



CM655SA: Current Topics in Counseling: Racism and Trauma: Cross-Cultural Perspectives on Antiracist Counseling and Psychotherapy

Credit Hours: 3

Summer 2021

Course Introduction

Instructor:	Courtland C. Lee, Ph.D.
Course Section #	1
Course Meeting Day/Time	Phase I: May 11 – July 1, 2021 Phase 2 (In-Country – Cape Town, South Africa): July 27 - August 5, 2021
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Official Course Description

This course addresses contemporary topics and issues in the field and related faculty specialties. In particular, this course will offer a cross-cultural perspective on the awareness, knowledge and skills required of counselors and psychologists to confront the mental health challenges associated with individual and structural racism. The historical evolution of racism and racist ideas in the United States and South Africa will be explored in relation to their impact on mental health and well-being. The course will also examine racism as trauma for both the victims and perpetrators of racism. In addition, the course will provide students with a culturally competent and anti-racist perspective on mental health intervention to address the trauma associated with racism at both the individual and community level. The course will provide the opportunity to compare the dynamics of mental health challenges associated with individual and structural racism in the United States with those in South Africa through a 10-day cultural immersion experience in Cape Town, South Africa.

Institutional Learning Outcome Addressed

Institutional Learning Outcome

Diversity

Graduates will respect the value and dignity of individuals and groups across all cultural contexts, and advocate for inclusion and equity. They will demonstrate intercultural competence in domestic and international contexts with people who have ideas, beliefs, worldviews, experiences, and behaviors that are different from their own.

CACREP Common Core Area

2. F. 2: Social and Cultural Diversity

Foundations

Program Learning Outcome (PLO) 4: Students will demonstrate the knowledge, skills, and practices to deliver culturally appropriate counseling services, advocate for clients, and understand how to influence policy to enhance the practice of clinical mental health counseling

2016 CACREP Standards Addressed and Learning Outcomes

2.F.2.a – Student understands multicultural and pluralistic characteristics within and among diverse groups nationally and internationally

2.F.2.b – Student understands theories and models of multicultural counseling, cultural identity development, and social justice and advocacy

2.F.2.c – Student understands multicultural counseling competencies

2.F.2.d – Student understands the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others

2.F.2.e – Student understands the effects of power and privilege for counselors and clients

2.F.2.h - Student understands strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination

Course Objectives

Students will:

1. Gain knowledge of the evolution of racism and racist ideas within a U.S. context (pre/post-segregation).
2. Gain knowledge of the evolution of racism and racist ideas within a South African context (pre/post-apartheid).
3. Be able to compare and contrast the evolution of racism and racist ideas within U.S. and South African cultural contexts.
4. Be able to critically assess the impact of racism on their own lives and psychosocial development.
5. Be able to delineate and discuss racism as a mental health issue.
6. Be able to assess how racism contributes to trauma for both victims and perpetrators of racism.
7. Be able to address the trauma of racism from an anti-racist perspective by developing culturally competent mental health interventions for people negatively impacted by racism.
8. Through travel to South Africa students will immerse themselves in South African culture as a way to: a) learn about the evolution of racism and racist ideas within pre- and post-apartheid South

African society, b) learn about effective South African psychological/counseling programs designed to address the mental health challenges of racism in the country through dialogue with academics and local mental health professionals and observation of community anti-racism initiatives.

9. Be able to compare and contrast the dynamics of racism as a mental health challenge in the U.S. and South Africa.
10. Be able to compare and contrast U.S. and South African mental health interventions to address the impact of racism on both victims and perpetrators.

Required and Optional Texts and Electronic Reserves
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Required Texts

Title (APA Format)	ISBN-13	Publisher's Price
Oluo, I. (2018). <i>So you want to talk about race</i> . New York, NY: Seal Press.	978-1-5800-567-9	\$18.36
Kendi, I. X. (2019). <i>How to be an antiracist</i> . New York: One World	9780525509295	\$14.97
DiAngelo, R. (2018). <i>White fragility: Why it's so hard for White people to talk about racism</i> . Boston, MA: Beacon Press.	978-0-8070-4741-5	\$16.00

Required Readings on Canvas

- Adjai, C., & Lazaridis, G. (2013). Migration, xenophobia and new racism in post-apartheid South Africa. *Int'l J. Soc. Sci. Stud.*, 1, 192.
- Aymer, S.R. (2016). "I can't breathe.": A case study – Helping Black men cope with race-related trauma stemming from police killing and brutality. *Journal of Human Behavior in the Social Environment*, 26, 367-376
- Douglas, K. I., Bell, C. C., & Williamson, J. L. (2014). Race and trauma in African American children. *The psychology of black boys and adolescents*, 297-312.
- Franklin, J. (2016). Racial microaggressions, racial battle fatigue, and racism-related stress in higher education. *Journal of Student Affairs at New York University*, 12, 44.
- Foster, D. (1991). 'Race' and racism in South African psychology. *South African Journal of Psychology*, 21(4), 203-210.
- Geller, A., Fagan, J., Tyler, T., & Link, B. G. (2014). Aggressive policing and the mental health of young urban men. *American journal of public health*, 104(12), 2321-2327.
- Hemmings, C., & Evans, A. M. (2018). Identifying and Treating Race-Based Trauma in Counseling. *Journal of Multicultural Counseling and Development*, 46(1), 20-39.

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- Hook, D. (2004). Racism as abjection: A psychoanalytic conceptualisation for a post-apartheid South Africa. *South African Journal of Psychology*, 34(4), 672-703.
- Jaga, A., Arabandi, B., Bagraim, J., & Mdlongwa, S. (2018). Doing the 'gender dance': Black women professionals negotiating gender, race, work and family in post-apartheid South Africa. *Community, Work & Family*, 21(4), 429-444.
- Katz, R. S., Willis, H., & Joseph, J. J. (2014). Economic inequality, racism and trauma: growing up in racist combat zones and living in racist prisons. *Journal of Pan African Studies*, 7(6), 25-60.
- Lee, C.C. & Na, G (2013). The global context of counseling in the 21st century. *Journal of Asian Pacific Counseling*, 3, 1-7.
- McIntosh, P. (1989). *White privilege: Unpacking the invisible knapsack*. Peace and Freedom.
- McLeod, B. A., Gilmore, J., & Jones, J. T. (2016). Solutions to Structural Racism: One Organization's Community-Engaged Approach in the Aftermath of Civil Unrest. *Social work*, 62(1), 77-79.
- Malott, K. M., & Schaeffle, S. (2015). Addressing clients' experiences of racism: A model for clinical practice. *Journal of Counseling & Development*, 93(3), 361-369.
- Miller, M. J., Keum, B. T., Thai, C. J., Lu, Y., Truong, N. N., Huh, G. A., ... & Ahn, L. H. (2018). Practice recommendations for addressing racism: A content analysis of the counseling psychology literature. *Journal of counseling psychology*.
- Mouzon, D. M., & McLean, J. S. (2017). Internalized racism and mental health among African-Americans, US-born Caribbean Blacks, and foreign-born Caribbean Blacks. *Ethnicity & health*, 22(1), 36-48.
- *Multicultural and Social Justice Counseling Competencies (ACA/AMCD 2015)*
- Nadal, K. L., Griffin, K. E., Wong, Y., Hamit, S., & Rasmus, M. (2014). The impact of racial microaggressions on mental health: Counseling implications for clients of color. *Journal of Counseling & Development*, 92(1), 57-66.
- Polanco-Roman, L., Danies, A., & Anglin, D. M. (2016). Racial discrimination as race-based trauma, coping strategies, and dissociative symptoms among emerging adults. *Psychological Trauma: Theory, Research, Practice, and Policy*, 8(5), 609.
- Smith, T.B., Stones, C.R., Peck, C.E. & Naidoo, A.V. (2007). The association of racial attitudes and spiritual beliefs in post-apartheid South Africa. *Mental Health, Religion & Culture*, 10, 263-274.
- Teeger, C. (2015). Ruptures in the rainbow nation: How desegregated South African schools deal with interpersonal and structural racism. *Sociology of Education*, 88(3), 226-243.

- Turner, E. A., & Richardson, J. (2016). Racial trauma is real: The impact of police shootings on African Americans. *Psychology Benefits Blog of the American Psychological Association*.
- Verwey, C., & Quayle, M. (2012). Whiteness, racism, and Afrikaner identity in post-apartheid South Africa. *African Affairs, 111(445)*, 551-575.

Recommended Fiction/Non-Fiction Reading:

Coetzee, J.M (2000) *Disgrace*.
Fugard, A. (2006). *Tsotsi*.
Fugard, L. (2006). *Skinner's Drift*
Galgut, D. (2003). *The Good Doctor*.
Gordimer, N. (1994). *None to Accompany Me*.
Holland, H. & Roberts, A. (2002). *From Jo'Burg to Jozi*
Krog, A. (2000). *Country of my Skull*.
Jacobs. R. (2003). *Confessions of a Gambler*.
Mandela, N. (1994). *Long Walk to Freedom*.
Mathabane, M. (1998). *Kaffir Boy*.
Mathabane, M. (2000). *Miriam's Song*
Noah, T. (2016). *Born a Crime*
Paton, A. (1948) *Cry the Beloved Country*
Sachs, A. (1982). *Island in Chains*.
Vassen, R.D. (1999). *Letters from Robben Island*
Woods, D. (1991). *Biko*

Weblinks/Videos

- **The Chicago School of Professional Psychology**
 - [Know Before You Go- Pre-Departure Guide to International Programs](#).
 - [Pre-Departure Orientation – Health & Safety](#)
 - [TCSPP - International Travel Registration](#)

Websites

- Defining South African Culture, Heritage and Identity: <https://www.sahistory.org.za/article/defining-culture-heritage-and-identity>
- A Brief History of the African National Congress: <http://www.anc.org.za/content/brief-history-anc>
- South Africa: Overcoming Apartheid, Building Democracy: <http://overcomingapartheid.msu.edu/index.php>
- Africa Pictures: <http://africapictures.com/>

Recommended Films

A Dry White Season (1989) - A White schoolteacher who always has considered himself a man of caring and justice, at least on the individual level. When his gardener's son is brutally beaten up by the police at a demonstration by black school children, he gradually begins to realize his own society is built on a pillar of injustice and exploitation.

Amandla! A Revolution in Four Part Harmony (2002) - Interviews, archival footage, and filmed performances highlight the role of music in the South African struggle against apartheid.

Come Back, Africa (1959) - Come Back, Africa chronicles the life of Zachariah, a Black South African living under the rule of the harsh apartheid government in 1959.

Cry, the Beloved Country (1951) - In the back country of South Africa, Black minister journeys to the city to search for his missing son, only to find his people living in squalor and his son a criminal.

Cry Freedom (1987) - South African journalist Donald Woods is forced to flee the country, after attempting to investigate the death in custody of his friend, the black activist Steve Biko.

Disgrace (2008) - After having an affair with a student, a Cape Town professor moves to the Eastern Cape, where he gets caught up in a mess of post-apartheid politics.

Invictus (2009) - Nelson Mandela, in his first term as the South African President, initiates a unique venture to unite the apartheid-torn land: enlist the national rugby team on a mission to win the 1995 Rugby World Cup.

Mapantsula (1988) - Mapantsula tells the story of Panic, a petty gangster who inevitably becomes caught up in the growing anti-apartheid struggle and has to choose between individual gain and a united stand.

A World Apart (1988) - A White enclave in Johannesburg, South Africa, in the 1960s. The teenage daughter of leftist parents must piece together what's happening around her when her father disappears one night, barely evading arrest, and, not long after, her mother is detained by the authorities. Some of the girl's White friends turn against her, and her family's friendships with Blacks take on new meaning. Relationships are fragile in the world of apartheid.

Tsotsi (2005) - Six days in the violent life of a young Johannesburg gang leader.

Long Night's Journey Into Day (2000) - This documentary tells four stories of Apartheid in South Africa, as seen through the eyes of the Truth and Reconciliation commission. White soldiers who have killed ANC activists, black activists who have killed whites in political attacks: can there be forgiveness when the full truth comes out?

Mandela: Long Walk to Freedom (2013) - A chronicle of Nelson Mandela's life journey from his childhood in a rural village through to his inauguration as the first democratically elected president of South Africa.

Shepherds and Butchers (2016) - A lawyer takes on a case of a prison guard in South Africa who is traumatized by the executions he's witnessed.

Skin (c. 2008)

Course Rubric

The course rubrics with learning outcomes used for the assessment of student learning in relationship to the CACREP standards and program competencies can be found within each assignment description within the syllabus.

Dispositional Assessment (CMHC Students)

Continued personal assessment is essential to your constant growth and development. Beginning Spring 2018 the CMHC program, in addition to the disposition letters will engage in the ***Disposition, Skills, Knowledge, and Competency Assessments (DSKCA)***. Each instructor will complete a DSKCA for CMHC students at midterm and the end of the semester. You may review your DSKCA with your advisor. Students who score a two or lower on any area in the DSKCA will receive notice from their advisors to discuss the evaluation. Expect professional comportment letters that reflect the DSKCA responses from your instructors **at the end of every semester**. Disposition letters that consolidate all of your DSKCA responses will be issued in July and January.

Course Requirements

Phase I

- Valid Passport
- Auto-Attendance Assignment (**5 points**)
- Complete the Global Perspectives Inventory Pre-Test (Pre-GPI) (**5 points**)
- Class Attendance and Participation (**20 points**)
- Personal Reflections on Racism (**50 points**)
- Book Analysis (**100 points**)
- Reflection Paper on National Museum of African American History & Culture (**25 points**)
- Pre-Departure Orientation (**10 points**)
- International Travel Registration (ITR) (**10 points**)

Phase II

- In-Country Self Reflection Journal (**8 @ 10 points each = 80 points**)
- In-Country Attendance & Engagement (**200 points**)
- Professional & Behavioral Comportment (**80 points**)
- Video Presentation (**100 points**)
- Final Paper - *Capstone Assignment* (**200 points**)
- Complete the Global Perspectives Inventory Post-Test (Post-GPI) (**5 points**)

Phase I Assignments

1. *Passports and Visas*

You must have a valid passport and a visa in order to travel. Your passport must be valid at least for another 6 months when you return from your program. If you are a U.S. citizen, you won't need a visa for your program to South Africa if you won't stay longer than 90 days. If you are an international student, please check the website of U.S. Embassy to your home country to find out if you need a visa to visit South Africa and let our office know if you need any supporting document from TCSPP. To determine how to best apply for your passport, you may visit the Department of State's travel site.

2. *Auto-Attendance Assignment (5 points)*

The first assignment for this course requires you to write a reflection paper that should explain what it is that you are expecting to get out of this course and travel abroad experience. This paper should be 2-3 pages in length, double-spaced, APA format.

Due: The FIRST Wednesday of the first week of classes. Even if you have missed the 1st class this assignment must be completed and posted onto Canvas.

3. *Complete the Global Perspectives Inventory Pretest (Pre- GPI) (5 points)*

The Global Perspectives Inventory (GPI) is designed to measure how study abroad influences your global competency. Please complete this survey as soon as possible as the earlier you do so, the better the measurement of your global perspective prior to your international experience. Please note that GPI is a required part of your study abroad course grade! The deadline for your class is by 11:59 pm on Wednesday, May 12th, 2021.

4. ***Class Attendance and Participation (20 points):*** This class is organized as a seminar/discussion involving a great deal of interaction among class members. It is expected that out-of-class time will be devoted to reading, reflection, and other kinds of personalized learning. Class time, on the other hand, will be devoted to the kinds of learning that can only take place cooperatively and as catalyzed interactions with others – experiential exercises, discussions and debates, group activities, and other kinds of shared learnings. **You are expected to attend class, to be on time, turn off cell phones and keep them packed away, not surf the Internet, and to have completed required readings and to participate fully in class activities.**

- Attendance

No credit: Two excused absences. More than two absences can never be excused.

*Two unexcused absences will result in a reduction of one final grade point for the course. Students need to understand that multiple absences seriously impair their ability to learn the required course

content. The instructor has the discretion to impose other consequences for multiple absences, including failure of the course. Excusing an absence is left to the discretion of the instructor.

Partial credit: one absence (excused or unexcused)

Full credit: No absences

- Evidence of reading assignment completion

No credit: Student frequently is overtly unprepared to answer questions based on reading assignments and is inattentive and unresponsive with regard to discussions of readings.

Partial credit: Student frequently shows only sketchy and superficial understanding of readings.

Full credit: Student is frequently thoroughly prepared and knowledgeable of readings.

- Engagement with classmates

No credit: No engagement, sitting mute

Partial credit: Some dialogue and discussion taking place during class periods

Full credit: Dialogue that builds upon and continues discussion taking place

- Regularity of general participation

No credit: Never or very rarely offers comments, ideas or questions

Partial credit: Offers comments, ideas or questions at least once a class period

Full credit: Offers comments, ideas or questions more than once a class period

- Respect for other class members

No credit: Shows disrespect for others

Partial credit: Allows others to complete their ideas and displays courtesy even when disagreeing with others

Full credit: Allows others to complete their ideas and displays courtesy even when disagreeing with others and additionally encourages and builds up other speakers.

5. *Personal Reflections on Racism (50 Points)*

This paper is an opportunity for you to explore your own experience with racism and how it has shaped you. In your paper answer the following questions:

1. What was your earliest experience with racism?
2. Where did this happen?
3. What impact did this experience have on you at the time?
4. Does this experience still have an impact on you?
5. Will this experience have an impact on your work as a mental health professional?

The paper should be approximately 5 – 7 pages long and follow the basic format of APA style (6th Edition).

Scoring Rubric for Personal Reflections on Racism (50 points)

Criterion	Demonstration Level 1 <u>Unacceptable</u>	Demonstration Level 2 <u>Minimal</u>	Demonstration Level 3 <u>Expected</u>	Demonstration Level 4 <u>Superior</u>
Discussion of past impact of experience with racism 15 points	Unacceptable discussion of past impact of experience with racism. Little or no depth 0 -3	Minimally developed discussion of past impact of experience with racism. Discussion exhibits a superficial level of depth 4-6	Good discussion of past impact of experience with racism. Discussion exhibits expected level of depth 7-9	Excellent discussion of past impact of experience with racism. Discussion exhibits a superior level of depth 10-15
Discussion of present impact of experience with racism 10 points	Unacceptable discussion of present impact of experience with racism. Little or no depth 0-2	Minimally developed discussion of present impact of experience with racism. Discussion exhibits an expected level of depth 2-5	Good discussion of present impact of experience with racism. Discussion displays expected level of depth 5-7	Excellent discussion of present impact of experience with racism. Discussion displays a superior level of depth 10 -7
Discussion of racism experience on work as a mental health professional 20 points	Unacceptable discussion of impact of experience with racism on work as a mental health professional. Little or no depth 10 - 0	Reasonably well-developed discussion of impact of experience with racism on work as a mental health professional. Discussion exhibits a superficial level of depth 14 -10	Good discussion of impact of experience with racism on work as a mental health professional. Discussion displays expected level of depth 17 -14	Excellent discussion of impact of experience with racism on work as a mental health professional. Discussion displays a superior level of depth 20 -17

<p>Submission is 5 - 7 pages, APA style, grammatical and stylistic accuracy</p> <p>5 points</p>	<p>Unacceptable: the paper does not reflect appropriate APA (6th ed.) style and contains multiple errors throughout. The writing is unclear and disorganized. Multiple errors throughout the paper render it difficult to read. Paper is not a minimum of 5 pages.</p> <p>2-0</p>	<p>Some of the paper does reflect appropriate APA (6th ed.) style and contains a few errors. The writing is mostly clear, concise, and organized; however, contains some errors (grammar, punctuation, sentence structure, etc). Some errors throughout the paper however paper is mostly easy to read. Paper is 5 - 7 pages.</p> <p>3-2</p>	<p>Majority of the paper reflects appropriate APA (6th ed.) style. Few or no APA errors. The writing is clear, concise, and well organized. Few, if any, errors throughout the paper. The paper is relatively easy to read. Paper is 5 - 7 pages.</p> <p>4-3</p>	<p>The entire of the paper reflects appropriate APA (6th ed) style. Few or no APA errors. The writing is clear, concise, and well organized. No errors in the paper. The paper is extremely easy to read. Paper is 5 - 7 pages.</p> <p>5-4</p>
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6. Book Analysis (100 Points)

The book analysis will be based on one of the recommended fiction/non-fiction readings that assists you in broadening your perspectives about South Africa and the dynamics of racism in that cultural context. Your analysis should include the following:

- 1 - Summary of the book - a brief discussion of the main point, thesis, plot, etc.
- 2 - A discussion of how racial dynamics and values are portrayed, demonstrated, explained, etc. in the book.
- 4 - Your perception of the book's contribution to your understanding of racism and racial trauma in South Africa.
- 5 - What knowledge does the book provide that will impact your ability to be a culturally competent anti-racist mental health professional?

The book analysis should be **10-15 pages** (APA style).

Scoring Rubric for Book Analysis (100 Points)

<u>Criterion</u>	Demonstration Level 1	Demonstration Level 2	Demonstration Level 3	Demonstration Level 4
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	<u><i>Unacceptable</i></u>	<u><i>Minimal</i></u>	<u><i>Expected</i></u>	<u><i>Superior</i></u>
<p>Book Summary</p> <p>20 points</p>	<p>Poor summary of book with little or no discussion of the main point, thesis, plot, etc.</p> <p>0 - 5</p>	<p>Marginal summary of book that could be improved with more in-depth discussion of the main point, thesis, plot, etc.</p> <p>6-10</p>	<p>Good summary of book with concise with the expected level of depth on the discussion of the main point, thesis, plot, etc.</p> <p>11-15</p>	<p>Excellent summary of book with concise but in-depth discussion of the main point, thesis, plot, etc.</p> <p>16-20</p>
<p>Discussion of how racial dynamics and values are portrayed, demonstrated, explained, etc. in the book</p> <p>20 points</p>	<p>Little or no analysis of the racial dynamics and values in the book</p> <p>0-5</p>	<p>Marginal analysis of how racial dynamics and values are portrayed, demonstrated, explained Analysis needs more in-depth exploration</p> <p>6-10</p>	<p>Good analysis of how racial dynamics and values are portrayed, demonstrated, explained, etc. in the book</p> <p>11 - 15</p>	<p>Superior analysis of how racial dynamics and values are portrayed, demonstrated, explained, etc. in the book</p> <p>16 - 20</p>
<p>Perception of the book's contribution to an understanding of racial trauma</p> <p>30 points</p>	<p>Ideas demonstrate limited perception of the book's contribution to an understanding of racial trauma</p> <p>0-6</p>	<p>Ideas demonstrate marginal perception of the book's contribution to an understanding of racial trauma</p> <p>7-14</p>	<p>Ideas demonstrate expected level of perception of the book's contribution to an understanding of racial trauma</p> <p>15-22</p>	<p>Ideas demonstrate a superior level of perception of the book's contribution to an understanding of racial trauma</p> <p>23-30</p>
<p>Discussion of how the book will impact ability to be a culturally competent anti-racist mental health professional</p> <p>20 points</p>	<p>Discussion indicates no real understanding of the book and its relation to professional development</p> <p>0-5</p>	<p>Discussion indicates a marginal understanding of the book and its relation to professional development</p> <p>6-10</p>	<p>Discussion indicates an expected understanding of the book's impact on professional development</p> <p>11-15</p>	<p>Discussion indicates a superior understanding of the book's impact on professional development</p> <p>16-20</p>

<p>Submission is 10 - 15 pages, APA style, grammatical and stylistic accuracy</p> <p>10 points</p>	<p>Unacceptable: the paper does not reflect appropriate APA (6th ed.) style and contains multiple errors throughout. The writing is unclear and disorganized. Multiple errors throughout the paper render it difficult to read. Paper is not a minimum of 10 pages.</p> <p>0-1</p>	<p>Some of the paper does reflect appropriate APA (6th ed.) style and contains a few errors. The writing is mostly clear, concise, and organized; however, contains some errors (grammar, punctuation, sentence structure, etc). Some errors throughout the paper however paper is mostly easy to read. Paper is a minimum of 10 pages</p> <p>2-4</p>	<p>Majority of the paper reflects appropriate APA (6th ed.) style. Few or no APA errors. The writing is clear, concise, and well organized. Few, if any, errors throughout the paper. The paper is relatively easy to read. Paper is 10 - 15 pages.</p> <p>5-7</p>	<p>The entire of the paper reflects appropriate APA (6th ed) style. Few or no APA errors. The writing is clear, concise, and well organized. No errors in the paper. The paper is extremely easy to read. Paper is 15 pages.</p> <p>8-10</p>
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7. Reflection Paper on National Museum of African American History & Culture (25 Points)

After visiting the National Museum of African American History & Culture, you are to write a 4-5 page paper on your reactions to the museum. The paper should include your reactions to specific exhibits and the museum overall. It should include any new insights you have on racism and how this visit contributes to your development as a culturally competent mental health professional.

Scoring Rubric for Reflection Paper on National Museum of African American History & Culture (25 points)

<p>Grading Area</p>	<p>Demonstration Level 1 <u>Unacceptable</u></p> <p>0 - 5</p>	<p>Demonstration Level 2 <u>Minimal</u></p> <p>6 - 10</p>	<p>Demonstration Level 3 <u>Expected</u></p> <p>11 - 20</p>	<p>Demonstration Level 4 <u>Superior</u></p> <p>20 - 25</p>
<p>Reaction to Museum Visit</p>	<p>Late submission. Paper is off-topic. Did not focus on insight gained from visit.</p>	<p>Inferior, superficial written discussion of insight gained from visit. Limited discussion of visit impact on</p>	<p>Well –written self-reflective written discussion of insight gained from visit in the context of professional</p>	<p>Thoughtful, self-reflective written discussion of insight gained from the visit in the context of professional</p>

		professional development	impact on the student.	impact on the student.
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8. Pre-Departure Orientation (10 points)

It is mandatory that you review the [Pre-Departure Orientation-Health & Safety](#) and complete the [deliverable to confirm your review](#). This orientation is 24/7 accessible at your own time. It covers everything you need to know to maximize your study abroad experience. The module takes about 1 hour and the deliverable can be done in 10-15 minutes. Please email your deliverable to studyabroad@thechicagoschool.edu by COB on June 25.

9. International Travel Registration (ITR) (10 points)

ITR is required! Please complete your ITR as soon as possible once you understand the specific of your program requirement. Deadline for Summer 2019 is May 8, 2019. More instructions will be sent after the Last Day of Add/Drop. If you do not register before your departure date, you will be prohibited from traveling and will earn a failing grade in your study abroad course! Complete your ITR here: [International Travel Registration](#)

Phase II Assignments

1. In-Country Self-Reflection Journal entries (8 @ 10 points each = 80 points) *Due by 11 pm each day while in-country

Each student will keep a self-reflection journal while in-country. In this journal you will reflect on how the in-country experience (maximum 8 full days) impacts your understanding of racism as a mental health challenge and your development of cultural competency. You are expected to be thoughtful and reflective when discussing what you are learning, how this cultural immersion experience is impacting you both personally and professionally and how your learning applies to your future work as a mental health professional. Your journal entries should be submitted to CANVAS by 11pm immediately after each day’s activities while in-country.

Grading Rubric for Journal Entries (10 points each)

Grading Area	Demonstration Level 1 <i>Unacceptable</i> 0 - 2	Demonstration Level 2 <i>Minimal</i> 3 - 5	Demonstration Level 3 <i>Expected</i> 6 - 8	Demonstration Level 4 <i>Superior</i> 9 - 10
Reactions to In-Country Experiences	Late submission. Entry is off-topic. Did not focus on in-country learning.	Inferior, superficial written discussion of in-country learning. Limited discussion of	Partially self-reflective written discussion of in-country learning in the context of personal and	Thoughtful, self-reflective written discussion of in-country learning in the

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		impact on professional identity and personal development.	professional impact on the student.	context of personal and professional impact on the student.
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Grading Rubric- In Country Attendance & Engagement (200 points)

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 – 84 points	Attends all required in-country activities. On occasion is not punctual. Requires some prompts or reminders. 85 – 89 points	Punctual and completely attends all required in-country activities without few prompts or reminders. 90 – 94 points	Punctual and completely attends all required in-country activities without any prompts or reminders-exhibits complete self-reliance. 95 - 100 points
Participation & Engagement	Does not prepare in advance for activities; does not actively listen, is	Prepares in advance for a few activities; occasionally listens actively;	Prepares in advance for most activities; actively listens for most of	Fully prepares in advance for activities; actively listens throughout

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	distracted during program; does not contribute or advance knowledge of activity; does not engage with faculty and in-country partners. 0 – 84 points	during activities is present and occasionally engages and participates. 85 – 89 points	program; contributes some knowledge to activity; professionally engages with faculty and in-country partners. 90 - 94 points	duration of program; contributes and advances knowledge of activity in respectful and appropriate manner; professionally engages with faculty and in-country partners. 95 -100 points
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Grading Rubric- Professional Behavior & Comportment (80 points)

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. 60 – 64 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. 65 – 69 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. 70 – 74 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. 75- 80 points

4. Video Presentation (100 points total)

Students will work together to develop a video about the impact of this study abroad on them, as mental health professionals and their future work lasting no more than 10 minutes. The video will be shown to TCSPP-DC community in a colloquium format.

The presentation will be evaluated using the scoring rubric below. The video will be evaluated on presentation quality, whether it conveys the impact of this study abroad on the group, and depth.

On rare occasions, some group members choose to be less productive than others. When such is the case, each group member will be asked to evaluate the contributions or performances of other group members. All group members receive the same grade for the presentation unless there is clear evidence that some members have contributed significantly more than others.

Scoring Rubric for Video Presentation (100 points)

<u>Criterion</u>	Demonstration Level 1 <u>Unacceptable</u>	Demonstration Level 2 <u>Minimal</u>	Demonstration Level 3 <u>Expected</u>	Demonstration Level 4 <u>Superior</u>
Overall Presentation 50 points	Poor quality with little or no clarity or creativity 0 - 32	Reasonably well organized presentation but could be improved with greater clarity and creativity. More creativity needed 33 - 38	Well organized and clear presentation with creativity evident 39 - 44	Excellent presentation with a great deal of creativity evident 45 – 50
Presentation of Study Abroad Impact 50 points	Poor presentation of the impact of the study abroad experience on professional and personal development. Presentation has little or no depth 0 - 32	Reasonably well-developed presentation but could be improved with a greater focus on the impact of the study abroad experience on professional and personal development. Presentation has adequate depth. 33 - 38	Clear and focused presentation that showcases the impact of the study abroad experience on professional and personal development. Presentation has good depth. 39 - 44	Excellent presentation which creatively showcases the impact of the study abroad experience on professional and personal development. Presentation has a superior level of depth. 45 - 50

5. *Capstone Assignment - Final Paper: *Healing Racial Trauma: Anti-Racist Mental Health Interventions* (200 points) *Due August 16

You are to write a 15- to 20-page paper on racism and its effects on mental health and well-being. The paper should reflect a cross cultural perspective and include a discussion of what you have learned about racism and mental health in both U.S. and South African cultural contexts. Given your study abroad experience, the paper should explore how counselors and psychologists can effectively address the trauma associated with racism at both the client and societal levels. The paper should include relevant literature on the topic of racism. It should be referenced properly in APA style (6th Ed.).

Healing Racial Trauma Paper Grading Rubric (200 points)

Criterion	Demonstration Level 1 <i>Unacceptable</i>	Demonstration Level 2 <i>Minimal</i>	Demonstration Level 3 <i>Expected</i>	Demonstration Level 4 <i>Superior</i>
Discussion of the effects of racism on mental health in U.S. and South African cultural contexts. 75 points	Paper fails to discuss effects of racism on mental health within U.S. or South African contexts. 0 - 50	Paper minimally discusses effects of racism on mental health within U.S. or South African contexts. 50 -54	Paper adequately discusses effects of racism on mental health within U.S. or South African contexts. Paper meets course expectations 55 - 64	Paper discusses effects of racism on mental health within U.S. or South African contexts in an exemplary fashion. Paper exceeds course expectations 65 - 75
Description of racism intervention reflects learning from study abroad experience 100 points	Paper has no description of racism intervention. Paper does not reflect learning from study abroad experience 0-24	Paper has a minimal description of racism intervention. Paper reflects little learning from study abroad experience 25 - 49	Paper adequately describes racism intervention. Paper reflects expected level of learning from study abroad experience 50 -74	Paper describes racism intervention in an exemplary fashion. Paper exceeds expected level of learning from study abroad experience 75 -100
Submission is 15 -20 pages, APA style, grammatical	The paper does not reflect appropriate APA (6 th ed.) style	Limited sections of the paper reflect appropriate APA	Some of the paper does reflects appropriate APA	Majority of the paper reflects appropriate APA (6 th ed.) style.

<p>and stylistic accuracy</p> <p>25 points</p>	<p>and contains multiple errors throughout. The writing is unclear and disorganized. Multiple errors throughout the paper render it difficult to read. Paper is not a minimum of 15 pages.</p> <p>0 -9</p>	<p>(6th ed.) style with multiple errors throughout. The writing is somewhat clear, concise, and organized; however, contains some errors (grammar, punctuation, sentence structure, etc). Errors throughout the paper render it somewhat difficult to read. Paper is at least 15 pages.</p> <p>10 - 14</p>	<p>(6th ed.) style and contains a few errors. The writing is mostly clear, concise, and organized; however, contains some errors (grammar, punctuation, sentence structure, etc). Some errors throughout the paper however paper is mostly easy to read. Paper is 15 - 20 pages.</p> <p>15 -19</p>	<p>Few or no APA errors. The writing is clear, concise, and well organized. Few, if any, errors throughout the paper. The paper is easy to read. Paper is 15 – 20 pages.</p> <p>20 -25</p>
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6. Complete the Global Perspectives Inventory Post-test (Post- GPI) (5 points)

The Global Perspectives Inventory (GPI) is designed to measure how study abroad influences your global competency. Please complete this survey as soon as possible after you return. Please note that GPI is a required part of your study abroad course grade! The deadline for your class is by

GRADING SCALE

Assignments for this course are as follows

<p>Auto-Attendance Assignment</p>	<p>5 points</p>	<p>100% of students will receive 5 points</p>
<p>Complete Pre-GPI</p>	<p>5 points</p>	<p>100% of students will receive 5 points</p>

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Attendance & Participation	20 points	95% of students will achieve 15 points or higher
Personal Reflections on Racism	50 points	95% of students will achieve 40 points or higher
Book Analysis	100 points	95% of students will achieve 90 points or higher
Paper on Tour of National Museum of African American History & Culture	25 points	95% of students will achieve 20 points or higher
Pre-Departure Orientation	10 points	100% of students will receive 10 points
International Travel Registration	10 points	100% of students will receive 10 points
In-Country Journal	80 points	95% of students will achieve 90 points or higher
In-Country Attendance & Engagement	200 points	95% of students will achieve 190 points or higher
Professional & Behavioral Comportment (In-Country)	80 points	95% of students will achieve 70 points or higher
Video Upload	100 points	95% of students will achieve 90 points or higher
Capstone Assignment	200 points	95% of students will achieve 190 points or higher
Complete Post-GPI	5 points	100% of students will receive 5 points
Total	890	95% of students will achieve 890 points or higher

Final course grades will be assigned as follows:

Letter Grade	Point Range
A	890 - 870
A-	869 - 849
B+	848 - 828
B	827- 807
B-	806 - 786
C	785 - 765

Class Schedule, Assignments, and Grading

Week	Topic	Course Learning Outcomes	Readings	Assignments	Points / Due Date	Assessment Method / Tool
<u>Day 1</u> <u>May 11</u>	<p>*Introduction to Course and Study Abroad</p> <p>*<i>Global Perspectives Inventory Pre-Test (Pre-GPI)</i></p> <p>*<i>International Travel Registration (ITR)</i></p> <p>*The global context of counseling in the 21st century.</p> <p>*Multicultural Social Justice Counseling Competency</p>	<p>*Understands multicultural and pluralistic characteristics within and among diverse groups nationally and internationally</p> <p>*Understands multicultural counseling competencies</p>	<p>*Lee & Na, (2013)</p> <p>*<i>Multicultural and Social Justice Counseling Competencies (MSJCC), (ACA 2015)</i></p>	<p>Auto-Attendance Assignment</p> <p>*<i>Global Perspectives Inventory Pre-Test (Pre-GPI)</i></p> <p>*<i>International Travel Registration (ITR)</i></p>	<p>5 points/</p> <p>5 points/</p> <p>10 points/</p>	<p>*Students will share expectations for course and immersion experience</p> <p>*Students will discuss stimulus questions based on Lee & Na article</p> <p>*Students will engage in a critique of the <i>MSJCC</i></p> <p><u>Assessment Method/Tool:</u> Class participation and evidence of reading assignments – rubrics above</p>
<u>Day 2</u> <u>May13</u>	<p>*Introduction to Racism – <i>Power & Privilege</i></p>	<p>*Understands the effects of power and privilege for counselors and clients</p>	<p>*McIntosh, (1989)</p> <p>*Oluo, Introduction and Chp.4</p>			<p>*Students will present perspectives on the concept of racial privilege by sharing reactions and opinions of</p>

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Week	Topic	Course Learning Outcomes	Readings	Assignments	Points / Due Date	Assessment Method / Tool
			<p>*DiAngelo, Introduction and Chps. 1-4</p>			<p>McIntosh article</p> <p>*Students will discuss reactions to “<i>Charlottesville 2017</i>”</p> <p>*Students will discuss the concept of <i>White fragility</i> by responding to focused questions on the DiAngelo reading</p> <p>Students will generate and discuss 3 questions they have about racial privilege from the Olou reading</p> <p><u>Assessment Method/Tool:</u> Class participation and evidence of reading assignments – rubrics above</p>
<p><u>Day 3</u> <u>May 18</u></p>	<p>*Introduction to Racism – <i>Personal Reflections on Racism</i></p>	<p>*Be able to critically assess the impact of racism on their own lives and psychosocial development.</p>	<p>*Olou, Chps. 1,2,3 & 5</p> <p>*DiAngelo, Chps. 5-8</p>	<p>*Personal Reflections on Racism Paper <i>(See scoring rubrics above)</i></p>	<p>50 points/May 18</p>	<p>*In small groups students will share personal narratives on racism</p> <p>*Students will discuss further</p>

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Week	Topic	Course Learning Outcomes	Readings	Assignments	Points / Due Date	Assessment Method / Tool
	*The Evolution of Racism and Racist Ideas	<p>*Understands the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others</p> <p>*Gain knowledge of the evolution of racism and racist ideas within a U.S. context</p> <p>*Understands the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others</p>				<p>concepts of <i>White fragility</i> by responding to focused questions on the DiAngelo reading</p> <p>* Students will generate and discuss 3 questions they have about racism from the Olou reading</p> <p>*Students will discuss reactions to "<i>Birth of a Nation, 1915</i>"</p> <p><u>Assessment Method/Tool:</u> Class participation and evidence of reading assignments – rubrics above</p>
<u>Day 4</u> <u>May 20</u>	*The Evolution of Racism and Racist Ideas (cont.)	<p>*Gain knowledge of the evolution of racism and racist ideas within a U.S. context</p> <p>*Understands the impact of heritage,</p>	<p>*Olou, Chps. 6-17</p> <p>*DiAngelo, Chps. 9-12</p>			<p>*Students will discuss further concepts of <i>White fragility</i> by responding to focused questions on the DiAngelo reading</p>

Week	Topic	Course Learning Outcomes	Readings	Assignments	Points / Due Date	Assessment Method / Tool
		<p>attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others</p>				<p>*Students will generate and discuss 3 questions they have about racism from the Olou reading</p> <p><u>Assessment Method/Tool:</u> Class participation and evidence of reading assignments – rubrics above</p>
<p><u>Day 5</u> <u>May 25</u></p>	<p><i>*Field Excursion: Museum of African American History & Culture – D.C.</i></p>	<p>*Gain knowledge of the evolution of racism and racist ideas within a U.S. context</p> <p>* Gain knowledge of the evolution of racism and racist ideas within a South African context</p> <p>*Understands the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others</p>				<p>*Students will prepare a personal visit itinerary based on readings to-date and class discussions to facilitate their museum excursion</p> <p><u>Assessment Method/Tool:</u> Active tour participation and evidence of reading assignments – rubrics above</p>

Week	Topic	Course Learning Outcomes	Readings	Assignments	Points / Due Date	Assessment Method / Tool
<p><u>Day 6</u> <u>May 27</u></p>	<p>*Racism as Trauma: <i>Individual Perspectives</i></p>	<p>*Be able to delineate and discuss racism as a mental health issue.</p> <p>*Be able to assess how racism contributes to trauma for both victims and perpetrators of racism.</p>	<p>*Aymer, (2016)</p> <p>*Douglas, Bell, & Williamson, (2014).</p> <p>*Franklin, (2016)</p> <p>*Mouzon & McLean (2017)</p>	<p>*Reflection Paper on Museum of African American History & Culture (<i>See scoring rubric above</i>)</p>	<p>25 points/May 27</p>	<p>*Students will present a brief synopsis of their museum reflection paper to class</p> <p>*Students will work in small groups on case studies that will provide opportunities to apply concepts from the Aymer, Douglas, Bell & Williamson, Franklin, and Mouzan & McLean readings. Groups will report out on questions related to trauma in the case studies.</p> <p><u>Assessment Method/Tool:</u> Class participation and evidence of reading assignments – rubrics above</p>
<p><u>Day 7</u> <u>June 1</u></p>	<p>*Racism as Trauma: <i>Individual Perspectives</i> (cont.)</p>	<p>*Be able to delineate and discuss racism as a mental health issue.</p>	<p>*Polanco-Roman, Danies, & Anglin, (2016)</p>			<p>*Students will participate in a racism trauma exercise based on their understanding of the Polanco-</p>

Week	Topic	Course Learning Outcomes	Readings	Assignments	Points / Due Date	Assessment Method / Tool
		<p>*Be able to assess how racism contributes to trauma for both victims and perpetrators of racism.</p>	<p>*Turner & Richardson, (2016)</p>			<p>Roman, Danies, & Anglin and Turner & Richardson readings</p> <p><u>Assessment Method/Tool:</u> Class participation and evidence of reading assignments – rubrics above</p>
<p><u>Day 8</u> <u>June 3</u></p>	<p>*Racism as Truama: <i>Structural Perspectives</i></p>	<p>*Be able to delineate and discuss racism as a mental health issue.</p> <p>*Be able to assess how racism contributes to trauma for both victims and perpetrators of racism.</p>	<p>* Geller, Fagan, Tyler & Link (2014).</p> <p>*Katz, Willis & Joseph (2014).</p> <p>* Nadal, Griffin, Wong Hamit & Rasmus (2014).</p>			<p>*Students will generate 3 questions each to discuss with class from the Geller, Fagan, Tyler & Link, Katz, Willis & Joseph and Nadal, Griffin, Wong Hamit & Rasmus readings</p> <p><u>Assessment Method/Tool:</u> Class participation and evidence of reading assignments – rubrics above</p>

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Week	Topic	Course Learning Outcomes	Readings	Assignments	Points / Due Date	Assessment Method / Tool
<p><u>Day 9</u> <u>June 8</u></p>	<p>*Racism as Trauma: <i>Structural Perspectives</i> (cont.)</p>	<p>*Be able to delineate and discuss racism as a mental health issue.</p> <p>*Be able to assess how racism contributes to trauma for both victims and perpetrators of racism.</p>				<p>*Using Geller, Fagan, Tyler & Link, Katz, Willis & Joseph and Nadal, Griffin, Wong Hamit & Rasmus readings as an organizer, students will discuss videos depicting contemporary examples of structural racism</p> <p><u>Assessment Method/Tool:</u> Class participation and evidence of reading assignments – rubrics above</p>
<p><u>Day 10</u> <u>June 10</u></p>	<p>*Perspectives on anti-racist mental health interventions to address racial trauma</p>	<p>*Understands theories and models of multicultural counseling, cultural identity development, and social justice and advocacy</p> <p>*Understands strategies for identifying and eliminating barriers, prejudices, and</p>	<p>*Hemmings & Evans (2018).</p> <p>*McLeod, Gilmore & Jones (2016).</p>			<p>*Students will work in small groups on case studies that will provide opportunities to apply concepts from the Hemmings & Evans and McLeod, Gilmore & Jones readings. Groups will report out on intervention strategies to</p>

Week	Topic	Course Learning Outcomes	Readings	Assignments	Points / Due Date	Assessment Method / Tool
		<p>processes of intentional and unintentional oppression and discrimination</p> <p>*Be able to address the trauma of racism from an anti-racist perspective by developing culturally competent mental health interventions for people negatively impacted by racism.</p>				<p>address racial trauma in the cases</p> <p><u>Assessment Method/Tool:</u> Class participation and evidence of reading assignments – rubrics above</p>
<p><u>Day 11</u> <u>June</u> <u>15</u></p>	<p>*Perspectives on anti-racist mental health interventions to address racial trauma (cont.)</p> <p>*Courageous Conversations: Black/White Dialogues</p>	<p>*Understands theories and models of multicultural counseling, cultural identity development, and social justice and advocacy</p> <p>*Understands strategies for identifying and eliminating barriers, prejudices, and processes of intentional and</p>	<p>*Malott & Schaefle (2015)</p> <p>*Miller, Keum, Thai, Lu, Truong, Huh & Ahn (2018)</p> <p>Singleton, (2015)</p>			<p>*Students will work in small groups on case studies that will provide opportunities to apply concepts from the Malott & Schaefle and Miller, Keum, Thai, Lu, Truong, Huh & Ahn readings. Groups will report out on intervention strategies to address racial trauma in the cases.</p>

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Week	Topic	Course Learning Outcomes	Readings	Assignments	Points / Due Date	Assessment Method / Tool
		<p>unintentional oppression and discrimination</p> <p>*Be able to address the trauma of racism from an anti-racist perspective by developing culturally competent mental health interventions for people negatively impacted by racism.</p>				<p>*Students will develop a model racial dialogue program based on the Singleton Courageous Conversation format in preparation for the in-country Community Service Initiative</p> <p><u>Assessment Method/Tool:</u> Class participation and evidence of reading assignments – rubrics above</p>
<p><u>Day 12</u> <u>June</u> <u>17</u></p>	<p>*Introduction to South Africa</p>		<p>*Maylam, Part I</p>			<p>*Students will present a synopsis of book analyses and offer insights gained about South Africa</p> <p>*Students will present and discuss 3 questions they have about South African apartheid from Maylam reading</p>

Week	Topic	Course Learning Outcomes	Readings	Assignments	Points / Due Date	Assessment Method / Tool
						<p><u>Assessment Method/Tool:</u> Class participation and evidence of reading assignments – rubrics above</p>
<p><u>Day 13</u> <u>June</u> <u>22</u></p>	<p>*The Evolution of Racism and Racist Ideas in South Africa</p> <p>*Apartheid in South Africa - Documentary on Racism Interviews with Black & Afrikaner Leaders 1957</p>	<p>*Gain knowledge of the evolution of racism and racist ideas within a South African context (pre/post-apartheid).</p>	<p>*Maylam, Part II</p> <p>*Hook (2004)</p> <p>*Foster (1991)</p> <p>*Jaga, Arabandi, Bagraim & Mdlongwa (2018)</p>	<p>*Book Analysis (<i>See scoring rubrics above</i>)</p>	<p>100 points/June 22</p>	<p>*Students will discuss the evolution of apartheid and racist ideas in South Africa by responding to focused questions on the Maylam, Hook, Foster, and Jaga, Arabandi, Bagraim & Mdlongwa readings</p> <p>*Students will discuss and share their reactions concerning and insights into the documentary</p> <p><u>Assessment Method/Tool:</u> Class participation and evidence of reading assignments – rubrics above</p>

Week	Topic	Course Learning Outcomes	Readings	Assignments	Points / Due Date	Assessment Method / Tool
<p><u>Day 14</u> <u>June</u> <u>24</u></p>	<p><i>Documentary: Nelson Mandela's Fight for Freedom</i></p>	<p>*Gain knowledge of the evolution of racism and racist ideas within a South African context (pre/post-apartheid)</p> <p>*Be able to assess how racism contributes to trauma for both victims and perpetrators of racism</p>	<p>*Adjai & Lazaridis, (2013)</p> <p>*Stevens, (2003)</p> <p>*Teeger, (2015)</p> <p>*Verwey & Quayle, (2012)</p>			<p>*Students will participate in class discussion of focused questions related to the Mandela documentary Adjai & Lazaridis, Stevens, Teeger and Verwey & Quayle readings</p> <p>*Students will engage in a discussion of reactions to Mandela documentary</p> <p>*Students will develop a list of 5 questions they want answers to related to racism and trauma in South Africa. These will be questions they will attempt to find answers to in South Africa</p> <p><u>Assessment Method/Tool:</u> Class participation and evidence of reading assignments – rubrics above</p>

Week	Topic	Course Learning Outcomes	Readings	Assignments	Points / Due Date	Assessment Method / Tool
<p><u>Days 15 & 16 June 29 & July 1</u></p>	<p>Orientation to Phase II – <i>Study Abroad in Cape Town, South Africa</i></p> <p>TCSPP Study Abroad Requirements</p> <p>Pre-Departure Orientation – <i>Health & Safety</i></p> <p>Pre-Departure Orientation – <i>Overview of Cape Town Itinerary</i></p>			<p>*Pre-Departure Orientation</p>	<p>10 points/June 29</p>	
<p><u>Phase 2: See below July 27 to August 5, 202</u></p>				<p>*Self-reflection journal</p> <p>*In-country attendance & engagement</p> <p>*Professional & behavioral comporment</p> <p>*Video Presentation</p> <p>*Final Paper</p>	<p>80 points/due each full day</p> <p>200 points</p> <p>80 points</p> <p>100 points/due August 23</p> <p>200 points/due August 16</p>	<p><i>See scoring rubrics above</i></p> <p><i>See scoring rubrics above</i></p> <p><i>See scoring rubrics above</i></p> <p><i>See scoring rubrics above</i></p> <p><i>See scoring rubrics above</i></p>

Week	Topic	Course Learning Outcomes	Readings	Assignments	Points / Due Date	Assessment Method / Tool
				*Global Perspectives Inventory Post-Test (Post-GPI)	5 points	

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 Academic Portal.

Study Abroad Appendix

***Racism and Trauma: Cross-Cultural Perspectives on Antiracist Counseling and Psychotherapy
Cape Town South Africa
July/August 2021
Proposed Itinerary***

DAY	ACTIVITY/*NOTE FOR EXERTION LEVEL	ITINERARY
Day 1- Monday July 26, 2021	Depart DMV: Students and instructor fly from Washington area airports to Cape Town International Airport (CPT) <i>(*Exertion Level 3: Some physical discomfort may accompany a 16+ hour flight)</i>	*2:00pm onwards – Airport check-in *6:00pm onwards– Flights to Cape Town
Day 2 – Tuesday July 27, 2021	Students and instructor arrive at Cape Town International Airport and transfer to hotel <i>(*Exertion Level 1: Motor vehicle transport to hotel. Sleeping comfortability good at a 3-star hotel in a shared room. Availability of variety of food and bottled water at hotel.)</i>	*9:00 pm – Arrival in Cape Town *10:30 pm – Airport transfer to hotel *11:00 pm – Hotel check in: City Lodge Hotel Victoria and Alfred Waterfront, Dock Rd & Alfred Road, Victoria & Alfred Waterfront, Cape Town, 8012,

<p>Day 3 – Wednesday July 28, 2021</p>	<p>*Cape Town Welcome & Study Abroad Orientation</p> <p>*Tour of Cape Town</p> <p>(*<i>Exertion Level 1: A seated bus tour with bottled water available</i>)</p>	<p>*Free morning to recover from jet lag</p> <p>*1:00 pm - Study Abroad Orientation & Cape Town Welcome at hotel</p> <p>*3:00 pm – Tour of Cape Town</p> <p>*7:00 pm – Welcome dinner</p>
<p>Day 4 – Thursday July 29, 2021</p>	<p>Visit to The District Six Museum, a museum in a former inner-city residential area that was founded in 1994, as a memorial to the forced movement of 60,000 inhabitants of various races in District Six during apartheid in South Africa in the 1970s.</p> <p>(*<i>Exertion Level 3: Motor vehicle to and from museum. Museum tour will require a fair amount of walking</i>)</p> <p>Visit to The Trauma Centre a counseling service for survivors of violence and torture</p> <p>(*<i>Exertion Level 3: Motor vehicle to and from The Trauma Centre. Centre visit will require a fair amount of walking.</i>)</p>	<p>*8:00am – Breakfast at hotel</p> <p>*9:00am – Transport to The District Six Museum</p> <p>*10:00am – 11:30 pm – Tour of The District Six Museum</p> <p>*12:00 pm – 1:00pm – Lunch</p> <p>*1:30 – 4:00 – Visit to The Trauma Centre</p> <p>*4:00pm – Transport to hotel</p> <p>*5:00pm – 6:00pm - Group debriefing with instructor</p> <p>*Free Evening</p>
<p>Day 5 – Friday July 30, 2021</p>	<p>Dialogue on race and racism at The Cornerstone Institute an independent higher education institution engaged in teaching and learning in service of others, to advance human dignity and social justice for all</p> <p>(*<i>Students will prepare questions based on prior readings and Phase I class discussions to facilitate the dialogue</i>)</p>	<p>*8:00 am – Breakfast at hotel</p> <p>*9:00 am – Depart for Cornerstone Institute</p> <p>*10:00 am – 12:00 noon – Meetings with faculty and students in the Psychology Department</p> <p>12:00 noon – Lunch at Cornerstone Institute</p> <p>*2:00 pm – Return to hotel</p> <p>*3:00pm – 4:00pm – Group debriefing with instructor</p> <p>Free evening</p>
<p>Day 6 – Saturday July 31, 2021</p>	<p>Tour of Robben Island where Nelson Mandela was imprisoned for 18 of</p>	<p>*8:00am – Breakfast at hotel</p>

	<p>the 27 years he served behind bars before the fall of apartheid. The tour takes about 3.5 hours, consisting of a ferry trip to and from the island, and a tour of the various historical sites on the island that form part of the Robben Island Museum</p> <p>Shopping and dinner at the Victoria and Alfred (V&A) Waterfront which houses over 450 retail outlets, including fashion, homeware and curios</p>	<p>*9:00 am – Ferry trip and tour of Robben Island</p> <p>*1:30 pm – Return from Robben Island and lunch</p> <p>*3:00 pm – 4:00 pm - Group debriefing with instructor</p> <p>*4:00 pm onwards – Free evening with shopping and dinner at the Victoria and Alfred (V&A) Waterfront</p>
<p>Day 7 – Sunday August 1, 2021</p>	<p>Full day: Cape Peninsula Tour - tour around the entire Cape peninsula - from the pristine beaches to Cape Point, where the Atlantic and Indian oceans meet. It will also include penguin watching at Boulders Beach</p>	<p>*8:00 am Breakfast at hotel</p> <p>*9:00am – 6:00pm – Cape Peninsula Tour (Lunch on tour)</p> <p>*7:00pm – Dinner and free evening</p>
<p>Day 8 – Monday August 2, 2021</p>	<p>Dialogue on race and racism at the University of the Western Cape (UWC) a public university that has a history of creative struggle against oppression, discrimination and disadvantage. The university was established in 1960 by the South African government as a university for Colored people only</p> <p><i>(Students will prepare questions based on prior readings and Phase I class discussions to facilitate the dialogue)</i></p>	<p>*8:00 am – Breakfast at hotel</p> <p>*9:00 am – Depart for UWC</p> <p>*10:00 am – 3:00 pm – Meetings with faculty and students in several departments in the Faculty of Arts at UWC (<i>Lunch at UWC</i>)</p> <p>*3:00pm – 4:30pm – Tour of UWC campus</p> <p>*4:30 – Return to hotel</p> <p>*6:00pm – 7:00pm – Group debriefing with instructor</p> <p>*7:00 pm – Group Dinner</p>
<p>Day 9 – Tuesday August 3, 2021</p>	<p>Dialogue on race and racism at Stellenbosch University a public research university. Stellenbosch University used to be a predominantly Afrikaans university that now has a racially diverse student body.</p> <p><i>(Students will prepare questions based on prior readings and Phase I class discussions to facilitate the dialogue)</i></p>	<p>*8:00 am – Breakfast at hotel</p> <p>*9:00 am – Depart for Stellenbosch University</p> <p>*11:00 am – 4:00 pm – Meetings with faculty and students in the department of psychology in the Faculty of Arts and Social Sciences at Stellenbosch (<i>Lunch at Stellenbosch</i>)</p> <p>*4:00pm – 5:30pm – Tour of Stellenbosch campus</p>

		<p>*6:00pm – 8:00pm – Dinner and group debriefing with instructor in Stellenbosch</p> <p>*8:00pm – Return to hotel</p>
<p>Day 10 – Wednesday August 4, 2021</p>	<p><i>Community Service Initiative:</i> Leap Science & Maths School</p> <p>The first and oldest of the LEAP Science and Maths schools, serves the community of Langa on the Cape Flats. Students are taught in English and isiXhosa. LEAP schools provide student-centered, math and science-focused education to economically disadvantaged students from grades 8 to 12. They focus on emotional growth as well as excellence in math, science and English.</p> <p><i>(Students will conduct a teacher workshop and participate in Life Orientation groups with learners)</i></p>	<p>*8:00 am – Breakfast at hotel</p> <p>*9:00am – Depart for LEAP School</p> <p>*10:00am – 4:00noon – Community Service Initiative (Lunch at Leap School)</p> <p>*4:00pm – Return to hotel</p> <p>*5:00pm – 6:00pm – Final group debriefing with instructor</p> <p>*7:00pm – Farewell Dinner</p>
<p>Day 11 – Thursday August 5, 2021</p>	<p>Depart Cape Town</p> <p><i>(*Exertion Level 3: Some physical discomfort may accompany a 16+ hour flight)</i></p>	<p>Morning and afternoon packing and last-minute shopping</p> <p>*7:30 pm – Hotel transfer to airport</p> <p>*8:00pm – Airport check-in (CPT)</p> <p>*11:00pm – Depart Cape Town</p> <p>*(Friday 8/6/20) – arrive in USA</p>

*Students who need ADA assistance should review the information and resources at [Accessibility Accommodations](#) Please fill out the [ADA Abroad Form](#) and email it to accommodations@thechicagoschool.edu

Post Study Abroad Requirements

- Take Global Perspectives Inventory Post-Test (Post-GPI) (**5 points**)
- **Video Presentation** - The Video Presentation offers students an opportunity to work with other students to develop a video about the impact of study abroad on them as mental health professionals and their future work. To be shown to TCSP-DC community in a colloquium format. (**100 points**)

UNIVERSITY POLICIES
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). Students should pay particular attention to the following policies:
INTRODUCTION
<ul style="list-style-type: none"> • COMMITMENT TO DIVERSITY
ACADEMIC POLICIES AND PROCEDURES
<ul style="list-style-type: none"> • CLASS CANCELLATION • CREDIT HOUR • GRADING POLICIES <ul style="list-style-type: none"> ◦ ADMINISTRATIVE GRADES <ul style="list-style-type: none"> ▪ INCOMPLETE • LEAVE OF ABSENCE <ul style="list-style-type: none"> ◦ MILITARY LEAVE OF ABSENCE
FINANCIAL AID AND STUDENT ACCOUNT POLICIES
STUDENT RIGHTS AND RESPONSIBILITIES
<ul style="list-style-type: none"> • ACCESSIBILITY ACCOMMODATIONS • STUDENT CONDUCT <ul style="list-style-type: none"> ◦ ACADEMIC INTEGRITY ◦ PROFESSIONAL COMPORTEMEN • RELIGIOUS ACCOMMODATIONS • TECHNOLOGY <ul style="list-style-type: none"> ◦ ELECTRONIC COMMUNICATION ETIQUETTE ◦ USE OF COMPUTING RESOURCES
STUDENT SERVICES, HEALTH, AND SAFETY

Additional Departmental Policies

Auto Attendance

Auto attendance is the automatic posting of course attendance through the use of Canvas, the online learning management system, and CampusVue, the student information system. Student course attendance will be tracked through both required participation in the online Canvas classroom and required attendance at face-to-face course sessions. Auto attendance will augment learning by helping students engage with courses both in the online classroom and through attending face-to-face course sessions. Also, participation in the assigned academic activity in Canvas will ensure an accurate accounting of attendance, a primary factor in financial aid eligibility. Faculty members for each course will determine the assigned academic activity that must be completed in Canvas in order to have attendance count. Some examples of assigned academic activities are posting an introduction, posting in a graded discussion forum, or submitting a written assignment or quiz. A student’s assigned academic activity in each course is due by 11:59pm on the first Wednesday of the semester. This is true for all courses regardless of when face-to-face classes meet. If a student does not complete the assigned academic activity in a course, the student may be unregistered from the course which could impact financial aid eligibility. If a student does not complete the assigned academic activity in all courses, the student may be withdrawn from the school and become ineligible for financial aid. If a student does not complete the assigned academic activity in Canvas but does attend a face-to-face course session, the faculty member will mark the student as present

in the Academic Portal per TCSPP's historical practice. However, not completing the assigned academic activity in Canvas will have consequences as outlined by the attendance policy. If a student completes the assigned academic activity in Canvas by the due date but does not attend a face-to-face course session, this will substantiate enrollment and allow a student to stay in the course. However, non-participation in the face- to-face course session will have consequences as outlined by the faculty member according to the attendance policy.

Assignment Policy

Late assignments will not be accepted and result in zero points for the assignment unless approved by the instructor in advance. No assignments will be accepted as late unless negotiated with the instructor and accepted by the instructor at least 24 hours before the assignment is due. Instructor discretion and judgment is reserved for emergencies/illnesses and will be handled on a case-by-case basis. Appropriate documentation may be required. The assignment grade may be reduced. The decision rests with the instructor.

No assignment may be redone. All assignments must be done to the best of the student's ability the first time. Allowing assignments to be redone encourages students to turn in less than their best work the first time and creates inconsistency across courses and course sections. This does not include drafts submitted to an instructor as part of an assignment. No extra credit assignments may be given to students to raise a poor or failing grade.

Group Assignments and Grading

For group assignments, usually each group member will receive the same grade for the assignment, but group members may be assigned different grades if it is determined that one or more members is/are not fully participating. To receive credit for group assignments, students are to participate actively with the group and contribute to the assignment. Students are graded on the process of group interaction/cooperation as much as the final product that the group produces.

Use of Electronic and Wireless Devices

Electronic and wireless devices allow for ready access to knowledge and continuous connectivity. The use of electronic and wireless devices during class is restricted to in-class activities and is at the discretion of the instructor. Please be respectful to your instructor and your peers when using these devices.

Confidentiality Requirement

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 ACA Code of Ethics. Failure to do so may result in referral to the Student Affairs Committee.

Student Academic Supports and Resources

[STUDENT PORTAL FOR UNIVERSITY RESOURCES](#)

The student portal is a place where you can find quick links to the below resources in one place.

IT SUPPORT

Students may contact the HelpDesk at 800-747-8367 or helpdesk@tcsedsystem.edu weekdays 8am-10pm and weekends 10am-6pm.

WRITING SUPPORT

If you need assistance with writing skills or APA Writing, contact the DC Writing Center at WritingDC@thechicagoschool.edu

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. Contact the TCSPP Help Desk by phone: 800-747-8367.
4. Have a live IM chat with a Canvas HelpDesk representative.

LIBRARY RESOURCES

Access to The Chicago School Library and additional resources are found at: <http://tcsedsystem.libguides.com/libraries/dc>. Students can access articles or search for books, test kits, and videos via the Search our Catalog portal.

STUDENT SUPPORT RESOURCES

Information on student support can be accessed at my.thechicagoschool.edu or by reaching out to your Student Success Counselor. They can be reached at 800.595.6938 (option 1)

or DCstudentsupport@thechicagoschool.edu

BOOKSTORE

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