

National Center of International Studies: Power of One Course Syllabus
Power of One: Hong Kong IS610
3 Credit Hours
Fall II 2017

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 in order to challenge, expand, and transform western psychological perspectives and concepts. Participants will learn to apply theoretical, practical, and professional knowledge related to working with diverse populations.

Hong Kong (“Fragrant Harbour” and “Asia’s World City”) is a fascinating region in terms of cultural identity, social systems, and international location. With a Chinese cultural foundation, Hong Kong was governed as a British colony for over 150 years. Despite its return to China in 1997, Hong Kong retains its own political system under the “one country, two systems” concept. This combination of traditional Chinese culture with Western influence brings a unique identity that can be explored from psychological, political, educational, and social perspectives. This Hong Kong Study Abroad course will provide participants with a full range of experiences including cultural immersion, volunteer opportunities, professional networking, and an unforgettable connection to this enigmatic city.

The course is designed to include a wide range of experiences to provide a well-rounded experience of Hong Kong. In addition to visiting key heritage sites and historical villages, participants will visit a number of community organizations that serve the mental health and wellbeing of children/families and migrant domestic workers. The group will also take the ferry to visit the public University of Macau (<http://www.umac.mo/>) and meet psychology graduates working in the local community. Participants will also have the opportunity to observe the Sandplay Psychological Assessment Technique, a unique non-verbal assessment and treatment technique that can be used with individuals of all ages.

Prior to travel to Hong Kong, participants will read a variety of materials on the culture of the city and psychology in the region. Through discussion boards and critical dialogues, participants will challenge their current conceptual frameworks about the impact of culture on psychology, eastern culture, community mental health services, immigration, and multiculturalism.

Institutional Learning Goals, Competencies and Outcomes

Institutional Learning Goals

Please refer to the [2017-2018 Statement of Values](#) for a description of how our Institutional Learning Goals are derived.

Diversity

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.

Course Learning Objectives: By the end of this course, students will be able to:

1. Demonstrate knowledge of the world-view of the local culture within the context of psychology.

- a. Discuss the impact of colonial culture on Hong Kong social, political, and cultural systems.
- b. Identify psychological practices that are indigenous to Hong Kong, and western influences.
- c. Explore factors that negatively impact the provision of mental health services in Hong Kong.
2. Analyze differences between host culture and own culture.
 - a. Discuss family systems, gender roles, and sociopolitical issues in Hong Kong obtained from readings and experience during travel.
 - b. Compare and contrast acculturation in the US and Hong Kong, both historically, and for current migrants.
 - c. Explain potential psychological interventions/approaches to mental health treatment/management that might be applied with cultural sensitivity.
3. Examine global perspective in relation to their professional and academic goals.
 - a. Discuss how western influences and values have guided their professional and academic goals.
 - b. Identify the sites in Hong Kong that are most related to professional and academic goals.
 - c. Determine the differences and similarities between the practice of psychology in Hong Kong and the US.
4. Explain personal, professional and academic impact of their experience abroad.
 - a. Identify personal, professional, and academic goals at the start of the course.
 - b. Discuss progress towards personal, professional, and academic goals.
 - c. Explain how experience abroad impacts personal and professional goals.
 - d. Identify further areas for growth in cultural sensitivity, professional competence and global responsibility.

Professional Behavior:

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

Course Learning Objectives: By the end of this course, students will be able to:

5. Recognize value of interacting with individuals with backgrounds and/or perspectives different from their own.
 - a. Discuss changes in perspective, recognition of prior assumptions and misperceptions, during and after specific aspects of the study abroad course.
 - b. Discuss the concept of global citizenship and ways to promote cross-cultural understanding.
6. Demonstrate ability to tolerate ambiguity in complicated environments where clear-cut answers or standard operating procedures are absent.
 - a. Explain comfortable and uncomfortable differences between the host culture and own culture.
 - b. Navigate through the unfamiliar culture of Hong Kong and engage in individual exploration of the culture and environment in small groups (e.g., eating out, visiting cultural sites, taking initiative in communicating with hosts in community agencies).
7. Practice responsibility and accountability by making appropriate decisions on behavior and accepting the consequences of their actions.
 - a. Attend pre-departure orientation and ensure full preparation prior to travel.
 - b. Engage fully in personal and professional development throughout the course, to increase cultural competence, global awareness, and individual skills.
 - c. Review syllabus and trip schedule in advance and develop goals for learning.
 - d. Participate fully in all course-related activities and maintain professional comportment throughout.
8. Demonstrate ability to be self-reliant in non-classroom environment.
 - a. Complete all course readings, discussion boards, and assignments, exploring further as needed to expand own personal development and cultural competence.
 - b. Accept feedback from colleagues and instructors as opportunities for growth and development. Request additional resources for learning and support if needed.
 - c. Identify potential opportunities for future networking/research/collaboration.

Course Learning Outcomes adapted from & resource for developing MLO: Hovland, K. (2010) Global learning: Aligning student learning outcomes with study abroad. *NAFSA: Association of International Educators*. Retrieved from:
https://www.nafsa.org/uploadedFiles/NAFSA_Home/Resource_Library_Assets/Networks/CCB/AligningLearningOutcomes.pdf

Required and Optional Texts and Electronic Reserves

Required Texts

Title	ISBN	Publisher's Price
1. Bond, M. (2010). Oxford handbook of Chinese psychology (Oxford library of psychology).	ISBN-10: 0198738579	Amazon: \$59.95
2. Zhu, Y. (2013). Lost in transition: Hong Kong culture in the age of China. Albany: SUNY Press.	ISBN-10: 1438446462.	Amazon: \$26.06
3. Watters, E. (2011). Crazy like us: The globalization of the American psyche. New York: Free Press.	ISBN-10: 1416587098	Amazon: \$ 8.76

eReserve Readings (will be reduced)

Berry, J.W. (2010). Intercultural relations and acculturation in the Pacific region. *Journal of Pacific Rim Psychology*, 42(2), 95-102.

Berry, J. W. (1997). Immigration, acculturation, and adaptation. *Applied Psychology*, 46, 5-68.

Bourhis, Moise, Perreault, & Senecal (1997). Towards an interactive acculturation model: A social psychological approach. *International Journal of Psychology*, 32(6), 369-386.

Chan, A. (2006). The effects of full-time domestic workers on married women's economic activity status in Hong Kong, 1981-2001. *International Sociology*, 21(1), 133-159.

Cheun, C.K. (2011). Political trust and social cohesion orientation in Hong Kong. In B. R. Curtis (Ed.) *Psychology of Trust* (pp. 27-51). Huntington, NY: Nova Science Publishers.

Government of the Hong Kong Special Administrative Region (2014). Hong Kong poverty situation: Report 2013. Economic Analysis Division. Economic Analysis and Business Facilitation Unit. Financial Secretary's Office. Census and Statistics Department. Retrieved from http://www.povertyrelief.gov.hk/eng/pdf/poverty_report13_rev2.pdf

Ip, H. M, Cheun, S. K., McBride-Chang, C., Chang, L. (2008). Associations of warmth and control of Filipina domestic helpers and mothers in Hong Kong kindergarten children's social competence. *Early Education and Development*, 19 (2), 284-301.

Lam, S. (2007). School Psychology in Hong Kong. In S. Jimerson, T. Oakland, & P. Farrell (Eds.), *The handbook of international school psychology*. Thousand Oaks, CA: Sage Publications.

Lau, P. Cheng, J. Chow, D., Ungvari, G.S., & Leung, C.M. (2009). Acute psychiatric disorders in foreign domestic workers in Hong Kong: A pilot study. *International Journal of Social Psychiatry*, 55(6), 569-576.

Len, P. (2003). Maid or madam? Filipina migrant workers and the continuity of domestic labor. *Gender & Society*, 17(2), 187-208.

Lusis, T. (2010). Immigrants in the labour market: Transnationalism and segmentation. *Geography compass*, 4(1), 28-44.

Maddux, W. W. Galinsky, A. D. (2009). Cultural borders and mental barriers: The relationship between living abroad and creativity. *Journal of Personality and Social Psychology*, 96, 1047-1061.
[doi:http://dx.doi.org/10.1037/a0014861](http://dx.doi.org/10.1037/a0014861)

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.

Piper, N. (2010). Rights of foreign workers and the politics of migration in South-East and East Asia. *International Migration*, 42(5), 71-97.

Pyle, J. (2006). Globalization and the increase in transnational care work: The flip side. *Globalizations*, 3(3), 297-315. DOI: 10.1080/14747730600869995.

Sim, A. (2009). Women, mobilities, immobilities, and empowerment. *Asian and Pacific Migration Journal*, 18(1), 1-15.

Wang, K. T. Heppner , P. P. Fu , C. C. Zhao , R. Li , F. Chuang , C.-C. (2012). Profiles of acculturative adjustment patterns among Chinese international students. *Journal of Counseling Psychology*, 59, 424-436.
doi:<http://dx.doi.org/10.1037/a0028532>

Ward, C. Kennedy , A. (1996). Crossing cultures: The relationship between psychological and socio-cultural dimensions of cross-cultural adjustment. In J. Pandey D. Sinha D. P. S. Bhawuk (Eds.), *Asian contributions to cross-cultural psychology* (pp. 289-306). New Delhi, India: Sage.

World Bank, The (2015). Global monitoring report: Ending extreme poverty. Retrieved from <http://www.worldbank.org/en/publication/global-monitoring-report/report-card/twin-goals/ending-extreme-poverty>

Yu, X. (2009) Influence of intrinsic culture: Use of public space by Filipina domestic helpers in Hong Kong. *Journal for Cultural Research*, 13(2), 97-114.

Additional Readings

Becker, A. & Lee, D. (2002). Indigenous models for attenuation of postpartum depression: Case studies from Fiji and Hong Kong. In A. Cohen, A. Kleinman & B. Saraceno (Eds.), *World mental health casebook: Social and mental health programs in low-income countries*. New York, NY: Kluwer Academic Publishers. DOI: 10.1007/b112400.

Chiu, Chi-Yue, & Hong, Ying-Yi (2006). *Social psychology of culture (Principles of social psychology)*. East Sussex, UK: Psychology Press.

Daniels, S. G. (2010). *The effect of diversity courses on international students from China and Hong Kong: A focus on intergroup peer relationships*. (Doctoral dissertation). Retrieved from <http://digitallibrary.usc.edu/cdm/ref/collection/p15799coll127/id/359508>

Ingham, M. (2007). *Hong Kong: A cultural history*. New York, NY: Oxford University Press.

Kavikondala, S., et al. (2015). *Structure and Validity of Family Harmony Scale: An Instrument for Measuring Harmony*. Retrieved from: <http://dx.doi.org/10.1037/pas0000131>

Loveband, A. (2004). Nationality matters: SARS and domestic workers' rights in Taiwan province of China. *International Migration*, 42(5). 121-145.

Tsang, S. (2007). *A modern history of Hong Kong*. London, UK: I.B. Tauris.

Yeung, N., Mak, W., Cheung, L/ (2015). Sexual identity and its disclosure as moderators between norms of heterosexual self-presentation and well-being among Hong Kong Chinese men. *Psychology of Men and Masculinity* <http://dx.doi.org/10.1037/men0000011>

Yeung, Nelson C. Y.; Mak, Winnie W. S.; Cheung, Louis K. L. (2015). Conformity to the emotional-control masculine norm and psychological well-being among Chinese men in Hong Kong: The mediating role of stress appraisal for expressing tender emotions. *Psychology of Men & Masculinity* 16(3), 304-311.

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](#)

BBC News: Hong Kong Economy 2012. <https://youtu.be/rKjB2yFwp0w>

CNN – Hong Kong 15 years after returning to China. https://youtu.be/huF_iatFvxQ

Hong Kong, Best of Hong Kong HD. <https://youtu.be/htuj-fmfKcU>

Hong Kong's Dirty Little Secret. <https://youtu.be/urRyejDAHAE>

Hong Kong parents fight China 'brainwashing.' <https://youtu.be/MUHlb09mjA0>

Jackie Chan's Hong Kong (Documentary). https://youtu.be/_eIF7-opXYo

The Hong Kong Psychological Society: <http://www.hkps.org.hk/index.php>

Movies:

- Chunking Express (1994)
- Fallen Angels (1995)
- Made in Hong Kong (1997)
- The Longest Summer (1998)
- Little Cheung (1999)
- Chinese Box (1997)
- Love in a Puff (2010)
- Dream Home (2010)
- Aberdeen (2014)

Optional but Recommended Texts and Readings:

Additional current readings and resources will be added closer to the date of the course.

Souvenir/Gift: Each student is responsible for bringing one souvenir or gift with her/him to give to site staff that we will meet in Hong Kong. It is ideal that the souvenir/gift is related to the student's culture and can be a conversation starter. This is not graded, however, you will be required to discuss your choice in a discussion online.

Peer Evaluations

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 colleagues on preparedness, participation and contribution within the Online and In-Country portions of this course. All students are required to submit Peer Evaluations for their colleagues and a self-evaluation. Failure to do so will result in a lower grade.

- a) Download the evaluation form provided online.
- b) Fill out an evaluation table for each of your colleagues as well as for yourself. Rate each group member, including yourself, according to the criteria in the Evaluation Form.
- c) Submit your completed form online to the assignment provided in Module 7 (Unit 14) within one week of your return.

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 about ethnic, racial, gender, sexual, cultural and religious, age, and ability difference in professional work.	Does not demonstrate knowledge of the world-view of the local culture within the context of 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.	Demonstrates basic knowledge of the world-view of the local culture within the context of 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.	Demonstrates knowledge of the world-view of the local culture within the context of psychology; 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.	Demonstrates extensive knowledge of the world-view of the local culture within the context of 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.

Assignment Rubric- In Country Attendance & Engagement

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 & Engagement	Does not prepare in advance for activities; does not actively listen, is distracted during	Prepares in advance for a few activities; occasionally listens	Prepares in advance for most activities; actively listens for most of	Fully prepares in advance for activities; actively listens throughout duration of program;

	program; does not contribute or advance knowledge of activity; does not engage with faculty and in-country partners. 0-60 points	actively; during activities is present and occasionally engages and participates. 60-79 points	program; contributes some knowledge to activity; professionally engages with faculty and in-country partners. 80-99 points	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

Assignment Rubric- Professional Behavior & Comportment

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: Participation as Member of	Each student's feedback to a minimum of three (3) other initial posts exhibit good answers that address the posts, are supported	Each student's feedback to a minimum of two (2) other initial posts exhibit solid answers that address the posts adequately, are	Each student's feedback to the minimum of two (2) other initial posts exhibit solid answers that may fail to address the posts	Student did not give feedback to a minimum of two other initial posts, or the feedback constitutes simple agreement or a	2 Points Each (minimum of two posts)

Learning Community	by readings or other facts, and challenge other participants to further explore the topic. 4 points	supported by readings or other facts, and challenge other participants to further explore the topic. 3.5 points	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	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	
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

Students will work in small groups to complete a team project. Each component of the project has assigned points. Please refer to the Course Capstone Assignment Document for details.

o **Project: Proposal (10 Points) Due Week 3.**

The project proposal will detail what the group hopes to learn through research in the U.S. and the country of focus and will identify questions to be asked and answered in the final paper.

o **Project: Outline & In-Country Research Plan (10 Points) Due Week 4.**

Each group will develop an outline of their project that identifies areas of focus, based on an in-country agency.

o **Project Presentation (60 points): Due Week 7.**

Students will prepare a presentation for the agency that will be reviewed only to the instructor (will not be presented to the agency unless determined appropriate by the instructor and student group).

o **Peer Evaluation (20 Points)** All students are required to submit peer evaluations for every group member (including themselves). Download the **Group-based Peer Evaluation Form** and complete for self and others. Due Week 8.

o **Reflective Essay (60 Points)** Students will write an individual essay to reflect on their experiences in cultural sensitivity, addressing personal, professional, and academic growth. *Due two weeks after the last day of travel.*

Grading Area	Demonstration Level 1 (unacceptable)	Demonstration Level 2 (minimal)	Demonstration Level 3 (expected)	Demonstration Level 4 (advanced)
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Area of assessment	Description and points	Description and points	Description and points	Description and points
Project Proposal	Proposal is unrelated to the organizations identified. Proposal includes insensitivity to the specific culture/s involved, and generalizations based on limited information. (0-3 pts)	Project proposal indicates a strong western understanding of the issues and lack of cultural sensitivity or integration of course readings. (4-6pts)	Project proposal is related to current work of the organization and reflects cultural understanding and relevance. (7-8 pts)	Thorough proposal description reflects a solid understanding of the organization and its work. Cultural considerations and insights are well integrated. (9-10 pts)
Project Outline & Research Plan	Project plan and outline are missing or do not reflect a practical approach to addressing the assignment. (0-3 pts)	Outline and plan indicate limited preparation and research, lack of depth, and poor understanding of the assignment. (4-6pts)	Project outline reveals background research into issue in country context. Organizational elements, timelines, roles, are vague or incomplete. (7-8 pts)	Project outline is clear, practical, measurable, in-depth, and culturally sensitive. Roles and timelines are included, and appropriate use of various information sources. (9-10pts)
Project Presentation	Unprofessional presentation. Limited in terms of content relevance, depth and volume of material addressed, and presentation style. (0-23 pts)	Simplistic presentation of topic from a western perspective with minor cultural considerations regarding population, location, history, needs, and application. No new ideas. (24-41 pts)	Clear, professional presentation with adequate coverage of the issue. Appropriate use of essential references and agency specific data/resources. No new ideas or insights. (42-53 pts)	Comprehensive, professional, well-written presentation using current research, culturally appropriate interventions, and reflective of relevant cultural values. Includes risks, and cross-cultural comparison. (54-60 pts)
Peer Evaluation	Reviews reflect unprofessional behavior or comportment during program in interaction with students, faculty, administrators, or any in-country partners. (0-7 pts)	Reviews reflect lack of connection to peers, and minimal engagement in topics, discussion boards, group work, and in-country experience. (8-13 pts)	Peer evaluation indicates adequate participation in all coursework and activities. Lack of specific details regarding connections or contributions. (14-16 pts)	Peer evaluations reflect personal and professional growth, insight, humility, sensitivity towards others, outreach, and acceptance of feedback. (18-20 pts)
Reflective Essay	Essay portrays lack of insight, defensiveness, lack of engagement, limited awareness of global issues, or simple repetition of reading materials. (0-23 pts)	Reflection reveals cognitive understanding of content and issues, but no indication of personal, professional, or academic engagement or transformation. (24-41 pts)	Reflective essay addresses personal, professional, and academic goals appropriately, as discussed at the beginning of the term. Genuine growth since original reflection not explained clearly. (42-53 pts)	Essay reflects personal, professional, and academic growth, humility, insight related to global responsibility, and progress towards goals. (54-60 pts)
Total				160 total points

Course Schedule, Tentative Itinerary, Assignments, and Grading

Module/PLO's/MLO's/CLO's	Unit/Overview	Readings	Assignments/Points	Assessment Method/Tool Used
<p>Module 1</p> <p>Overview– attach powerpoint: PowerPoint should have audio for each slide and introduce the Module and the Units. No limit on number of slides, but treat it as an introduction lecture (bulleted lists are fine with audio explaining them – please transcribe your PowerPoints for accessibility purposes.</p> <p>PLOs Addressed: Diversity</p> <p>CLO's Addressed:</p> <ol style="list-style-type: none"> 1. Demonstrate knowledge of the world-view of the local culture within the context of psychology. 3. Examine global perspective in relation to their professional and academic goals. 4. Explain personal, professional and academic impact of their experience abroad. 	<p>Unit 1</p> <p>Overview /Title: Introduction</p> <p>Module Learning Outcomes (MLO): 1.a, 3.a, 4.a.</p>	<p>“What to Know Before You Go” TCSPP Study Abroad Pre-Departure Handbook</p> <p>Students must complete International Travel Registration one month prior to travel at the latest- please list where you wish: https://my.thechicagoschool.edu/community/studentresources/ie/Pages/Travel-Database.aspx</p> <p>Please review the Helpful Links for Travelers section, specifically - Centers for Disease Control – Traveler’s Health - Health Information and Vaccinations</p> <p>Text: Bond, M. (2010). Oxford handbook of Chinese psychology.</p>	<p>Introduce Yourself (Required for Attendance Purposes) Initial Post due Wednesday, 11:59pm, CST, of the first week of class.</p> <p>Complete Pre-Survey: Global Perspectives Inventory (GPI): log information will be sent to you via email. Complete no later than Sunday, 11:59pm, CST Unit 1 Discussion 1: What is your Global Perspective? Initial Post Due Wednesday, 11:59pm,CST Final post due no later than Sunday, 11:59pm, CST</p> <p>What has been the extent of your contact with the country in which we will travel?</p> <p>How do you anticipate this experience will impact your personal and professional life? In what ways? (Be specific about your expectations).</p> <p>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 1 Discussion 2: Initial Post Due, 11:59pm,CST Final post due no later than Sunday, 11:59pm, CST</p> <p>Bio-sketch is a 1-page single-spaced summary including: Profile photo and current location ☐ Areas of interest/expertise in psychology ☐ Current research projects and/or research interests ☐ Career goals/plans ☐</p>	<p>Global Perspectives Pre-Test (2 pts)</p> <p>Travel Registration (4 pts)</p> <p>Pre-Departure preparation Discussions 1: (20 pts total)</p> <p>Discussion Board (10 pts)</p>

			The instructor will compile students' bio-sketches to create a booklet and share it with host organizations in Hong Kong.	
	<p>Unit 2 Overview /Title: Impact of colonialism on culture and psychology</p> <p>CLO's Addressed: 1, 3, 4</p>	<p>Bond, M. (2010). Oxford handbook of Chinese psychology.</p> <p>Zhu, Y. (2013). Lost in transition: Hong Kong culture in the age of China. Albany: SUNY Press</p>	<p>Unit 2: Written/Activity Initial Post Due, 11:59pm,CST Final post due no later than Sunday, 11:59pm, CST</p> <p>According to the readings, what impact has western colonial culture had on Hong Kong's social, political, and cultural systems? What potential impact might this have on psychological practices and perspectives?</p> <p>CNN – Hong Kong 15 years after returning to China. https://youtu.be/huF_iatFvQ</p>	Discussion Board (10 pts)
<p>Module 2 Overview– attach powerpoint:</p> <p>CLO's Addressed: 1, 2, 3, 5, 7</p> <p>MLO's Addressed: 1.b, 1.c, 2.a, 2.c, 3.a, 5.a, 7.a</p>	<p>Unit 3 Overview /Title: Personal and cultural communication styles</p> <p>CLO's Addressed: 1, 2, 3, 5, 7</p>	<p>Orientation: log in information will be sent to you via email.</p> <p>Readings: Berry, J.W. (2010). Intercultural relations and acculturation in the Pacific region. <i>Journal of Pacific Rim Psychology, 42</i>(2), 95-102.</p> <p>Maddux, W.W., Kim, P.H., Okumura, T., & Brett, J. M. (2011). Cultural differences in the function and meaning of apologies. <i>International Negotiation, 16</i>(3), 405-425.</p>	<p>Pre-Departure Orientation: REQUIRED ATTENDANCE</p> <p>Unit 3 Discussion: Initial Post Due, 11:59pm,CST Final post due no later than Sunday, 11:59pm, CST</p> <p>What are characteristics of communication styles in China and Hong Kong? How can cross-cultural misperceptions and misinterpretations impede effective communication in clinical or organizational settings? Please integrate your personal experiences and challenges you anticipate. Include also insights from your assigned readings.</p>	<p>Pre-departure orientation (20 pts)</p> <p>Discussion Board (10 pts)</p>
	<p>Unit 4 Overview: Internationalization of psychology</p> <p>CLO's Addressed:</p>	<p>Text: Watters, E. (2011). Crazy like us: The globalization of the American psyche. New York: Free Press.</p>	<p>Unit 4: Written/Activity Initial Post Due, 11:59pm,CST Final post due no later than Sunday, 11:59pm, CST</p> <p>1. In light of your new learning about the culture Hong Kong, describe psychological concepts,</p>	Pre-departure Discussion (20 pts)

	1, 2, 3, 4, 5		<p>approaches and interventions that are commonly used in the US to address mental health issues that may not be as effective in Hong Kong.</p> <p>2. What additional questions do you have about culture and psychology in this region?</p> <p>3. What assumptions about the culture did you previously hold that you have now modified or discarded?</p>	
<p>Module 3 Overview– attach powerpoint:</p> <p>CLO’s Addressed: 2, 4, 6,7,8</p> <p>MLO’s Addressed: 2.a, b., c., 4.b, c, 6.a, b, 7.b, 8.a</p>	<p>Unit 5 Overview /Title: Acculturation</p> <p>CLO’s Addressed: 2, 4</p>	<p>Articles: <i>Berry, J.W. (2010). Intercultural relations and acculturation in the Pacific region. Journal of Pacific Rim Psychology, 42(2), 95-102. (repeat)</i></p> <p>Bourhis, Moise, Perreault, & Senecal (1997). Towards an interactive acculturation model: A social psychological approach. <i>International Journal of Psychology, 32(6), 369-386.</i></p> <p>Yu, X. (2009) Influence of intrinsic culture: Use of public space by Filipina domestic helpers in Hong Kong. <i>Journal for Cultural Research, 13(2), 97-114.</i></p>	<p>Unit 5 Discussion: Initial Post Due, 11:59pm,CST Final post due no later than Sunday, 11:59pm, CST</p> <ol style="list-style-type: none"> 1. Compare and contrast the meaning of acculturation in the US and Hong Kong. 2. What are the driving forces and restraining forces related to acculturation in each country? 3. What can each country learn from the other? 4. Identify factors of resilience and strength in migrant workers in Hong Kong. Are those same factors available to US migrant workers? 	<p>Discussion Board (10 pts)</p>
	<p>Unit 6 Overview /Title: Building cultural competence</p> <p>CLO’s Addressed: 3, 4, 5, 6, 7, 8</p>	<p>Articles: Maddux , W. W. Galinsky , A. D. (2009). Cultural borders and mental barriers: The relationship between living abroad and creativity. <i>Journal of Personality and Social Psychology, 96, 1047-1061.</i> doi:http://dx.doi.org/10.1037/a0014861</p> <p>Ward , C. Kennedy , A. (1996). Crossing cultures: The</p>	<p>Unit 6: Written/Activity Outline your personal and professional goals for increasing your cultural competence. Identify the acculturation strategy you will use for tackling uncomfortable situations in unfamiliar cultures and in Hong Kong.</p> <p>Group Assignment: Present Project Proposal Due no later than Sunday, 11:59pm, CST</p>	<p>Pre-departure assignment (20 pts)</p> <p>Capstone Assignment component: Project Proposal (10 pts)</p>

		relationship between psychological and socio-cultural dimensions of cross-cultural adjustment. In J. Pandey D. Sinha D. P. S. Bhawuk (Eds.), <i>Asian contributions to cross-cultural psychology</i> (pp. 289-306). New Delhi, India: Sage.		
<p>Module 4</p> <p>Overview– attach powerpoint:</p> <p>CLO’s Addressed: 1, 2, 3, 4, 5, 6, 7, 8</p> <p>MLO’s Addressed: 1.a, c, 2, a, b, c, 3.a, 4.d, 5.a, 7.d, 8.a</p>	<p>Unit 7</p> <p>Overview /Title: Women’s issues in Hong Kong</p> <p>CLO’s Addressed: 1, 2, 3, 4, 5</p> <p>MLO’s Addressed: 1.a, c, 2, a, b, c, 3.a, 4.d, 5.a, 7.d, 8.a</p>	<p>Articles:</p> <p>Sim, A. (2009). Women, mobilities, immobilities, and empowerment. <i>Asian and Pacific Migration Journal</i>, 18(1),1-15.</p> <p>Becker, A. & Lee, D. (2002). Indigenous models for attenuation of postpartum depression: Case studies from Fiji and Hong Kong. In A. Cohen, A. Kleinman & B. Saraceno (Eds.), <i>World mental health casebook: Social and mental health programs in low-income countries</i>. New York, NY: Kluwer Academic Publishers. DOI: 10.1007/b112400.</p> <p>Web Video: Hong Kong parents fight China ‘brainwashing.’ https://youtu.be/MUHIb09mjA0</p>	<p>Unit 7 Discussion:</p> <p>Initial Post Due, 11:59pm,CST Final post due no later than Sunday, 11:59pm, CST</p> <p>What specific issues are relevant to women in Hong Kong? Are there issues that cross social class and ethnic barriers? How do these issues compare or contrast with western cultures? How have your professional and academic goals been impacted by your gender, context, and cultural value system? How does this issue challenge your framework and assumptions?</p>	<p>Discussion Board (10 pts)</p>
	<p>Unit 8</p> <p>Overview /Title: Service Learning preparation</p> <p>CLO’s Addressed: 1, 2, 3, 4, 5, 6, 7, 8</p>	<p>Unit Readings (continued from prior Units)</p> <p>Review websites for organizations.</p>	<p>Unit 8: Written/Activity</p> <p>Initial Post Due, 11:59pm,CST Final post due no later than Sunday, 11:59pm, CST</p> <p>Examine the websites of the organizations and university we will visit. Identify ways in which we can serve these organizations that are consistent with</p>	<p>Capstone Assignment Project Proposal (10 pts)</p>

	<p>MLO's Addressed: 1.a, c, 2, a, b, c, 3.a, 4.d, 5.a, 7.d, 8.a</p>		<p>your professional and academic goals. Identify those actions in your personal journal.</p> <ul style="list-style-type: none"> - The Hub of Hong Kong - Crossroads Foundation - Jian Xin Hai Group - University of Macau 	
<p>Module 5 Overview– attach powerpoint:</p> <p>CLO's Addressed: 1, 2, 3, 4, 5</p> <p>MLO's Addressed: 1.a, c, 2, a, b, c, 3.a, 4.d, 5.a, b, 7.d</p>	<p>Unit 9 Overview /Title: Global Poverty</p> <p>CLO's Addressed: 1, 2, 3, 4, 5, 7</p>	<p>World Bank, The (2015). Global monitoring report: Ending extreme poverty. Retrieved from http://www.worldbank.org/en/publication/global-monitoring-report/report-card/twin-goals/ending-extreme-poverty</p> <p>Hong Kong's Dirty Little Secret. https://youtu.be/urRveiDAHAE</p> <p>Hong Kong Poverty Situation Report 2013. http://www.povertyrelief.gov.hk/eng/pdf/poverty_report13_rev2.pdf</p> <p>Feeding Hong Kong: http://feedinghk.org/hunger-stats/</p>	<p>Unit 9 Discussion: Initial Post Due, 11:59pm,CST Final post due no later than Sunday, 11:59pm, CST</p> <p>What is the intersection between migration and poverty in the US and Hong Kong? Use historical information and current census reports from both countries to support your argument. What roles can the field of psychology play in addressing the issues of local and global poverty?</p>	<p>Discussion Board (10 pts)</p>
	<p>Unit 10 Overview /Title: Service Learning/Captone Preparation</p> <p>CLO's Addressed: 1, 2, 3, 4, 5, 7</p>	<p>Unit Readings (continued from prior Unit)</p>	<p>Unit 10: Written/Activity Initial Post Due, 11:59pm,CST Final post due no later than Sunday, 11:59pm, CST</p> <p>Capstone Project: Project Outline & Research Plan due</p>	<p>Capstone Component (10 pts)</p>
<p>Module 6 Overview– attach powerpoint:</p> <p>PLO's Addressed</p>	<p>Unit 11 Overview /Title: Service Learning Preparation</p>	<p>See additional readings and contact instructor for additional resources on specific topics as needed.</p>	<p>Unit 11 Discussion: In groups, identify a service learning activity that is most suited to one of the organizations and develop a presentation/resource package to be delivered during the visit.</p>	<p>Discussion Board/Presentation (10 pts)</p>

CLO's Addressed: 7, 8 MLO's Addressed: 7.b., c, d,	CLO's Addressed: 7-8		Upload the presentation to Canvas.	
	Unit 12 Overview /Title: Professional Association cross-cultural comparison CLO's Addressed: 7, 8	Bond, M. (2010). Oxford handbook of Chinese psychology. Professional Association Websites related to the field.	Unit 12: Written/Activity Initial Post Due, 11:59pm,CST Final post due no later than Sunday, 11:59pm, CST Review the Hong Kong Psychological Society website. Identify the prominent professional associations for your field, and observe the similarities and differences. Consider whether the differences are related to culture, or due to other factors. Complete background research for group work on Capstone project. <ul style="list-style-type: none"> Examine professional association websites for your field in Hong Kong and the US. Identify differences and similarities between the two and any potential connections to cultural anchors. What differences do you find in the treatment of individuals with disabilities? How does each culture consider mental health needs? 	
Module 7 Overview– attach powerpoint: CLO's Addressed: 4-8 MLO's Addressed: 4.a,b,c,d, 5.a,b, 6.a,b	Unit 13 Overview /Title: Preparation for travel to Hong Kong CLO's Addressed: 1-8	Do's and Don'ts – tips for travelers in Hong Kong – ensure that you read these tips to avoid improper behavior and embarrassment during your travel. Jackie Chan's Hong Kong (Documentary). https://youtu.be/ elF7-opXYo	Unit 13 Discussion: Initial Post Due, 11:59pm,CST Final post due no later than Sunday, 11:59pm, CST What progress have you made towards your professional and academic goals for this course? What remaining goals do you have to develop your cultural competence in preparation for your future career?	Discussion Board (10 pts)
Module 8 Overview– attach powerpoint: CLO's Addressed: 3-8 MLO's Addressed:	Unit 14 Overview /Title: Travel abroad schedule CLO's Addressed: 1-8	Unit Readings (review readings from prior Units)	1. Complete Post-Survey: Global Perspectives Inventory (GPI): log information will be sent to you via email. 2. Peer Evaluation. Download from Canvas and complete for self and group members. Complete no later than Monday, 11:59pm, CST In-Country Attendance & Engagement (200 points)	GPI (2 pts) Capstone Assignment (160 pts) In-country Attendance (200 pts)

3.a,b, 4.a,b,c,d, 5.a,b, 6.a,b, 7.a, b, 8.a,b,c			Professional Comportment (80 points) Capstone Assignment Project (160 points). Due 2 weeks post travel	Professional Comportment (80 pts)
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Tentative Itinerary		
Date	Activity	Location
Students Must Arrive no later than: 12/12/2017	Hong Kong Airport website: http://www.hongkongairport.com/eng/index.html Transport from airport to accommodation (45 mins): Shuttle from airport to hotel – approx. HK\$150 or Taxi from airport to hotel – approx. HK\$260	Eaton Hotel, 380 Nathan Road, Kowloon, Hong Kong http://hongkong.eatonhotels.com/info/hong_kong_hotels.htm
Day 1 12/12/2017 (Tues)	<ul style="list-style-type: none"> Travel Day 	\$1 USD = \$7.5 HKD (April 2017) – Approx.
Day 2 12/13/2017 (Wed)	<ul style="list-style-type: none"> In-Country Orientation that includes emergency response and safety orientation Neighborhood tour to become familiar with surroundings Welcome Dinner 	<ul style="list-style-type: none"> Hotel TBD (Eaton Hotel 380 Nathan Road, Kowloon, HK) http://hongkong.eatonhotels.com/info/hong_kong_hotels.htm Ladies' Market Temple Street Night Market
Day 3 12/14/2017 (Thurs)	<ul style="list-style-type: none"> 7:00 to 9:00 am – Breakfast at Hotel 10:00 to 11 am – Tai Chi Session @ Eaton Lunch on your own 1:00 to 3:00 pm – Service Learning with All Star Dinner on your own 	<ul style="list-style-type: none"> Sunshine Action, New Territories (http://www.sunshine-action.org/)
Day 4 12/15/2017 (Fri)	<ul style="list-style-type: none"> 7:00 to 9:00 am – Breakfast at Hotel 10:00 to 12:00 pm – Tour of Convention & Exhibition Centre and Avenue of the Stars Lunch on your own 2:00 – 4:00 pm Public Guided Tour of “The Hong Kong Story” 	<ul style="list-style-type: none"> Convention & Exhibition Centre Lei Cheng Uk Han Tomb Museum (Sham Shui Po)
Day 5 12/16/2017 (Sat)	<ul style="list-style-type: none"> 7:00 to 9:00 am – Breakfast at Hotel 10:00 to 11:00 am – Tai Chi Session @ Eaton 	<ul style="list-style-type: none"> Hong Kong Counseling Psychologists

	<ul style="list-style-type: none"> • Lunch on your own • 1:00 to 3:00 pm – Connecting with local HK Psychologists 	
Day 6 12/17/2017 (Sun)	<ul style="list-style-type: none"> • 7:00 to 9:00 am – Breakfast at Hotel • Half day exploration on your own • Group Debrief • 3:00 - 8:00 pm – Ngong Ping Cable Car to Ngong Ping Village and Big Buddha • Historic visit of Tai O Fishing Village • Dinner Included at Tai O Heritage Hotel 	<ul style="list-style-type: none"> • Historic visit of Tai O Fishing Village
Day 7 12/18/2017 (Mon)	<ul style="list-style-type: none"> • 7:00 to 9:00 am – Breakfast at Hotel • All-day trip to Macau <ul style="list-style-type: none"> ○ Sand-play event • Lunch on your own in Macau <ul style="list-style-type: none"> ○ Historical tour of Macau • Group debrief • Dinner on your own 	<ul style="list-style-type: none"> • University of Macau • Jian Xin Hai Group – International Research Centre of Applied Sand-play Therapy Techniques
Day 8 12/19/2017 (Tues)	<ul style="list-style-type: none"> • 7:00 to 9:00 am – Breakfast at Hotel • 10:00 am – Work with Sunshine Action • Lunch on your own • Group Debrief • Dinner on your own 	<ul style="list-style-type: none"> • Sunshine Action, New Territories (http://www.sunshine-action.org/)
Day 9 12/20/2017 (Wed)	<ul style="list-style-type: none"> • 7:00 to 9:00 am – Breakfast at Hotel • 9:30 to 2:30 pm – Heritage Tour (Please bring own snacks) • Dinner on your own 	<ul style="list-style-type: none"> • Tai Fu Tai Mandarin's Mansion • Fan Tin village • Tang Chung Ling Ancestral Hall • Lo Wai walled village • Man Mo Temple • Tai Po Market • Lam Tsuen Wishing Trees
Day 10 12/21/2017 (Thurs)	<ul style="list-style-type: none"> • Tai Chi (Optional) • 7:00 to 9:00 am – Breakfast at Hotel • Optional work with Sunshine Action • 8:00 to 9:30 pm – Farewell Dinner 	<ul style="list-style-type: none"> • Individual exploration/Sunshine Action
Day 11 12/22/2017 (Fri)	<ul style="list-style-type: none"> • Tai Chi (Optional) • 7:00 to 9:00 am – Breakfast at Hotel • 12:00 pm – Hotel Check-out • Departures 	<ul style="list-style-type: none"> • Eaton Hotel, Hong Kong

<p>Students Have Officially Completed the Program: Friday, Dec 22nd 12:00pm</p>	<ul style="list-style-type: none"> • Hong Kong Airport (HKU). • Transport to airport (45 mins): Shuttle from hotel HK\$150 or Taxi HK\$260 	<p>Hong Kong airport website: http://www.hongkongairport.com/eng/index.html</p>
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Taking Action Beyond...

Students will complete a term of academic study and a service/study abroad trip, but will also be encouraged to continue their work with the material upon return. Traveling abroad and serving in another country often leaves us with a desire and interest to continue their work and learning in some form. Therefore we offer students the space to reflect but also the opportunity to meet with fellow students to discuss ways in which service to a similar local population could be realized. Early in the course, students will be encouraged to form relationships with other students for support through their travels in an unfamiliar land, re-entry into their local culture, and post trip action planning for service continuation. Students will be asked upon return: "Now what?"

Grading Distribution

Assignments	Points
Global Perspectives Inventory Pre-Test	2
Global Perspectives Inventory Post-Test	2
International Travel Registration- full points awarded if complete by due date. No points awarded if not complete by due date.	4
Discussions (8 @ 10 points each)	80
Pre-Departure Activities & Assignments 1-4 (4 @ 20 points each)	80
Pre-Departure Orientation Attendance	20
In-Country Attendance & Engagement	200
Professional & Behavioral Comportment	80
Capstone Assignment	160
Total	628

Letter Grade	Percent of Grade
A	94-100
A-	90-93

B+	88-89
B	83-87
B-	80-82
C	70-79
F	69 and below

Please refer to “Syllabus Part 2: Policies” for additional important information. Click the link below to access.

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