

Course Syllabus
KNF3060H – Practicum in Mission Partnership
Knox College
Toronto School of Theology
Winter 2026

Instructor Information

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Course Identification

Course Number: KNF3060H
Course Format: Online
Course Name: Practicum in Mission Partnership
Course Location: Online – Synchronous (Zoom)
Class Times: Winter semester, Mondays, 18:00-20:00, online (Zoom)
Contact hours per week: 2
Field trips and/or placements: Yes
Prerequisites Registration is open to Knox College MDiv students. MDiv students will be required to complete an additional mandatory experiential learning component.

Course Description

This is a field education practicum focused on the ecumenical church in its intercultural mission dimensions. Experiential learning is combined with appropriate supervision and theological reflection seminars.

This course engages with the themes of “ministry in the post-Christendom context,” “ecumenism,” and “reconciliation and Indigenous-settler relations” in the Knox MDiv.

Students will engage and reflect theologically on ministry and mission in some of the complexity of contexts, perspectives, experiences, and ways of knowing reality that are encountered in Canada and globally. This engagement of interculturality and difference includes other themes such as relationship with creation, gender and sexuality, and other diversity.

Students will be prepared and debriefed during the course instruction before, during, and after an intensive experiential inter-cultural exposure event. This experience of “intentional dislocation” will be primarily through a facilitated immersive time of retreat, encounters, and reflection as a group during reading week. The location of this experience will be a variety of Toronto and Southern Ontario contexts and a residential retreat setting. Class conversations, readings, and reflections and occasional self-

guided experiential activities will provide other content. Knox Faculty members will accompany the students and will serve as field education supervisors during the exposure event.

Schedule Notes

Two or three classes may be scheduled in person if all students agree.

Students should block Friday, February 13 through Sunday, February 22, 2026 for off-site travel (including overnight) and residential experiential learning. *The dates and itinerary are to be confirmed.*

Course Resources

Required Course Texts/Bibliography

(all texts are available online through the course library reading list on Quercus)

- **Bosch, D.J. Transforming Mission: Paradigm Shifts in Theology of Mission. NY: Orbis Books, 1991.**
- **Bosch, D.J. Witness to the World. Louisville: John Knox Press**
- **Additional readings and documents from the Presbyterian Church in Canada, mission publications, and other sources** (posted to Quercus)

Course Website

Quercus: <https://q.utoronto.ca/>

This course uses Quercus for its course website. To access it, go to the UofT Quercus login page at <https://q.utoronto.ca/> and login using your UTORid and password. Once you have logged in to Quercus using your UTORid and password, look for the **My Courses** module, where you'll find the link to the website for all your Quercus-based courses. (Your course registration with ACORN gives you access to the course website in Quercus.) Information for students about using Quercus can be found at: <https://community.canvaslms.com/docs/DOC-10701> . Students experiencing difficulties accessing Quercus should contact the registrar's office of their college.

Course Schedule (Subject to change)

Land Acknowledgement

We wish to acknowledge this land on which Knox College and the University of Toronto operate. For thousands of years it has been the traditional land of the Huron-Wendat, the Seneca, and the Mississaugas of the Credit. Today, this meeting place is still the home to many Indigenous people from across Turtle Island and we are grateful to have the opportunity to work on this land.

Week 1

Monday, January 5

Introduction, Review of Syllabus

Land Acknowledgement

Our Learning Journeys

Pedagogy and Experiential Learning

For Reflection report 1. Due Friday next week - reflect on Bosch: The Structure of Mission: Matthew 28

Week 2

Monday, January 12

History of Mission

Our and Our Communities Intercultural Journeys

Reading for in-class reflection:

Bosch, The Structure of Mission: *Matthew 28*

Leanne Betasamosake Simpson. *Land As Pedagogy*

Who Do You See? Exercise (handout) complete for next class

For Reflection report 2. Due Friday next week, reflect on Bosch reading re: Luke-Acts and Mission

Week 3

Monday, January 19

Mission Evangelism and Culture

Definitions of Culture and Interculturality

Tools for Crossing Cultures

Reading for in-class reflection:

Bosch *Luke-Acts*

Interculturality Framework and Guiding Principles (posted to Quercus)

Stephanie Spellers. *Radical Welcome: Embracing God, The Other, and the Spirit of Transformation* (selection)

Letty M. Russell. *Just Hospitality: God's Welcome in a World of Difference* (selection)

Week 4

Monday, January 26

Theology and Practice of Mission in the Presbyterian Church

Ecumenical Missiology

Reading for in-class reflection:

PCC document "Living God's Mission Today"

WCC document "Together Towards Life"

Socio-Economic Tour Exercise (handout) complete for next class

Week 5

Monday, February 2

Indigenous Spirituality and Western Christianity

Tools for Crossing Cultures

Cross-cultural experience preparation

Reading for in-class reflection:

Kidwell, Nolet, Tinker. *A Native American Theology* pp -20

Bosch *Mission & Manifest Destiny-Mission and Colonialism*

Week 6

Monday, February 9

NO CLASS

READING WEEK

February 16-20

Southern Ontario and Toronto Exposure Trip (Feb 13-22 TBC)

Week 7

Monday, February 23

NO CLASS

Watch "Schooling the World":

<https://carolblack.org/schooling-the-world>

Week 8

Monday, March 2

Debrief

Short Term Missions

Reading for in-class reflection:

Ivan Illich *"To Hell with Good Intentions"*

Short Term Mission readings (*posted to Quercus*)

For next week: Report on one reading (each student chose one from list)

Week 9

Monday, March 9

Culture Theology and Mission

Presentations. Each student will report on one reading:

Medina, Nestor. *Rethinking Liberation:*

Preliminary Reflections Toward a Latin@-Canadian Theology.

Cone, James. *The Cross and the Lynching Tree* (Conclusion pp. 152-167).

Gonzalez, Justo "Reading the Bible in Spanish."

Mañana: Christian Theology from a Hispanic perspective. (pp 75-87)

Warrior, Robert Allen. "Canaanites, Cowboys, and Indians:

Deliverance, Conquest, and Liberation Theology Today"

Young Lee, Jung "In-Beyond: New Marginality and Theology".

Marginality: The Key to Multicultural Theology pp.55-76

Eisland, Nancy. "Encountering the Disabled God.:

Lamin Sanneh, "Introduction: The Cultural Impetus of a World Religion"

The Changing Face of Christianity: Africa, the West, and the World.

Week 10

Monday March 16

Building a Contextual Missional Theology

Mission as Penance

The Doctrine of Discovery

Reading for in-class reflection:

Charles J. Fensham. *"The Church Doing Penance on Turtle Island" Chpt 2:*

*Mission as Penance: Essays on the Theology of Mission
in the Canadian Context*

Nestor Medina "On The Doctrine of Discovery"

Week 11

Monday March 23

Building a Contextual Missional Theology

Toward a 21st Century Missiology

Reading for in-class reflection:

Schmidt, J "A Prophetic Vision of Just Intercultural Community: The Canadian School of Missions and the Forum for Intercultural Leadership and Learning" in *Creative Collaborations: Case Studies of North American Missional Practices*

Week 12

Monday, March 30

Building a Contextual Missional Theology

Integrative discussion

Inviting a congregational missiology

Exam Week April 6-10

Integrative Paper and Self Evaluation Due Wednesday of Examination week

Evaluation

Requirements

This is a Pass/Fail Course. Satisfactory completion of the course requires:

1. attendance and participation in class to the satisfaction of the Instructor Part of the Participation expectation is the completion of 2 reflection reports due according to course outline below.
2. attendance and satisfactory participation and engagement in an arranged cross-cultural exposure event
3. satisfactory completion of a self-evaluation report based on the cross-cultural exposure event.
4. satisfactory completion of the final reflection paper.

Grading System

Pass/Fail

Policies

A note about “trigger” warnings: You are preparing for vocations (congregational ministry, spiritual care, psychotherapy, teaching, research, etc.) that by their nature present you with stimulating situations, including domestic violence, child sexual abuse, effects of addiction, and other very traumatic events. Your vocational preparation anticipates that you will meet such situations in the real world, that you will not be warned about the nature of the stimulus, and that you have to protect a person from your own reaction to situations that may “trigger” a response in you. Your faculty advisor, the registrar’s staff, and the Ecumenical Chaplains can direct you to resources for you to engage in care for your own self. In your studies you will likely not be warned about the kind of “triggering” event that you may encounter.

In this course, if you begin to lose control of your emotions, you may leave with one colleague from the class until you can collect yourself, or you may engage in other practices (journaling, meditation) that allow you to regain control. If you or your colleague are concerned that you cannot regain control or are unduly distressed, you and your colleague should seek assistance from the Knox Registrar’s office. Staff there have access to immediate assistance. In the end, your emotional safety is your own responsibility.

Class attendance. Students are expected to conduct themselves in a manner congruent with the vocation they are seeking to enter and in which they desire to give leadership. To that end, it is a regulation of Knox College that a minimum of approximately 80% attendance at courses (10 of 12 weeks) is required for credit; 100% attendance is expected at seminar courses. Habitual lateness for class will be counted as absence.

Teaching and learning are interactive, not passive, activities. Therefore, students may not “attend” an in-person class through unauthorized audio or video streaming or by watching or listening to a recording; instructors are not obligated to record or permitted to stream their in-person classes. Online classes that include a synchronous video component require the same level of attendance as an in-

person course, and students may not “attend” by watching or listening to a recording. Online classes that include an asynchronous component require participation in all the activities for each week or module to meet the attendance requirement. Students requiring accommodations to attend class must present medical and/or Accessibility Services documentation that outlines the type and duration of accommodation(s) required.

Class recording. Much of the learning that goes on in the virtual or in-person classroom is founded upon mutual disclosure that takes place between instructor and student, and between students. Parties outside of this learning community have not committed themselves to this relationship of trust. A student without an approved accommodation who wishes to make an audio recording of an in-person class must secure the agreement of the instructor and all classmates; livestreaming and video recordings are not permitted. Online video-streamed classes may be recorded at the discretion of the instructor. Personal recordings may be used only by the student who made the recording; no recording may be reproduced, posted, or distributed without the written permission of the instructor.

Late work (BD). Basic Degree students are expected to hand in assignments by the date given in the course outline. The absolute deadline for the course is the examination day scheduled for the course or the last day of exam week for the semester in which the course is taught, whichever is sooner.

A penalty is not applied to students with documented medical or compassionate difficulties or exceptional reasons (e.g., a death in the family or a serious illness); students facing such difficulties are kindly requested to consult with their faculty adviser or basic degree director, who should make a recommendation on the matter to the instructor and request an SDF. The absolute deadline for obtaining an SDF for the course is the examination day scheduled for the course or the last day of examination week, whichever is sooner. An SDF must be requested from the registrar’s office in the student’s college of registration no later than the last day of exam week in which the course is taken. The SDF, when approved, will have a mutually agreed upon deadline that does not extend beyond the conclusion of the following term. If a student has not completed work but has not been granted an SDF, a final mark will be submitted calculating a zero for work not submitted.

Course grades. Consistently with the policy of the University of Toronto, course grades submitted by an instructor are reviewed by a committee of the instructor’s college before being posted to ACORN. Grades are not official until they are posted to ACORN. Course grades may be adjusted where they do not comply with University Assessment and Grading Practices Policy found at <https://governingcouncil.utoronto.ca/secretariat/policies/grading-practices-policy-university-assessment-and-january-26-2012>, policies found in the TST conjoint program handbooks, or college grading policy.

Classroom as a safer space. The instructor will strive to respect and show sensitivity to differences in others and the same posture is expected of all in the classroom. All participants in the class are invited to exercise tolerance for others’ opinions and openness to their perspectives. To ensure that the classroom is a safer space the instructor will not tolerate racism, sexism, classism, ableism, or discrimination based on sexual orientation or gender identity and all participants in the classroom are expected to hold a posture of respect towards one another.

The experiential portions of this course (including an intensive experiential inter-cultural exposure event) will include encounters with diversity and communities with perspectives that may be different than the students. **The same exercise of tolerance for others’ opinions and openness to their perspectives is**

expected in these encounters. There will be facilitated opportunities to debrief these differences and potential discomfort.

Safer space includes attention to inclusive language. It is the policy of Knox College that inclusive language is to be used in teaching, public worship, class presentations, written assignments, and official communications: https://knox.utoronto.ca/wp-content/uploads/2023/04/Knox-College-Policy_Use-of-Language-Policy-and-Glossary_221003.pdf

Accessibility. Students with a disability or health consideration, whether temporary or permanent, are entitled to accommodation. Students in conjoint degree programs must register at the University of Toronto's Accessibility Services offices; information is available at <http://www.studentlife.utoronto.ca/as>. The sooner a student seeks accommodation, the quicker we can assist.

Plagiarism. Students submitting written material in courses are expected to provide full documentation for sources of both words and ideas in footnotes or endnotes. Direct quotations should be placed within quotation marks. (If small changes are made in the quotation, they should be indicated by appropriate punctuation such as brackets and ellipses, but the quotation still counts as a direct quotation.) Failure to document borrowed material constitutes plagiarism, which is a serious breach of academic, professional, and Christian ethics. An instructor who discovers evidence of student plagiarism is not permitted to deal with the situation individually but is required to report it to their head of college or delegate according to the Graduate program Handbook linked from <http://www.tst.edu/academic/resources-forms/handbooks> and the University of Toronto *Code of Behaviour on Academic Matters* <https://governingcouncil.utoronto.ca/secretariat/policies/code-behaviour-academic-matters-july-1-2019>. A student who plagiarizes in this course will be assumed to have read the document "Avoidance of plagiarism in theological writing" published by the Graham Library of Trinity and Wycliffe Colleges: <https://www.trinity.utoronto.ca/library/research/theology/avoiding-plagiarism-in-theological-writing/>

Use of Generative AI, e.g., ChatGPT. Self-reflection and integration of learning is central to this course. This means the use of Artificial intelligence (AI) will not be useful for much of the course content, learning, and assignments. Some use of AI is allowed in this course. The use of AI will be discussed early in the course and in the detailed assignment instructions.

The use of AI will be framed in terms of the Knox MDiv learning outcome to enable communities of faith to participate in God's work and justice in a diverse and changing world. While the use of AI has social good implications such as around issues of accessibility, there are potential negative impacts. A recommended interactive tool examining potential environmental, economic and social harms across design, operations and legacy phases of AI can be found at: <https://h5pstudio.ecampusontario.ca/content/51741>

Large language models are known to generate incorrect information, fake citations, inaccurate, inappropriate or offensive outputs. Students are responsible for critically analyzing and editing AI-generated content, and are accountable for any inaccurate, biased, offensive, or otherwise unethical content they submit regardless of the source.

Unauthorized use of AI as a student constitutes a breach of academic honesty. For more information about how to use GenAI and/or to cite it properly, please review the resources provided by the University of Toronto found at: <https://ai.utoronto.ca/>

Other academic offences. TST students come under the jurisdiction of the University of Toronto *Code of Behaviour on Academic Matters* <https://governingcouncil.utoronto.ca/secretariat/policies/code-behaviour-academic-matters-july-1-2019> .

Back-up copies. Please make back-up copies of assignments before handing them in.

Obligation to check email. At times, the course instructor may decide to send out important course information by email. To that end, all students in conjoint programs are required to have a valid utoronto email address. Students must have set up their utoronto email address which is entered in the ACORN system. Information is available at www.utorid.utoronto.ca. The course instructor will not be able to help you with this. 416-978-HELP and the Help Desk at the Information Commons can answer questions you may have about your UTORid and password. Students should check utoronto email regularly for messages about the course. **Forwarding** your utoronto.ca email to a Hotmail, Gmail, Yahoo or other type of email account is not advisable. In some cases, messages from utoronto.ca addresses sent to Hotmail, Gmail or Yahoo accounts are filtered as junk mail, which means that emails from me may end up in your spam or junk mail folder. Students in non-conjoint programs should contact the Registrar of their college of registration.

Email communication with the course instructor. The instructor aims to respond to email communications from students in a timely manner. All email communications from students in conjoint programs must be sent from a utoronto email address. Email communications from other email addresses are not secure, and also the instructor cannot readily identify them as being legitimate emails from students. The instructor is not obliged to respond to email from non-utoronto addresses for students in conjoint programs. Students in non-conjoint programs should only use the email address they have provided to their college of registration.

Assignment Rubrics

See Quercus for fuller assignment details. The below is a summary of each assignment.

Reading Reflection and Reflection Reports (x2):

Students will write and submit personal reflections on the readings as well as the in-class discussion. The reflection is to focus on the student's insight and learning from the content, constructive comments based on the content, and questions that the student may still want to explore. The length is to be 800-1000 words.

Mission Practicum Final Integrative Paper Rubric

OPTION A

Formulate what you believe to be the central missiological response of the church and your own congregation to the missiological challenge of Canada using the see-discern-act-celebrate hermeneutic circle used in the course.

While you may bring some insights from outside the course if they contribute to your understanding of mission, keep in mind that missiology is a large and ongoing enterprise. Most of your content will be drawn from class activities, conversations, and readings and the immersive experience. You are writing as

someone preparing for ministry in the Presbyterian Church in Canada. Your missiological response should resonate with that of the Presbyterian Church in Canada.

1. TO SEE
What is the context of mission for your own congregation or likely ministry context?
What is the context of mission for the Presbyterian Church of Canada in 2024?
2. TO DISCERN
What biblical passage, image, or story helps you articulate a missiological response to this context?
What are some readings and conversations from the course that help you articulate a missiological response?
What are some key issues or challenges for the church in this context?
3. TO ACT
This will include a clear statement of the missiological approach this process brings you to.
What is God calling you, your congregation, and the Presbyterian Church in Canada to do and be.
4. TO CELEBRATE
We observed/named the context, discerned what God is saying to us in the context, and named what God has called us to do and be, we celebrate our learning and how we, our communities, and the world are changed through the process.
This will not be part of this paper. The self-evaluation assignment will be an exercise toward this fourth part of the circle.

Approximately 1500-2000 words. Each section should be about 500-675 words.

Footnote content from readings with citations. Attribute other sources of ideas by naming the resource person, experience, or class insight or conversation in your text or as a footnote.

Evaluation Criteria

1. Clear and well-organized argument?
2. Are all the dimensions of the assignment described above sufficiently included in the paper?
3. Has the student made use of course readings, conversations, exercises, or other course content to make the argument?
4. Has the student made responsible use of biblical material taking into consideration contemporary scholarship, socio-cultural context of the text, and the responsible reading of the text in their contemporary context?
5. Has the student communicated an understanding of mission, evangelism, and the contemporary Canadian response in the light of the literature in the course?
6. Has the student integrated the cross-cultural exposure trip experience as part of their argument?

OPTION B

Choose a biblical passage or metaphor that represents your understanding of the missionary challenge of the church in Canada in the midst of global Christianity. Discuss this passage or metaphor with reference to:

1. your experience during the inter-cultural exposure experience,
2. relevant conversations, readings, exercises, and other content of the class
3. your understanding of the role of culture in proclaiming the Gospel,
4. the conversation within mission studies,

5. biblical scholarship and insight
6. the use of critical social theory, social research and cultural anthropology.

Formulate what you believe to be the central missiological response of the church and your own congregation to the missiological challenge of Canada.

Approximately 1500-2000 words

Evaluation Criteria

1. Clear and well organized argument?
2. Are all the dimensions of the assignment described above sufficiently included in the paper?
3. Has the student made use of course readings, conversations, exercises, or other course content to make the argument?
4. Has the student made responsible use of biblical material taking into consideration contemporary scholarship, socio-cultural context of the text, and the responsible reading of the text in their contemporary context?
5. Has the student communicated an understanding of mission, evangelism, and the contemporary Canadian response in the light of the literature in the course?
6. Has the student integrated the inter-cultural exposure experience as part of their argument?

Outline for Self-Evaluation Paper:

(The response to each category in the self-evaluation should be between 200 to 400 words)

1. During the course I have learned the following about the theological and cultural and complexity of the reformed and ecumenical church in the world:
2. As a result of my experience of the inter-cultural relationships with those I encountered during the exposure and in class I have gained the following insights about myself as a minister and my ministry in an inter-cultural context:
3. I have learned the following things about the theological, social, and cultural implications of mission and evangelism:
4. I have learned the following things about the understanding of mission and partnership within the Presbyterian Church in Canada or my own denominational context:
5. The course has helped me to identify the following dimensions of my own understanding of Christian faith and its embeddedness in my own cultural world:
6. Given my experience and learning during this course I will pay close and ongoing attention in my own ministry to the following things:

Course Learning Objectives/Outcomes

Basic Degrees – Knox and TST

<i>This course has the following course-level learning outcomes</i>	
Outcome	Evaluation
1. To critically analyze local, national, and international missiologies and mission practices	Satisfactory completion of the final reflection paper

2. To engage in self-reflection while exposed to difference	Satisfactory completion of a self-evaluation report based on the cross-cultural exposure event
3. To describe, analyze, and assess available resources and needs in different contexts	Attendance and participation in class to the satisfaction of the Instructor. Part of the participation expectation is the completion of 2 reflection reports.
4. reflect theologically on an experience of intentional dislocation.	Attendance and satisfactory participation and engagement in an arranged cross-cultural exposure event

<i>A student successfully completing this course has made progress towards the following Knox College degree program learning outcomes:</i>		
MDiv	MTS	MPS
<input type="checkbox"/> Interprets Scripture and Christian tradition (Reformed), using a variety of methods, sources, and norms, to preach, teach, write, and to provide care and witness. <i>Evaluation:</i>	<input type="checkbox"/> Demonstrates knowledge at a basic level in various theological disciplines. <i>Evaluation:</i> <i>Click or tap here to enter text.</i>	<input type="checkbox"/> Demonstrates knowledge at a basic level in various theological disciplines, in the Reformed or another tradition. [* the student may come from another tradition] <i>Evaluation:</i>
<input type="checkbox"/> Demonstrates skills in creative, faith-centred, adaptive, and innovative leadership for current and emerging communities of faith. <i>Evaluation:</i> <i>Click or tap here to enter text.</i>	<input type="checkbox"/> Finds, selects, reads, and appropriately integrates theological information. <i>Evaluation:</i> <i>Click or tap here to enter text.</i>	<input type="checkbox"/> Demonstrates knowledge and skills in spiritual care and therapy, grounded in appropriate theories, for professional practice and leadership in community and institutional settings. <i>Evaluation:</i> <i>Click or tap here to enter text.</i>
<input checked="" type="checkbox"/> Enhances the vocational and spiritual development, practices, and well-being of self and others. (See Professional and Critical Competencies.) <i>Evaluation:</i> Participation in an inter-cultural exposure event. All assignments and activities.	<input type="checkbox"/> Engages respectfully and constructively in a theological community of scholarship. <i>Evaluation:</i> <i>Click or tap here to enter text.</i>	<input type="checkbox"/> Demonstrates an appropriate spiritual and professional identity formation in relation to specialized practice. <i>Evaluation:</i> <i>Click or tap here to enter text.</i>
<input checked="" type="checkbox"/> Analyzes and evaluates social, cultural, and community contexts to enable communities of faith to participate in God's work and justice in a diverse and changing world. <i>Evaluation:</i> All assignments and activities.	<input type="checkbox"/> Writes and speaks in English sufficiently well to engage in theological discourse. <i>Evaluation:</i> <i>Click or tap here to enter text.</i>	<input type="checkbox"/> Writes and speaks in English sufficiently well to engage in professional practice. <i>Evaluation:</i> <i>Click or tap here to enter text.</i>

TST BASIC “DEGREE LEVEL EXPECTATIONS”	CORRESPONDING COURSE GOALS AND OUTCOMES (see college outcomes above)	CORRESPONDING COURSE ELEMENTS / ASSIGNMENTS
EXPECTATIONS: <i>In this course students are expected to demonstrate the following:</i>		
1. Depth and Breadth of Knowledge	Critically analyze local, national, and international missiologies and mission practices Describe, analyze, and assess available resources and needs in different contexts	Class participation and discussion. Assigned readings. Reading reflection reports Final integrative paper.
2. Knowledge of methodologies	Critically analyze local, national, and international missiologies and mission practices Reflect theologically on an experience of intentional dislocation.	Class participation and discussion. Assigned readings. Final integrative paper.
3. Application of Knowledge	Describe, analyze, and assess available resources and needs in different contexts	Class participation and discussion. Final integrative paper.
4. Communication Skills	Reflect theologically on an experience of intentional dislocation.	Class participation and discussion. Attendance, participation and engagement in an arranged inter-cultural exposure event. Self-evaluation report based on the cross-cultural exposure event.
5. Awareness of Limits of Knowledge	Engage in self-reflection while exposed to difference	Attendance, participation and engagement in an arranged inter-cultural exposure event. Self-evaluation report based on the cross-cultural exposure event.
6. Autonomy and Professional Capacity	Engage in self-reflection while exposed to difference	Attendance, participation and engagement in an arranged inter-cultural exposure event. Self-evaluation report based on the cross-cultural exposure event.