d.)

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Background Image 1: Liberty University. (n.d.). White campus. <https://www.liberty.edu/marketing/licensing-branding/background-images/>

Background Image 2: Microsoft. (n.d.). [Back of people's heads and raised hands at corporate presentation with speaker and whiteboard out of focus in background]. Microsoft Office 365 Royalty Free Stock Images.

Figure 1: Gibbs, A. (2023). *Castle in Germany* [Photograph]. Personal photograph.

Figure 2: Brown, D. (2023). *Bavarian Alps near Ettal* [Photograph]. Personal photograph.

Figure 3: Gibbs, A. (2023). *Bavarian countryside* [Photograph]. Personal photograph.

Figure 4: Lilley, S. (2023). *Bavarian monastery* [Photograph]. Personal photograph.

Figure 5: Gibbs, A. (2023). *Church in Munich* [Photograph]. Personal photograph.

Figure 6: Brown, D. (2023). *Nymphenburg Palace* [Photograph]. Personal photograph.