

The Chicago School of Professional Psychology
Department: National Center of International Studies
IS610- The Power of One- Japan
3 Credit Hours
Fall 2016 - Session 1

Course Introduction

Instructor:	Instructor will post this information in Week 1 welcome announcement.
Office and Hours:	
Phone:	
E-mail:	

Official Course Description

Power of One courses explore psychology within an international context. Applies theoretical, practical, and professional knowledge related to working with diverse populations.

Course Destination Description

This course introduces student to Eastern perspectives in psychology theories and practices. More specifically, the course will cover various topics such as community-based interventions after the Great East Japan Earthquake, culturally-bound syndrome such as Hikikomori and Taijinkyohusho, the intersection of gender, social class, and culture in health and mental health issues among Japanese, and psychology training and education in Japan. Students will be trained to serve as “delegates” who share best practices with graduate students and professional providers in Japan and promote global collaboration in mental health overcoming cultural divisions.

Prior to the trip to Japan, students will learn about psychology education and training as well as mental health organizations in Japan through reading and discussions. During the trip to Japan, students will visit various Japanese organizations and institutions to deepen understanding of the impact of culture on mental health in different settings.

Institutional Learning Goals, Competencies and Outcomes

Institutional Learning Goals

Please refer to the [2014-2015 Statement of Values](#) for a description of how our Institutional Learning Goals are derived.

Diversity (PLO 1)

A graduate will be able to apply theoretical and practical knowledge about ethnic, racial, gender, sexual, cultural and religious, age, and ability difference in professional work.

By the end of this course, students will be able to...

- CLO 1 - Demonstrate knowledge of the world-view of the local culture within the context of psychology.
 - MLO 1 – Discuss family systems, gender roles, and sociopolitical issues in Japan and their impact on mental health.
 - MLO 2 – Discuss indigenous approaches to mental health in Japan.
- CLO 2 - Analyze differences between host culture and own culture.
 - MLO 3 – Discuss similarities and differences in psychological practice between Japan and the U.S.
 - MLO 4 – Discuss cultural differences between Japan and the U.S. and their implications for culturally sensitive clinical practices.
- CLO 3 - Examine global perspective in relation to their professional and academic goals.
 - MLO 5 – Identify areas of growth to further develop global competency.
 - MLO 6 – Develop strategies and action plans to increase one’s cultural competence when working with individuals from different cultural background.
- CLO 4 - Explain personal, professional and academic impact of their experience abroad.

- MLO 7 – Discuss how the course has impacted one’s personal and professional identity.
- MLO 8 – Critically reflect on their experience and elaborate personal transformation through the course.

Professional Behavior (PLO 2)

A graduate will be able to function in a professional and ethical manner in classroom, off-site training, and work settings.

By the end of this course, students will be able to...

- CLO 5 - Recognize value of interacting with individuals with backgrounds and/or perspectives different from their own.
 - MLO 9 – Explore the concept of global citizenship and psychologists’ roles in addressing human needs across the globe.
 - MLO 10 – Improve abilities to develop equitable and reciprocal relationships across national borders and cultural contexts.
- CLO 6 - Demonstrate ability to tolerate ambiguity in complicated environments where clear cut answers or standard operating procedures are absent.
 - MLO 11 – Identify strategies to make culturally sensitive actions and decisions outside of the U.S.
 - MLO 12 – Assess one’s comfort level in an environment where people do not speak one’s language.
- CLO 7 - Practice responsibility and accountability by making appropriate decisions on behavior and accepting the consequences of their actions.
 - MLO 13 – Develop strategies to be a responsible global citizen.
 - MLO 14 – Identify strategies to develop collaborative relationships with people outside of the U.S.
- CLO 8 - Demonstrate ability to be self-reliant in non-classroom environment.
 - MLO 15 – Develop specific plans to handle emergency or unexpected situations in Japan.

Required and Optional Texts and Electronic Reserves**Weblinks/Videos**

- The Chicago School of Professional Psychology
 - [Know Before You Go- Pre-Departure Guide to International Programs.](#)
 - [Rights and Responsibility Agreement for International Programs](#)
 - [TCSPP - International Travel Registration](#)
- Hakoniwa: https://www.youtube.com/watch?v=TaFncH_C8XA
- Hashimoto, R. (2010). 10 Cultural Contrasts between US & Japanese Companies. Retrieved from <http://blog.btrax.com/en/2010/12/15/10-cultural-contrasts-between-us-and-japanese-companies-a-personal-view/>
- Hofilena, J. (2013). Organization of female executives to boost home in Japan for working women. Retrieved from <http://japandailynews.com/organization-of-female-executives-to-boost-hope-in-japan-for-working-women-0928555/>
- BBC. (2002). Mystery of Missing Million <http://vimeo.com/28627261>
- Naikan Therapy: https://www.youtube.com/watch?v=DU_X2OlwLn4

eReserve Readings

eReserves: <http://csopp.docutek.com/eres/default.aspx>

Search Course:

PW:

- Aono, A. Myth or fact: Conceptions and realities of Japanese women/mothers. *Feminism & Psychology* 21(4), 516-521.
- Bear G.G., Uribe-Zarain, X, Manning, M.A., Shiomi, K. (2009). Shame, guilt, blaming, and anger: differences between children in japan and the US. *Motivation and Emotion*, 33 (3), 229-238.

- Berry, J.W. (2010). Intercultural relations and acculturation in the Pacific region. *Journal of Pacific Rim Psychology*, 4(2), 95-102.
- Bourhis, Moise, Perreault, & Senecal (1997). Towards an interactive acculturation model: A social psychological approach. *International Journal of Psychology*, 32(6), 369-386.
- Burman, E. & Aono, A. Editorial introduction: Japanese feminist psychologies. *Feminism & Psychology* 21(4), 496-502.
- Chapman, D. (2008). Minority women will change the world: Perspectives on multiple discrimination in Japan. *Women's Studies International Forum*, 31(3), 192-199.
- Komisarof, A. *At Home Abroad*. Tokyo, Japan: Reitaku University Press.
- Maddux, W.W., Kim, P.H., Okumura, T., & Brett, J.M. (2011). Cultural differences in the function and meaning of apologies. *International Negotiation*, 16(3), 405-425.
- Marsella, A.J. (2012). Internationalizing the clinical psychology curriculum: Foundations, issues, and directions. In F. T. L. Leong et al. (Eds.) *Internationalizing the Psychology Curriculum in the United States* (pp. 179-199). NY: Springer.
- Kasai, M. (2009). *The role of Japanese culture in psychological health: Implications for counseling and clinical psychology*. In L. H. Gerstein, et al. (Eds). *International Handbook of Cross-Cultural Counseling* (pp. 159-171). Thousand Oaks, CA: SAGE Publications.
- Teo, A. R. (2010). A new form of social withdrawal in Japan: A review of Hikikomori. *International Journal of Social Psychiatry*, 56(2), 178-185.
- Umeda, M. (2012). Association of childhood family environments with the risk of social withdrawal (hikikomori) in the community population in Japan. *Psychiatry and Clinical Neurosciences*, 66(2), 121-129.
- Welker, J. (2010). *Journal of Lesbian Studies*, 359-380. Telling her story: Narrating a Japanese lesbian community.
- Yashuhiro, O. (2012). Collectivistic individualism: Transcending a traditional opposition. *Culture & Psychology*, 18(3), 403-416.
- Zerbe Enns, C. (2011). On the rich tapestry of Japanese feminisms. *Feminism & Psychology* 21(4), 542-546

Course Requirements/Assignments

All assignments are expected to be completed at the graduate level. It is important that:

- Your work is original.
- You demonstrate critical thinking and an analysis of the subject matter and readings being discussed.
- Your ideas and perspectives are academic in nature and supported by reference and evidence.
- Your discussion posts and written assignments are organized, well structured, and demonstrate clear logic and flow of ideas.

Assignment Descriptions

Discussion Questions (14 @ 10 pts = 140 points)

There will be discussion questions due each week online. Initial posts should be completed by Wednesday, 11:59pm and follow up responses should finish no later than Sunday, 11:59pm. It is imperative that you complete all readings prior to answering the discussion questions. All students must actively participate in the course. To receive a maximum of points per week, students must participate actively in all course activities throughout the weeks, and must respond to the discussion questions each week.

Participation in the discussion threads is to be substantive. In other words, posting comments such as “I agree” or “What do you mean?” are not considered substantive. A substantive posting is defined as participation that involves critical thinking, is analytical and scholarly in nature, and advances the knowledge of yourself and others. It may challenge or add to someone else’s comment and may introduce a new idea or question. A checklist for substantive postings includes these questions:

- Does the response add a new insight to ideas already offered?
- Does it challenge previous ideas and add appropriate counter-thought?
- Does it encourage deeper thought?
- Does it take enough time to explore an idea and ask probing questions?
- Does it demonstrate that you have done appropriate reading on the topic?

Specific Module 6 (Unit 12) Discussion Information

Students will choose one literary or cinematic work in Japan and write a post on cross-cultural issues that they observed in the book/film and their reactions. The following is a list of books/films that are recommended.

Books	Modern Films	Classic Films	Anime
Haruki Murakami <ul style="list-style-type: none"> • Colorless Tsukuru Tazaki and His Years of Pilgrimage • 1Q84 • The Wild-up Bird Chronicle • Hard-Boiled Wonderland and the End of the World Junichiro Tanizaki <ul style="list-style-type: none"> • In Praise of Shadows • Naomi • Some Prefer Nettles Hiromi Kawakami <ul style="list-style-type: none"> • The Briefcase • Manazuru Banana Yoshimoto <ul style="list-style-type: none"> • Kitchen • Asleep • Gooby Tsugumi 	<ul style="list-style-type: none"> • Lost in Translation • Shall We Dance? • Nobody Knows • Hana-bi • Ringu • Sayonara Itsuka 	<ul style="list-style-type: none"> • Seven Samurai • Tokyo Story • Ran • Yojimbo • Tampopo • Late Spring • The Women in the Dunes • Floating Weeds • Onibaba 	<ul style="list-style-type: none"> • Princess Kaguya • Ponyo • Spirited Away • Paprika • Akira • Princess Mononoke • My Neighbor Totoro

Case Study Discussions (2 @ 10 pts = 20 points)

Email responses to individuals with hikikomori

One of the sites you will visit in Japan is City of Tokyo Hikikomori Center in Ochanomizu University. The center provides a hotline support service for individuals with hikikomori and their family members via phone and email. This form of service is effective especially because it is extremely difficult to reach out to this population; individuals with hikikomori seldom seek formal psychological/psychiatric treatment or services. In this assignment, students will be given **two** cases based on actual stories and write up email responses to these cases. Each case will have a discussion to post and discuss your responses.

Biosketch (20 points)

Students will write up a biosketch that is 1-page long and single spaced. Each biosketch should include a student’s profile photo and address:

- Areas of interest/expertise in psychology
- Current research projects and/or research interests
- Career goals/plans
- Something unique about oneself

The instructor will compile students’ biosketches to create a booklet and share it with host organizations in Japan.

Souvenir/Gift (10 pts – for participation)

Each student is responsible for bringing one souvenir or gift with her/him to give to site staff that we will meet in Japan. It is

ideal that the souvenir/gift is related to the student's culture and can be a conversation starter. We will have a discussion on what you will be bringing. The discussion will be graded on participation, not the type of gift.

Personal Ethnography Project (Capstone Project) (100 points)

One of the most important skills for intercultural learning is developing observational skills that make use of all the physical and psychological senses. Developing increased awareness of visual, verbal, nonverbal, hearing, feeling, sensation, and thinking senses will increase your ability to adjust and "read" culture.

- For this activity, you will be asked to practice your ethnographic skills by entering a public or semi-public space in the community (e.g., a meeting place, a local shop, a train station, a restaurant) and using as many observational skills as possible to create a physical, mental, and psychological map of the space. You will present your findings in an oral presentation during the final workshop. In your 10 to 15 minute presentation you should be prepared to give specific and detailed answers to the questions below. Presentations will be given while in Japan, grades will be submitted after the trip.
 - Step 1 - First, During the designated time, you will find a location where you and up to one project partner can observe activity without being particularly conspicuous. Attempt to stay in one spot for a while, but feel free to move around the space if your behavior seems unnatural for the setting. At some point in the observation period, you may want to participate in an activity or task associated with the nature of this space (in some cases, it may be necessary in order to avoid looking more conspicuous than you otherwise might). Attempt to act in a manner that is consistent with the cues you have picked up so far. You should plan on about two hours for the observation period.
 - Step 2 - Second, immediately upon concluding the observation, you need to write out as much as you can about the situation or location. The following questions should guide your write-up:
 1. What behaviors and interaction patterns are prominent in this location? What behaviors did you notice first? Describe the major activities that occur in this space. Be as specific as possible.
 2. Who uses the space and how? Who is "allowed" or invited to use this space?
 3. What are the rules of interaction? What are the formal or informal rules about dress, nonverbal behavior etc.?
 4. What communication patterns are present? Who talks to whom? What characteristic phrases are used? If you detect repeated verbal phrases, write several of them down.
 5. What nonverbal behaviors are displayed and by whom? More specifically, how is eye contact used? What are the implicit rules about physical distance and/or proximity? How (if relevant) is touch used? What body gestures/motions are used? What tone of voice is used? How do the nonverbal behaviors match verbal behaviors?
 6. Are patterns associated with authority or status relevant to this space? If so, how? What implicit rules about gender and/or age are associated with this setting?
 7. How does the organization of this space facilitate interaction or the goals associated with the space?
 8. What do the specific behaviors seem to mean? What values or assumptions seem to be associated with communication patterns?
 9. In order to further enhance your understanding of this space, draw a diagram of the space and the interactions that occur in it.
 - Step 3 - Third, consider your responses to this space and its interactions and write them down as well. The following questions will guide your write up on this part of the assignment:
 1. How do you feel while being in this space? What new sensations are you aware of?
 2. What behaviors of others were expected and/or unexpected?
 3. What is your role as an observer? How do you feel as an observer? What is your "positionality" and "status" in this environment?
 4. How did/does the environment or interactions change in response to your presence or your observation?
 5. How do you find yourself behaving? (similarly or differently from your typical patterns?)

6. If relevant, how did people in the environment seem to respond to your presence or your efforts to communicate?
7. What behaviors or patterns might you adopt to enhance the likelihood of fitting into this setting? What cues would you need to be especially sensitive to?
8. What behaviors and rules of this space appear to be consistent with high context or low context communication?
9. What might the interactions in this location tell you about other social interactions you are likely to encounter in Japan?
10. In general, step back and consider your own characteristic nonverbal and verbal communication styles. How are your typical behavior patterns consistent or inconsistent with the patterns you have observed in this setting?

Travel Journal (50 points)

Students are required to write a short journal entry every day during the trip. In the journal, students will reflect on their experience that day and their reactions. Students are encouraged to re-evaluate their identity and analyze their emotional responses to their experience in Japan. Students will submit their journal within one week from the last day of the trip.

In-Country Attendance (200 points)

Students are expected to attend and actively participate in all aspects of the Field Experience. This rubric will be used to evaluate your in-country attendance and preparation.

Measure	Scale 1 - 40
Preparedness	/40
Cultural Sensitivity	/40
Maturity & Respect	/40
Flexibility	/40
Attendance and Contribution to Class Learning	/40
Total	/200

Travel Component – Peer Evaluations (45 Points)

This course depends on applied learning in a group setting. It is of the utmost importance to respect your team members, classmates, faculty leads and those whom you encounter in-country. Therefore, class members will be required to evaluate their classmates as it pertains to their preparedness, participation and contribution within both the Online and In-Country portions of this course. All students are required to submit Peer Evaluations for every other student in the course (including themselves). Failure to do so will result in a lowered grade.

- a) Download the evaluation form provided online.
- b) Fill out an evaluation table for each of your classmates as well as for yourself in which you rate each group member (including yourself) in terms of the criteria set out in the Evaluation Form.
- c) Submit your completed form online to the assignment provided in the Travel Assignments Module within one week from the last day of the trip.

Rubrics

All rubrics will be in line and consistent with the Rubrics below. Graduate level work is expected.

Course Rubric

Institutional Learning Outcomes Assessed	Demonstration Level 1 (unacceptable)	Demonstration Level 2 (minimal)	Demonstration Level 3 (expected)	Demonstration Level 4 (advanced)
Diversity A graduate will be able to apply theoretical and practical knowledge	Does not demonstrate knowledge of the world-view of the local culture within the context of	Demonstrates basic knowledge of the world-view of the local culture within the context of	Demonstrates knowledge of the world-view of the local culture within the context of psychology;	Demonstrates extensive knowledge of the world-view of the local culture within the context of

about ethnic, racial, gender, sexual, cultural and religious, age, and ability difference in professional work.	psychology; Unable to analyze differences between host culture and own culture; Unable to articulate global perspective in relation to their professional and academic goals; cannot explain personal, professional and academic impact of their experience abroad.	psychology; Can analyze some basic differences between host culture and own culture; May not be able to articulate global perspective in relation to their professional and academic goals; when prompted can describe basic personal, professional and academic impacts of their experience abroad.	Can analyze several basic differences between host culture and own culture; Able to articulate general understanding of global perspective in relation to their professional and academic goals; can describe personal, professional and academic impacts of their experience abroad.	psychology; Can critically analyze several differences between host culture and own culture; Presents understanding of global perspective in relation to their professional and academic goals; can articulate and critically analyze personal, professional and academic impacts of their experience abroad.
Professional Behavior A graduate will be able to function in a professional and ethical manner in classroom, off-site training, and work settings.	Unable to recognize value of interacting with individuals with backgrounds and/or perspectives different from their own; intolerant of ambiguity in complicated environments where clear cut answers or standard operating procedures are absent; Does not take responsibility or accountability by making appropriate decisions on behavior or accepting the consequences of their actions; Does not demonstrate self-reliance in non-classroom environment.	Basic recognition of value of interacting with individuals with backgrounds and/or perspectives different from their own; some tolerance of ambiguity in complicated environments where clear cut answers or standard operating procedures are absent; Generally takes responsibility or accountability by making appropriate decisions on behavior or accepting the consequences of their actions; Demonstrate self-reliance in non-classroom environment.	Recognizes value of interacting with individuals with backgrounds and/or perspectives different from their own; tolerant of ambiguity in complicated environments where clear cut answers or standard operating procedures are absent; Takes responsibility or accountability by making appropriate decisions on behavior or accepting the consequences of their actions; Demonstrate self-reliance in non-classroom environment.	Recognizes and critically evaluates value of interacting with individuals with backgrounds and/or perspectives different from their own; embraces opportunity to learn from ambiguity in complicated environments where clear cut answers or standard operating procedures are absent; takes responsibility or accountability by making appropriate decisions on behavior or accepting the consequences of their actions; Demonstrate self-reliance in non-classroom environment.

In Country Attendance & Engagement Rubric

Grading Area	Demonstration Level 1 (unacceptable)	Demonstration Level 2 (minimal)	Demonstration Level 3 (expected)	Demonstration Level 4 (advanced)
Attendance	Unexcused absences from required in-country activities. More than several occasions are not punctual. Requires many prompts or reminders and creates inexcusable delays for program. 0-60 points	Attends all required in-country activities. One occasion is not punctual. Requires some prompts or reminders. 60-79 points	Punctual and completely attends all required in-country activities without few prompts or reminders. 80-99 points	Punctual and completely attends all required in-country activities without any prompts or reminders- exhibits complete self-reliance. 100 points
Participation and Engagement	Does not prepare in advance for activities; does not actively listen, is distracted during program; does not contribute or advance knowledge of activity; does not engage with faculty and in-country partners. 0-60 points	Prepares in advance for a few activities; occasionally listens actively; during activities is present and occasionally engages and participates. 60-79 points	Prepares in advance for most activities; actively listens for most of program; contributes some knowledge to activity; professionally engages with faculty and in-country partners. 80-99 points	Fully prepares in advance for activities; actively listens throughout duration of program; contributes and advances knowledge of activity in respectful and appropriate manner; professionally engages with faculty and in-

				country partners.
				100 points
Total				200 total points

Professional Behavior & Comportment Rubric

Grading Area	Demonstration Level 1 (unacceptable)	Demonstration Level 2 (minimal)	Demonstration Level 3 (expected)	Demonstration Level 4 (advanced)
Professional Behavior and Comportment	Demonstrates unprofessional behavior or comportment during program and/or in more than one interaction with students, faculty, administrators or any in-country partners. 0-19 points	Demonstrates expected professional behavior and comportment for most of program and in almost all interactions with students, faculty, administrators and all in-country partners. 20-49 points	Demonstrates expected professional behavior and comportment for entire duration of program and in all interactions with students, faculty, administrators and all in-country partners. 50-79 points	Demonstrates exemplary and model professional behavior and comportment for entire duration of program and in all interactions with students, faculty, administrators and all in-country partners. 80 points
Total				80 total points

Discussion Forum Scoring Rubric

1. Initial Posts are due by 11:59pm, Wednesday, Central Time.
2. 1 point will be deducted for each day the initial post is late.
3. Posting Replies on Thursday and Friday of the week is a good practice; any later than the Saturday decreases your impact on the discussion.
4. Interaction is key to a rigorous discussion: participation over 3 separate days each week is optimal, as described below.
5. Posting all or the majority of your contribution on last day of the week will result in decreased points due to the fact that you have not been effective in participating in the discussion across the week.

Posting Type	Posting Performance				Points
	Exemplary	Proficient	Developing	Needs Improvement	
Initial Post: Demonstration of Quality Content and Integration of Course Material	The first post for this discussion exhibits a strong statement to answer the main discussion question(s). The student's answer incorporates a concise statement backed by assigned readings from the class or another scholarly source, and it should stimulate further discussion. APA Style is followed. (4 points statement; 2 points sources; 2 points discussion stimulation). 4 points	The first post for this discussion exhibits a statement to answer the main discussion question(s). However, this answer fails to provide evidence in at least one of the following areas: a concise statement, backed by readings from the class or another source, and it should stimulate further discussion. APA Style is followed. 3.5 points	The first post for this discussion exhibits a statement to answer, or partially answer, the main discussion question. However, this answer fails to provide evidence in at least two of the following areas: a concise statement, backed by readings from the class or another source, and it should stimulate further discussion. APA Style is missing an element. 3 points	The first post for this discussion exhibits a statement to answer, or partially answer, the main discussion question. However, this answer fails to provide evidence in two or more of the following areas: a concise statement, backed by readings from the class or another source, and it should stimulate further discussion. APA Style is not followed. 2.5 points or lower	4 Points
Follow-Up Posts:	Each student's feedback	Each student's	Each student's	Student did not give feedback	2 Points

Participation as Member of Learning Community	to a minimum of three (3) other initial posts exhibit good answers that address the posts, are supported by readings or other facts, and challenge other participants to further explore the topic. 4 points	feedback to a minimum of two (2) other initial posts exhibit solid answers that address the posts adequately, are supported by readings or other facts, and challenge other participants to further explore the topic. 3.5 points	feedback to the minimum of two (2) other initial posts exhibit solid answers that may fail to address the posts adequately, are not supported by readings or other facts, or fail to challenge other participants to further explore the topic. In addition, replies were posted late in the week. 3 points	to a minimum of two other initial posts, or the feedback constitutes simple agreement or a question that does not show evidence of effort, critical thought or knowledge, or were posted too late in the week to have an impact (after 6pm Central Time on Sundays). 2.5 points or lower	Each (minimum of two posts)
Response to Feedback Received: Ongoing Participation throughout the week.	Student participates in the discussion forum at least (3) separate days of the week, writes substantial responses to all feedback received on student's initial post, and responds to instructor's feedback to initial post. 2 points	Student participates in the discussion forum at least (3) separate days of the week, responds to all feedback received on student's initial post, and responds to instructor's feedback to initial post. Responses are proficient but not as substantive as the "exemplary" category. 2 points	Student is missing two elements in the areas of: posting in at least (3) separate days of the week, responds to all feedback received on initial post, or response to instructor's feedback to initial post. Responses show attention to feedback received but are not substantive. 2 points	Student does not adequately provide evidence of participating in the discussion forum throughout the week as evidenced by number of days, posting to feedback received on initial post, or response to instructor's feedback to initial post. 2-0 points	2 Points
Max Points - 10	10 points	9 points	8 points	7 points or lower	

Assignment Rubric- Capstone Assignment (Ethnography Project)

Grading Area	Demonstration Level 1 (unacceptable)	Demonstration Level 2 (minimal)	Demonstration Level 3 (expected)	Demonstration Level 4 (advanced)
Area of assessment	Description and points	Description and points	Description and points	Description and points
Ethnography	Does not adequately demonstrate ethnography skills. Does not address the provided questions for the project. Does not demonstrate cultural sensitivity in conducting the project.	Demonstrate basic ethnography skills. Address some of the provided questions for the project. Demonstrate only basic cultural sensitivity in conducting the project.	Demonstrate adequate ethnography skills. Address the majority of the provided questions for the project. Demonstrate adequate cultural sensitivity in conducting the project.	Demonstrate solid ethnography skills. Address most of the provided questions for the project. Demonstrate superior cultural sensitivity and critical thinking in conducting the project.
Presentation	Is unprepared for the presentation. Is unable to respond to questions from instructors and peers.	Somewhat prepared for the presentation. Able to respond only some of the questions from instructors and peers.	Prepared for the presentation. Able to present most of the questions from instructors and peers.	Well prepared for the presentation. Able to present all of the questions from instructors and peers.

Group participation	Does not listen to other groups' presentations in a respective manner. Does not engage in group discussion. Does not share one's reactions.	Listens to other groups' presentations. Engage in group discussion only minimally. Shares one's reactions only minimally.	Listen to other groups' presentations in a respective manner. Engage in group discussions. Shares one's reactions.	Actively listen to other groups' presentations in a respective manner. Actively engage in group discussions. Actively shares one's reactions.
Total				100 total points

Assignments/Grading

Assignments	Points
Global Perspectives Inventory Pre and Post Survey (5 pts each)	10
International Travel Registration	5
Before the trip:	
Discussion Questions (14 @ 10 pts)	140
Case Study Discussions (2 @ 10pts.)	20
Biosketch	20
During the trip (to be submitted after the trip)	
Personal Ethnography Project (Capstone Project)	100
Travel Journal	50
In-Country Attendance	200
After the trip	
Peer Evaluations	45
Professional Behavior and Component	80
Total	670

The grading system below will be used as a guideline for determining final grades. Use these guidelines as an indication of performance throughout the term.

Letter Grade	Percentage Cutoff
A	93-100%
A-	90-92%
B+	87-89%
B	83-86%
B-	80-82%
C	70-79%
F	<69%

If it is determined that a student is failing a core course or is demonstrating professional comportment problems that warrant an Academic Development Plan, it is at the discretion of the Faculty Leader to NOT allow a student to engage in the study abroad experience. If a student's grade is a B- or lower as of the last assignment prior to travel, the student will not be permitted to travel abroad.

Class Timeline

Module/PLO's/ MLO's/CLO's	Unit	Readings/Websites/Videos	Assignments/Points
<p>Module 1</p> <p>PLO's Addressed: Diversity</p> <p>CLO's Addressed: CLO 3 - Examine global perspective in relation to their professional and academic goals.</p> <p>Module Learning Objectives (MLO): MLO 5– Identify areas of growth to further develop global competency.</p> <p>MLO 6 – Develop strategies and action plans to increase one's cultural competence when working with individuals from different cultural background.</p>	<p>Unit 1 Introduction</p>	<p>Student Information TCSPP Study Abroad: "What to Know Before You Go" TCSP Study Abroad Pre-Departure Guide</p> <p>International Travel Registration Needs to be completed no later than one month before travel. https://my.thechicagoschool.edu/community/studentresources/ie/Pages/Travel-Database.aspx</p> <p>Review the Course Syllabus</p>	<p>Introduce Yourself Post must be made by Wednesday, 11:59pm CST of the first week of class. What are your areas of interest in psychology? What are your previous encounters with Japanese culture? What do you want your peers to know about yourself?</p> <p>Complete Pre-Survey (5 pts): Global Perspectives Inventory (GPI): login information will be sent to you via email. Complete no later than Sunday, 11:59pm, CST</p> <p>Unit 1 Discussion: What is your Global Perspective? (10 pts) Initial Post Due Wednesday, 11:59pm,CST Final post due no later than Sunday, 11:59pm, CST What has been the extent of your contact with the country in which we will travel? How do you anticipate this experience will impact your personal and professional life? In what ways? (Be specific about your expectations). What did you learn about yourself from completing the Global Perspectives Inventory? How do you anticipate your perspective will change after your international experience?</p>
	<p>Unit 2 Communication styles and Emotional Expressions in Japan</p>	<p>Required Readings</p> <ul style="list-style-type: none"> • Maddux, W.W., Kim, P.H., Okumura, T., & Brett, J.M. (2011). Cultural differences in the function and meaning of apologies. <i>International Negotiation</i>, 16(3), 405-425. • Bear G.G., Uribe-Zarain, X, Manning, M.A., Shiomi, K. (2009). Shame, guilt, blaming, and anger: differences between children in japan and the US. • Motivation and Emotion, 33 (3), 229-238. • Yashuhiro, O. (2012). Collectivistic individualism: Transcending a traditional opposition. <i>Culture & Psychology</i>, 18(3), 403-416. 	<p>Unit 2 Discussion (10 pts) Initial post due Wednesday, 11:59pm, CST. Follow up posts due no later than Sunday, 11:59pm CST. What are characteristics of communication styles in Japan? How can cross-cultural misperceptions and misinterpretations impede on effective communication in clinical or organizational setting? Please share your personal experience.</p>

<p>Module 2</p> <p>PLO's Addressed Diversity</p> <p>CLO's Addressed: CLO 1 - Demonstrate knowledge of the world-view of the local culture within the context of psychology.</p> <p>MLO's Addressed: MLO1 – Discuss family systems, gender roles, and sociopolitical issues in Japan and their impact on mental health.</p> <p>MLO 2– Discuss indigenous approaches to mental health in Japan.</p>	<p>Unit 3 Internationalization of Psychology</p>	<p>Required Readings</p> <ul style="list-style-type: none"> Marsella, A.J. (2012). Internationalizing the clinical psychology curriculum: Foundations, issues, and directions. In F. T. L. Leong et al. (Eds.) <i>Internationalizing the Psychology Curriculum in the United States</i> (pp. 179-199). NY: Springer. 	<p>Unit 3 Discussion (10 pts) Initial post due Wednesday, 11:59pm, CST. Follow up posts due no later than Sunday, 11:59pm CST. Come up with 2 challenges in internationalizing psychology education and curriculum. Come up with 2 strategies to foster global competence in psychology education</p>
	<p>Unit 4 Psychology Practice in Japan</p>	<p>Required Readings</p> <ul style="list-style-type: none"> Kasai, M. (2009). The role of Japanese culture in psychological health: Implications for counseling and clinical psychology. In L. H. Gerstein, et al. (Eds.) <i>International Handbook of Cross-Cultural Counseling</i> (pp. 159-171). Thousand Oaks, CA: SAGE Publications. 	<p>Unit 4 Discussion (10 pts) Initial post due Wednesday, 11:59pm, CST. Follow up posts due no later than Sunday, 11:59pm CST. How is psychology practice in Japan different from that in the United States? If you work with a Japanese client what do you think you need to keep in mind?</p>

<p>Module 3</p> <p>PLO's Addressed Diversity</p> <p>CLO's Addressed: CLO 2 - Analyze differences between host culture and own culture.</p> <p>MLO's Addressed: MLO 3– Discuss similarities and differences in psychological practice between Japan and the U.S.</p> <p>MLO 4 – Discuss cultural differences between Japan and the U.S. and their implications for culturally sensitive clinical practices.</p>	<p>Unit 5 Indigenous Approaches in Japan</p>	<p>Video</p> <ul style="list-style-type: none"> Naikan Therapy: https://www.youtube.com/watch?v=DU_X2OlwLn4 Hakoniwa: https://www.youtube.com/watch?v=TaFnch_C8XA 	<p>Unit 5 Discussion (10 pts) Initial post due Wednesday, 11:59pm, CST. Follow up posts due no later than Sunday, 11:59pm CST. Do you think indigenous approaches in Japan (e.g., Naikan, Moirta) would work with Western clients? If so, what aspects?</p>
	<p>Unit 6 The Psychology of Acculturation</p>	<p>Required Readings</p> <ul style="list-style-type: none"> Berry, J.W. (2010). Intercultural relations and acculturation in the Pacific region. <i>Journal of Pacific Rim Psychology</i>, 4(2), 95-102. Bourhis, Moise, Perreault, & Senecal (1997). Towards an interactive acculturation model: A social psychological approach. <i>International Journal of Psychology</i>, 32(6), 369-386. 	<p>Unit 6 Discussion (10 pts) Initial post due Wednesday, 11:59pm, CST. Follow up posts due no later than Sunday, 11:59pm CST. Based on Berry's acculturation model and Bourhis at al.'s interactive acculturation model (IAM), what can Americans and Japanese do to create "a sense of belonging" rather than "mere coexistence" in a multicultural work setting in Japan?</p>

<p>Module 4</p> <p>PLO's Addressed Diversity Professional Behavior</p> <p>CLO's Addressed: CLO 1 - Demonstrate knowledge of the world-view of the local culture within the context of psychology.</p> <p>CLO 6 - Demonstrate ability to tolerate ambiguity in complicated environments where clear cut answers or standard operating procedures are absent.</p>	<p>Unit 7 Acculturation strategies</p>	<p>Required Readings</p> <ul style="list-style-type: none"> • Komisarof, A. At Home Abroad. Tokyo, Japan: Reitaku University Press. 	<p>Unit 7 Discussion (10 pts) Initial post due Wednesday, 11:59pm, CST. Follow up posts due no later than Sunday, 11:59pm CST. What was your reaction to different acculturation stories in this book? What is your acculturation strategy? Please share your personal experience if possible.</p> <p>Reminder Discussion in Module 6/Unit12 Students will choose one literary or cinematic work in Japan and write a post on cross-cultural issues that they observed in the book/film and their reactions. A list of recommended works is provided in the syllabus and online.</p>
<p>MLO's Addressed: MLO 1 – Discuss family systems, gender roles, and sociopolitical issues in Japan and their impact on mental health. (aligns to CLO 1)</p> <p>MLO 2– Discuss indigenous approaches to mental health in Japan. (aligns to CLO 1)</p> <p>MLO 11– Identify strategies to make culturally sensitive actions and decisions outside of the U.S. (aligns to CLO 6)</p> <p>MLO 12– Assess one’s comfort level in an environment where people do not speak one’s language. (aligns to CLO 6)</p>	<p>Unit 8 Culturally-bound Syndrome in Japan</p>	<p>Video</p> <ul style="list-style-type: none"> • Mystery of Missing Million http://vimeo.com/28627261 	<p>Unit 8 Discussion (10 pts) Initial post due Wednesday, 11:59pm, CST. Follow up posts due no later than Sunday, 11:59pm CST. What was your initial reaction when you watched “Mystery of Missing Million”?</p> <p>Unit 8 Preparation for Discussion in Next Module Email Responses - Hikikomori Due Sunday, 11:59pm CST <i>Email responses to individuals with hikikomori.</i> One of the sites you will visit in Japan is City of Tokyo Hikikomori Center in Ochanomizu University. The center provides a hotline support service for individuals with hikikomori and their family members via phone and email. This form of service is effective especially because it is extremely difficult to reach out to this population; individuals with hikikomori seldom seek formal psychological/psychiatric treatment or services. In this assignment, students will be given two cases based on actual stories and write up email responses to these cases. Each case will have a discussion in the next unit.</p>

<p>Module 5</p> <p>PLO's Addressed Diversity Professional Behavior</p> <p>CLO's Addressed: CLO 5 - Recognize value of interacting with individuals with backgrounds and/or perspectives different from their own.</p> <p>MLO's Addressed: MLO 9 – Explore the concept of global citizenship and psychologists' roles in addressing human needs across the globe.</p>	<p>Unit 9 Treatment for Hikikomori</p>	<p>Required Readings</p> <ul style="list-style-type: none"> • Umeda, M. (2012). Association of childhood family environments with the risk of social withdrawal (hikikomori) in the community population in Japan. <i>Psychiatry and Clinical Neurosciences</i>, 66(2), 121-129. • Teo, A. R. (2010). A new form of social withdrawal in Japan: A review of Hikikomori. <i>International Journal of Social Psychiatry</i>, 56(2), 178-185. 	<p>Unit 9 Discussion (1) (10 pts) Initial post due Wednesday, 11:59pm, CST. Follow up posts due no later than Sunday, 11:59pm CST. Case Study 1; Post your Emails responses to individuals with hikikomori and discuss with your peers. Any additional details will be provided by the instructor.</p> <p>Unit 9 Discussion (2) (10 pts) Initial post due Wednesday, 11:59pm, CST. Follow up posts due no later than Sunday, 11:59pm CST. Case Study 2: Post your Emails responses to individuals with hikikomori and discuss with your peers. Any additional details will be provided by the instructor.</p>
<p>MLO 10 – Improve abilities to develop equitable and reciprocal relationships across national borders and cultural contexts.</p>	<p>Unit 10 Feminist Approaches in Japan</p>	<p>Required Readings</p> <ul style="list-style-type: none"> • Burman, E. & Aono, A. Editorial introduction: Japanese feminist psychologies. <i>Feminism & Psychology</i> 21(4), 496-502. • Aono, A. Myth or fact: Conceptions and realities of Japanese women/mothers. <i>Feminism & Psychology</i> 21(4), 516-521. • Zerbe Enns, C. (2011). On the rich tapestry of Japanese feminisms. <i>Feminism & Psychology</i> 21(4), 542-546. 	<p>Unit 10 Discussion (10 pts) Initial post due Wednesday, 11:59pm, CST. Follow up posts due no later than Sunday, 11:59pm CST. According to World Economic Forum Japan ranked 101st place among 135 countries (U.S. is ranked 22nd) on the gender equity survey in 2012. How will Japanese and American feminists interpret this data differently?</p> <p>Unit 10 Written Assignment (25 pts) Biosketch Due Sunday, 11:59pm CST Students will write up a biosketch that is 1-page long and single spaced. Each biosketch should include a student's profile photo and address:</p> <ul style="list-style-type: none"> • Areas of interest/expertise in psychology • Current research projects and/or research interests • Career goals/plans • Something unique about oneself <p>The instructor will compile students' biosketches to create a booklet and share it with host organizations in Japan.</p>

<p>Module 6</p> <p>PLO's Addressed Diversity Professional Behavior</p> <p>CLO's Addressed: CLO 6 - Demonstrate ability to tolerate ambiguity in complicated environments where clear cut answers or standard operating procedures are absent.</p> <p>CLO 7 - Practice responsibility and accountability by making appropriate decisions on behavior and accepting the consequences of their actions.</p> <p>MLO's Addressed: MLO 11 – Identify strategies to make culturally sensitive actions and decisions outside of the U.S. (aligns with CLO 6)</p> <p>MLO 12 – Assess one’s comfort level in an environment where people do not speak one’s language. (aligns with CLO 6)</p> <p>MLO 13 – Develop strategies to be a responsible global citizen. (aligns with CLO 7)</p> <p>MLO 14 – Identify strategies to develop collaborative relationships with people outside of the U.S. (aligns CLO 7)</p>	<p>Unit 11 The Intersection of Gender and Sociopolitical Issues in Japan</p>	<p>Required Readings</p> <ul style="list-style-type: none"> Chapman, D. (2008). Minority women will change the world: Perspectives on multiple discrimination in Japan. <i>Women’s Studies International Forum</i>, 31(3), 192-199. Welker, J. (2010). <i>Journal of Lesbian Studies</i>, 359-380. Telling her story: Narrating a Japanese lesbian community. 	<p>Unit 11 Discussion (10 pts) Initial post due Wednesday, 11:59pm, CST. Follow up posts due no later than Sunday, 11:59pm CST. What are some unique challenges minority women in Japan face? What are their resources?</p>
	<p>Unit 12 Cultural Observation in Cinematic and Literary Works in Japan</p>	<p>Review</p> <ul style="list-style-type: none"> Useful and Common Japanese Phrases (available in online course) Common Japanese Signs (available in online course) 	<p>Unit 12 Discussion (10 pts) Initial post due Wednesday, 11:59pm, CST. Follow up posts due no later than Sunday, 11:59pm CST. What are your cultural observations in cinematic and literary works in Japan? What are characteristic nonverbal and verbal communication styles? How do Japanese cultural values, spirituality, and esthetic impact the story and characters’ behavior?</p> <p>Review Japanese Facts (Interactive)</p>

<p>Module 7 PLO's Addressed Diversity Professional Behavior</p> <p>CLO's Addressed: CLO 3 - Examine global perspective in relation to their professional and academic goals.</p> <p>CLO 7 - Practice responsibility and accountability by making appropriate decisions on behavior and accepting the consequences of their actions.</p> <p>MLO's Addressed: MLO 5– Identify areas of growth to further develop global competency. (aligns to CLO 3)</p>	<p>Unit 13 Preparation for the Japan Trip</p>	<p>Explore</p> <ul style="list-style-type: none"> • Narita airport map • Tokyo subway map <p>Review Useful Websites for your trip.</p> <ul style="list-style-type: none"> • Full list available in online course, also available in the Course Readings list in Syllabus 	<p>Preparation for Trip Japanese currency, safety issues, transportation, do's and don'ts, useful words and phrases in Japanese.</p> <p>Complete Post-Survey (5 pts): Global Perspectives Inventory (GPI): log information will be sent to you via email. Complete no later than Sunday, 11:59pm, CST</p> <p>Unit 13 Discussion (10 pts) Initial post due Wednesday, 11:59pm, CST. Follow up posts due no later than Sunday, 11:59pm CST. Each student is responsible for bringing one souvenir or gift with her/him to give to site staff that we will meet in Japan. It is ideal that the souvenir/gift is related to the student's culture and can be a conversation starter. We will have a discussion on what you will be bringing. The discussion will be graded on participation, not the type of gift. Which souvenir/gift will you bring to Japan? Why did you choose it?</p>
<p>MLO 6 – Develop strategies and action plans to increase one's cultural competence when working with individuals from different cultural background. (aligns to CLO 3)</p> <p>MLO 13 – Develop strategies to be a responsible global citizen. (aligns CLO 7)</p> <p>MLO 14 – Identify strategies to develop collaborative relationships with people outside of the U.S. (aligns CLO 7)</p>	<p>Unit 14</p>	<p>Review and Download</p> <ul style="list-style-type: none"> • Dos and Don'ts & How-To's for your Trip to Japan (available for download and review in the online course) <ul style="list-style-type: none"> ○ This is an important document that will provide you with very helpful tips while in Japan to avoid embarrassment and improper actions. Please review, download and print to take with you on your trip! 	<p>Unit 14 Discussion (10 pts) Initial post due Wednesday, 11:59pm, CST. Follow up posts due no later than Sunday, 11:59pm CST. What are three learning goals through your Power of One course in Japan? How will you accomplish them?</p>

TRAVEL Assignments – Due after Return From Trip**Personal Ethnography Project – Capstone Project (100 points)**

Presentations will be given while in Japan, grades will be submitted after the trip.

Additional Information in [Syllabus](#) and Online.

One of the most important skills for intercultural learning is developing observational skills that make use of all the physical and psychological senses.

Developing increased awareness of visual, verbal, nonverbal, hearing, feeling, sensation, and thinking senses will increase your ability to adjust and “read” culture.

For this activity, you will be asked to practice your ethnographic skills by entering a public or semi-public space in the community (e.g., a meeting place, a local shop, a train station, a restaurant) and using as many observational skills as possible to create a physical, mental, and psychological map of the space.

You will present your findings in an oral presentation during the final workshop. In your 10 to 15 minute presentation you should be prepared to give specific and detailed answers to the questions listed in the assignment.

Travel Journal (50 pts)

Students will submit their journal within one week from the last day of the trip.

Students are required to write a short journal entry every day during the trip. In the journal, students will reflect on their experience that day and their reactions. Students are encouraged to re-evaluate their identity and analyze their emotional responses to their experience in Japan.

Travel – Peer Evaluations (45 Points)

This course depends on applied learning in a group setting. It is of the utmost importance to respect your team members, classmates, faculty leads and those whom you encounter in-country. Therefore, class members will be required to evaluate their classmates as it pertains to their preparedness, participation and contribution within both the Online and In-Country portions of this course. All students are required to submit Peer Evaluations for every other student in the course (including themselves). Failure to do so will result in a lowered grade.

- a) Download the evaluation form provided online.
- b) Fill out an evaluation table for each of your classmates as well as for yourself in which you rate each group member (including yourself) in terms of the criteria set out in the Evaluation Form.
- c) Submit your completed form online to the assignment provided in the Travel Assignments Module within one week from the last day of the trip.

In-Country Attendance (200 pts.) - see [Rubric in Syllabus](#)

Professional Behavior & Comportment (80 pts) - see [Rubric in Syllabus](#)

[Travel Itinerary on Next Page]

Travel Itinerary

Date	Activities	Location: Tokyo, Japan
12/13/2015	Orientation Meeting	Asakusa Tokaiso
12/14/2015	<p>8:45 Meet at the hotel lobby</p> <p>10:00-12:00 Visit to Machizawa Mental Health Clinic (JR Koiwa) <i>Meet with Dr. Shizuo Machizawa, a psychiatrist in Japan. He specializes in Hikikomori, BPD, Dissociative Identity Disorder, and schizophrenia in Japan</i></p> <p>12:00-13:00 Informal lunch with Dr. Shizuo Machizawa</p> <p>14:00-17:30 Walking tour in Asakusa</p> <p>14:15 Kaminari-mon</p> <p>14:20 Nakamise Douri (souvenir shops)</p> <p>15:00 Hozo-mon</p> <p>15:15 Five-storied Pagoda</p> <p>15:30 Sensoji Temple</p> <p>16:00 Asakusa Shrine</p> <p>16:30-17:30 Kokusai-douri</p> <p>Asakusa Guide: http://www.japan-guide.com/e/e3004.html</p> <p>Asakusa Map: http://www.asakusa-umai.ne.jp/e_asakusa/map/</p> <p>18:00-20:00 Dinner & debriefing</p>	
12/15/2015	<p>11:30 Meet at the hotel lobby</p> <p>13:10-14:40 Joint seminar with students at Reitaku University</p> <p>14:50-16:20 Presentation on Acculturation Psychology by Dr. Adam Komisarof</p> <p>Reitaku University: http://www.reitaku-u.ac.jp/daigaku/</p> <p>18:00 Debriefing at the hostel</p> <p>19:00 Dinner on own</p>	
12/16/2015	<p>9:00 Meet at the hotel lobby</p> <p>10:00-11:00 Visit Meiji Shrine</p> <p>11:00-15:30 Ethnographic Study in Harajuku and Omotesando (lunch on own)</p> <p>16:30-18:00 Visit Honodai Hospital (JR Ichikawa)</p> <p><i>We will meet Dr. Toshio Ishikawa, Director of Psychosomatic Department, Dr. Masako Machizawa, a Psychosomatic doctor/Jungian psychoanalyst, and several psychologists. They will take us to the adult psychiatric, child/adolescent psychiatric, and psychosomatic departments.</i></p> <p>18:00-20:00 Reception & Social Hour at Konodai Hospital</p> <p>21:00 Come back to the hostel</p>	

12/17/2015	<p>8:30 Meet at the hotel lobby</p> <p>10:00-14:00 Visit nursery schools with students at Ochanomizu University (group project)</p> <p>We will meet Dr. Aoki, Associate Professor of Ochanomizu University, and her doctoral students in the Clinical Psychology and Developmental Psychology Departments. Dr. Aoki specializes in community based research and developmental psychology.</p> <p>14:00-18:00 Group project</p> <p>18:00-20:30 Dinner and social hour with Ochanomizu University students</p>	
12/18/2015	<p>9:00-10:00 Debriefing at the hostel</p> <p>10:30 Meet at the lobby</p> <p>11:00-13:00 Visit Edo Tokyo Museum (JR Ryogoku) (Lunch on own)</p> <p>Museum website: http://www.edo-tokyo-museum.or.jp/english/index.html</p> <p>13:00- Free time (explore Tokyo on your own!)</p>	
12/19/2015	<p>6:00-7:45 Breakfast at the hotel (optional)</p> <p>8:00 Meet at the hotel lobby</p> <p>9:30 Kamakura</p> <p>10:30 Zen mindfulness meditation at Enkakuji Temple</p> <p>17:30 Come back to the hotel</p> <p>18:30-20:30 Dinner & discussion</p> <ul style="list-style-type: none"> • How mindfulness and meditation is used in psychology? • How zen and Buddhist principles impact psychology practice in Japan? Can they applied in the United States? 	
12/20/2015	Checkout of the hotel	

Please refer to “Syllabus Part 2: Policies” for additional information.

Click the link below to access.

[CLICK HERE FOR SYLLABUS PART 2: POLICIES](#)