

# Public Health, Entrepreneurship, and Food Systems in Thailand

## SPHG 429H - Summer 2025

### Faculty:

Alice Ammerman, DrPH  
Professor, Department of Nutrition  
Gillings School of Global Public Health  
Director, Center for Health Promotion and Disease  
Prevention  
Phone: (919) 259-6792  
E-mail: [alice\\_ammerman@unc.edu](mailto:alice_ammerman@unc.edu)

Dane Emmerling, PhD, MPH  
Assistant Professor, Department of Health Behavior  
Gillings School of Global Public Health  
Phone: (252) 916-8559  
Email: [dane.emmerling@unc.edu](mailto:dane.emmerling@unc.edu)

William Pryor IV, M.Ed.  
Co-Instructor  
UNC-Chapel Hill School of Education  
Ph.D. Student, Culture, Curriculum, & Teacher  
Education  
Phone: (336) 432-5523  
Email: [willeo@unc.edu](mailto:willeo@unc.edu)

### Course overview:

The innovative and sustainable nature of entrepreneurial pursuit can benefit public health and food system initiatives, especially when entrepreneurship identifies economically self-sustaining solutions to public health challenges.

This three-credit course will introduce students to basic concepts and case studies of commercial and social entrepreneurship as applied to the pursuit of public health through both for-profit and non-profit entities in Thailand. This course will feature guest speakers with successful experience in public health entrepreneurship in diverse arenas as well as those who have experienced challenges or venture failures which can be a key learning opportunity.

### Team work with existing social enterprises

A key component of this course and the assignments is to work as a team of 4-6 other students in collaboration with one of 4 existing social enterprises and a Thai-based mentor who works directly with or is very familiar with this entity.

### Course Objectives and Learning Outcomes

#### Experiential & Ethical

1. Participate in Thailand and our learning community in a way that fosters belongingness, respect, and appreciation.
2. Cultivate leadership and cultural humility while also understanding Thai value systems and how they impact public health, food systems, and social entrepreneurship.
3. Listen carefully to community partners and mentors to understand root causes of the public health problems that are being addressed.
4. Appreciate and embrace the opportunity to learn about a different culture and gain confidence that can be applied to other cultural experiences and learnings.

#### Academic

5. Work in interdisciplinary project teams to support our community partners in developing design-thinking solutions to public health and food system challenges

6. Reflect critically, collectively, and actionably with peers and local collaborators to enhance your leadership development and your sense of empathy to others' perspectives.
7. Explain the unique features of social entrepreneurship and social enterprises/social business
8. Describe the public health and food systems in Thailand (and how it differs from the US) as well as current public health problems in Thailand.
9. Discuss the basic components of the food and agriculture system and how it relates to public health challenges and solutions
10. Use the "social business model canvas" to describe and understand the many factors involved in developing a social enterprise
11. Understand the concept of "intrapreneurship" and use design thinking in collaboration with community partners and mentors to create a solution to a public health problem they have identified.
12. As a team, "pitch" your solution to the class, community partners, and mentors for feedback.
13. Cultivate self-knowledge around academic, career, and leadership goals related to public health, food systems, and social entrepreneurship

### Pre-Reading/Work

To prepare for this experience:

- Read the classic brief paper by Greg Dees: [The Meaning of Social Entrepreneurship](#). He is considered by many to be the "Father" of Social Entrepreneurship and there are many other articles and videos you could find online. Especially [here](#)
- Read and watch videos about Mohammed Yunus, his Nobel Peace Prize work with the Grameen Bank, and his current leadership role in Bangladesh: [Muhammad Yunus - Wikipedia](#)
- Optional textbook – [Foundation Course in Social Entrepreneurship](#)
- Check out these two foundations for examples of social enterprises: Ashoka Foundation & Skoll Foundation
- Read about the social enterprise system in Thailand: [SE Thailand - The hub of social enterprise in Thailand](#)
- Explore the concepts in the book "The Culture Code: The Secrets of Highly Successful Groups" by Daniel Coyle. There are many summaries and videos online [like this one](#). This concept has been used by the UNC School of Medicine as they've moved toward more Team-Based learning and may be helpful for us as well.

### Required Course Readings & Resources

- Ganz, M. L. (2009). What is Public Narrative: Self, us & now (Public Narrative Worksheet). Working Paper. <http://nrs.harvard.edu/urn-3:HUL.InstRepos:30760283>
- Brenes Salazar, J., Samleerat Carraway, T., Mackenzie, C., Ongvasith, P., Maneematcha, W., Shah, F., Jourdain, G., & Salvadori, N. (2023). Social Business Guide: Screening and counseling for HIV and other sexually transmitted infections. Yunus Thailand.
- Brenes Salazar, J., Carraway, B., Mackenzie, C., Ongvasith, P., Sethi, P., Pottinger-Glass, C., Chandra Pal, B. (2022). A Waste Hero Alliance: Youth visions for the inclusion and empowerment of informal wasteworkers in Asian circular cities. Yunus Thailand.
- Kenton, W. (2025, July 27). Intrapreneurship: definition, duties, and responsibilities. Investopedia. <https://www.investopedia.com/terms/i/intrapreneurship.asp#toc-example-of-intrapreneurship>
- Yunus Thailand. (2025). Social business financing to combat HIV and other STIs in Thailand via community-led services.
- Yunus Thailand. (2025). Social Business Planning: Thailand's Referral System for Safe Abortion.
- Yunus Thailand. (2025). Empowering Waste Pickers: A Public Health Perspective.
- Yunus Thailand. (2025). Seaweed Social Business in Southern Thailand.

### Optional Course Readings & Resources

- Teeranai Charuvastra (13 Feb 2023). Abortions in Thailand, Now Legal, Face a New Obstacle: Doctors. Heinrich Böll Foundation. Available at: [th.boell.org/en/2023/02/13/abortions-thailand](http://th.boell.org/en/2023/02/13/abortions-thailand)
- Mechai Viravaidya (2010). How Mr. Condom made Thailand a Better Place for Life and Love. TEDxChang.

- Kasemsan, M., & Chuchuyay, C. (2024). Seaweed for Change: The Yunus Foundation Sustainable Thai Seaweed Project (Translated from Thai). The Cloud Online Magazine. Retrieved March 14, 2025, from <https://readthecloud.co/seaweed-social-business/>
- Johnstone, C. (2025, January 17). A social approach to changing Thailand's seaweed sector. The Fish Site. <https://thefishsite.com/articles/a-social-approach-to-changing-thailands-seaweed-sector>

## Requirements & Assignments (see detailed assignments for specifics)

### Participation & Presence – 20% (Individual)

Students are expected to attend all classes and experiences.

Students are expected to serve as the Daily Leader at least once.

### Story of Self Part One & Two- 10% (Individual - [See description here](#) or Appendix)

1. Part One – June 3<sup>rd</sup>
2. Part Two – June 25<sup>th</sup>

### Goal Setting & Reflections 30% (Individual)

1. Submission of Week 1 Goals - June 3<sup>rd</sup>
2. Submission of Week 2 Goals & Reflection on Week 1 – June 8<sup>th</sup>
3. Submission of Week 3 Goals & Reflection on Week 2 - June 15<sup>th</sup>
4. Submission of Week 4 Goals & Reflection on Week 3 - June 22<sup>nd</sup>
5. Final Goals & Reflection Submission at end of Week 4 - June 26<sup>th</sup>

Throughout our time in Thailand, you will also be invited to participate in structured group reflection sessions with your cohort. This will be a dedicated time for use to come together to process our experiences, challenges, and assignments as a learning community. Each session will last approximately one hour, and you will be invited to bring a photograph to each session to share with the group that reflects what you wish to share.

### Community Social Enterprise Partner project 40% (Group – see description)

1. **Social Business Canvas** (draft for feedback, final submission) 20%
2. **Design Thinking Slide Deck Pitch** (draft for feedback, final submission) 20% - 20-minute group presentation and discussion with deck of 12-15 slides. What additional research did you do on behalf of the organization to identify intrapreneurial and/or external opportunities? What insights about the enterprise did your Yunus Foundation mentor help you understand? What insights did the staff, customers, and beneficiaries of the organization offer? What insights arose from other local conversations and interviews?

### Grading scale, undergraduate students

A: ≥93%	C: 73-75.9%
A-: 90-92.9%	C-: 70-72.9%
B+: 86-89.9%	D+: 66-69.9%
B: 83-85.9%	D: 60-65.9%
B-: 80-82.9%	D-: 52-59.9%
C+: 76-79.9%	F: < 52%

## Expectations, Policies, and Resources

### Accessibility at UNC Chapel Hill

The University of North Carolina at Chapel Hill facilitates the implementation of reasonable accommodations, including resources and services, for students with disabilities, chronic medical conditions, a temporary disability or pregnancy complications resulting in barriers to fully accessing University courses, programs and activities. Accommodations are determined through the Office of Accessibility Resources and Service (ARS) for individuals with documented qualifying disabilities in accordance with applicable state and federal laws. See the [ARS Website](#) for contact information or email [ars@unc.edu](mailto:ars@unc.edu).

### Appropriate Use of Course Resources

The materials used in this class, including, but not limited to, syllabus, exams, quizzes, and assignments are copyright protected works. Any unauthorized copying of the class materials is a violation of federal law and may result in disciplinary actions being taken against the student. Additionally, the sharing of class materials without the specific, express approval of the instructor may be a violation of the University's Student Honor Code and an act of academic dishonesty, which could result in further disciplinary action. This includes, among other things, uploading class materials to websites for the purpose of sharing those materials with other current or future students and sharing assessments from prior terms. Instructors are required to report suspected misuse of course resources to the Office of Student Conduct.

You are not permitted to upload any content from this course to the web in any form, including but not limited to Chegg, Course Hero, Coursera, Google Drive, etc. If you post my course content, you may be violating my intellectual property rights. If you post your own work from this course, you are allowing sites to profit from your intellectual property. In utilizing web sources to upload or download course content, you risk violating the [University's Honor Code](#).

### Attendance/ Participation

Your attendance and active participation are an integral part of your learning experience in this course. If you are unavoidably absent, please notify the course instructor (and Teaching Assistant if one is assigned) via email.

Reasons for University Approved Absences include:

1. Authorized University activities
2. Disability/religious observance/pregnancy, as required by law and approved by [Accessibility Resources and Service](#) and/or the [Equal Opportunity and Compliance Office](#).
3. Significant health condition and/or personal/family emergency as approved by the [Office of the Dean of Students, Gender Violence Service Coordinators](#), and/or the [Equal Opportunity and Compliance Office](#).

We recognize that the COVID-19 pandemic is ongoing, and of particular concern for those students who may have compromised immunity or other chronic health conditions, or who live with and/or provide care for vulnerable loved ones. If you have had a known COVID-19 exposure or are experiencing symptoms (fever, cough, shortness of breath, fatigue, body ache, headache, loss of taste or smell, sore throat, congestion, stomach upset) please take time to rest and use one of your three allotted absences.

Students are permitted **three** unexcused absences throughout the semester. Unexcused absences do not require a reason and students do not need to contact their TA to let them know they will miss class. More than three unexcused absences will count against the student's Participation grade. It is still the student's responsibility to keep up with assignments and course materials covered during missed classes. Individual class recordings for Monday and Wednesday lectures may be made available upon request.

### Community Standards in Our Course and Mask Use.

UNC-Chapel Hill is committed to the well-being of our community – not just physically, but emotionally. The indoor mask requirement was lifted for most of campus on March 7, 2022. If you feel more comfortable wearing a mask, you are free to do so. There are many reasons why a person may decide to continue to wear a mask, and we respect that choice. For additional information, see [Carolina Together](#).

## Course Communication Expectations

*In general, please communicate directly with your assigned TA first if you have an attendance conflict, a question about material or assignments, or a concern about the course.* Students must maintain course communications (e.g., email, course announcements, course discussions, etc.) with their peers and instructor(s) to be successful in this course. You are expected to check, read, and respond when necessary to your course communications regularly (i.e., at least two times during the business week). Not reading email is an unacceptable excuse for missing course communications.

## Counseling and Psychological Services at UNC Chapel Hill

CAPS is strongly committed to addressing the mental health needs of our diverse student body through timely access to consultation and connection to clinically appropriate services. They offer a [variety of services](#) to meet your mental health needs and are available 24/7. Note: All counseling services provided are completely confidential and in no way connected to your academic record.

## Grade Concerns and Disputes

We understand that grades are an important metric for course performance and can have significant impact for students' mental well-being and academic record. Therefore, we anticipate that some students may receive grades on assignments or quizzes that they feel do not reflect their understanding of the material or performance.

## Honor Code

If you have any questions about your rights and responsibilities, consult the [Office of Student Conduct](#) or review the following resources: [Honor System](#); [Honor System module](#); [UNC Library's plagiarism tutorial](#); [UNC Writing Center's handout on plagiarism](#).

As a student at UNC Chapel Hill, you are bound by the [University's Honor Code](#), through which UNC maintains standards of academic excellence and community values. It is your responsibility to learn about and abide by the code. To ensure an effective Honor System at UNC, in this course students are expected to:

- Conduct all academic work within the letter and spirit of the Honor Code, which prohibits the giving or receiving of unauthorized aid in all academic processes.
- Learn and apply proper citation of sources used in written work and identify allowable resource materials or aids to be used during completion of any graded work.
- **You may use** materials written for other courses, but only if you independently produced the work.
- For quizzes, students must work completely independently without communicating with other students, tutors, or anyone else about any material related to the test questions. Exams are 'open book' and 'open notes.' Exam 3 is an exception to this rule, due to its collaborative format.

## Use of Generative AI

Generative artificial intelligence (AI) tools (e.g., ChatGPT) that generate text, images, and media, could aid brainstorming, research, and content creation, and may be useful in public health practice. However, these tools must be used ethically, transparently, and with the understanding of their limitations including circumstances when AI use hinders rather promotes learning.

In this course, AI cannot be:

- Used as a replacement for doing the assigned course readings
- Used solely for the output for completing mathematical computations
- Used solely for the output for submitting written work
- Used for cheating or to gain unfair advantages

If you have any questions, please contact one or both of the instructors. We reserve the right to submit written assignments to AI detection programs (e.g., iThenticate). Suspected violations will be reported to the University Honor Court.

**Unless we provide other guidelines for an assignment or exam, you should follow these guidelines:**

- If in doubt, we suggest that you contact other resources (your TA, University Writing Center, Health Sciences Library liaison) before using AI.

- If you have any questions about the use of AI in this course, please contact the instructors.
- **If you use AI in any way, you must document the use in the body of your assignment submission and in citations.** This includes using AI to brainstorm, outline, or synthesize resources.
- If group work is submitted containing AI generated content all members of the group will be accountable and will face equal penalty.

### **iThenticate**

[iThenticate](#) is a writing tool to help ensure that scholarly and research documents such as written assignments, manuscripts, theses, dissertations, and grant applications follow proper citation practices. You may choose to use this software to improve your writing and citations. However, your instructor reserves the right to use the software if any written assignment is suspected of having un-cited or improperly cited work.

### **Inclusive Excellence**

We are committed to expanding diversity and inclusiveness across the School — among faculty, staff, students, on advisory groups, and in our curricula, leadership, policies and practices. We measure diversity and inclusion not only in numbers, but also by the extent to which students, alumni, faculty, and staff members perceive the School’s environment as welcoming, valuing all individuals, and supporting their development.

*For more information about how we are practicing inclusive excellence at the Gillings School, visit the following webpages: [Inclusive Excellence](#), [Inclusive Excellence Action Plan](#), [Minority Health Conference](#), and [National Health Equity Research Webcast](#).*

Additional campus resources include: the [LGBTQ Center](#); [Non-Discrimination Policies at UNC Chapel Hill](#); [Ombuds; and Prohibited Discrimination, Harassment, and Related Misconduct at UNC Chapel Hill](#).

In this class, we practice the Gillings School’s commitment to inclusion, diversity, anti-racism and equity in the following ways.

- Develop classroom participation approaches that acknowledge the diversity of ways of contributing in the classroom and foster participation and engagement of *all* students.
- Structure assessment approaches that acknowledge different methods for acquiring knowledge and demonstrating proficiency.
- Encourage and solicit feedback from students to continually improve inclusive practices.
- Treat all members of the Gillings community (students, faculty, and staff) as human persons of equal worth who deserve dignity and respect, even in moments of conflict and disagreement.
- Acknowledge and respect the diversity of experiences that others bring to the classroom and the ways in which this richness enhances everyone’s learning
- Strive to maintain a spirit of curiosity and generosity, particularly in the face of new and/or seemingly contradictory information and perspectives
- Encourage and solicit feedback from students to continually improve inclusive practices.

### **Land Acknowledgement**

Please read The Gillings School’s [Land Acknowledgement](#).

### **Late Assignments**

You may request a deadline extension for assignments once during the course without providing a reason for your request. Additional guidelines for extensions follow:

- You request the extension 48 hours before the assignment is due.
- Unexcused late assignments will not be accepted after 72 hours of the due date and time.
- Communicate with your team in a timely manner if you anticipate missing agreed upon internal team deadlines.

## Safety and Emergency Information at Gillings

Though unlikely, there is always a possibility that there might be some type of emergency during the semester. Emergencies come in many different forms – weather, medical, fire and ones involving people intending to do harm.

As you probably know from your own experience, pre-K through 12th-grade students prepare in advance for emergency situations. As college students, you too need to think in advance about emergency situations. I would like to take a few moments to talk about actions to take in the event of an emergency in our classroom setting.

### **If there is an emergency, I will stop teaching right away.**

- When it is safe to do so, we will call 9-1-1 and identify our building and room number, as well as the issue.
- There are some areas on campus, such as indoors, where you can't hear the Alert Carolina siren. The first warning of an emergency may come to our attention via a messenger at the classroom door or through a personal electronic device.
- If you see or experience something unusual or concerning – before, during or after class – that may lead to an emergency, please let me or another faculty member/administrator or Gillings School security know as soon as possible. Alert me even if you have only an inkling that something may not be right.
- **It is very important that you make me aware.**
- ***In a weather emergency***, you may not be able to hear the emergency siren if you are inside of a building. If you are inside, move to an interior room on the lowest floor, and stay away from windows. ***In a medical/mental health emergency***, please make space for first responders to do their work. UNC Police, Fire Department and EMS respond to all medical calls on campus. ***In the case of fire***, do not attempt to carry anything in your hands. Exit quickly in as orderly a way as possible. Help others as much as possible. ***In a situation in which one or more people intend to do harm***, assess the situation and make a decision. Unfortunately, there may not be a clear “right” answer. However, your circumstances may make one of these actions the only viable option to protect yourself.
- **Run:** Have an escape route and plan in mind, leave your belongings behind, keep your hands visible, exit the building as quickly and safely as possible, distancing yourself from the threat, and follow law enforcement's direction.
- **Hide:** If you cannot safely evacuate your building or are unsure of the location of the threat, secure your room, classroom or office, creating as many barriers between you and the threat. If you are caught outside, seek shelter inside the nearest building, and secure an interior space. Take the following actions: Lock or secure doors, turn off lights, move into concealed areas of the room away from doors and windows, silence your mobile devices and remain calm and quiet.
- **Fight:** Use this as a last resort if your life is in imminent danger. If there are no other options to safely escape and you are confronted by the intruder, attempt to disrupt or incapacitate the intruder using all available resources (e.g., acting aggressively, yelling, throwing items, improvising weapons).
- If you need to exit the building in an emergency, seek cover behind buildings, cars and other solid structures – go as far away as possible while still staying safe. Keep going until you know that you are out of danger.
- **Here is what you need to do next:**
- Take the time you need to identify the different entrances and exits in this room and this building. There are many ways in and out of this building. The next time you come to class, think about possible routes. Try different routes so you are aware.
- Be better prepared for UNC-specific safety procedures by visiting [Carolina Ready](#).

### **Important Contacts:**

- **Emergencies, anywhere: Call 911**
- **Gillings School Resources:**
- **Gillings DPS Security:** (919) 357-8037
- **Building Issues:** (919) 843-7872
- **Gillings Student Affairs:** (919) 966-2499

## Student Feedback and Equity Concerns

Please use the [Student Academic Complaint Process](#) for issues related to administrative processes, curriculum, academic and/or classroom activities. We also value your feedback and suggestions including specific equity concerns and bias-related issues. You can use this form to submit feedback and suggestions, both positive and negative, and share equity related issues. This form will allow you to specifically describe incidents in which racial or other equity-related bias, or microaggressions, occurred. You may submit this form anonymously. However, for us to follow up and provide the necessary support, we encourage you to include your contact information. For further information, please visit the [Student Feedback and Equity Concerns FAQ](#). Please note that this form does not take the place of any University process or policy. If you would like to report an incident under the University's policy on [Prohibited Discrimination, Harassment, and Related Misconduct including Sexual and Gender Based Harassment, Sexual Violence, Interpersonal Violence, and Stalking](#), please visit [Safe At UNC](#) or the [Equal Opportunity and Compliance Office](#) (EOC) for additional information, including resources, contact, and reporting options.

## Technical Support

The best way to help prevent technical issues from causing problems for assignments is to submit them 24-36 hours before the due date and time. Your instructor cannot resolve technical issues, but it's important to notify them if you are experiencing issues. If you have problems submitting an assignment or taking a quiz in Canvas, we suggest you:

1. Contact the UNC Information Technology Services (ITS) department with the time you attempted to do your course action and what the course action was.
2. Email your instructor with the information you sent to ITS and what time you sent the information.

The ITS department provides technical support 24-hours per day, seven days per week. If you need computer help, please contact the ITS Help Desk by phone at +1-919-962-HELP (4357), or by [online help request](#), or by [UNC Live Chat](#).

## Title IX at UNC Chapel Hill

Any student who is impacted by discrimination, harassment, interpersonal (relationship) violence, sexual violence, sexual exploitations, or stalking is encouraged to seek resources on campus or in the community. Please contact the Director of Title IX Compliance / Title IX Coordinator ([Adrienne Allison](#)), [Report and Response Coordinators in the Equal Opportunity and Compliance Office](#), Counseling and Psychological Services (confidential), or the [Gender Violence Services Coordinators](#) (confidential) to discuss your specific needs. Additional resources are available at the ["Safe at UNC" website](#).

## Syllabus Changes

The instructors reserve the right to make changes to the syllabus, including topics, readings, assignments, and due dates. Any changes will be announced as early as possible.

Appendix: Story of Self Assignment Description

### Figure 1B.

#### **A Story of Self: Thailand Edition – Leadership Through Reflection**

##### **Assignment Purpose**

This reflection assignment uses Marshall Ganz's *Story of Self* framework (originally developed to help community organizers cultivate values-based leadership) to help you understand and share your personal journey as you engage in our Thailand Honors Abroad Program. You will write two Stories of Self: one before the program and one during the final week, allowing you to notice how your experiences and values shift throughout the program.

This is not just a personal narrative—it's a leadership practice. Your story is a tool to connect with others, mobilize shared values, and inspire collective action. It's about *who you are, what you value, and why you are called to act*.

This assignment is designed to help us begin building a community<sup>1</sup>—one grounded in trust and mutual support. True community requires a willingness to open up, to listen deeply, and to share honestly. Through this assignment, we invite you to reflect critically and thoughtfully on the experiences, values, and identities that have shaped who you are. Your Story of Self is not just a personal narrative—it’s a *public* narrative that you share that helps others understand what moves you, what matters to you, and what has brought you to this moment. You’ll have the opportunity to share your story with the group on **June 3rd**.

<sup>1</sup>“Community is so easy to say.... But the meaning of community is complex....Community is not a place, a building, or an organization; nor is it an exchange of information over the Internet. Community is both a feeling and a set of relationships among people. People form and maintain communities to meet common needs. Members of a community have a sense of trust, belonging, safety, and caring for each other. They have an individual and collective sense that they can, as part of that community, influence their environments and each other. People are most often part of multiple communities (Chavis & Lee, 2015)

## Assignment Structure

**Part 1:** Pre-Departure – Story of Self (Before)

**Due Date:** Before arrival in Thailand

**Length:** 800–1200 words

**Prompt:** Tell the story of why you are here—what brought you to apply for and join this program? What do you hope to learn, to unlearn, to change? Use the *Story of Self* framework to reflect on your personal values, identity, and the experiences that shaped you. In particular, focus on:

- Key choice points in your life that have shaped your values and motivated you toward this experience
- Challenges you have faced and the values you drew on to navigate them
- Moments when you felt the world needed changing and times when you believed it could be

**Guiding Questions:** These are to help you generate ideas. Don’t feel like you need to answer them all; use them to brainstorm and find a meaningful story arc that resonates with you.

- What values are core to your identity, and where do those come from?
- Who influenced your path (i.e. family, mentors, role models)?
- What experiences from childhood or early life shaped your sense of justice, identity, or purpose?
- When did you feel a sense of calling to make a difference?

### Visual Art:

Integrate 2–3 visual artifacts (photos, found objects, poems, journal pages, etc.) that reflect the heart of your Story of Self—what value, place, or emotion it represents.

### Throughout the Program: Visual Journal

Reflection is not something we do one time, and then we are finished, but rather it is an ongoing process that we engage with daily. Throughout your time in Thailand, capture photos that address some of the topics below. The goal is to be reflective, as opposed to aesthetic.

- Moments of disorientation or learning.
- Something ordinary that has taken on new meaning for you.
- Moments of that challenge or affirm your values
- Moments that surprise you or make you reflect differently
- Moments of discomfort, confusion, or growth
- Important or impactful relationships with your community

**Part 2:** Final Week – Story of Self (After)

**Due Date:** Final days of the program

**Length:** 800–1200 words

**Prompt:** Tell the story of who you are *now*. How has your understanding of self, purpose, or leadership changed? What new choice points did you encounter in Thailand, and how did you respond? What values did you lean on—or reevaluate—during this experience?

This is not about having everything figured out. It's about tracing a journey of transformation and naming your dispositions (perspectives, attitudes, values) that have evolved. This is your opportunity to frame your time abroad not just as a learning experience, but as a deepening of your leadership journey.

### **Guiding Questions:**

- What challenged your beliefs or identity? What affirmed them?
- Where did you experience moments of tension, humility, solidarity, or joy?
- Did you discover new values or deepen old ones?
- What new choice points emerged? How might they shape your future?
- What will you take home, and how will it inform your work or commitments moving forward?

### **Visual Art:**

Integrate 2–3 visual artifacts (photos, found objects, poems, journal pages, etc.) that reflect the heart of your Story of Self—what value, place, or emotion it represents.

### **Learning Goals**

- Practice critical self-reflection through a leadership lens
- Translate personal values into a coherent narrative
- Track personal transformation across intercultural experiences
- Recognize how your values connect with a broader purpose or community
- Leave the program with a deeper understanding of what calls you to act

### **References**

Chavis, D., & Lee, K. (2015). *What is community anyway?* Stanford Social Innovation Review (SSIR).  
[https://ssir.org/articles/entry/what\\_is\\_community\\_anyway](https://ssir.org/articles/entry/what_is_community_anyway)

Leading Change Network, Ganz, M., New Organizing Institute, Gibbs, P., & Sinnott, S. (2014). *The power of story: the story of self, us and now*. The Commons: Social Change Library. <https://commonslibrary.org/the-power-of-story-the-story-of-self-us-and-now/>