



FO Special Topics: Happiness Comes in Peaks, Valleys, and Ceviche: A Review of Positive Psychology in the United States and Peru

**3 Credit Hours
Fall 2021
FO643SA**

Course Introduction

Instructor:	Tamara Blake, Ed.D. LMHC, LMFT
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Course Website:	Canvas

Official Course Description

This course will provide an overview of the relevance of the construct of happiness in the United States and Peru, the development of measuring happiness in the United States and in Peru, and the ideological and theoretical orientation of Positive Psychology. Students will gain knowledge about the techniques and interventions that are classified as strengths based. Ethical, legal, and multicultural considerations regarding psychological treatment within the United States and Peru will be examined. The course will consist of both on campus and in country learning, including a study abroad trip to multiple cities in Peru. (3 credits).

Institutional Learning Outcomes, Program Learning Outcomes, and Course Learning Outcomes Addressed

Scholarship: Graduates will integrate scientific research and theory, as broadly defined, to enhance their professional and scholarly endeavors. (ILO)

- **Research:** Students will demonstrate an understanding of the research methods in the social and behavioral sciences, the benefits and limitations of research, and the scientific and professional literature relevant to the field of forensic psychology. (PLO)
 1. Students will learn about the similarities and differences between the construct of happiness within the United States and Peru. (CLO)

Professional Practice: Graduates will demonstrate attainment in the areas of competency (as reflected in knowledge, skills and attitudes) required by their area of education and training. Examples include evaluation, intervention, consultation, teaching, and supervision. (ILO)

- **Assessment:** Students demonstrate fundamental knowledge of Positive Psychology theory, assessment techniques, and literature to evaluate various dimensions of human experience, and outcomes of interventions. (PLO)
 1. Students will learn the techniques of assessment and diagnosis, emphasizing mental health disorders and use of strengths-based treatment most commonly found within the United States and Peru. (CLO)
- **Intervention:** Students will integrate a basic knowledge of theory, research, and professional literature to guide interventions and promote optimal mental health and well-being. (PLO)
 1. Students will deepen their understanding of how strengths-based treatment will be effective in the counseling process. Multiple aspects of Positive Psychology within the United States and Peru will be examined, and the effectiveness of strengths-based counseling and treatment within the United States and Peru. (CLO)

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. (ILO)

- **Diversity:** Students will recognize and respect individual and group differences as well as practice with cultural competence. (PLO)
 1. Students will learn about the direct impact of socioeconomics in differing cultures when comparing and contrasting those of the United States and Peru. (CLO)
 2. Students will analyze individual and cultural differences of those within the United States and Peru, and understand the cross-cultural dynamics associated with the therapeutic relationship. (CLO)

Professional Behavior: Graduates will be able to demonstrate by their values, beliefs and behaviors adherence to the highest ethical and professional standards in their personal and professional lives. (ILO)

- **Ethics:** Students will organize professional activities by ethical and professional codes, standards, and guidelines; statutes, rules, and regulations; and relevant case law. (PLO)
 1. Students will learn about legal and ethical issues related to mental health assessment comparing and contrasting those of the United States and Peru. Assessments based on empirical evidence with use of positive psychology will be evaluated. (CLO)

Required and Optional Texts and Electronic Readings

Required Texts

Lopez, S., Teramoto Pedrotti, J., & Snyder, C. (2014). *Positive Psychology: The Scientific and Practical Explorations of Human Strengths*, Sage Publications

Jenkins, Elizabeth (2007). *Initiation: A Woman's Journey into the Heart of the Andes*.

Recommended Texts

Hanson, R. and Mendius, R. (2009) *Buddha's Brain: The Practical Neuroscience of Happiness, Love, and Wisdom*. New Harbinger Publications.

Ferreira, Cesar; Dargent-Chamot, E. (2002). *Culture and Customs of Peru*, Greenwood.

Required Readings

Chang, Jyh-Hann; Detrick, Sarah M; Maas, Zoë; Çoşkun, Halise; Klos, Carolina; et al (2020). Cross-cultural comparison of compassion: An in-depth analysis of cultural differences in compassion using the Compassion of Others' Lives (COOL) Scale. *The Humanistic Psychologist*

Duche-Pérez, A. & Galdos, G. (2019). Job satisfaction and happiness in Peruvian nurses. *Enfermería Global, 18(2)*, 364-373.

Jahanshahi, A., Gholami, H., Rivas, M. & Milagros, I. (2020). Sustainable development challenges in a war-torn country: Perceived danger and psychological well-being. *Journal of Public Affairs, 20(3)*, 1-9.

Guillen-Royo, M. (2019). Television, Sustainability and Subjective Wellbeing in Peru. *Social Indicators Research, 141(2)*, 895-917.

Kasser, T. & Guillen-Royo, M. (2015). Personal goals, socio-economic context and happiness: studying a diverse sample in Peru. *Journal of Happiness Studies, 16(2)*, 405-425.

Laplante, Lisa (2007). Women as political participants: Psychosocial post-conflict recovery in Peru. *Peace and Conflict: Journal of Peace Psychology, Vol 13,3*.

Piff, Paul K; Kraus, Michael W; Côté, Stéphane; Cheng, Bonnie Hayden; Keltner, Dacher. (2010). Having less, giving more: The influence of social class on prosocial behavior. *Journal of Personality and Social Psychology, Vol. 99(5)*, 771-784.

Syropoulos, Stylianos (2020). Personal safety and positive life outcomes: Cross-national evidence from the World Values Survey. *Peace and Conflict: Journal of Peace Psychology, 26(3)*, 281-292.

In Class Films

No Se Lo Digas a Nadie (1998)

La Boca del Lobo (1988)

Weblinks/Videos

- The Chicago School of Professional Psychology
 - [Know Before You Go- Pre-Departure Guide to International Programs](#)
 - [TCSP - International Travel Registration](#)

Get answers to your questions about visas, immunizations, and more on the International Programs and Services [resource page](#), Tab to Handbook & Resources.

Course Requirements

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 an American citizen, you won't need a visa for your program to Germany 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 Germany 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. Attendance and Participation

Attendance at each class is required. In the case of an absence, professional practice requires that the student must inform the course instructor at least 24 hours prior to or following the absence. Two absences will result in one-half final course letter grade reduction (e.g., a "B" would become a "B-"). Three absences will result in failure of the course (e.g., a letter grade of "F"). Instructor discretion and judgment is reserved for excused absences and will be handled on a case-by-case basis. A student is required to provide written documentation substantiating an excused absence. Please refer to the Attendance and Excused Absence policy within the Academic Catalog for greater details regarding this.

For any absence, the student must demonstrate mastery of the material covered during the missed class through an additional assignment at the discretion of the instructor to make up for the loss of seat time. Students are expected to complete all readings prior to scheduled class times and to be ready for discussion. Students are expected to arrive on time, regularly participate in class, engage with the instructor and classmates, and demonstrate respect and courtesy towards others. The instructor has the right to reduce the student's final grade for tardiness and/or lack of participation. Course assignments, readings, and the schedule may change due to the scheduling needs of the instructor, visiting lecturers, or TCSPP sponsored workshops.

3. Auto Attendance Assignment (10 points)

Students will complete the Global Perspectives Inventory Pre-Test (Pre-GPI).

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 may be a required part of your study abroad course grade! The deadline for your class is by **XXX (TBD)**.

To access GPI, click here: [\(include updated link here\)](#)

The survey requires you to create a student ID number. Please follow these steps to create your ID:

- First letter of your mother's first name
- First letter of your mother's last name
- Last 4 digits of your primary phone number

For example, Toby Smith's mother's name is Trudy Johnson and his primary phone number is 312-329-5575 so Toby's ID is TJ5575. You will use your student ID again when you complete your study abroad program.

Once you have determined your ID, complete the following steps:

Step 1: Read the information on the first page. Check the 'I Agree' box and click next.

Step 2: Enter the ID you have created following the instruction above.

Step 3: Complete the survey.

Step 4: Screen Shot the last page of the survey, and email it to your faculty lead

4. 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 **XXX (TBD)**

5. 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 2018 is Monday, June 18th, 2018. 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](#).

6. Field Excursion Reflection Paper: The Peru Consulate (100 points)

Students will partake in three field excursions prior to traveling abroad: The Peru Consulate, The National Museum of the American Indian, and Pisco y Nasca.

After touring The Peru Consulate, please write a 5-to-7-page reflection paper on your thoughts regarding the experience, focusing on the following questions. You may use references if needed, and/or if you are citing:

- What are your reactions to The Peru Consulate and conversations with officials, through this experience?
- Overall, what portion of the tour did you find most interesting and/or surprising, and why?
- With a focus on Positive Psychology theories, discuss your perception of how community activities offered serve as a connection to those Peruvian citizens as they experience potential turbulent experiences within the United States.
- Please discuss any other areas not addressed above that resonated with you regarding the experience.

Points	Does Not Meet Criteria	Somewhat Lacking	Meets Criteria
Reactions to Experience including Positive Psychology and Transitions (40pts)	Overall reactions to The Peru Consulate are limited or not discussed. The most interesting and surprising elements of the tour are limited or not discussed. Feelings related are limited or not discussed. (0-23)	Overall reactions to The Peru Consulate are discussed but lack some details. The most interesting and surprising elements of the tour are discussed but lack some details. Feelings related to are discussed but lack some details. (24-26)	Overall reactions to The Peru Consulate and the evolution of corrections are thoroughly discussed. The most interesting and surprising elements of the tour are thoroughly discussed. Feelings related are thoroughly discussed. (27-30)
Diversity Variables (40 pts)	Reactions to diversity factors including the disenfranchised, and racial and ethnic minority groups, are limited or not discussed. (0-23)	Reactions to diversity factors including the disenfranchised, and racial and ethnic minority groups, are discussed but lack some details. (24-26)	Reactions to diversity factors including the disenfranchised, and racial and ethnic minority groups, are thoroughly discussed. (27-30)
Grammar/ Organization (20 points)	Lack of structure detracts from the points of the paper. Text and references (if used) are not in APA style. Paragraphs, topic sentences, and transitions are disjointed. Paper contains numerous grammatical, punctuation, and spelling errors. Overall, errors interfere greatly with the readability of the paper. (0-7)	Structure of the paper is somewhat hard to follow. APA style with several errors in text and/or references (if used). Paragraphs, topic sentences, and transitions need improvement. Paper contains some grammatical, punctuation, and spelling errors. Overall, errors interfere somewhat with the readability of the paper. (8)	Structure of the paper is clear. APA style with minimal errors in text and/or references (if used) Paragraphs, topic sentences, and transitions are logical and flow well. Minimal grammatical, punctuation, and spelling errors. Overall, errors do not interfere with the readability of the paper. (9-10)

7. Field Excursion Reflection Paper: National Museum of the American Indian (130 points)

Students will participate in three field excursions prior to traveling abroad: The Peru Consulate, The National Museum of the American Indian, and Pisco y Nasca.

The purpose of these excursions is to further enhance understanding and knowledge of the content covered in class, apply the material to practical situations and/or work environments, and to further develop insight and self-awareness as one embarks into this field.

Information taken directly from the Smithsonian Institution Website:

About the Museum: The National Museum of the American Indian houses one of the world's largest and most diverse collections of its kind. The museum's sweeping curvilinear architecture, its indigenous landscaping, and its exhibitions, all designed in collaboration with tribes and communities from across the hemisphere, combine to give visitors from around the world the sense and spirit of Native America.

Exhibition: Our Universes: Traditional Knowledge Shapes Our World

Our Universes focuses on indigenous cosmologies—worldviews and philosophies related to the creation and order of the universe—and the spiritual relationship between humankind and the natural world. Organized around the solar year, the exhibition introduces visitors to indigenous peoples from across the Western Hemisphere who continue to express the wisdom of their ancestors in celebration, language, art, spirituality, and daily life.

After touring the National Museum of the American Indian, please write a 5-to-7-page reflection paper on your thoughts regarding the experience, focusing on the following:

- What feelings were evoked from the artist installation?
- Consider the role traditions and spirituality play in the role of Positive Psychology, optimism, and well-being. Explore what you know about those themes as they relate to intergenerational experiences.

Please discuss any other reactions you had that may not be related to any of the content above. Please include any relevant resources/references in your paper as needed to answer any of the above questions.

Points	Does Not Meet Criteria	Somewhat Lacking	Meets Criteria
<p style="text-align: center;">Our Universes Reflection (40 pts)</p>	<p>Personal reactions to what you saw and read regarding exhibit are limited or not discussed. Definition of propaganda is thoroughly defined. The tools of a totalitarian state and how this state may have occurred from a psychological viewpoint—propaganda, terror, violence, and state-sponsored racism—are limited or not discussed. How propaganda may be seen in today's society including examples, whether in the United States and/or abroad, are limited or not discussed. (0-23)</p>	<p>Personal reactions to what you saw and read regarding exhibit are discussed but lack some details. Definition of propaganda is thoroughly defined. The tools of a totalitarian state and how this state may have occurred from a psychological viewpoint—propaganda, terror, violence, and state-sponsored racism—are discussed but lack some details. How propaganda may be seen in today's society including examples, whether in the United States and/or abroad, are discussed but lack some details. (24-26)</p>	<p>Personal reactions to what you saw and read regarding exhibit are thoroughly discussed. Definition of propaganda is thoroughly defined. The tools of a totalitarian state and how this state may have occurred from a psychological viewpoint—propaganda, terror, violence, and state-sponsored racism—are thoroughly discussed. How propaganda may be seen in today's society including examples, whether in the United States and/or abroad, are thoroughly discussed. (27-30)</p>
<p style="text-align: center;">Other Reflections (40 pts)</p>	<p>Personal reactions to what you saw and read are limited or not discussed. (0-23)</p>	<p>Personal reactions to what you saw and read are discussed but lack some details. (24-26)</p>	<p>Personal reactions to what you saw and read are thoroughly discussed. (27-30)</p>
<p style="text-align: center;">Grammar/ Organization (20 points)</p>	<p>Lack of structure detracts from the points of the paper. Text and references are not in APA style. Paragraphs, topic sentences, and transitions are disjointed. Paper contains numerous grammatical, punctuation, and spelling errors. Overall, errors interfere greatly with the readability of the paper. (0-7)</p>	<p>Structure of the paper is somewhat hard to follow. APA style with several errors in text and/or references. Paragraphs, topic sentences, and transitions need improvement. Paper contains some grammatical, punctuation, and spelling errors. Overall, errors interfere somewhat with the readability of the paper. (8)</p>	<p>Structure of the paper is clear. APA style with minimal errors in text and/or references. Paragraphs, topic sentences, and transitions are logical and flow well. Minimal grammatical, punctuation, and spelling errors. Overall, errors do not interfere with the readability of the paper. (9-10)</p>

8. Field Excursion Reflection Paper: Family Dinner at Pisco y Nasca (100 points)

Students will participate in three field excursions prior to traveling abroad: The Peru Consulate, The National Museum of the American Indian, and Pisco Y Nasca.

The purpose of these excursions is to further enhance understanding and knowledge of the content covered in class, apply the material to practical situations and/or work environments, and to further develop insight and self-awareness as one embarks into this field.

Throughout this course, we will discuss Positive Psychology as related to multiple factors, including Food as Relationship Building. In Washington, D.C., we will travel to Peru via food! We will join Chef Pedro Lopez of Pisco y Nasca as we have a conversation about Peru, the culture, and how food is a connector! This will prepare us for a “family meal” in Peru!

Taken directly from the Pisco y Nasca Website:

Pisco y Nazca Ceviche adds a modern twist to Peruvian cuisine. Inspired by Peru’s top eateries, the new DC outpost serves up bold-flavored dishes.

Situated in the bustling and vibrant Dupont Circle neighborhood, Pisco y Nazca Ceviche Gastrobar brings people together in a space that’s packed with personality and soul.

Throughout the dining experience, be cognizant of the vibrant environment. Please write a 7-page reflection paper on your thoughts regarding the experience, focusing on the following:

- Using no less than 4 peer reviewed professional journal articles, please discuss how food is a connector and relationship builder. You may discuss the correlation of food and cultural practices in Peru as well. You may use any themes or topics within Positive Psychology discussed, including, but not limited to, Intimacy and Food.
- Provide an overview of your experience (the last 2 pages)

Please discuss any other areas not covered above and/or reactions you had that may not be related to any of the content above. Please include any relevant resources/references in your paper as needed to answer any of the above questions.

Points	Does Not Meet Criteria	Somewhat Lacking	Meets Criteria
Overview of Restaurant Experience (40 points)	Overview of the entire dining experience and feelings as you dined are limited or not discussed. (0-23)	Overview of the entire dining experience and feelings as you dined are discussed but lacks some details. (24-26)	Overview of the entire dining experience and feelings as you dined are thoroughly described. (27-30)
Food as a relationship builder / Food as a cultural practice (40 points)	Research on food as a relationship builder/contributor to cultural practice is not discussed. (0-23)	Research on food as a relationship builder/contributor to cultural practice is discussed but lacks some details (24-26)	Research on food as a relationship builder/contributor to cultural practice is thoroughly discussed (27-30)
Grammar/ Organization (20 points)	Lack of structure detracts from the points of the paper. Text and references are not in APA style. Paragraphs, topic sentences, and transitions are disjointed. Paper contains numerous grammatical, punctuation, and spelling errors. Overall, errors interfere greatly with the readability of the paper. 0-1 Peer reviewed journal articles.	Structure of the paper is somewhat hard to follow. APA style with several errors in text and/or references. Paragraphs, topic sentences, and transitions need improvement. Paper contains some grammatical, punctuation, and spelling errors. Overall, errors interfere somewhat with the readability of the paper. 2-3 Peer reviewed journal articles	Structure of the paper is clear. APA style with minimal errors in text and/or references. Paragraphs, topic sentences, and transitions are logical and flow well. Minimal grammatical, punctuation, and spelling errors. Overall, errors do not interfere with the readability of the paper. 4 peer reviewed professional journal articles

9. Positive Psychology Conceptualization Presentation (200 points)

This course requirement will give each student the opportunity to engage in scholarly research by presenting a case conceptualization using strategies from Positive Psychology. Each student will develop a mental health treatment program or service for an assigned vignette.

Students must provide historical and current perspectives on the population and the need to be addressed. The treatment must be grounded in research or evidenced-based treatment.

- The conceptualization should identify primary problems/concerns, statement of the problem for the theoretical position as well as an explanation of the problem and causes and exacerbating factors.
- The presentation should also identify and analyze relevant legal and/or ethical issues and outline how you would manage these issues.
- Students should also identify and analyze diversity factors important to understanding the case as well as guiding treatment.
- In addition, the presentation should present an overview of a treatment rationale as well as specific treatment goals, objectives, and techniques. This section should also explore barriers and facilitative factors related to treatment.
- The presentation should also include a section that identifies and explores possible provider specific factors such as thoughts, feelings and reactions on the part of the therapist. This portion should explore how these aspects of the therapist's reactions will be managed and utilized in treatment.

Students must have at least 5 scholarly references that do not include the course textbooks dated no earlier than the past 5 years for publication. References older than the past 5 years may be used but do not count for the required 5 scholarly references. Students will present their model prison programs to the class. The presentation is to be professional in nature to include a PowerPoint presentation and relevant handouts and is not to exceed 30 minutes.

Points	Does Not Meet Criteria	Somewhat Lacking	Meets Criteria
Literature Review (50 pts)	There is no discussion of the subject matter, programmatic need/problem, related programs, or limitations. Cites 4 or fewer peer reviewed references. (0-39)	The subject matter and programmatic need/problem is not clearly documented or poorly discussed. There is minimal documentation regarded to existing programs or contextual information. Cites 5-9 peer reviewed references. (40-44)	The subject matter and programmatic need/problem is clearly discussed. There is strong evidence to support the program as well as limitations (e.g., outcome data). There is a link between previously implemented programs and the proposed program. Cites at least 10 peer reviewed references. (45-50)
Goals and Objectives (20 pts)	The goals and objectives are not clear. There are 2 or less measurable objectives. (0-15)	The goals are clear, but the objectives are not measurable (cannot meet the expected goals). There are 3-4 measurable objectives. (16-17)	The goals convey what the program will achieve (general). The objectives indicate what will be done to obtain the goals (measurable). There are at least 4 or more measurable objectives. (18-20)
Project Activities (40 pts)	There are either vague or no program activities provided. The program parameters are minimally discussed. (0-31)	The program activities are either vague and/or include less than 10 specific examples. Only topic areas are discussed. (32-35)	There is clarity and specific program activities listed (10 or more). All program parameters are included (e.g. duration, # of participants, staffing needs, location, etc.). (36-40)
Program Evaluation (30 pts)	Program effectiveness is not assessed using a rating form, the objectives are not consistent with the questions on the rating form, and/or the language is difficult to understand. 0-23)	The program's effectiveness is vague, some of items are inconsistent with the objectives, and/or the language is written in a somewhat simplified manner. (24-26)	The program's effectiveness is clearly assessed, consistent with the program objectives, and is written in a simplified manner. (27-30)
Creativity & Innovation (10 pts)	The proposal is a summary of an existing program. (0-7)	The proposal offers either a new topic area or is applied with a new population. (8)	The proposed program offers a completely new topic area and is applied with a new population. (9-10)
Oral Presentation (50 points)	Presentation lacks many of the content areas above. Presentation is disorganized throughout. Presentation generates questions from class and student cannot answer and/or requires assistance from instructor. Copy of PowerPoint not submitted or submitted late via Canvas. PowerPoint lacks creativity (design, format, etc.), lacks attention to detail, and contains multiple errors and typos. References	Presentation covers some, but not all, of content areas above. Presentation is slightly disorganized and at times difficult to follow. Presentation generates questions from class and student has some difficulty generating answers. Copy of PowerPoint is submitted late via Canvas. PowerPoint lacks creativity (design, format, etc.), lacks attention to detail, and contains some errors and typos. References are provided with	Presentation covers all content areas above. Presentation is professional, organized, and easy to follow. Presentation generates questions from class and student answers questions easily. Copy of PowerPoint submitted on time via Canvas. PowerPoint shows creativity (design, format, etc.), attention to detail, and is free of errors and typos. References provided where appropriate and with

	are not provided or provided with incorrect format. Copies of presentation are not provided to class. (0-39)	incorrect format. Copies of presentation are not provided to class. (40-44)	correct format. Copies of presentation provided to class. (45-50)
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10. In-Country Assignment: Food as a Connector / Relationship Builder Comparative Presentations (50 points)

Visit Organic Market Lima Historical and Cultural Tour Cultural tour: Visit the Chorrillos Fish Market and learn about the Peruvian Pacific fishing industries. We will also engage in a food tour and end with a family meal with a local family. Student will present findings.

Points	Does Not Meet Criteria	Somewhat Lacking	Meets Criteria
Oral Presentation (50 points)	Student presents limited information related to specific content area topic. Presentation is unprofessional and/or disorganized. (0-39)	Student presents specific content area topic but some details are lacking. Presentation is professional, organized, and easy to follow. (40-44)	Student thoroughly presents specific Topography of Terror content area topic. Presentation is professional, organized, and easy to follow. (45-50)

11. In-Country Assignment: Service-Learning (50 points)

Students will partake in several field excursions abroad, including touring several well-known sites as well as engaging in food tours and a family meal with a local family. Students and instructor will be divided into groups with host families. Each group will consider an area of contribution they wish to make with their host family throughout the afternoon and/or evening. Service learning will be a collaboration of meal preparation with and for each assigned family.

Service learning experience will also focus on a project involving food sustainability and decreasing food waste as related to food as a connector as well as poverty, abundance, and adequate use of resources.

12. Comprehensive Study Abroad Course Video (100 points)

Students will work collaboratively to create a video about the impact of this study abroad course on them. Students will incorporate all components of the course, with an emphasis on the in-country experience. Components to consider domestically and internationally include classroom presentations, field excursions, and personal interviews of each other and those they come in contact with throughout the course. This video will be shown to The Chicago School DC Campus in a colloquium format following the conclusion of the course.

Course Rubric

Program Learning Outcome (PLO)	Performance Level 1 (Novice)	Performance Level 2 (Internship)	Performance Level 3 (Entry-level)	Performance Level 4 (Graduate)
<p>Assessment: Students will be able to demonstrate a fundamental knowledge of psychometric theory, assessment techniques, and forensic literature to evaluate various dimensions of human experience, outcomes of interventions, and psycho-legal issues.</p>	<p>Student is inconsistent and needs supervisor/instructor intervention when applying theoretical knowledge and assessment when evaluating clients/consumers. Student does not adequately gather, organize, and/or communicate information regarding diagnostic impressions, clinical opinions, and treatment recommendations. Student needs significant education on the assessment measures. Student requires tutoring (more than 3+ prompts) on assessment techniques as it pertains to the client, including diversity variables. Student demonstrates difficulty understanding ethical codes relevant to the assessment process.</p>	<p>Student applies theoretical knowledge and assessment when evaluating clients/consumers, however needs more than minimal (2 prompts) direction from the supervisor/instructor. Student does gather and organize information from few sources, and/or provides vague reasoning regarding diagnostic impressions, clinical opinions, and treatment recommendations. Student needs a moderate amount of education (2 prompts) on the assessment measures and/or ethical codes relevant to the case. Student may require some tutoring by instructor and/or supervisor on the assessment technique as it pertains to the client, including diversity variables.</p>	<p>Student applies theoretical knowledge and assessment when evaluating clients/consumers with minimal supervision. Student gathers and organizes information from some sources to provide adequate support of diagnostic impressions, clinical opinions, and treatment recommendations. Student evaluates assessment technique as it pertains to the population to be assessed, including diversity variables. Student demonstrates understanding and routinely applies ethical codes/professional standards to evaluations, with occasional supervisor assistance. Student is responsive to any additional ethical dilemmas in the assessment process.</p>	<p>Student is conscientious and independently applies theoretical knowledge and assessment when evaluating clients/consumers. Student gathers and organizes information from multiple sources and provides strong support for diagnostic impressions clinical opinions, and treatment recommendations. Student evaluates assessment technique as it pertains to the population to be assessed, including diversity variables. Student demonstrates understanding and routinely applies ethical codes/professional standards to evaluations. Student is responsive to and anticipates additional ethical dilemmas and is proactive regarding conduct of the assessment process.</p>

Program Learning Outcome (PLO)	Performance Level 1 (Novice)	Performance Level 2 (Internship)	Performance Level 3 (Entry-level)	Performance Level 4 (Graduate)
<p>Intervention: Students will be able to integrate a basic knowledge of theory, research, and professional literature to guide interventions and promote optimal mental health and well-being.</p>	<p>Student may have trouble working with other professionals/clients in devising treatment plans that offer reasonable promise of success and are consistent with the abilities, temperament, developmental level, and circumstances of the client, however student requires moderate assistance in devising this plan. Student requires significant consultation in devising plan. Student fails to adequately integrate data to inform intervention, service plan strategy and/or treatment goals appropriate to client/consumers and degree program. Significant information is missing, including the requested number of relevant resources (4+ missing). Neglects to integrate major diversity variables. Student may need at least moderate direction from supervisor on avoiding imposing their own values, attitudes, and beliefs and behaviors.</p>	<p>Student works with other professionals/clients in devising treatment plans that offer reasonable promise of success and are consistent with the abilities, temperament, developmental level, and circumstances of the client, however student requires moderate assistance in devising this plan. Student may need moderate consultation in devising plan. Student integrates some forms of information, but does not effectively use the data or professional literature to inform intervention or service plan strategy and/or treatment goals appropriate to client/consumers and degree program. Student chose 3 resources that were not relevant. Student neglects to integrate minor diversity variables. Student needs some direction from supervisor on avoiding imposing their own values, attitudes, and beliefs and behaviors.</p>	<p>Student works collaboratively with other professionals/clients in devising treatment plans that offer reasonable promise of success and are consistent with the abilities, temperament, developmental level, and circumstances of the client. Student integrates data from multiple sources and uses professional literature and integrates diversity variables to inform intervention or service plan strategy and treatment goals appropriate to client/consumers and degree program. Student chose 1-2 resources that were not relevant. Student may need minimal consultation in devising plan. Student is aware of and avoids imposing their own values, attitudes, and beliefs and behaviors.</p>	<p>Student works collaboratively with other professionals/clients in devising treatment plans that offer reasonable promise of success and are consistent with the abilities, temperament, developmental level, and circumstances of the client. Student independently researches appropriate treatments for consumers. Student habitually/independently integrates data from multiple relevant sources and uses significant evidence from professional literature and integrates diversity variables to clearly explain/inform intervention strategy, treatment goals, and/or service plan appropriate to client/consumers and degree program. Irrelevant resources were not discovered. Student is aware of and avoids imposing their own values, attitudes, and beliefs and behaviors.</p>

Program Learning Outcome (PLO)	Performance Level 1 (Novice)	Performance Level 2 (Internship)	Performance Level 3 (Entry-level)	Performance Level 4 (Graduate)
<p>Diversity: Students will be able to recognize and respect individual and group differences as well as practice with cultural competence.</p>	<p>Student has significant difficulty working with individuals from other cultures. Student behaves in a culturally insensitive manner most times (e.g., misattributes cultural nonverbal communication as an individual difference, or is insensitive when using language. Student is not insightful or is resistant to evaluate the student's or other's value system, biases, worldviews, and stereotypes independently in comparison to other worldviews (e.g., student disregards other worldviews and conducts practice through his/her perspective only), and/or does not integrate appropriate ethical standards.</p>	<p>Student behaves mostly in a culturally sensitive manner but may make an error in judgment occasionally (e.g., misattributes cultural nonverbal communication as an individual or group difference, uses unintended profanities or gestures). Student is able to evaluate one's own value system, biases, worldviews, and stereotypes in comparison to other worldviews, however shows some resistance to accept that others have different values, tries to convince others to have his/her perspective, and/or does not integrate appropriate ethical standards.</p>	<p>Student demonstrates respect for individual and group differences (e.g., maintains professional boundaries, adapts behaviorally in cultures, seeks clarification if there may be a misunderstanding, integrates knowledge on diversity into interactions with others from different backgrounds). Student is able to evaluate one's own value system, biases, worldviews, and stereotypes independently in comparison to other worldviews and integrate appropriate ethical standards (e.g., student is insightful about his/her worldview that affects behaviors and stereotyping).</p>	<p>Student has a solid base of knowledge on diversity variables. Student demonstrates respect for individual and group differences (e.g., maintains professional boundaries, adapts behaviorally to different cultures, seeks clarification if there may be a misunderstanding, integrates knowledge on diversity into interactions with others from different backgrounds). Student is able to evaluate one's own value system, biases, worldviews, and stereotypes independently in comparison to other worldviews and integrate appropriate ethical standards (e.g., student is insightful about his/her worldview that affects behaviors and stereotyping).and behaviors.</p>

Program Learning Outcome (PLO)	Performance Level 1 (Novice)	Performance Level 2 (Internship)	Performance Level 3 (Entry-level)	Performance Level 4 (Graduate)
<p>Ethics: Students will be able to organize professional activities by ethical and professional codes, standards, and guidelines; statutes, rules, and regulations; and relevant case law.</p>	<p>Student's integration of ethical and professional codes is minimal to none. There is not a commitment to identify relevant codes. Student leaves 2+ pertinent codes out of the analysis and/or discusses codes in a vague or tangential manner. Student does not display ethical values and/or does not recognize own moral attitudes. Student does not demonstrate knowledge on identifying and applying an ethical decision making model effectively and needs significant direction from supervisor/ instructor (tutoring on 3+ occasions). Student manifests little to no understanding of the relationship between laws, standards, and professional activities. Student needs moderate to significant direction to appreciate and resolve ethical conflict between codes and laws.</p>	<p>Student integrates ethical and professional codes, standards, and regulations into professional practice, however code sections are not relevant or pertinent to the issues. Student omits at least 1 pertinent code section. Student does not fully recognize own moral attitudes. Student demonstrates knowledge on identifying and applying an ethical decision making model, however not effectively and needs moderate direction from supervisor/ instructor (tutoring on 2+ occasions). Student manifests adequate understanding of the relationship between laws, standards, and professional activities. Student needs minimal to moderate direction to appreciate and resolve ethical conflict between codes and laws.</p>	<p>Student is committed to integrating ethical and professional codes, standards, and regulations into professional practice. Student may leave one peripheral code section out but displays ethical values and recognizes own moral attitudes. Student demonstrates knowledge on identifying and effectively applying an ethical decision making model. Student manifests good understanding of the relationship between laws, standards, and professional activities. Student is able to appreciate and resolve ethical conflict between codes and laws satisfactorily.</p>	<p>Student is committed to integrating ethical and professional codes, standards, and regulations into professional practice. Student recognizes own moral attitudes, such as accepting opposing viewpoints as valid despite disagreement. Student spontaneously identifies, internalizes, and effectively applies an ethical decision making model. Student manifests in-depth understanding of the relationship between laws, standards, and professional activities. Student is able to appreciate and resolve ethical conflict between codes and laws at the advanced level.</p>

Program Learning Outcome (PLO)	Performance Level 1 (Novice)	Performance Level 2 (Internship)	Performance Level 3 (Entry-level)	Performance Level 4 (Graduate)
<p>Research: Students will be able to demonstrate an understanding of the research methods in the social and behavioral sciences, the benefits and limitations of research, and the scientific and professional literature relevant to the field of forensic psychology.</p>	<p>Student did not produce scholarship consistent with degree being sought. If scholarship was produced, the research methods chosen and/or literature review was not rigorous and only vaguely addressed the research question. The literature was minimally relevant to the topic in forensic psychology. Student shows little to no understanding of the links between research, evaluation, and practice.</p>	<p>Student needed moderate guidance choosing appropriate research methods and/or left out critical limitations of the research and/or professional literature in scholarship assignment. Student required moderate guidance (3-4 times) from instructor/supervisor on finding appropriate relevant literature. Student shows a vague understanding of the links between research, evaluation, and practice.</p>	<p>Student demonstrated understanding of the research methods, identified limitations of the research, and included peer-reviewed references in the professional literature relevant to the field of forensic psychology. Student required minimal guidance (1-2 times) from instructor/supervisor on finding appropriate relevant literature. Student understands the links between research, evaluation, and practice.</p>	<p>Student independently demonstrated understanding of benefits and limitations of the research methods and literature reviewed. Student included recent, extensive literature review from multiple journals, books, and other resources beyond the curriculum. Student is highly conscientious, recognizes and appreciates the links between research, evaluation, and practice.</p>

Class Schedule, Course Learning Outcomes, Readings, and Assignments

Week	Topic	Course Learning Outcomes	Readings and Assignments
Week 1	<p>Introduction to Happiness</p> <p>Authentic Happiness</p> <p>Initial self-assessment</p> <p>Introduction to Happiness and Culture</p>	<p>Research 1-2</p> <p>Diversity 1-2</p>	<p>Jenkins, Elizabeth (2007). Initiation: A Woman's Journey into the Heart of the Andes</p> <p>Pages 1-40</p> <p>Positive Psychology: The Scientific and Practical Explorations of Human Strengths. Chapter 1-2</p> <p>Chang, Jyh-Hann; Detrick, Sarah M; Maas, Zoë; Çoşkun, Halise; Klos, Carolina; et al (2020)</p>
Week 2	<p>Emotional Intelligence and its influences on positive emotions including genetic, motivation, and the concept of a “happiness set point”.</p> <p>Psychological well-being and positive interpersonal relationships.</p> <p>Well-being in positive psychology as evidenced based practice.</p> <p>Preparation for the Peru Consulate</p>	<p>Research 1-2</p> <p>Diversity 1-2</p>	<p>Jenkins, Elizabeth (2007). Initiation: A Woman's Journey into the Heart of the Andes</p> <p>Pages 41 – 65</p> <p>Positive Psychology: The Scientific and Practical Explorations of Human Strengths. Chapters 3-4</p> <p>Laplante, Lisa (2007).</p>
Week 3	<p>Field Excursion: The Peru Consulate</p>	<p>Research 1-2</p> <p>Diversity 1-2</p>	<p>Jenkins, Elizabeth (2007). Initiation: A Woman's Journey into the Heart of the Andes</p> <p>Pages 66-90</p> <p>Positive Psychology: The Scientific and Practical Explorations of Human Strengths. Authors: Shane Lopez, Jennifer Teramoto Pedrotti, C.R. Synder; SAGE Publications</p> <p>Chapter 5</p>

<p>Week 4</p>	<p>Optimism, leisure, hope, creativity, spirituality and a life purpose impact on psychological well-being.</p> <p>Poverty and well-being.</p> <p>Leisure and joining activities in Peru and the US and the intersection of both.</p>	<p>Research 1-2 Diversity 1-2</p>	<p>Jenkins, Elizabeth (2007). Initiation: A Woman's Journey into the Heart of the Andes Pages 91-110</p> <p>Positive Psychology: The Scientific and Practical Explorations of Human Strengths. Chapter 6</p> <p>Piff, Paul K; Kraus, Michael W; Côté, Stéphane; Cheng, Bonnie Hayden; Keltner, Dacher.(2010).</p>
<p>Week 5</p>	<p>An in depth view of Multicultural aspects of positive psychology including consideration geographic location, cultural factors.</p> <p>Gender and Happiness Across Cultures: A look at Happiness in Men and Women in Peru and the US.</p> <p>Film: No Se Lo Digas a Nadie (1998)</p>	<p>Research 1-2 Assessment 1 Intervention 1-2 Ethics 1 Diversity 1-2</p>	<p>Jenkins, Elizabeth (2007). Initiation: A Woman's Journey into the Heart of the Andes Pages 111-130</p> <p>Positive Psychology: The Scientific and Practical Explorations of Human Strengths. Chapter 7</p> <p>Due: The Peru Consulate Reflection Paper</p>
<p>Week 6</p>	<p>Field Excursion: National Museum of the American Indian</p>	<p>Assessment 1-2 Intervention 1-2 Diversity 1-2</p>	<p>Jenkins, Elizabeth (2007). Initiation: A Woman's Journey into the Heart of the Andes Pages 131-155</p> <p>Positive Psychology: The Scientific and Practical Explorations of Human Strengths. Chapter 8</p> <hr/> <p>Syropoulos, Stylianos (2020).</p>
<p>Week 7</p>	<p>Apply strength building strategies as practical tools to promote healthy living for clinicians.</p> <p>Self-Care, international studies, and resocialization.</p>	<p>Research 1-2 Ethics 1 Assessment 1-2 Intervention 1-2 Diversity 1-2</p>	<p>Jenkins, Elizabeth (2007). Initiation: A Woman's Journey into the Heart of the Andes Pages 156-175</p> <p>Positive Psychology: The Scientific and Practical Explorations of Human Strengths. Chapter 9</p>

<p>Week 8</p>	<p>Film: La Boca del Lobo (1988)</p>	<p>Research 1-2</p>	<p>Jenkins, Elizabeth (2007). Initiation: A Woman's Journey into the Heart of the Andes Pages 176-200 Positive Psychology: The Scientific and Practical Explorations of Human Strengths. Chapter 9 Due: The National Museum of the American Indian Reflection</p>
<p>Week 9</p>	<p>Multicultural aspects of positive psychology including consideration of food and meals as a contributing factor in building connections. Food and Intimacy.</p>		<p>Jenkins, Elizabeth (2007). Initiation: A Woman's Journey into the Heart of the Andes Pages 201-230 Positive Psychology: The Scientific and Practical Explorations of Human Strengths. Chapters 10 and 11</p>
<p>Week 10</p>	<p>Field Excursion: Pisco Y Nasca</p>		<p>Jenkins, Elizabeth (2007). Initiation: A Woman's Journey into the Heart of the Andes Pages 231-255 Positive Psychology: The Scientific and Practical Explorations of Human Strengths. Chapter 12</p>
<p>Week 11</p>	<p>Positive Emotions and Taking in the Good Buddha's Brain: Neuroscience and Positive Psychology.</p>		<p>Jenkins, Elizabeth (2007). Initiation: A Woman's Journey into the Heart of the Andes Pages 255-273. Hanson, R & Mendius, R. (2007). Chapters 13 and 14 Due: Pisco Y Nasca Reflection paper</p>
<p>Week 12</p>	<p>The Surprising Science of Happiness Examination of primary factors in comparison studies with Peru and the US</p>		<p>Positive Psychology: The Scientific and Practical Explorations of Human Strengths. Chapters 14 and 15 Duche-Pérez, A. & Galdos, G. (2019) Jahanshahi, A., Gholami, H., Rivas, M. & Milagros, I. (2020)</p>
<p>Week 13</p>	<p>Gratitude and Happiness</p>		<p>Positive Psychology: The Scientific and Practical Explorations of Human Strengths.</p>

	<p>The Pillars of Positive Psychology</p> <p>Discussion of In Country Assignments</p>		<p>Chapters 16</p> <p>Guillen-Royo, M. (2019). Kasser, T. & Guillen-Royo, M. (2015)</p> <p>Presentations</p>
Week 14	<p>On Ground Course Wrap Up</p> <p>Discussion of In Country Assignments</p>		<p>Presentations</p>

Appendix A – Tentative Itinerary

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

The reasons for this request include:

1. The students in this course are an intentional learning community and represent the profession of psychology. This community will be compromised by the addition of non-students.
2. Because the students will be in contact with organizations on many levels, this process will be compromised by people on the “outside” of this group.

The immersion portion of the program requires walking for extended periods of time during cultural tours. We will also be using public transportation (e.g., train) for many visits.

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.

Date	Activity	
Day 1	Morning	Student arrivals to Peru Hotel: El Dorra Address: Av. José Pardo 486, Miraflores 15074, Peru Phone: +51 1 2427799
	4:30pm	Meeting in Hotel Lobby for Program Orientation
	6:00pm	Welcome Dinner
Day 2		Breakfast Meet in hotel lobby (ground level) at 8:15 am, ready to go 9:00-10:30 Cross-Cultural Communication Session Apulaya – Center for Andean Culture: (Taken from Website) Comprised of a team of professionals, the purpose of which is to preserve and pass on the great diversity of the Andes’ traditional indigenous culture, in a creative and interactive way, as well as through live experiences, in a family-like atmosphere. Discussion of Peru Consulate and Apulaya Cultural Center (Exertion level 1-2, leisurely walking)
Day 3	Morning	Visit the Chorrillos Fish Market
		Visit Organic Market

		<p>Evening: Circuito Magico del Aqua</p> <p>(Exertion level 1-2, leisurely walking)</p>
Day 4	Morning	<p>Train to Machu Picchu</p> <p>(Exertion level: While we will be taking the bus to Machu Picchu, please understand there are cobblestones. In addition, please know the altitude difference may cause some sickness for some. We will discuss participation in this activity in class. Those who wish to be exempt from the activity may request accommodations from the instructor.)</p>
Day 5		<p>Free Morning</p> <p>Meet at hotel at 3pm</p> <p>Family Dinner in Peru with a local family</p> <p>(Exertion level 1-2, leisurely walking)</p> <p>Debrief and time to work on Presentations.</p>
Day 6		<p>8:15am: Meet in lobby (ground floor), ready to go</p> <p>Virgen Milagrosa visit Miraflores Square, Parque Kennedy</p> <p>(Exertion level 1-2, leisurely walking)</p> <p>Discussion of Family Dinner in Peru in comparison with Family Dinner in the States</p>
Day 7	Morning	<p>Larco Herra Museum</p> <p>Comparative discussion on museum in Peru and Washington, D.C. Experience</p> <p>Conversation and experience with TCSPS Psychology Alumni</p> <p>Food Tour together with Alumni</p> <p>(Exertion level 1-2, leisurely walking)</p>
	6:00pm	<p>Debrief and Dinner, with Presentations</p>
Day 8	Morning	<p>Breakfast</p> <p>Time spent in Ollantaytambo</p> <p>Discussion on culture, happiness, and where spirituality and positive psychology intersect.</p> <p>(Exertion level 1-2, leisurely walking)</p>
	Evening	<p>Farewell Dinner - All participants required to attend to complete the program.</p>

Day 9	Morning	Departure Day
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Appendix B - Assignment Rubric - In Country Attendance & Engagement

Grading Area	Demonstration Level 1 (unacceptable)	Demonstration Level 2 (minimal)	Demonstration Level 3 (expected)	Demonstration Level 4 (advanced)
Attendance	<p>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.</p> <p>0-60 points</p>	<p>Attends all required in-country activities. One occasion is not punctual. Requires some prompts or reminders.</p> <p>60-79 points</p>	<p>Punctual and completely attends all required in-country activities without few prompts or reminders.</p> <p>80-99 points</p>	<p>Punctual and completely attends all required in-country activities without any prompts or reminders- exhibits complete self-reliance.</p> <p>100 points</p>
Participation & Engagement	<p>Does not prepare in advance for activities; does not actively listen, is distracted during program; does not contribute or advance knowledge of activity; does not engage with faculty and in-country partners.</p> <p>0-60 points</p>	<p>Prepares in advance for a few activities; occasionally listens actively; during activities is present and occasionally engages and participates.</p> <p>60-79 points</p>	<p>Prepares in advance for most activities; actively listens for most of program; contributes some knowledge to activity; professionally engages with faculty and in-country partners.</p> <p>80-99 points</p>	<p>Fully prepares in advance for activities; actively listens throughout duration of program; contributes and advances knowledge of activity in respectful and appropriate manner; professionally engages with faculty and in-country partners.</p> <p>100 points</p>
Total				200 total points

Appendix C - Assignment Rubric - Professional Behavior & Comportment

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

Final Course Grades Will Be Assigned as Follows:

Grade	Percentages	Points	Description
A	94 – 100%	4.00	Superior
A-	90 – 93%	3.67	Outstanding
B+	88 – 89%	3.33	Very Satisfactory
B	83 – 87%	3.00	Satisfactory
B-	80 – 82%	2.67	Marginally Satisfactory
C	70 – 79%	2.00	Unacceptable
F	69 and below	0.00	Unacceptable
W			Withdrawal
AU			Audit
I			Incomplete

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.

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 COMPORIMENT • 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 TCSPS 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>.