

De Paul University

**EXTERNSHIP**

**L 10 L11**

Naperville Campus Summer Quarter

Thursdays 6:30 9:30

**Instructor:** Arieahn Matamonasa, Ph.D.

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Office Hours- Wed 9am to 3pm

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**Course Description:** The lives and destinies of humans and horses have been intricately interwoven since the beginning of history. Horses have followed us onto the battlefield and carried us on life's journey for thousands of years. Now that we no longer utilize these magnificent creatures as our beasts of burden, do horses have another destiny with regard to human kind? This course explores the ways in which horses can help over civilized people connect with the wisdom and rhythms of the natural world. Utilizing experiential learning, field trips and journaling, students will explore ways in which horses facilitate healing and expand non-verbal awareness. No prior experience is necessary. L10 and L11

**There will be several field trips and nominal fees required throughout the course**

**Competencies:**

L-10- Can reflect on the learning process and methods used in an experiential learning project

L-11- Can understand the value, healing and knowledge of experiential learning with animals

**Learning Objectives:** The philosophy and spirit of this externship is to guide students to a new learning experience that allows for exploration and reflection on the ways in which working with animals can be rewarding and healing in social and personal contexts

**Learning strategies:** The course will include readings, in-class discussions, structured learning journal assignments, on-line activities, films, guest speakers, experiential learning activities and field experiences.

Requirements: Students need to be able to use Blackboard

Attendance- attendance is required at all class meetings including field trips.

Students are expected to participate in all on-line activities on the weeks that these are assigned.

Learning Journal- students are expected to complete the learning journal and all self-assessments.

**Required Texts:**

Horse Sense and the Human Heart: What Horses Can teach us about trust, bonding, creativity and spirituality. Adele von Rust McCormick and Marlena Deborah McCormick. Health Communications, Inc. ISBN 1-55874-523-8

**Instructor Biography**

Arieahn is a member of the resident, full-time faculty at SNL. She has a Ph.D. in Clinical Psychology and is a Licensed Clinical Psychologist. She has certification EAGALA (Equine Assisted Growth and Learning) in Equine Assisted Psychotherapy and has worked with horses for over 20 years.

### **Important University Policies:**

#### **Plagiarism**

*The DePaul Student Handbook defines plagiarism as follows: "Plagiarism includes but is not limited to the following: (a) The direct copying of any source, such as written and verbal material, computer files, audio disks, video programs or musical scores, whether published or unpublished, in whole or in part, without proper acknowledgement that it is someone else's. (b) Copying of any source in whole or in part with only minor changes in wording or syntax even with acknowledgement. (c) Submitting as one's own work a report, examination paper, computer file, lab report or other assignment which has been prepared by someone else. This includes research papers purchased from any other person or agency. (d) The paraphrasing of another's work or ideas without proper acknowledgement." Plagiarism will result in a failure of the assignment or possibly of the course. If you are unsure of how to cite a source, ask!*

### **DePaul University Academic Integrity Policy**

***DePaul University is a learning community that fosters the pursuit of knowledge and the transmission of ideas within a context that emphasizes a sense of responsibility for oneself, for others and for society at large. Violations of academic integrity, in any of their forms, are, therefore, detrimental to the values of DePaul, to the students' own development as responsible members of society, and to the pursuit of knowledge and the transmission of ideas. Violations include but are not limited to the following categories: cheating; plagiarism; fabrication; falsification or sabotage of research data; destruction or misuse of the university's academic resources; alteration or falsification of academic records; and academic misconduct. Conduct that is punishable under the Academic Integrity Policy could result in additional disciplinary actions by other university officials and possible civil or criminal prosecution. Please refer to your Student Handbook or visit <http://studentaffairs.depaul.edu/homehandbook.html> for further details.***

### **DePaul University Incomplete Policy**

Undergraduate and graduate students have two quarters to complete an incomplete. At the end of the second quarter (excluding summer) following the term in which the incomplete grade was assigned, remaining incompletes will automatically convert to "F" grades. In the case of the Law School incompletes must be completed by the end of the semester following the one in which the incomplete was assigned. Ordinarily no incomplete grade may be completed after the grace period has expired. Instructors may not change incomplete grades after the end of the grace period without the permission of a college-based Exceptions Committee. This policy applies to undergraduate, graduate and professional programs. NOTE: In the case of a student who has applied for graduation and who has been approved for an Incomplete in his or her final term, the incomplete must be resolved within the four week grace period before final degree certification.

n.b. The SNL student who wishes to receive the grade of IN must formally request in writing that the instructor issue this grade. This request must be made before the end of the quarter in which the student is enrolled in a course.

### **Course Objectives and Assignment/Fieldtrip schedule**

#### **Course Objectives:**

This course is about experiential learning (the heart of externship) and personal growth. In this unique course, horses are a living mythical symbol and metaphor. Students will examine ways in which the following themes impact various aspects of their lives:

- 1) Awareness & the Power of Presence (showing up and being present in your life)
- 2) Congruence: Understanding energy and emotion
- 3) The Art of Balance

Masculine and Feminine  
Work and Play  
Healthy Competition and Leadership

- 4) Inspiration and Creativity- finding and valuing the authentic self

Additionally, students will:

- 1) Learn about the ways in which horses are currently facilitating multiple forms of healing
- 2) Understand historical views on horse/human relationships from various cultures through stories and mythology
- 3) Understand contemporary ethical issues related to horse/human relationships (e.g. the use of horses in film (ethical treatment), the current slaughter debate, breeding practices (culling) and the role of horses in the humane movement).

#### **Course Deliverables:**

1. Final Reflection Paper- Students will submit a summary of each of their learning journal entries and assignments.
2. Creative Artifact- Students will create an "artifact of inspiration" something that symbolizes their learning experience
3. All required blackboard postings- including the Cultural Myth assignment.

#### **FIELDTRIPS:**

#### **Dates and Locations TBA**

#### COURSE SCHEDULE AND ASSIGNMENTS

(These are subject to change- homework will be reviewed at the end of class sessions and posted on the Blackboard)

#### **Class 1** Introductions and course overview

Journal exercise 1 "First Impressions"

Instructor presentation and discussion "Why Horses? Horses and healing"

In-class exercise- developing awareness

*Homework-* Read in the text - Forward, Introduction and Chapter 1. Summarize the main points from the readings and post these to the Blackboard by Sunday 5pm. Read through and respond to your classmates postings by class on 6/26/08.

#### **Class 2 Fieldtrip Reins of Change in Elgin- Bring your Journal!**

*Homework-*Read in the text Chapters 2, 3 and 4. Take notes on your impressions, thoughts and questions as you read. Be prepared to summarize and discuss these chapters in class on 7/3/08.

**Class 3** Processing the fieldtrip experience.

Discussion of the readings (you may be asked to write a summary of the readings so take notes as you read and be prepared for class!).

Instructor presentations- "Congruence – Understanding energy and emotion"

Break

"The impact of animal/ human relationships- historical, contemporary and cultural perspectives"

*Homework*- Read in text chapters 5 and 6. Read articles on ethical issues and take notes on your thoughts and responses. Post your reflections to these readings on the blackboard by Sunday 5pm and then respond to your classmates by Thursday's class on 7/10/08.

**Class 4 Fieldtrip – Normantown Trails Equestrian Center - Bring your Journal!**

*Homework*

1). Read in the text chapters 7 and 8- take notes and be prepared to discuss your thoughts and reactions to the readings in our next class.

2). Journal Essay- Thinking about instincts... do you believe you are in touch with your "natural" instincts? How does this manifest in your life? Where in your life do you ignore these? What is it about your contemporary life that either reinforces or removes your instincts?

**Class 5** –Processing the fieldtrip. Discussion on the readings and the essay.

Instructor presentation- "Connecting to the natural world"

"Energy Change and Forward movement" Journal entries in class – reflection on presentations.

*Homework*- Read Chapters 8 and 9 take notes in your journal in the main points as you read. Post your reflections on the readings on the Blackboard by Sunday 5pm and respond to each other's postings by class on 7/24/08

**Class 6 Fieldtrip –Normantown Trails Equestrian Center - Bring your Journal!**

*Homework*-

1). Read text chapter 9.

2). Start researching a cultural myth about horses- you must choose your myth by posting the one you want to do on the blackboard. Each myth should be unique- so be sure to post your choice once you have found adequate sources and you know which myth interests you. The actual essay (or cited summary) of the Myth is due 8/14/08 on the blackboard.

3). Start thinking of what you might create as an "artifact of inspiration"

**Class 7**- Processing the fieldtrip

Instructor presentations "Balance and leading- lessons from our equine relatives!"

Break

"Opening to inspiration and creativity: Finding and valuing your authentic self"

*Homework*-

1). Read Chapter 10

2). In your journal respond to the following questions:

Where in your life have you been open to creativity? What areas have you “shut down” this side of yourself (and why?). What is your passion in life?

*\*note – you should write freely in your journal remembering that in the summary Final Reflection Paper you can choose what you are willing to share with the instructor.*

3. Continue working on your “artifact of inspiration”

**Class 8 Fieldtrip- Normantown Trails Equestrian Center - Bring your Journal!**

**Reminder- this is the riding fieldtrip!**

*Homework-*

1. Read through your journal entries and begin to select and organize what you would like to include in your Final Reflection Paper
2. Prepare your cultural myth for posting on the blackboard
3. Prepare and create your “artifact of inspiration”

**Class 9** No in-class meeting – Cultural Myth Assignment due on Blackboard.

*Homework*

*All class deliverables are due next week!*

**Class 10** Last Day of class! All course deliverables due.