

The Chicago School of Professional Psychology
Department of Forensic Psychology
FO643 Special Topics: Psychology in an International Context—Israel
Monday, 9:00am to 11:50am, 3 Credit Hours
Spring 2017



Course Introduction

Instructor: Nancy Zarse, Psy.D
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By appointment
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Course Website:

Official Course Description

This course provides students with knowledge and direct exposure to key forensic aspects of Israel. It consists of on-ground classroom activities and culminates in a study-abroad trip to Israel. Students will have direct access to international experts in the fields of terrorism, counterterrorism, trauma, and resilience, as well as government officials. Students will tour the Knesset (the Israeli government), and the Ministry of Foreign Affairs (the equivalent to the U.S. state department). Students will tour a world-renowned mass-casualty unit of hospital in Jerusalem, and a residential facility for the severely handicapped, including presentations from treating professionals at both facilities. Students will study the culture of Israel, including significant political and religious aspects, along with cultural excursions directly related to same. Cultural immersion activities will include the Holocaust Museum, the Western Wall, the Church of the Holy Sepulchre, a Shuk, Bedouin and Druze hospitality, and a Christian tour. Students will complete a service-learning project.

Chicago School Institutional Learning Goal

1. **Professional Practice:** By completion of the program, students will be able to conduct assessments, develop appropriate interventions, and implement interventions in their specialty area of professional psychology.
2. **Diversity:** By completion of the program, students will be able to apply theoretical and practical knowledge about ethnic, racial, gender, sexual, cultural and religious, age, and disability difference in their professional work.

Program Competencies

1. **Intervention:** Students will integrate a basic knowledge of theory, research, and professional literature to guide interventions and promote optimal mental health and well-being.
2. **Diversity:** Students will recognize and respect individual and group differences as well as practice with cultural competence.

Program Learning Outcomes

1. Apply clinically-relevant and culturally sensitive interventions to promote client mental health and well-being.
2. Appreciate individual and cultural differences.

Course Learning Outcomes

1. Students will demonstrate a basic understanding of the culture, people, and traditions of Israel, including forensic issues.
2. Students will develop a fundamental understanding and appreciation for the role that diversity plays in forensic psychology.
3. Students will demonstrate a basic knowledge of terrorism and counterterrorism.
4. Students will become familiar with the Israeli government.
5. Students will gain an experiential understanding of trauma, as evident in Israel, by virtue of extended time in Sderot and touring a mass casualty unit of a hospital.
6. Students will gain first-hand exposure to critical historical events in the formation of Israel.
7. Students will gain first-hand exposure to critical religious events in the history of Israel by touring the Old City and participating in a “Christian tour”.

Course Requirements

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| 1. Complete Student Rights and Responsibility Agreement | 2% of Grade |
| 2. Global Perspectives Inventory Pre and Post Test | 5% of Grade |
| 3. Participation and Attendance (Discussions) | 10% of Grade |

Attendance is mandatory. The on-ground portion of the class provides the foundation for our study-abroad trip to Israel. Student discussion adds an invaluable aspect to the class, and is essential to attain deeper learning and group cohesiveness. Absences need to be cleared in advance with the instructor. Emergencies will be handled on a case-by-case basis. You need to participate to earn the maximum points. If you are not present for class, you need to complete an assignment, in hard copy form, approved by the instructor. Reading assignments are expected to be completed before class to facilitate the learning process and provide for an environment which lends itself to class discussion, understanding the expertise of guest speakers, and the introduction of real-world examples. Per departmental policy, two absences result in a half-grade reduction, while three absences result in an F in the class.

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| 4. Reflections | 25% of Grade |
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Reflection encourages students to consider the significance of the study abroad trip in light of traditional course work. The purpose of the trip is to deepen the student’s knowledge and understanding of forensic issues, especially within a multi-cultural perspective. Students are encouraged to think critically about their personal reactions to the history, politics, religion, and culture of Israel. Reflection papers need to focus on an aspect of the class.

When writing a reflection paper, do not simply report what the speaker imparted or describe the event. Dig deeper in order to reflect on the impact on you personally and professionally.

Each student will reflect on his or her forensic and cultural experiences daily in Chicago and in Israel. There will be a daily debrief in Israel. Half of the reflections may be conducted verbally, and half will be in written form. Students will address cultural experiences, diversity, personal reactions, personal growths, areas of challenge, and lessons learned. If verbally, in a group setting, you must participate in a meaningful fashion to receive credit. If in written form, a 2 to 3 page reflection paper will be completed. The reflections must be typed in APA format and submitted separate from the final reflection.

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| 5. International Travel Registration | 3% of Grade |
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6. Study Abroad Experience

Students will participate, in an alert and engaged manner, in all of the planned forensic and cultural experiences in Israel.

7. Service-learning piece

5% of Grade

Students will complete a service-learning project in Israel & integrate it in the final reflection paper.

8. Professional Contribution and Behavioral Comportment

10% of Grade

Students are expected to comport themselves professionally, at all times and with all individuals, including peers, faculty, guest speakers, and Israeli officials. This includes attire. Students are expected to hear and incorporate feedback, even if uncomfortable and challenging.

9. Final Reflection Paper

10% of Grade

In the final reflection paper, students will reflect on the study abroad experience, and their resulting professional and personal growth. Students are encouraged to reflect on their stereotypes and expectations prior to the trip abroad, and any anxieties and/or fears they experienced. Students are expected to reflect, in depth and incorporating critical thinking, on the totality of the experience and the value of multi-cultural immersion on their learning. The paper needs to be 4 to 5 pages in length.

Required Texts:

- Rubin, B. (2012). *Israel: An introduction*. New Haven, CT: Yale University Press.
- “What to Know Before You Go” TCSPP Study Abroad Pre-Departure Guide
 - [Click for Weblink](#) - Review the information on this site thoroughly!
- TCSPP Study Abroad: Handbook and Resources
 - [Weblink for TCSPP Study Abroad](#)
 - Handbook for Students Traveling Abroad ([Direct Link to Handbook](#))
 - Please review the Helpful Links for Travelers section, specifically
 - Center for Disease Control - Traveler’s Health
 - Health Information and Vaccinations

Required Readings on eReserve

All outside readings are available via e-reserves. E-reserves are posted on Docutek accessible at <http://csopp.docutek.com/eres/default.aspx>, or by going to the library homepage and then electronic reserves. Book chapters can be obtained by checking out the actual book at the circulation desk in the library.

Password: FO643

Course Rubric

Learning Objectives Addressed	Demonstration Level 1	Demonstration Level 2	Demonstration Level 3	Demonstration Level 4
Students will demonstrate a basic understanding of the culture, people, and traditions of Israel, including forensic issues.	Students fail to demonstrate a basic understanding of Israeli culture and forensic issues.	Students demonstrate a weak understanding of Israeli culture and forensic issues.	Students demonstrate a sufficient understanding of Israeli culture, and forensic issues.	Students demonstrate a strong understanding of Israeli culture, and forensic issues.

Students will develop a fundamental understanding and appreciation for the role that diversity plays in forensic psychology.	Students fail to develop a fundamental understanding and appreciation for diversity.	Students demonstrate a weak understanding of and appreciation for the role of diversity in forensic psychology.	Students demonstrate a sufficient understanding of and appreciation for the role of diversity in forensic psychology.	Students demonstrate a strong understanding of and appreciation for the role of diversity in forensic psychology.
Students will demonstrate a basic knowledge of terrorism and counterterrorism.	Students fail to demonstrate a basic knowledge of terrorism and counterterrorism.	Students demonstrate a weak understanding of terrorism and counterterrorism.	Students demonstrate a sufficient understanding of terrorism and counterterrorism.	Students demonstrate a strong understanding of terrorism and counterterrorism.
Students will become familiar with the Israeli government, by touring the Knesset and the Ministry of Foreign Affairs.	Students fail to become familiar with the Israeli government.	Students demonstrate a weak understanding of the Israeli government.	Students demonstrate a sufficient understanding of the Israeli government.	Students demonstrate a strong understanding of the Israeli government.
Students will gain an understanding of Israeli trauma by touring a mass casualty unit & rape crisis center.	Students fail to gain an understanding of trauma, as evident in Israel.	Students demonstrate a weak understanding of trauma, as evident in Israel.	Students demonstrate a sufficient understanding of trauma in Israel.	Students demonstrate a strong understanding of trauma in Israel.
Students will gain exposure to critical Israeli historical events, like Holocaust Museum & Western Wall.	Students fail to participate in activities.	Students attend but their participation is lacking.	Students are invested but demonstrate a minimal capacity to apply theory.	Students are completely invested, demonstrate a solid application of theory.
Students will gain first-hand exposure to critical religious events in Israel’s history by virtue of a “Christian tour”.	Students fail to participate in activities.	Students attend but their participation is lacking.	Students are invested but demonstrate a minimal capacity to connect history with the present.	Students are invested in and demonstrate comprehension of history’s role in the present.

**Class Timeline—
Subject to Change with regard to Guest Speakers**

Class Date	Learning Outcomes	Topic	Readings and Assignments
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Week 1	1,2	Introductions - course & syllabi	<p>Central Intelligence Agency. (2001). The World Factbook: Israel. Updated February 14, 2001, Retrieved from https://www.cia.gov/library/publications/the-world-factbook/geos/countrytemplate_is.html</p> <p>The State of Israel. (2009). The Knesset in the Governing System: Electoral System in Israel. Retrieved from: http://www.knesset.gov.il/description/eng/eng_mimshal_beh.htm</p> <p>Guest Speaker: International Affairs</p> <p>Prior to registration, students must complete the Student Rights and Responsibility Agreement. Please contact studyabroad@thechicagoschool.edu</p> <p>Pre-test: Global Perspective Inventory (complete by Week 1: Sunday at 11:59PM CST). https://gpi.central.edu/</p> <p>International Travel Registration. Travel will not be permitted unless document is signed and returned by end of Week 1, Sunday, 11:59PM CST.</p> <p>Required Readings “What to Know Before You Go”, TCSPP Study Abroad Pre-Departure Guide</p>
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[Click for Weblink](#) - Review information thoroughly

TCSPP Study Abroad: Handbook & Resources

[Weblink for TCSPP Study Abroad](#)

Handbook for Students Traveling Abroad

Please review Helpful Links for Travelers section

Center for Disease Control - Traveler's Health

Health Information and Vaccinations

Week 2	1-7	94 Maidens Video	Rubin, Ch 1
Week 3	1,2	Guest Speaker: FBI Israel: History, Culture, Religion	Firestone, R. (2005). Jerusalem in Judaism, Christianity, and Islam. <i>Encyclopedia of Religion</i> (pp. 4838-4831)
Week 4	1 - 7	Guest Speaker: President, Executive Board, TLOC (Terrorism Liaison Officer Committee)	<p>Spindlove, J. & Simonsen, C. (2013). In search of a definition of terrorism. In <i>Terrorism Today: The Past, The Players, The Future</i> (pp. 2-24). Boston, MA: Pearson.</p> <p>Spindlove, J & Simonsen, C. (2013). North Africa and the Middle East. In <i>Terrorism Today: The Past, The Players, The Future</i> (pp. 235-271). Boston, MA: Pearson.</p> <p>Nuttman-Shwartz, O., Karniel-Lauer, E. & Offir, S. (2002). "Group Therapy with Terror Injured Persons in Israel: Societal Impediments to Successful Working Through" <i>Group</i>, 26(1), 49-59.</p> <p>Prior to traveling, students must complete International Travel Registration</p>
Week 5	1,2,5,6	Holocaust Museum tour Skokie, IL	Spend time on the following website prior to the visit: http://www.ilholocaustmuseum.org/
Week 6	1,2,5,6	Guest Speaker: Holocaust Survivor Service-Learning Piece	Spend time on the following site: http://www1.yadvashem.org/yv/en/holocaust/about/index.asp http://www.juf.org/news/world.aspx?id=424502
Week 7	1,2,3,5	Guest Speaker: Victim of secondary trauma	Gallimore, T. (2004). Unresolved trauma: Fuel for the cycle of violence and terrorism. In C. E. Stout (Ed.), <i>Psychology of terrorism</i> (Condensed Ed.): <i>Coping with the continuing threat</i> (pp. 67-93). Westport,

Connecticut: Praeger.

Grotverg, E. H. (2004). From terror to triumph: The path to resilience. In C. E. Stout (Ed.), *Psychology of terrorism* (Condensed Ed.): *Coping with the continuing threat* (pp. 199-224). Westport, Connecticut: Praeger.

Sprang, G. (2003). The psychological impact of isolated acts of terrorism. In A. Silke (Ed.), *Terrorists, victims and society: Psychological perspectives on terrorism and its consequences* (pp. 133-159). Chichester, West Sussex, England: Wiley.

Week 8	1-7	Guest Speaker: Israeli Consulate	<p>http://chicago.mfa.gov.il/</p> <p>Israel Ministry of Foreign Affairs. (2001, June Political Structure and Elections. Retrieved from http://www.mfa.gov.il/MFA/MFArchive/2000_2009/2001/6/Polictical%20Structure%20and%20Electio ns</p>
Week 9	1,2,3,4	Guest Speaker: Simon Wiesenthal Center, Digital Hate & Terrorism Project	<p>Rubin, Ch 3 & 5</p> <p>Ganor, B. (2008). Terrorist Organization typologies and the probability of a boomerang effect. <i>Studies in Conflict & Terrorism</i>, 31, 269-</p>
Week 10	1,2,4,6,7	Guest Speaker: FBI Cultural Considerations	<p>Rubin, ch 4</p> <p>http://www.washingtonpost.com/blogs/religious-right-now/post/the-unbearable-lightness-of-voting--for-a-palestinian-state/2012/11/16/8a7ee110-3014-11e2-9f50-0308e1e75445_blog.html</p>
Week 11	1,2,6,7	Guest Speaker: Rabbi	Rubin, Ch 2
Week 12	1,2,3	Guest Speaker: FBI Intelligence Analyst	Homegrown Violent Extremists, Syria and Israel
Week 13	1,2,3,5	Guest Speaker: Special Forces, Bomb Squad, Israeli Defense Force (IDF)	<p>The Middle East - Chapter 14 (Canvas)</p> <p>(n.d.). IDF Background Information. Retrieved from http://www.mahal-idf-volunteer.org/information/background/content.htm</p>
Week 14	1-7	Final preparations for trip	

In-Country Timeline
*****Subject to Change*****

Date	Hotel	Activity
Day 1 Saturday	Over-night flight	Depart Chicago -- Travel
Day 2 Sunday	Hotel: Tel Aviv	Welcome Dinner: Old Joffa Speaker: Chief of Search & Rescue Unit
Day 3 Monday	Hotel: Tel Aviv	Tour: Sderot Service Learning Project Speaker: International Trauma Expert
Day 4 Tuesday	Hotel: Tel Aviv	Caesarea Atlit Haifa Dinner: Druze hospitality w/ Israeli Negotiator
Day 5 Wednesday	Hotel: Kibbutz	Residential Facility for severely handicapped Bedouin Hospitality and camel ride Experiential activity w Search & Rescue Unit Dinner with IDF LTC (Chief Legal Advisor, Gaza Strip)
Day 6 Thursday	Hotel: Jerusalem	Christian tour Cana, Capernaum, Sea of Galilee, River Jordan, Nazareth, Church of Annunciation
Day 7 Friday	Hotel: Jerusalem	Shaare Zedek, including mass casualty unit Shuk, lunch Tour of Old City, Jerusalem, Western Wall, etc.
Day 8 Saturday	Hotel: Jerusalem	Masada and the Dead Sea
Day 9 Sunday	Hotel: Tel Aviv Hotel on your own	Ministry of Foreign Affairs and Knesset Yad Vashem (Holocaust Museum) Wrap-Up Dinner

Phase III: Taking Action Beyond...

Students will complete a semester of academic study and a study abroad trip, then be encouraged to continue their work and learning upon return. Phase III will not only 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?”

Late Assignments

No assignments will be accepted as late unless negotiated with the instructor at least 24 hours before the assignment is due. The decision rests with the professor as to accept the late assignments.

Feedback

The instructor will provide students with timely feedback within 10-14 days of assignment submission.

Confidentiality Requirement

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, or 3) there is legal authorization for doing so (APA Ethics Code 202, 4.07).”

Students may and are often required to relate course content to real world and work experiences. Whenever these experiences are brought into the learning process, students are to protect the confidentiality and privacy of any persons or organizations included in their coursework. Students shall not disclose any information about a person or an organization that enables their identity unless otherwise approved or authorized as noted in the APA Ethics Code. Failure to do so may result in referral to the Student Affairs Committee.

Institutional Classroom Policies

Students are expected to have read and to adhere to the TCS Student Handbook. The following policies especially pertinent for student learning are listed below:

- Accommodation for Students Disabilities
- Statement of Academic Integrity and Plagiarism
- Professional Comportment
- Ethical, Legal and Professional Conduct
- Use of Computing Resources

Grading

Assignments for this course are as follows:

Learning Objective	Assignment	Measurement	Expected Result
1-7	Participation and Attendance (Discussions)	10% of available points	Student engagement will enhance the experiences.
1-7	Reflections	35% of available points	Student knowledge and understanding of forensic issues from a multi-cultural perspective is heightened.

1-7	Study Abroad Experience	30% of available points	Forensic & cultural experiences in Israel will advance professional development.
1-7	Service-Learning Piece	15% of available points	Students will acquire a deeper understanding of the material and the culture of Israel.
1-7	Final Reflection Paper	15% of available points	Critical thinking on the totality of the experiences will result in professional & personal growth.

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

Final course grades will be assigned as follows:

Letter Grade	Rubric Level	Percent of Grade	Point Range
A	4	93-100	
A-	4	90-92	
B+	3	87-89	
B	3	83-86	
B-	2	80-82	
C	1	70-79	
F	1	69 and below	

Additional Policies

Statement of Academic Honesty

The Chicago School expects its students to function within an environment of trust relative to other students, faculty, staff, and administration. Moreover, the School expects all students to conduct themselves ethically, with personal honesty, and with professionalism. Academic dishonesty violates one of the most basic ethical principles in an academic community, and will result in sanctions imposed under the School's disciplinary system. All incidents of academic dishonesty must be immediately referred to the Department Chair or Associate Department Chair for investigation and intervention. The Student Affairs Committee may be convened to review the student's situation. Possible interventions and sanctions may include, but are not limited to, developing a remediation plan, placing a student on academic warning, suspending or dismissing a student. Academic dishonesty includes, but is not limited to:

CHEATING: In any form, including but not limited to, giving or receiving aid on tests, giving or receiving test materials prior to official distribution, or collaborating on assignments or exams without instructor permission.

PLAGIARISM: The use or reproduction of another's work without appropriate attribution. The School expects all students to produce original work in their papers, coursework, dissertation, and other academic projects and to follow appropriate rules governing attribution.

FABRICATION: Inventing information or citations in an academic or clinical exercise.

Student Email and Use of School Technology

Each enrolled student is provided a School-sponsored email account. Students are responsible for all information communicated through email in the same way and to the same extent as if published in hard copy and distributed through other means. Students must regularly check this account for information transmitted by various departments of the School. The School will not direct electronic correspondence from official School email accounts to personal email addresses; students are expected to utilize the institutional email addresses for all electronic communication about School matters.

A student's continued enrollment in this course indicates his or her agreement to allow graded assignments to be returned via the Chicago School email account when necessary. In keeping with FERPA compliance, if a student does not wish to receive graded material over email he or she must make alternate arrangements with the instructor, such as providing self-addressed stamped envelopes to receive graded assignments by mail. No graded material will be left for pick-up or sent to a non-School email account.

Files and email messages that travel using the School's network are not private. A user's privacy is superseded by the School's requirement to maintain the network's integrity and the rights of all network users. For example, should the security of the network be in danger, user files and messages may be examined under the direction of the Vice President of Administration, or the Director of Information Technology. The School reserves its right, as owner of the network and the computers in question, to examine, log, capture, archive, and otherwise preserve or inspect any messages transmitted over the network and any data files stored on School-owned computers, should circumstances warrant such actions. All members of the community must recognize that electronic communications are by no means secure, and that during the course of ordinary management of computing and networking services, network administrators may inadvertently view user files or messages.

Policy on Disability Accommodation

The Chicago School complies with all laws and regulations regarding the access of disabled individuals to education and works to insure that no qualified student with a disability is denied the benefits of, or excluded from participation in, any School program or activity. Disabled students may request reasonable accommodations including but not limited to adaptations in the way specific course requirements are accomplished, the use of auxiliary equipment and support staff, and other modifications including testing procedures. This request must be accompanied by appropriate documentation that establishes that the student has a specific disability and that supports the accommodation(s) requested. The School reserves the right to select the specific aids and services it provides, as long as it deems they will be effective for the student and do not fundamentally alter the Program or academic standards. Such aids and services are determined on a case-by-case basis in consultation with the student who has identified the need for accommodation. Please see the Director of Student Services regarding requests for accommodation.

Statement on Final Grades

Some courses may use online course management software, such as ANGEL, 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.