

DOMESTIC AND INTERNATIONAL IMMERSION PROGRAMS:
Components that Enhance Educational Outcomes

1. Selection
 - a. Clearly articulate program goals and criteria on application and in advertisements
 - b. Written application with essays (motivations, expectations, past experiences, response to mission statement/program goals) and, when needed, recommendations
 - c. Interview of all potential candidates (after “first cut” if necessary) by a team of leaders (multiple sources of input)
 - d. Final decision by leadership team after review of all materials and input
2. Clear communication of program goals, expectations and consequences
 - a. Letter of acceptance-restating program goals, giving contact person
 - b. Behavioral Agreement
 - c. Participant Agreement
 - d. Interview (SBO)
 - e. Orientation Meeting
3. Teambuilding
 - a. Lays a solid foundation for intellectual learning and emotional growth
 - b. Introductions-basic info
 - c. Icebreakers- silly activities to diminish inhibition
 - d. Group exercises that build trust, foster communication
4. Program Structure and Logistics
 - a. Acts as preparation for emergencies and unique situations
 - b. Decreases likelihood of inappropriate behavior
 - c. Liability issues
 - d. Health concerns
 - e. Insurance
 - f. Program schedule
5. Education/Preparation
 - a. Weekly meetings to educate, frame the immersion experience in larger context
 - b. Logistics
 - c. Culture/History, etc (of site)

- d. Personal attitudes/expectations/perspectives
 - e. Orientation to service
 - f. Education about social justice issues
 - g. How the experience links to a Jesuit education
6. Structured Reflection
- a. Allows the participants to intellectually and emotionally synthesize the experiential and the educational components
 - b. Personal development and exploration
 - c. Experiences (Service, social, etc.)
 - d. Social justice issues
 - e. Spirituality/Faith
7. Re-entry activities
- a. To assist participants in integration of experience with life at home
 - b. Addresses developmental needs that arise during the transition to home
 - c. Ongoing analysis and reflection on the experience
 - d. Provide structure and examples to integrate lessons into daily life
 - e. Provide tools for coping with transition back home
 - e. Social
 - f. Provide tools for how to articulate their experience (examples from SBO)
8. Evaluation
- a. By Leadership Team, and then whole group
 - b. Written and Verbal-can be during reflection
 - c. Tied to learning goals
 - d. Evaluate own learning and growth as well as program
9. Underlying Principles
- a. Pay personal attention to all aspects of participant experience
 - b. Be explicit
 - c. Be intentional