PY PC 563
Special Topics: Trauma in an International Context
Study Abroad in Chile
Spring 2017 (late April)
3 credit hours

Course Introduction

Instructor: Nancy J. Bothne, PhD

Instructor Contact Information: Office: Wells 339
                                                   Phone: 312.488.6078
                                                   Email: nbothne@thechicagoschool.edu

Please note that because of the sensitive nature of educational information exchanged between instructors and students, and the confidentiality concerns associated with FERPA, the use of personal email addresses - either the student's or the instructor's - is prohibited. All email correspondence with students must be conducted using The Chicago School email address provided to students and instructors.

Day, Time, Location:
Office and Hours: Please feel free to schedule appointments with me online or in person.

Course Website: *on Canvas*

Official Course Description
This class will use the theories of psychology to explore how communities respond to and recover from the trauma of torture. This class will examine the strategies used by people in Chile to examine and recover from the history of human rights abuses committed by the Pinochet regime. We will explore public monuments; legal and political responses including the "truth" commission; detention centers where people were tortured; and the responses of artists. Clinical and community psychology theories offer tools for an ecological examination of torture and trauma, resilience and the possibility of post-traumatic growth. Using these tools, we will establish psychological foundations for the healing properties of collective response to torture and trauma in Chile. Because this experience will follow the 2016 class, we will also seek to sustain the relationships and partnerships created last year.

Prerequisite Required for Clinical Psychology PsyD students: Basic Intervention Systems PC/PY-468

NOTE: All students must be interviewed by the instructor prior to admission in the class.

Chicago School Institutional Learning Goal Addressed
Professional Practice

Primary Program Competency Addressed
Relationship/Intervention

Course Objectives
Learning objectives for the course are as follows. Students will:
   1) Demonstrate comprehension of the impact of torture and trauma in Chile, using an ecological approach;
   2) Apply theories based in psychology to develop strategies for collective healing from torture and trauma;

3) Demonstrate cultural sensitivity in exploring Chilean history and interacting with Chilean people;
4) Conceptualize the intergenerational impact of torture and trauma and appropriate responses for each generation;
5) Practice self-care and self-reflection regarding trauma and cross cultural differences.

<div style="background:orange; text-align:center;">**Course Requirements & Assignments**</div>

Assignment should be submitted in word documents so that comments and track changes are possible.

Course Requirements & Assignments

Attendance & Participation   **15 % of final grade**

Students will be expected to attend every class. Responses to discussion questions should make references to the readings, integrate principles of community psychology and community-based interventions, as well as intersect with ideas and theories of students' other classes and experiences. There will be numerous in-class assignments (which we will complete together in class). In addition, students' comportment and compliance with the School's standards for professional conduct through study abroad in Chile will contribute to the final grade.

Assignment Learning Outcomes: Through class discussion, students will:
1) Demonstrate comprehension of the impact of torture and trauma using an ecological approach;
2) Apply theories based in psychology to explain the ameliorative effects of collective responses to torture and trauma used in Chile;
3) Conceptualize the intergenerational impact of torture and trauma and appropriate responses per generation.
4) Demonstrate skills in evaluation of trauma recovery strategies.

An assessment of each week will be added and based upon the following criteria.

Points	1	2	3
Frequency of participation in class	Student does not contribute or the contributions are beyond the deadline.	Student offers contribution once.	Student offers contributions on time, and responds to other students in a timely manner.
Comments reflect knowledge of reading material.	Comments do not refer to reading material in any way.	Comments reflect terminology found in the readings; also identifies particular theories.	Comments regularly use terminology and refer to theories found in the readings.
Comments offer critical evaluation of material.	Comments do not seek to interrogate or understand how the theories of the readings might be contradicted or supported by other material, or how theory might apply to a situation or organization.	Comments occasionally offer critique about how the theories of the readings might be contradicted or supported by other material, or how theory might apply to a situation or organization.	Comments offer thoughtful analysis of the application or contradictions of theory.

"Listening" Skills	Discussion responses are late or do not substantively respond to others.	Discussion responses to others offer opinion rather than thoughtful support (that theory can also be used for x!) or polite critique (Could another theory – like x – better explain what happened?)	Discussion responses are timely and substantively support or politely challenge or offer example of application or are otherwise well thought through.

Group Participation in Country   **15% of final grade**

Each student will participate in the group as active team members, seeking positive experiences for themselves and for the group as a whole. While everyone in this class is responsible for achieving their own learning goals, everyone is also responsible for contributing to the learning of all. Students will be required to attend all events on the itinerary; participate thoughtfully and meaningfully in daily group reflections; and be on time for scheduled activities in-country.

In addition to being in a country with which we are unfamiliar, we will also be interacting closely with people who have experienced trauma, both directly and indirectly. Students will need to demonstrate sensitivity to both the cultural difference we may experience, and the trauma and personal stories which we may hear.

Learning Outcome: Students will demonstrate professional and ethical behavior, sensitive to culture and trauma, through individual and group participation.

Points	1	2	3
Timeliness	Occasionally shows up on time.	On time for most scheduled meetings and departures.	Reliably on time.
Daily Attendance	Fails to attend several scheduled events.	Attends most but not all scheduled activities.	Fully present for scheduled activities.
Participation in Group Meetings	Offers occasional thoughts in group meetings.	Not fully engaged in group process; engaging in negative comments.	Willing to take risks and share thoughtful observations and insights in group meeting.
Sensitivity to Culture and Trauma	Not open to others' experiences; judgmental about the culture.	Open to others' experiences but occasionally judgmental or fails to take into account others' vulnerability.	Open to experiences of others on their terms as well as one's own.
Sociability	Does not get along with roommate or others.	Mostly gets along… but not always.	Gets along with roommate, able to negotiate mutual needs.
Reflection	Fails to participate in group processing of our experiences in-country.	Occasionally contributes to group discussions and dialogues about our experiences in-country.	Participates in group discussions to help understand the meaning of our experiences in –country.

Literature Review of Community Based Interventions   40% of final grade

This class assignment may change based on input from community partners before our class begins.

Each student team will write a paper identifying and explaining how communities heal from the trauma of torture. Topics for each team will be determined in class so that as a whole, we develop an array of strategies that will be shared with community partners in Chile.

We will determine the sections in class, but they are likely to include the following:
- Arts and literature
- Psycho-educational approaches
- Legal and Political

The paper may include information about community based interventions from Chile and other countries that address torture and trauma. These interventions can use psychology approaches. They can also describe how monuments, performing and visual arts, legal and political processes are used to engage community healing. Theories will explain how and why these interventions may promote community healing from torture and trauma.

Each section will include the following information:
- A list of community based interventions related to the section topic.
- Descriptions of each intervention, including what they are, in what country they were used, what the country conditions of torture and trauma were.
- Information about the theories that explain how or why the interventions may promote community healing from torture and trauma.

Learning Outcomes: Through development of the handbook, students will:
1) Demonstrate comprehension of the impact of torture and trauma using an ecological approach;
2) Apply theories based in psychology to explain the ameliorative effects of collective responses to torture and trauma used in Chile;
3) Demonstrate cultural sensitivity in exploring Chilean history and interacting with Chilean people;
4) Conceptualize the intergenerational impact of torture and trauma and appropriate responses per generation.
5) Demonstrate skills in evaluation of trauma recovery strategies.

Points	1 Needs Improvement	2 Well done	3 Excellent work!
Community based interventions to address torture and trauma from countries other than Chile are included.	1 – 2 interventions from countries other than Chile are submitted.	3 - 4 interventions from countries other than Chile are submitted.	5 -7 interventions from countries other than Chile are submitted.
Write-ups of community based interventions include descriptions that fully explain their purpose.	Interventions are only briefly described; their purpose is not clear.	Interventions are well described but the purpose or other pieces of significant information are missing.	Interventions are well described, their purpose is clear.

Theories of community psychology and community well-being are used to explain and evaluate community based interventions.	Theories are not used to explain and evaluate interventions or there are no references to community psychology theories.	Community psychology theories are used to explain interventions but some significant theories may be missing.	Community psychology theories are used throughout and are well explained.
Submissions follow indicated format so that all student entries in handbook achieve presentation conformity.	Submission is not formatted properly.	Submission is mostly properly formatted.	Submission looks great and is properly formatted.
The reference page includes information about journal articles used and the community based intervention websites where applicable.	The reference page does not include all information.	The reference page includes most of the needed references but a few are missing.	All references to articles and programs are provided.
APA style is used.	There are some typos and errors in APA formatting.	Few if any typos; APA errors are minimal.	No typos, excellent grammar, APA style on reference page.

Round Table Discussion of Community Based Interventions   30 % of final grade

In Chile, we will engage in round table discussions which will serve as a basis of exchange of information with local mental health providers, torture survivors, human rights activists and artists. during these roundtables, students to share information from your papers.

Each paper will be reduced to a 1-2 page fact sheet that students can share. Because this will be used to present the material in Chile, particular sensitivity must be made to share with a group where English is not their first language. This requires that the paper contain limited amount of text and that visuals are used.

Students will be obliged in the round table discussions to fulfill 3 roles (but not at the same time). In rotating round tables, students will:
1. present information from the paper;
2. facilitate a round table discussion;
3. take notes and develop a final written summary of the discussion (no more than 1 page).

Learning Outcomes: Through the presentation, students will:
1) Demonstrate comprehension of the impact of torture and trauma using an ecological approach;
2) Apply theories based in psychology to explain the ameliorative effects of collective responses to torture and trauma used in Chile;
3) Demonstrate cultural sensitivity in exploring Chilean history and interacting with Chilean people;
4) Demonstrate skills in facilitation.

The grading for this assignment will be amended once class begins, but it will more or less be based upon the following criteria.

Points	1 Needs Improvement	2 Well done	3 Excellent work!
Fact sheet includes required	Presentation materials are	Presentation materials are	Presentation materials

material.	not thorough.	complete but may have some material missing.	cover the material thoroughly but succinctly.
Fact sheets use limited text.	Slides contain over 30 words.	Slides contain less than 30 words.	Slides contain less than 30 words yet describe the material well.
PowerPoint slides contain visual materials.	There are few visual representations in the material.	There are visual representations in eh material.	The visual representations in the PowerPoint are interesting and informative.
All members of student team are included in presentation.	Not all members present.		All members present.

Readings

Required Texts
There are no required texts.

Required Readings on eReserve
Please note:
- eReserve readings can be found at
  http://csopp.docutek.com/eres/coursepage.aspx?cid=2554&page=docs

Adams, A. (2000). Movement socialization in art workshops: A case from Pinochet's Chile. *The Sociological Quarterly, 41,* 4, 615-638.

Agosín, M., & Gordenstein, R. (2002). A journey through imagination and memory: My parents and I, between the cross and the star. *Judaism, 51,* 4, 419-428.

Anckermann, S., Dominguez, M., Soto, N., Kjaerulf, F., Berliner, P., & Mikkelsen, E. (2005). Psycho-social support to large numbers of traumatized people in post-conflict societies: An approach to community development in Guatemala. *Journal of Community & Applied Social Psychology, 15,* 2, 136-152. doi:10.1002/casp.811

Bacic, R. (2002). Dealing with the past: Chile--human rights and human wrongs. *Race & Class, 44,* 1, 17.

Baker, A. A. (2012). Training the resilient psychotherapist: What graduate students need to know about vicarious traumatization. *Journal of Social, Behavioral & Health Sciences, 6,* 1, 1-12. doi:10.5590/JSBHS.2012.06.1.01

Bloom, S. L. (1998). By the crowd they have been broken, by the crowd they shall be healed: The social transformation of trauma. In R. Tedeschi, C. Park, and L. Calhoun. *Post-Traumatic Growth: Theory and Research on Change in the Aftermath of Crises.* Mahwah, NJ: Lawrence Erlbaum

Burton, M., & Kagan, C. (2005). Liberation social psychology: Learning from Latin America. *Journal of Community & Applied Social Psychology, 15,* 1, 63-78. doi:10.1002/casp.786

Devine, J. (2014). What really happened in Chile. *Foreign Affairs, 93,* 4, 26-35.

Espino, S., & Trickett, E. J. (2008). The spirit of ecological inquiry and intervention research reports: A heuristic elaboration. *American Journal of Community Psychology, 42*(1/2), 60-78.

Fabri, M., Joyce, M., Black, M. & Gonzalez, M. (n.d.) Caring for torture survivors: The Marjorie Kovler Center. Downloaded from http://www.heartlandalliance.org/kovler/news/caringfortorturesurvivors.pdf.

Harvey, M. R. (2007): Towards an ecological understanding of resilience in trauma survivors. *Journal of Aggression, Maltreatment & Trauma, 14,* 1-2, 9-32.

Hernandez, P. (2002). Resilience in families and communities: Latin American contributions from the psychology of liberation. *Family Journal, 10,* 3, 334.

Hernandez, P., Gangsei, D., & Engstrom, D. (2007). Vicarious resilience: A new concept in work with those who survive trauma. *Family Process, 46,* 2, 229-241.

Hernández-Wolfe, P. (2011). Altruism born of suffering: How Colombian human rights activists transform pain into prosocial action. *Journal of Humanistic Psychology, 51,*2*,* 229-249. doi:10.1177/0022167810379960.

Kaminer, D. (2006). Healing processes in trauma narratives: A review. *South African Journal of Psychology, 36,* 3, 481 – 499.

Lindorfer, S. (2009). In whose interest do we work? Critical comments of a practitioner at the fringes of the liberation paradigm. *Feminism & Psychology*, *19,* 3, 354-367.

Lira, E. 2009. Testimony of traumatic political experiences: Therapy and denunciation in Chile (1973 – 1985). *Psyke & Logos, 30,* 28 – 55.

Meade, T. (2001). Holding the junta accountable. Chile's "sitios de memoria" and the history of torture, disappearance and death. *Radical History Review 79*, 123 – 139.

Minty, Z. (2006). Post-apartheid public art in Cape Town: Symbolic reparations and public space. *Urban Studies, 43, 2,* 421-440.

Mitchell, J., & Correa-Velez, I. (2010). Community development with survivors of torture and trauma: an evaluation framework. *Community Development Journal*, *45*(1), 90-110.

Noor, M., Brown, R., Gonzalez, R., Manzi, J. & Lewis, C.A. (2008). On positive psychological outcomes: What helps groups with a history of conflict to forgive and reconcile with each other? *Personality and Social Psychology Bulletin, 34*, 819 – 832.

Piper, I., Reyes, M.J. & Fernandez, R. (2011). Women and public space: A psychosocial analysis of the monument 'women in memory'. *Feminism & Psychology, 22*, 2, 249 – 260.

Rushton, B. (2006). Truth and reconciliation? The experience of truth commissions. *Australian Journal of International Affairs, 60,* 1, 125-141. doi:10.1080/10357710500494614.

Sartre, J. (1939). The wall. *The wall, and other stories* translated by Lloyd Alexander. New York : New Directions. http://faculty.risd.edu/dkeefer/pod/wall.pdf

Scarry, E. (1987). *The body in pain: The making and unmaking of the world.* NY NY: Oxford University Press. Read Chapters 1 & 3.

Somasundaram, D. (2007) Collective trauma in northern Sri Lanka: A qualitative psychosocial-ecological study. *International Journal of Mental Health Systems, 1,5.*

Stanley, E. (2002). What next? The aftermath of organized truth telling. *Race Class, 44,* 1, 1 – 15.

Todd, N. R. (2011). Community psychology and liberation theologies: Commonalities, collaboration, dilemmas. *Journal of Psychology & Theology, 39,* 3, 200-210.

Traini, S. (2013). Unforgotten to the unforgettable: How Arpilleras contributed to Chilean history informing everyday occupations and social change. *Work, 1*, 44, 93 – 96.

Violi, P. (2012). Trauma site museums and politics of memory: Tuol Sleng, Villa Grimaldi and the Bologna Ustica Museum. *Theory, Culture & Society, 29.* 1, 36-75. doi:10.1177/0263276411423035.

Optional but Recommended Readings

Bothne, N. J. (2012). *Gender, country and community among immigrant survivors of torture: Exploring safety, trust and empowerment.* (Unpublished doctoral dissertation.) DePaul University, Chicago, IL.

Johnson, H., Thompson, A., & Downs, M. (2009). Non-Western interpreters' experiences of trauma: The protective role of culture following exposure to oppression. *Ethnicity & Health*, *14*(4), 407-418. doi:10.1080/13557850802621449.

A how-to youtube video on APA style:
http://www.youtube.com/watch?v=9pbUoNa5tyY&annotation_id=annotation_320539&feature=iv

Week #	Learning Objective Number	Readings	Assignments Due
1 Introduction to Chile and a Community Psychology Approach	1 - 7	Devine, J. (2014). What really happened in Chile. *Foreign Affairs, 93,* 4, 26-35. Lira, E. 2009. Testimony of traumatic political experiences: Therapy and denunciation in Chile (1973 – 1985). *Psyke & Logos, 30,* 28 – 55. Espino, S., & Trickett, E. J. (2008). The spirit of ecological inquiry and intervention research reports: A heuristic elaboration. *American Journal of Community Psychology, 42(*1/2), 60-78.	*Due by January 15 in online class* • Introduce yourself and explain your interest in Chile, torture and/or trauma • answer discussion questions

| 2

Torture and Trauma | 1 - 7 | Bacic, R. (2002). Dealing with the past: Chile--human rights and human wrongs. *Race & Class, 44, 1,* 17.

Scarry, E. (1987). *The body in pain: The making and unmaking of the world.* NY NY: Oxford University Press. Read Chapters 1 & 3.

Sartre, J. (1939). The wall. *The wall, and other stories* translated by Lloyd Alexander. New York : New Directions. http://faculty.risd.edu/dkeefer/pod/wall.pdf | *January 21 meet in person*

Be prepared for class with an informal outline that identifies 3 main points or that poses questions from each article that contributes to:
• an understanding of Chile;
• an understanding of torture for individuals, families, communities and/or societies;
• an understanding of community based healing

A torture survivor from Chile will join us for this class. |
| 3

Psychology and Torture | 1 - 7 | Anckermann, S., Dominguez, M., Soto, N., Kjaerulf, F., Berliner, P., & Mikkelsen, E. (2005). Psycho-social support to large numbers of traumatized people in post-conflict societies: An approach to community development in Guatemala. *Journal of Community & Applied Social Psychology, 15,* 2, 136-152. doi:10.1002/casp.811

Burton, M., & Kagan, C. (2005). Liberation social psychology: Learning from Latin America. *Journal of Community & Applied Social Psychology, 15,* 1, 63-78. doi:10.1002/casp.786

Lindorfer, S. (2009). In whose interest do we work? Critical comments of a practitioner at the fringes of the liberation paradigm. *Feminism & Psychology*, *19,* 3, 354-367.

Mitchell, J., & Correa-Velez, I. (2010). Community development with survivors of torture and trauma: an evaluation framework. *Community Development Journal*, *45*(1), 90-110. | *Due by February 5 through Online Discussion*

Answer discussion questions in online forum |

| 4

Psychosocial Approaches to Trauma | 1 - 7 | Bloom, S. L. (1998). By the crowd they have been broken, by the crowd they shall be healed: The social transformation of trauma. In R. Tedeschi, C. Park, and L. Calhoun. *Post-Traumatic Growth: Theory and Research on Change in the Aftermath of Crises*. Mahwah, NJ: Lawrence Erlbaum

Fabri, M., Joyce, M., Black, M. & Gonzalez, M. (n.d.) Caring for torture survivors: The Marjorie Kovler Center. Downloaded from http://www.heartlandalliance.org/kovler/news/caringfortorturesurvivors.pdf.

Meade, T. (2001). Holding the junta accountable. Chile's "sitios de memoria" and the history of torture, disappearance and death. Radical History Review 79, 123 – 139.

Noor, M., Brown, R., Gonzalez, R., Manzi, J. & Lewis, C.A. (2008). On positive psychological outcomes: What helps groups with a history of conflict to forgive and reconcile with each other? *Personality and Social Psychology Bulletin, 34*, 819 – 832.

Rushton, B. (2006). Truth and reconciliation? The experience of truth commissions. *Australian Journal of International Affairs, 60, 1,* 125-141. doi:10.1080/10357710500494614

Stanley, E. (2002). What next? The aftermath of organized truth telling. Race Class, 44, 1, 1 – 15. | *For in class meeting on February 11*

Assignment
Be prepared for class with an outline that identifies 3 main points from each article that contributes to:
• an understanding of Chile;
• an understanding of torture for individuals, families, communities and/or societies;
• an understanding of community based healing.

We will watch a video of Long Night's Journey into Day in this class. |

| 5

Ecological Approaches to Trauma | 1 - 7 | Harvey, M. R. (2007): Towards an ecological understanding of resilience in trauma survivors. *Journal of Aggression, Maltreatment & Trauma, 14,* 1-2, 9-32.

Hernandez, P. (2002). Resilience in families and communities: Latin American contributions from the psychology of liberation. *Family Journal, 10,* 3, 334.

Somasundaram, D. (2007) Collective trauma in northern Sri Lanka: A qualitative psychosocial-ecological study. *International Journal of Mental Health Systems, 1,* 5, 1 – 27.

Optional but please read
Meade, T. (2001). Holding the junta accountable. Chile's "sitios de memoria" and the history of torture, disappearance and death. *Radical History Review 79*, 123 – 139.

Piper, I., Reyes, M.J. & Fernandez, R. (2011). Women and public space: A psychosocial analysis of the monument 'women in memory'. *Feminism & Psychology, 22,* 2, 249 – 260.

Violi, P. (2012). Trauma site museums and politics of memory: Tuol Sleng, Villa Grimaldi and the Bologna Ustica Museum. *Theory, Culture & Society, 2,* 1, 36-75. doi:10.1177/0263276411423035 | *Due by February 25 through Online Discussion*

Answer discussion questions in online forum |
| 6

Community Based Approaches to Psychosocial Support | 1 - 7 | Kaminer, D. (2006). Healing processes in trauma narratives: A review. *South African Journal of Psychology, 36,* 3, 481 – 499

Traini, S. (2013). Unforgotten to the unforgettable: How Arpilleras contributed to Chilean history informing everyday occupations and social change. *Work, 1*, 44, 93 – 96. | *For in-person class on March 11*

<u>Assignment</u>
Complete written assignment for round table. We will review these in class. |

7 Memory & Storytelling	1 - 7	Agosín, M., & Gordenstein, R. (2002). A journey through imagination and memory: My parents and I, between the cross and the star. *Judaism, 51,* 4, 419-428. Adams, A. (2000). Movement socialization in art workshops: A case from Pinochet's Chile. *The Sociological Quarterly, 41,* 4, 615-638. Minty, Z. (2006). Post-apartheid public art in Cape Town: Symbolic reparations and public space. *Urban Studies, 43,* 2, 421-440.	*Due by March 25 through Online Discussion* Answer discussion questions in online forum
8 The Arts of Healing	1 - 7	Agosín, M., & Gordenstein, R. (2002). A journey through imagination and memory: My parents and I, between the cross and the star. *Judaism, 51,* 4, 419-428. Adams, A. (2000). Movement socialization in art workshops: A case from Pinochet's Chile. *The Sociological Quarterly, 41,* 4, 615-638. Minty, Z. (2006). Post-apartheid public art in Cape Town: Symbolic reparations and public space. *Urban Studies, 43,* 2, 421-440. Optional Todd, N. R. (2011). Community psychology and liberation theologies: Commonalities, collaboration, dilemmas. *Journal of Psychology & Theology, 39,* 3, 200-210. Hernández-Wolfe, P. (2011). Altruism born of suffering: How Colombian human rights activists transform pain into prosocial action. *Journal of Humanistic Psychology, 51,* 2, 229-249. doi:10.1177/0022167810379960 Noor, M., Brown, R., Gonzalez, R., Manzi, J. & Lewis, C.A. (2008). On positive psychological outcomes: What helps groups with a history of conflict to forgive and reconcile with each other? *Personality and Social Psychology Bulletin, 34*, 819 – 832.	*April 8 In person class* Bring in a self care plan (template is on canvas.) Be prepared to discuss articles.

Itinerary in Chile

Day	Main Activity	Itinerary
Day 1 **Tuesday** **April 19**	EPES Orientation dinner or lunch	We will begin in-country activities at noon. EPES – popular education training
Day 2 **Wednesday** **April 19**	Meet w CODEPU and then go to Villa Grimaldi together	CODEPU engages in community based human rights advocacy Villa Grimaldi is a former detention and torture center
Day 3 **Thursday** **April 20**	Museum of HR Free tour	tentative
Day 4 **Friday** **April 21**	Morning w ILAS Afternoon at Paine Memorial	ILAS is a mental health and human rights practice Paine is a community based memorial for the 70 boys and men executive during the Pinochet regime.
Day 5 **Saturday** **April 22**	National Stadium	The national stadium is where many men, women and children were tortured during the Pinochet regime. We will meet with the survivors who have developed a memorial to those who suffered.
Day 6 **Sunday** **April 23**	Trip to Valparaiso & Pablo Neruda's house.	We will spend the day at the beach (where it will be too cold to swim), enjoying the home of Pablo Neruda.
Day 7 **Monday** **April 24**	CINTRAS	We will meet with this very important torture treatment program and some local survivors of torture.
Day 8 **Tuesday** **April 25**	Round Tables Late afternoon reception with everybody	
Day 9 **Wednesday** **April 26**	Morning- individual interviews Mid-day – art therapy? Leave Wednesday night	Depart that evening

Grading

Final course grades will be assigned as follows:

Letter Grade	Percentage Cutoff	Point Range

A:	93 - 100%
A-:	90 - 92%
B+:	87 - 89%
B:	83 - 86%
B-:	80 - 82%
C:	70 - 79%
F:	Under 70%

Special Course Considerations

This is a course on trauma, and, as such, may contain difficult material. Moreover, as this is also a study abroad course, there will be specific and challenging demands placed upon you. Your instructor will be available to provide support, but we expect that you will monitor your feelings and reactions and reach out should you need that support.

During the trip, it will be presumed that you are adults and will be expected to act like one. Moreover, you will be representing both the Chicago School and the United States. Policies regarding professional comportment are still in effect while abroad.

UNFORTUNATELY, NO SPOUSES, SIGNIFICANT OTHERS, PARTNERS, FAMILY, OR FRIENDS WILL BE ALLOWED TO ATTEND THE TRAVEL PORTION OF THIS COURSE.

The reasons for this are:

1. The students in this course are an intentional learning community and represent the profession of clinical psychology and counseling. This community would be compromised by the addition of non-students.
2. Because the students will be in contact with trauma on many levels, class participants will take part in daily group process. This process would be compromised if people outside of this group were present.
3. It would irresponsible to expose non-students to potentially traumatic experiences.

Grading

Final course grades will be assigned as follows:

Letter Grade	Percentage Cutoff	Point Range
A:	93 - 100%	
A-:	90 - 92%	
B+:	87 - 89%	
B:	83 - 86%	
B-:	80 - 82%	
C:	70 - 79%	
F:	Under 70%	

Additional Policies

Communication
I try to respond to emails from students promptly, within at least 2 days although usually more promptly than that. It is helpful for students to indicate in the subject line of their email the course number and section, as well as the subject of the email. PLEASE SEND EMAILS VIA EMAIL AND NOT CANVAS.

Late Assignments and Resubmissions
Students may turn in assignments late for reduced credit. For every 2 days that an assignment is delayed, the grade may be reduced by a letter grade increment (for example, an A- would become a B+).

General Policies and Procedures for the Clinical PsyD Program at the Chicago Campus of the Chicago School of Professional Psychology may be found in the current Program Guidebook and TCSPP Catalog.

Program Procedures

Attendance
The Department expects attendance and timely arrival for class from all students. Expectations of professional behavior require that the student be present for each class meeting. In the event of an emergency or medical situation necessitating an absence, students are expected to update the instructor at least 24 hours prior to or following an absence with some explanation of the absence, and a plan indicating the student's responsibility to master the course material missed. Students are expected to follow institutional policy for absences related to religious observation or military service.

Complete and Final Work
Under extremely rare circumstances, an instructor may allow a student to submit an assignment after a due date, but it would also be rare to give full credit in such an instance. Assignments turned in on the syllabus due date are considered "complete and final" work products: as such students are typically not given the opportunity to re-submit assignments to improve or complete them for credit. Extra credit work at the doctoral level may be assigned to allow a student to demonstrate remediation of a knowledge or skill deficiency but cannot be used to improve a previous assignment grade.

Confidentiality Requirement
In this class, at times we may discuss details of clinical work or review client case materials as examples of course concepts. In accordance with the American Psychological Association's Ethical Principles of Psychologists and Code of Conduct, reasonable precautions must be taken to protect confidential information.

"Psychologists do not disclose in their writings, lectures, or other public media confidential, personally identifiable information concerning their client/patients, students, research participants, organizational clients, or other recipients of their services that they obtained during the course of their work, unless 1) they take reasonable steps to disguise the person or organization, 2) the person or organization has consented in writing, of 3) there is legal authorization for doing so. (APA Ethics Code 2002, 4.07)

As a result, in their discussions and course materials, instructors will remove or alter any details that could identify actual clients. Students also at times may bring to class real world and work experiences in order to enhance their own and others' learning. Students are similarly expected to protect the privacy and confidentiality of such information and materials. All students are expected to maintain all related notes and handouts from such classes in a professional manner. Failure to do so may result in referral to the Student Affairs Committee.

Evidence Based Practice

The Clinical PsyD Department of The Chicago School follows the recommendations of APA's 2005 policy on incorporating evidence-based practices in its curriculum. Evidence-based best practice integrates three essential factors: (1) The best available research evidence bearing on the efficacy and effectiveness of clinical interventions with (2) Clinical judgment and expertise, and (3) client preferences and values." In addition to this definition we concur with the APA's position paper on Evidence-Based Best Practices (2006) regarding the diversity of methodologies and evidences available for rigorous, sound practice.

Statement on Final Grades

Some courses may use online course management software, such as Canvas, as a key component in the course experience. Such software may record grades for individual assignments for both the instructor and the student, as well as tabulate a cumulative grade based on the grading criteria for the course. However, the only official source for final grades is the Student ePortal.

Student self-disclosure in classes

In accordance with the American Psychological Association (APA, 2002) Ethical Principles and Code of Conduct Standard 7.04, students should be aware that some courses enrolled in by all Clinical Psychology students may require disclosure of certain personal information related to the student's ability to understand the purposes of these courses and their application to the effective practice of clinical psychology. For example, students may be asked to relate personal experiences to particular therapy concepts or processes. Faculty and training staff will assist students in exploring and understanding how relevant parts of the student's history and personal qualities affect clinical and other professional relationships, and therapeutic interactions and interventions. The program sees such exploration as an important part of the process of becoming an effective clinician. This exploration may also include identifying and processing student cohort dynamics, with the objective of helping the student develop professional, collegial relationship skills. Students can be expected to examine and discuss issues such as how personal characteristics and interpersonal styles affect professional group functioning, addressing and resolving conflicts, and addressing power differences within professional groups. In addition, consistent with APA Ethics Code Standard 7.04 requirements, students may also be required to disclose certain personal information, subject to appropriate confidentiality safeguards, when the clinical faculty considers the disclosure of such information necessary to evaluate a student who's observed personal problems could reasonably be judged to be preventing the student from competently performing training or professionally-related activities. These disclosures will occur in private and confidential consultation with faculty members unless a student voluntarily chooses to make them in a class setting.

Institutional Policies from the Student Handbook

The Chicago School of Professional Psychology Policies are found in the TCSPP Catalog (Institutional, Academic, Student Rights and Responsibilities, and Financial Aid and Student Account Policy sections): http://catalog.thechicagoschool.edu

POLICY	LINK
Access Accommodations	**http://catalog.thechicagoschool.edu/content.php?catoid =42&navoid=2003#Access_Accommodations**
Commitment to Diversity	http://catalog.thechicagoschool.edu/content.php?catoid=42 &navoid=2001&hl=diversity&returnto=search#Stat ement_of_Commitment_to_Diversity
Concerns about Academic Performance and Professional Comportment	**http://catalog.thechicagoschool.edu/content.php?catoid =42&navoid=2004&hl=academic+integrity&ret urnto=search#Concerns_about_Academic_Perfor mance_and_Professional_Comportment**

Grade Point Classification	**http://catalog.thechicagoschool.edu/content.php?catoid =42&navoid=2002#Grade_Point_Classification**
Incomplete Grade Policy	**http://catalog.thechicagoschool.edu/content.php?catoid =44&navoid=2176#Incomplete**
Military Leave of Absence	**http://catalog.thechicagoschool.edu/content.php?catoid =42&navoid=2002#Student_Status**
Professional Comportment	**http://catalog.thechicagoschool.edu/content.php?catoid =42&navoid=2004&hl=academic+integrity&ret urnto=search#Professional_Comportment**
Religious Accommodations	**http://catalog.thechicagoschool.edu/content.php?catoid =42&navoid=2003#Religious_Observance**
Statement of Academic Integrity	**http://catalog.thechicagoschool.edu/content.php?catoid =42&navoid=2004&hl=academic+integrity&ret urnto=search#Statement_of_Academic_Integrity**
Use of Computing Resources	**http://catalog.thechicagoschool.edu/content.php?catoid =42&navoid=2004&hl=academic+integrity&ret urnto=search#Use_of_Computing_Resources**

Student Academic Supports and Resources

BOOKSTORE
Access to the bookstore is found at: http://thechicagoschool.textbookx.com.

CANVAS SUPPORT
If you need help accessing your course and materials in the Canvas system, the following resources may be of assistance:
1) Search the Canvas Guides which have a plethora of detailed videos, step-by-step instructions, and links: http://guides.instructure.com/
2) Access the community user boards and discussions.
3) Ask HelpDesk:
   a. Submit a ticket with your question or issue by filling out the form provided in the course.
   b. Contact the Help Desk by phone: 800-747-8367.
   c. Have a live IM chat with a HelpDesk representative.

IT SUPPORT
Students may contact HelpDesk at: 800-747-8367.

LIBRARY RESOURCES
Access to The Chicago School Library and additional resources is found at:
- http://chi.librarypass.org/
- http://la.librarypass.org/
- http://dc.librarypass.org/

Here patrons can access articles via the Search our Databases portal or search for books, test kits, and videos via the Search our Catalog portal.

NATIONAL CENTER FOR ACADEMIC AND DISSERTATION EXCELLENCE (NCADE)
A. **Dissertation and Applied Research Project (ARP) Support**
- Dissertation Support – Contact: ncade@thechicagoschool.edu
(Writing, APA, Methodology, Editorial help with IRB, Copyediting, etc.)
- Applied Research Project Support– Contact: Your ARP Instructor
(Writing, APA, etc.)
B. **Academic Success Programs** - Contact: kmitova@thechicagoschool.edu
- Onboarding and Orientation
- Writing Assessment and Academic Writing Seminar

- One-on-one writing consultations (on-the-ground and online)
- Time management and learning style consultations
- Presentations on APA writing style and formatting