

AB583SA Special Topics- Disability in Dubai, UAE

3 Credit Hours

Fall 2020

Travel Dates: 12/8/21 – 12/17/21

Course Introduction

Instructor:	Instructor will post this information in Week 1 welcome announcement.
Office and Hours:	
Phone:	
E-mail:	

Official Course Description:

This course will provide students with the opportunity to learn various methods of providing consultation and training to families and professionals of individuals with disabilities and/or other diagnoses within the cultural contexts of Dubai, UAE and our own communities in the U.S. Students will analyze behavior analytic assessments and interventions, consider professional ethics, and demonstrate increased cultural competency. While in Dubai, UAE, students will visit varied communities, meet with individuals with disabilities and/or other diagnoses, meet and collaborate with professionals, explore current practices in treating individuals with disabilities and/or other diagnoses, and experience Dubai's rich history in ancient traditions through a variety of cultural events.

Institutional Learning Goals, Competencies and Outcomes

Institutional Learning Goals

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

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.

By the end of this course, students will be able to...

- CLO1 - Demonstrate knowledge of the world-view of the local culture within the context of psychology.
 - MLO1 - Describe how community strengths of Dubai culture could contribute to successful behavioral assessment and intervention
 - MLO2 - Make recommendations for a client or staff training that are culturally appropriate.
- CLO2 - Analyze differences between host culture and own culture.
 - MLO3 - Describe how professional interactions may differ between your community and Dubai, UAE.
 - MLO4 - Describe how the view of disability may differ between your community and Dubai, UAE.
- CLO3 - Examine global perspective in relation to their professional and academic goals.
 - MLO5 - Describe self in relation to results of Global Perspectives Inventory.
- CLO4 - Explain personal, professional, and academic impact of their experience abroad.
 - MLO6 - Summarize the most important or transformative personal, professional and academic impact of their experience abroad.

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.

By the end of this course, students will be able to...

- CLO5 - Recognize value of interacting with individuals with backgrounds and/or perspectives different from their own.
 - MLO7 - Describe how you anticipate your professional perspective will change after your international experience.
- CLO6 - Demonstrate ability to tolerate ambiguity in complicated environments where clear cut answers or standard operating procedures are absent.
 - MLO8 - 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.
- CLO7 - Practice responsibility and accountability by making appropriate decisions on behavior and accepting the consequences of their actions.
 - MLO8 - Demonstrates expected professional behavior and comportment for entire duration of program and in all interactions with students, faculty, administrators and all in-country partners.
- CLO8 - Demonstrate ability to be self-reliant in non-classroom environment.

MLO9 - Punctually and completely attends all required in-country activities without few prompts or reminders.
CLO9 - Demonstrate ethical decision-making processes related to resolving social problems in diverse and complex community environments.

MLO10 - Identify or select culturally appropriate targets for change, outcomes of service delivery, and behavior change within which are functional within the context of the community.

MLO11 - Assess the impact of cultural, social, and economic variables on community-based behavioral intervention.

Professional Practice: Supervision and Consultation

Graduates will be able to integrate scientific research and theory, as broadly defined, to enhance their scholarly and professional endeavors.

By the end of this course, students will be able to...

CLO10 - Effectively and appropriately apply behavior analytic consultation and supervision concepts and strategies to a service learning project.

MLO12 - Describe how to apply research and findings from readings to work or academic settings and problems.

MLO13 - Differentiate individual and systems consultation issues and their appropriate level of intervention.

MLO14 - Identify and address contingencies that affect the practitioner - client relationship

Required and Optional Texts and Electronic Reserves

Required Texts

Title	ISBN-13	Publisher's Price
Bailey, J. & Burch, M. (2010). <i>25 essential skills & strategies for the professional behavior analyst: Expert tips for maximizing consulting effectiveness</i> . New York: Routledge.	978-0415800686	\$27.40

Readings in Canvas

Al-Aoufi, H., Al-Zyoud, N., & Shahminan, N. (2012). Islam and the cultural conceptualization of disability. *International Journal of Adolescence and Youth*, 17, 205-219.

Chowdhury, F. (2011). Beliefs hinder treatment of mental illness in UAE. Retrieved from

http://www.khaleegtimes.com/DisplayArticle08.asp?xfile=data/theuae/2011/October/theuae_October219.xml§ion=theua

Edmunds, J. M., Beidas, R. S., & Kendall, P. C. (2013). Dissemination and implementation of evidence-based practices: training and consultation as implementation strategies. *Clinical Psychology: Science and Practice*, 20(2), 152-165.

Flynn, S. D., & Lo, Y-y. (2016). Teacher implementation of trial-based functional analysis and differential reinforcement of alternative behavior for students with challenging behavior. *Journal of Behavioral Education*, 25(1), 1-31.

Gaad, E., & Thabet, R. A. (2016). Behaviour support training for parents of children with Autism Spectrum Disorder. *Journal of Education and Learning*, 5, 133-153.

Haberlin, A. T., Beauchamp, K., Agnew, J., & O'Brien, F. (2012). A comparison of pyramidal staff training and direct staff training in community-based day programs. *Journal of Organizational Behavior Management*, 32(1), 65-74.

Mesbah, R. (2009). 75% of mental illness cases in UAE are linked to anxiety and depression. Retrieved from <http://www.ameinfo.com/201585.html>

Nahad, A. L. (2015). One boy's journey: Living with autism in the UAE. *Journal of Psychology and Behavioral Science*, 3, 141-147.

Noell, G. H., Witt, J. C., Slider, N. J., & Connell, J. E. (2005). Treatment implementation following behavioral Consultation in schools: A comparison of three follow-up strategies. *School Psychology Review*, 34(1), 87.

Sterling-Turner, H. E., Watson, T. S., Wildmon, M., Watkins, C., & Little, E. (2001). Investigating the relationship between training type and treatment integrity. *School Psychology Quarterly*, 16(1), 56.

Taryam, M. M. O., Al Faisal, W., Hussein, H. Y., Suliman, E. A., Al Janahi, T., AlSalaq, A. A., & Wasfy, A. S. (2017). Measuring severity and socio-demographic characteristics of disability in population based setting, Dubai Household Health Survey 2014. *Biomedical and Health Informatics*, 2, 5-8.

Weblinks/Videos

- The Chicago School of Professional Psychology
 - [Know Before You Go- Pre-Departure Guide to International Programs.](#)
 - [Rights and Responsibility Agreement for International Programs](#)

[American Wellness Center]. <https://www.americanwellnesscenter.ae/>

[Behavior babe]. *Ethics for Behavior Analyst*. [Video File]. Retrieved from <https://www.youtube.com/watch?v=eHh7evEyE8E>.

[Canadian University Dubai]. <http://www.cud.ac.ae/news/new-cud-psychology-degree-boost-licenced-practice-uae-0>

[Carbone Clinic]. <http://www.thecarbonateclinic.ae/>

[CDC]. <https://wwwnc.cdc.gov/travel>

[Dubai Attractions]. <http://www.dubaiaattractions.com/cultural-historic-attractions-in-dubai.html>

[Dubai Health Authority]. <https://www.dha.gov.ae/en/Pages/ContactUS.aspx#>

[Dubai Healthcare City]. <http://dhcc.ae/Portal/en/home.aspx>

[Dubai Physiotherapy & Rehabilitation Center].

<https://www.dha.gov.ae/en/SpecialtyCentres/DubaiPhysiotherapyAndRehabilitation/Pages/About.aspx>

[Government of Dubai]. <http://dubai.ae/en/Pages/Default.aspx>

[Kelly, A. M.]. *Ethics for Behavior Analyst*. [Video File]. Retrieved from <https://www.youtube.com/watch?v=eHh7evEyE8E>.

[Lacroix, J.]. *27 Evidence-based Practices for Autism Spectrum Disorder*. [Video file]. Retrieved from

<https://www.youtube.com/watch?v=YOFe5tFVRNc>

[MelmarkPa]. *The Ethical Code for Behavior Analysis: Key Themes and Examples of Applications*. [Video File]. Retrieved from

https://www.youtube.com/watch?v=mmK_shPRJeY.

[People of Determination]. <http://dubai.ae/en/Lists/Topics/DispForm.aspx?ID=15>

Rubrics

Course Rubric				
Institutional Learning Outcomes Assessed	Demonstration Level 1 (unacceptable)	Demonstration Level 2 (minimal)	Demonstration Level 3 (expected)	Demonstration Level 4 (advanced)
<p>Diversity A graduate will be able to apply theoretical and practical knowledge about ethnic, racial, gender, sexual, cultural and religious, age, and ability difference in professional work.</p>	Does not demonstrate knowledge of the world-view of the local culture within the context of psychology; Unable to analyze differences between host culture and own culture; Unable to articulate global perspective in relation to their professional and academic goals; cannot explain personal, professional and academic impact of their experience abroad.	Demonstrates basic knowledge of the world-view of the local culture within the context of psychology; Can analyze some basic differences between host culture and own culture; May not be able to articulate global perspective in relation to their professional and academic goals; when prompted can describe basic personal, professional and academic impacts of their experience abroad.	Demonstrates knowledge of the world-view of the local culture within the context of psychology; Can analyze several basic differences between host culture and own culture; Able to articulate general understanding of global perspective in relation to their professional and academic goals; can describe personal, professional and academic impacts of their experience abroad.	Demonstrates extensive knowledge of the world-view of the local culture within the context of psychology; Can critically analyze several differences between host culture and own culture; Presents understanding of global perspective in relation to their professional and academic goals; can articulate and critically analyze personal, professional and academic impacts of their experience abroad.
<p>Professional Behavior A graduate will be able to function in a professional and ethical manner in classroom, off-site training, and work settings.</p>	Unable to recognize value of interacting with individuals with backgrounds and/or perspectives different from their own; intolerant of ambiguity in complicated environments where clear cut answers or standard operating procedures are absent; Does not take responsibility or accountability by making appropriate decisions on behavior or accepting the consequences of their actions; Does not demonstrate self-reliance in non-classroom environment.	Basic recognition of value of interacting with individuals with backgrounds and/or perspectives different from their own; some tolerance of ambiguity in complicated environments where clear cut answers or standard operating procedures are absent; Generally takes responsibility or accountability by making appropriate decisions on behavior or accepting the consequences of their actions; Demonstrate self-reliance in non-classroom environment.	Recognizes value of interacting with individuals with backgrounds and/or perspectives different from their own; tolerant of ambiguity in complicated environments where clear cut answers or standard operating procedures are absent; Takes responsibility or accountability by making appropriate decisions on behavior or accepting the consequences of their actions; Demonstrate self-reliance in non-classroom environment.	Recognizes and critically evaluates value of interacting with individuals with backgrounds and/or perspectives different from their own; embraces opportunity to learn from ambiguity in complicated environments where clear cut answers or standard operating procedures are absent; takes responsibility or accountability by making appropriate decisions on behavior or accepting the consequences of their actions; Demonstrate self-reliance in non-classroom environment.

Assignment Rubric- In Country Attendance & Engagement

While in Dubai, UAE, we will visit numerous sites and have targeted, instructor led and small group discussions. Attendance and engagement will be evaluated during trips, activities, and discussions.

Grading Area	Demonstration Level 1 (unacceptable)	Demonstration Level 2 (minimal)	Demonstration Level 3 (expected)	Demonstration Level 4 (advanced)
Attendance	Unexcused absences from required in-country activities. More than several occasions are not punctual. Requires many prompts or reminders and creates inexcusable delays for program. 0-60 points	Attends all required in-country activities. One occasion is not punctual. Requires some prompts or reminders. 60-79 points	Punctual and completely attends all required in-country activities without few prompts or reminders. 80-99 points	Punctual and completely attends all required in-country activities without any prompts or reminders- exhibits complete self-reliance. 100 points
Participation & Engagement	Does not prepare in advance for activities; does not actively listen, is distracted during program; does not contribute or advance knowledge of activity; does not engage with faculty and in-country partners. 0-60 points	Prepares in advance for a few activities; occasionally listens actively; during activities is present and occasionally engages and participates. 60-79 points	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. 80-99 points	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. 100 points
Total				200 total points

Assignment Rubric- Professional Behavior & Comportment

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

Discussion Forum Scoring Rubric

1. Initial Posts are due by 11:59pm, Wednesday, Central Time.
2. 1 point will be deducted for each day the initial post is late.
3. Posting Replies on Thursday and Friday of the week is a good practice; any later than the Saturday decreases your impact on the discussion.
4. Interaction is key to a rigorous discussion: participation over 3 separate days each week is optimal, as described below.
5. Posting all or the majority of your contribution on last day of the week will result in decreased points due to the fact that you have not been effective in participating in the discussion across the week.

Posting Type	Posting Performance				Points
	Exemplary	Proficient	Developing	Needs Improvement	
Initial Post: Demonstration of Quality Content and Integration of Course Material	The first post for this discussion exhibits a strong statement to answer the main discussion question(s). The student's answer incorporates a concise statement backed by assigned readings from the class or another scholarly source, and it should stimulate further discussion. APA Style is followed. (4 points statement; 2 points sources; 2 points discussion stimulation). 4 points	The first post for this discussion exhibits a statement to answer the main discussion question(s). However, this answer fails to provide evidence in at least one of the following areas: a concise statement, backed by readings from the class or another source, and it should stimulate further discussion. APA Style is followed. 3.5 points	The first post for this discussion exhibits a statement to answer, or partially answer, the main discussion question. However, this answer fails to provide evidence in at least two of the following areas: a concise statement, backed by readings from the class or another source, and it should stimulate further discussion. APA Style is missing an element. 3 points	The first post for this discussion exhibits a statement to answer, or partially answer, the main discussion question. However, this answer fails to provide evidence in two or more of the following areas: a concise statement, backed by readings from the class or another source, and it should stimulate further discussion. APA Style is not followed. 2.5 points or lower	4 Points
Follow-Up Posts: Participation as Member of Learning Community	Each student's feedback to a minimum of three (3) other initial posts exhibit good answers that address the posts, are supported by readings or other facts, and challenge other participants to further explore the topic. 4 points	Each student's feedback to a minimum of two (2) other initial posts exhibit solid answers that address the posts adequately, are supported by readings or other facts, and challenge other participants to further explore the topic. 3.5 points	Each student's feedback to the minimum of two (2) other initial posts exhibit solid answers that may fail to address the posts adequately, are not supported by readings or other facts, or fail to challenge other participants to further explore the topic. In addition, replies were posted late in the week. 3 points	Student did not give feedback to a minimum of two other initial posts, or the feedback constitutes simple agreement or a question that does not show evidence of effort, critical thought or knowledge, or were posted too late in the week to have an impact (after 6pm Central Time on Sundays). 2.5 points or lower	2 Points Each (minimum of two posts)
Response to Feedback Received: Ongoing Participation throughout the week.	Student participates in the discussion forum at least (3) separate days of the week, writes substantial responses to all feedback received on student's initial post, and responds to instructor's feedback to initial post. 2 points	Student participates in the discussion forum at least (3) separate days of the week, responds to all feedback received on student's initial post, and responds to instructor's feedback to initial post. Responses are proficient but not as substantive as the "exemplary" category. 2 points	Student is missing two elements in the areas of: posting in at least (3) separate days of the week, responds to all feedback received on initial post, or response to instructor's feedback to initial post. Responses show attention to feedback received but are not substantive. 2 points	Student does not adequately provide evidence of participating in the discussion forum throughout the week as evidenced by number of days, posting to feedback received on initial post, or response to instructor's feedback to initial post. 2-0 points	2 Points
Max Points - 10	10 points	9 points	8 points	7 points or lower	

Assignment Rubric- Writing Assignments

Grading Area	Demonstration Level 1 (unacceptable)	Demonstration Level 2 (minimal)	Demonstration Level 3 (expected)	Demonstration Level 4 (advanced)
Required Components	Response excludes essential components and/or does not address the requirements indicated in the instructions. Many parts of the assignment are addressed minimally, inadequately, and/or not at all. 0-1 points	Response is missing some components and/or does not fully meet the requirements indicated in the instructions. Some questions or parts of the assignment are not addressed. 2-3 points	Response includes all components and meets all requirements indicated in the instructions. Each question or part of the assignment is addressed. 3-4 points	Response includes all components and meets or exceeds all requirements indicated in the instructions. Each question or part of the assignment is addressed thoroughly. 5 points
Description of Knowledge Gleaned from Materials	Response demonstrates a lack of reflection on the theories, concepts, and/or strategies presented in assigned course materials. Viewpoints and interpretations are missing, inappropriate, and/or unsupported. 0-3 points	Response demonstrates a minimal reflection on, and personalization of, the theories, concepts, and/or strategies presented in assigned course materials. Viewpoints and interpretations are unsupported or supported with flawed arguments. 4-6 points	Response demonstrates a general reflection on, and personalization of, the theories, concepts, and/or strategies presented in assigned course materials. Viewpoints and interpretations are supported. Appropriate examples are provided, as applicable. 7-10 points	Response demonstrates an in-depth reflection on, and personalization of, the theories, concepts, and/or strategies presented in assigned course materials. Viewpoints and interpretations are insightful and well supported. Clear, detailed examples are provided, as applicable. 10 points
Structure & APA (Title page with header, reference page, double-spaced, 1" margins, consistent 12-point Times New Roman font, 3 pages)	Writing is unclear and disorganized. Thoughts ramble and make little sense. There are more than 3 errors per page for APA, spelling, grammar, or syntax errors throughout the writing. 0-1 points	Writing is unclear and/or disorganized. Thoughts are not expressed in a logical manner. There are more than two APA, spelling, grammar, or syntax errors per page of writing. 2-3 points	Writing is mostly clear, concise, and well organized with good sentence/paragraph construction. Thoughts are expressed in a coherent and logical manner. There are no more than one APA, spelling, grammar, or syntax errors per page of writing. 3-4 points	Writing is clear, concise, and well organized with excellent sentence/paragraph construction. Thoughts are expressed in a coherent and logical manner. There are no APA, spelling, grammar, or syntax errors per page of writing. 10 points
Total				20 total points

Assignment Rubric- Pair and Share Journal

Grading Area	Demonstration Level 1 (unacceptable)	Demonstration Level 2 (minimal)	Demonstration Level 3 (expected)	Demonstration Level 4 (advanced)
Length	.25 page or more 0-1 points	.5 page or more 2-3 points	.75 page or more 4 points	1 page or more 5 points
Content	Journal entry has notes (any format) that show less than 50% reading, viewing, and reflection of readings and videos in the module, or the citations are not clearly indicated (ex: Smith (2002)) 0-3 points	Journal entry has notes (any format) that shows basic reading, viewing, and reflection for at least 50-75% of readings and videos in the module, clearly indicated by citation (ex: Smith (2002)) 4-6 points	Journal entry has notes (any format) that show basic reading, viewing, and reflection for every reading and video in the module, clearly indicated by citation (ex: Smith (2002)) 7-9 points	Journal entry has notes (any format) that show thorough reading, viewing, and reflection for every reading and video in the module, clearly indicated by citation (ex: Smith (2002)) 10 points
Sharing	There is no evidence of group collaboration with each member of group (ex: a copy of emails, use of discussion forum with peer responses or log of time spent on calls) 0-1 points	There is evidence of group collaboration with at least one member of group (ex: a copy of emails, use of discussion forum with peer responses or log of time spent on calls) 2-3 points	There is evidence of group collaboration with each member of group (ex: a copy of emails, use of discussion forum with peer responses or log of time spent on calls) 4 points	There is evidence of repeated group collaboration with each member of group (ex: a copy of emails, use of discussion forum with peer responses or log of time spent on calls) 5 points
Total				20 total points

Assignment Rubric- Service Learning Project

	Demonstration Level 4 (advanced)	Demonstration Level 3 (expected)	Demonstration Level 2 (minimal)	Demonstration Level 1 (unacceptable)
Research	<p>6+ Scholarly sources are correctly cited in the text for both assessment and intervention.</p> <p>A reference section is included and APA formatted.</p> <p>100 points</p>	<p>4 Scholarly sources are correctly cited in the text for both assessment and intervention.</p> <p>Sources are mostly correctly cited in the text.</p> <p>A reference section is included but has APA formatting errors.</p> <p>80-100 points</p>	<p>2 Scholarly sources are used.</p> <p>Sources are incorrectly cited in the text.</p> <p>The reference section section is not formatted in APA style.</p> <p>60-79 points</p>	<p>No scholarly sources are used.</p> <p>No sources are cited in the writing.</p> <p>The reference section is missing.</p> <p>0-59 points</p>
Plan of Action	<p>Detailed, thoughtful analysis clearly describes the issue and its connection to a behavioral relation in a complex community environment.</p> <p>Plan of action is clearly based on a logical, evidenced-based claim about the issue and how it should be solved, demonstrating deep understanding of the problem.</p> <p>Plan is fully consistent with our discipline and feasible.</p> <p>100 points</p>	<p>Analysis competently describes the issue and its connection to a behavioral issue in a relation in a complex community environment.</p> <p>Plan of action is based on a logical claim, but not fully evidence-based claim about the issue and how it should be solved, demonstrating understanding of the problem.</p> <p>Plan is mostly consistent with our discipline and mostly feasible.</p> <p>0-59 points</p>	<p>Analysis generally describes the issue and its connection to a behavioral relation in a complex community environment, but the description may be too vague or broad.</p> <p>Plan of action is generally connected to the issue, demonstrating familiarity with the problem.</p> <p>Plan is somewhat consistent with our discipline or slightly feasible.</p>	<p>Analysis does not adequately describe the issue or its connection to a behavioral relation in a complex community environment.</p> <p>Plan is not consistent with our discipline or not feasible.</p> <p>0-59 points</p>
Motivation & Action	<p>Detailed, thoughtful reflection demonstrates clearly motivation to take action in the community.</p> <p>Reflection includes a thoughtful exploration of possible further actions directly connected to this community change goal.</p> <p>25 points</p>	<p>Reflection slide demonstrates a basic motivation to take action in the community.</p> <p>Reflection includes an exploration of possible further actions.</p> <p>20-24 points</p>	<p>Reflection slide demonstrates a little motivation to take action in the community.</p> <p>Reflection mentions possible further actions.</p> <p>20-23</p>	<p>Reflection slide demonstrates no motivation to take action in the community.</p> <p>No future actions mentioned.</p> <p>0-19</p>
Group	<p>Student, according to peer feedback, was always focused and on- task during group or partner work time, encouraging group members to do the same. Student may act as group facilitator.</p> <p>75 points</p>	<p>Student, according to peer feedback, was focused and on-task during group or partner work time.</p> <p>60-74 points</p>	<p>Student's share of the project may be smaller than is fair, according to peer feedback,</p> <p>Student, according to peer feedback, is occasionally unfocused or briefly off-task during group or partner work time.</p> <p>50-59 points</p>	<p>Student's share of the project is too small.</p> <p>Student, according to peer feedback, was frequently unfocused or off-task during group or partner work time.</p> <p>0-49 points</p>
Total				300 total points

Course Schedule, Tentative Itinerary, Assignments, and Grading

Module/PLOs/MLOs/CLOs	Unit/Overview	Readings & Videos	Assignments/Points	Assessment Method/Tool Used
<p>Module 1 Overview– attach PowerPoint: PowerPoints will be made if the course is approved.</p> <p>Institutional Goals Addressed: Diversity Professional Behavior</p> <p>Course Learning Outcomes (CLO) Addressed: 1, 2, 3</p> <p>Module Learning Outcomes (MLO) Addressed: 1, 3-5</p>	<p>Unit 1 Introduction & Preparation for Travel</p> <p>CLOs Addressed: 1, 2, 3</p>	<p>Readings "What to Know Before You Go" TCSP Study Abroad Pre-Departure Handbook</p> <p>Please review the Helpful Link for CDC travel information. - Centers for Disease Control – Traveler's Health</p> <p>Thoroughly explore the Government of Dubai website: http://dubai.ae/en/Pages/Default.aspx</p>	<p>Unit 1 Activities & Interactions</p> <p>Introduce Yourself (Required for Attendance Purposes) Initial Post due Wednesday, 11:59pm, CST, of the first week of class.</p> <p>Complete Pre-Survey: Global Perspectives Inventory (GPI): log information will be sent to you via email. Complete no later than Sunday, 11:59pm, CST</p> <p>Complete International Travel Registration: https://my.thechicagoschool.edu/community/studentresources/ie/Pages/Travel-Database.aspx Complete no later than Sunday, 11:59pm, CST</p> <p>Unit 1 Discussion 1: What is your Global Perspective? What has been the extent of your contact with Dubai, UAE?</p> <p>How do you anticipate this experience will impact your personal and professional life? In what ways?</p> <p>What did you learn about yourself from completing the Global Perspectives Inventory? How do you anticipate your perspective will change after your international experience? MLOs Addressed: 1, 3-5</p> <p>Initial Post Due Wednesday, 11:59pm, CST Final post due no later than Sunday, 11:59pm, CST</p>	<p>Mandatory for attendance</p> <p>CR/NC, 10 points</p> <p>20 points awarded if complete by due date. No points awarded if not complete by due date. Mandatory for travel.</p> <p>Rubric, 20 points</p>
	<p>Unit 2 Ethics in Applied Behavior Analysis</p> <p>CLOs Addressed: 1, 2, 3</p>	<p>Readings</p> <p>Thoroughly explore the Government of Abu Dhabi website: https://www.government.ae/en/about-the-uae/the-seven-emirates/abu-dhabi</p> <p>Video: [Kelly, A. M.]. <i>Ethics for Behavior Analyst</i>. [Video File]. Retrieved from https://www.youtube.com/watch?v=eHh7evE</p>	<p>Unit 2 Activities & Interactions</p> <p>Academic Journal Pair and Share</p> <p><i>Making time to thoughtfully read the articles and books and watch the videos is critical to your success and transformational learning! For this reason, a meaningful part of your grade comes from carefully demonstrating thorough reading, viewing, and reflection. You will also bring the journal to Dubai, UAE and</i></p>	<p>Rubric, 20 points</p>

		<p>yE8E.</p> <p>Optional Video: [MelmarkPa]. <i>The Ethical Code for Behavior Analysis: Key Themes and Examples of Applications</i>. [Video File]. Retrieved from https://www.youtube.com/watch?v=mmK_shPRJeY.</p>	<p><i>use it during our guided discussion and outings. Quotes and references from it will be used for your Service Learning Project, too.</i></p> <p>This regularly repeated assignment includes creating a weekly <i>academic</i> "journal" entry. The journal should include notes or reflections for every reading and video in the course, clearly indicated by citation (ex: Smith (2002).)</p> <p>As you read each week, you will create an annotated bibliography, write bulleted notes, create graphical organizers, make mind maps, or reflective responses to each reading in both units of the module as assigned. Responses can include questions or ideas about the readings, ideas for future research, personal or real-world applications, connections to behavior analysis, connections with other classes, or anything else that piques your Interest and shows how well you read the materials. The format is completely up to you, as long as you engage with each assigned reading and clearly indicate by author and year.</p> <p>You will be assigned 2-3 partners to whom you email your academic journal each week for a review and comment. You will meet your small group in person to explore your academic journey while in Dubai, UAE. You are welcome to talk on the phone or by GoToMeeting during the week, too!</p> <p>The goal is to create a contingency to help you commit to a meaningful academic goal, on time, as well as to help you connect closely with classmates in your social community around meaningful topics.</p> <p>Here are key areas to ponder that will help you with the final project, too:</p> <ul style="list-style-type: none"> • Make cross cultural connections between your culture and Dubai, UAE. • Note ideas of how you can apply what you are learning in our greater society. • Carefully consider how the ethics of professional practice impact how we solve problems in complex community systems. • Think critically about the research available. How does it fit with other disciplines? <p>Develop at least 1-page of writing for each module, but you are welcome to write more if it helps you process and learn.</p> <p>Submit your journal entry and evidence of group collaboration here (ex: a copy of</p>	
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			<p>emails or log of time spent on calls).</p> <p>MLOs Addressed: 1, 3-5</p> <p>Complete no later than Sunday, 11:59pm, CST</p>	
<p>Module 2 Overview– attach PowerPoint: PowerPoints will be made if the course is approved.</p> <p>Institutional Goals Addressed: Diversity</p> <p>Course Learning Outcomes (CLO) Addressed: 1, 2, 3</p> <p>Module Learning Outcomes (MLO) Addressed: 1, 3-5</p>	<p>Unit 3 Soft skills in UAE and the US: Comparative Analysis</p> <p>CLOs Addressed: 1, 2, 3</p>	<p>Readings</p> <p>Government of Dubai: http://dubai.ae/en/Pages/Default.aspx</p>	<p>Unit 3 Activities & Interactions</p> <p>Attend Pre-Departure Orientation: Log in information will be sent to you via email.</p> <p>Discussion Forum Reflect on our pre-departure orientation. Revisit the Dubai, UAE Government websites: http://dubai.ae/en/Pages/Default.aspx and explore current 'hot topics' in Dubai, UAE by doing some current events searches online.</p> <p>How do current community concerns and cultural practices appear to differ between your community and Dubai, UAE? What shared issues do you recognize?</p> <p>What suggestions do we have for etiquette while abroad in Dubai, UAE, ways to enhance group dynamics and best practices for travelling in our group? What questions do we have?</p> <p>MLOs Addressed: 1, 3-5</p> <p>Initial Post Due Wednesday, 11:59pm, CST Final post due no later than Sunday, 11:59pm, CST</p>	<p>20 if you attend, 0 if you do not. Mandatory for travel.</p> <p>20, rubric</p>
	<p>Unit 4 Soft Skills in Dubai, UAE and the US: Comparative Analysis CLOs Addressed: 1, 2, 3</p>	<p>Readings</p> <p>Bailey & Burch (2010): • Sections 1 and 2 • (except Ch. 6)</p> <p>Sheikh Mohammed bin Rashid Al Maktoum Centre for Cultural Understanding https://www.cultures.ae/</p> <p>Government of Dubai: http://dubai.ae/en/Pages/Default.aspx</p>	<p>Unit 4 Activities & Interactions</p> <p>Complete Academic Journal Pair and Share</p> <p>Remember to make a relevant and thoughtful entry to show that you read and watch each assignment. Make connections between ethical issues of practice and culture. Consider "soft skills" are similar and different to your own community. How could you apply your science to affect change? Share with your group and talk it over! Submit your journal entry and evidence of group collaboration here (ex: a copy of emails or log of time spent on calls).</p> <p>MLOs Addressed: 1, 3-5</p> <p>Complete no later than Sunday, 11:59pm, CST</p>	<p>20, rubric</p>
<p>Module 3 Overview– attach PowerPoint:</p>	<p>Unit 5 Disability in Dubai, UAE</p>	<p>Readings</p> <p>Al-Aoufi, H., Al-Zyoud, N., & Shahminan, N.</p>	<p>Unit 5 Activities & Interactions</p> <p>Complete Academic Journal Pair and</p>	<p>20, rubric</p>

<p>PowerPoints will be made if the course is approved.</p> <p>Institutional Goals Addressed: Diversity Professional Behavior</p> <p>Course Learning Outcomes (CLO) Addressed: 1, 2, 3, 5</p> <p>Module Learning Outcomes (MLO) Addressed: 1, 3-5, 7</p>	<p>CLOs Addressed: 1, 2, 3, 5</p>	<p>(2012).</p> <p>People of Determination: http://dubai.ae/en/Lists/Topics/DispForm.aspx?ID=15</p> <p>Taryam, M. M. O., Al Faisal, W., Hussein, H. Y., Suliman, E. A., Al Janahi, T., AlSalaq, A. A., & Wasfy, A. S. (2017).</p>	<p>Share</p> <p>Remember to make a relevant and thoughtful entry to show that you read and watch each assignment. Make connections between ethical issues of practice and culture. Consider how this social issue is similar and different to your own community. What are the religious and cultural underpinnings of the approach to disability in Dubai? Describe disability rights in Dubai and compare to the U.S. How are these different to what you are accustomed to? How could you apply your science to affect change? Share with your group and talk it over!</p> <p>Submit your journal entry and evidence of group collaboration here (ex: a copy of emails or log of time spent on calls).</p> <p>MLOs Addressed: 1, 3-5, 7</p> <p>Complete no later than Sunday, 11:59pm, CST</p>	
	<p>Unit 6 Disability in Dubai, UAE</p> <p>CLOs Addressed: 1, 2, 3, 5</p>	<p>Readings</p> <p>Al-Aoufi, H., Al-Zyoud, N., & Shahminan, N. (2012).</p> <p>People of Determination: http://dubai.ae/en/Lists/Topics/DispForm.aspx?ID=15</p> <p>Taryam, M. M. O., Al Faisal, W., Hussein, H. Y., Suliman, E. A., Al Janahi, T., AlSalaq, A. A., & Wasfy, A. S. (2017).</p>	<p>Unit 6 Activities & Interactions</p> <ul style="list-style-type: none"> Reading and Video Quiz: <p>The 10 question quiz will include both multiple choice and short answer questions. Students will have one attempt and 10 minutes to complete the quiz.</p> <p>MLOs Addressed: 1, 3-5</p>	<p>20 points</p>
<p>Module 4 Overview– attach PowerPoint: PowerPoints will be made if the course is approved.</p> <p>Institutional Goals Addressed: Diversity</p> <p>Course Learning Outcomes (CLO) Addressed: 1, 2, 3</p> <p>Module Learning Outcomes (MLO) Addressed: 1, 3-5</p>	<p>Unit 7 Diagnosis and Rehabilitation</p> <p>CLOs Addressed: 1, 2, 3</p>	<p>Readings</p> <p>[Dubai Health Authority]. https://www.dha.gov.ae/en/Pages/ContactUS.aspx# [Dubai Healthcare City]. http://dhcc.ae/Portal/en/home.aspx</p> <p>[Department of Health-Abu Dhabi] https://www.haad.ae/haad/tabid/36/Default.aspx</p> <p>Abu Dhabi Teddy Bear Nurseries https://teddybearnursery.net/</p>	<p>Unit 7 Activities & Interactions</p> <p>Discussion Forum</p> <p>Compare and Contrast Table Create a 1 -page table or chart that compares and contrasts the diagnosis and rehabilitation of individuals with Autism and other diagnoses in the U.S. and Dubai, UAE's. What are common procedures and strategies? What unique barriers or cultural factors exist in the process? Consider how each system may have a variety of settings (urban, rural, private), outcomes, challenges and strengths.</p> <p>Information for the chart, as well as citations, should be solely drawn from assigned readings. End the assignment by writing a 200-word reflective response exploring your motivation to help understand issues in diagnosis and</p>	<p>20, rubric</p> <p>20, rubric</p>

			<p>rehabilitation. What steps could you take right now to make a difference? How would behavioral science or psychology help you to create change? MLOs Addressed: 1, 3-5</p> <p>Complete no later than Sunday, 11:59pm, CST</p>	
	<p>Unit 8 Diagnosis and Rehabilitation CLOs Addressed:</p>	<p>Readings</p> <p>[Dubai Health Authority]. https://www.dha.gov.ae/en/Pages/ContactUS.aspx# [Dubai Healthcare City]. http://dhcc.ae/Portal/en/home.aspx</p> <p>[Department of Health-Abu Dhabi] https://www.haad.ae/haad/tabid/36/Default.aspx</p> <p>Abu Dhabi Teddy Bear Nurseries https://teddybearnursery.net/</p>	<p>Unit 8 Activities & Interactions</p> <p>Complete Academic Journal Pair and Share</p> <p>Remember to make a relevant and thoughtful entry to show that you read and watch each assignment. Make connections between ethical issues of practice and culture. Consider how this social issue is similar and different to your own community. How could you apply your science to affect change? Share with your group! Submit your journal entry and evidence of group collaboration here (ex: a copy of emails or log of time spent on calls).</p> <p>Complete no later than Sunday, 11:59pm, CST MLOs Addressed: 1, 3-5</p>	20, rubric
<p>Module 5 Overview– attach PowerPoint: PowerPoints will be made if the course is approved.</p> <p>Institutional Goals Addressed: Diversity</p> <p>Course Learning Outcomes (CLO) Addressed: 1, 2, 3</p> <p>Module Learning Outcomes (MLO) Addressed: 1, 3-5</p>	<p>Unit 9 Autism Spectrum Disorder</p> <p>CLOs Addressed: 1, 2, 3</p>	<p>Readings</p> <p>[Carbone Clinic]. http://www.thecarboneclinic.ae/</p> <p>[The Doris Duan-Young Autism Center] http://ddyautismcenter.com/</p> <p>Gaad, E., & Thabet, R. A. (2016).</p> <p>Nahad, A. L. (2015).</p> <p>Videos</p> <p>[Lacroix, J.]. <i>27 Evidence-based Practices for Autism Spectrum Disorder</i>. [Video file]. Retrieved from https://www.youtube.com/watch?v=YOFe5tFVRNc</p>	<p>Unit 9 Activities & Interactions</p> <p>Discussion Forum</p> <p>Complete Academic Journal Pair and Share</p> <p>Remember to make a relevant and thoughtful entry to show that you read and watch each assignment. Make connections between ethical issues of practice and culture. Consider how this social issue is similar and different to your own community. How could you apply your science to affect change? Share with your group and talk it over!</p> <p>Submit your journal entry and evidence of group collaboration here (ex: a copy of emails or log of time spent on calls). MLOs Addressed: 1, 3-5</p> <p>Complete no later than Sunday, 11:59pm, CST</p>	20, rubric 20, rubric
	<p>Unit 10 Autism Spectrum Disorder</p> <p>CLOs</p>	<p>Readings</p> <p>[Carbone Clinic]. http://www.thecarboneclinic.ae/</p>	<p>Unit 10 Activities & Interactions</p> <p>Unit 10 Discussion 1: How is special education in Dubai, UAE different from the U.S.?</p>	

	Addressed: 1, 2, 3	Gaad, E., & Thabet, R. A. (2016). Nahad, A. L. (2015). Videos [Lacroix, J.]. <i>27 Evidence-based Practices for Autism Spectrum Disorder</i> . [Video file]. Retrieved from https://www.youtube.com/watch?v=YOFe5tFVRNc	In your initial post, describe one similarity and one difference on how interventions are provided for individuals with Autism Spectrum Disorder in Dubai, UAE versus the U.S. Initial Post Due Wednesday, 11:59pm, CST Final post due no later than Sunday, 11:59pm, CST	
<p>Module 6 Overview– attach PowerPoint: PowerPoints will be made if the course is approved.</p> <p>Institutional Goals Addressed: Diversity</p> <p>Course Learning Outcomes (CLO) Addressed: 1, 2, 3</p> <p>Module Learning Outcomes (MLO) Addressed: 1, 3-5</p>	<p>Unit 11 Mental Illness and Treatment</p> <p>CLOs Addressed: 1, 2, 3</p>	<p>Readings</p> <p>Chowdhury, F. (2011). Mesbah, R. (2009). The Psychology Center http://www.thecarboneclinic.ae/TPC.html</p>	<p>Unit 11 Activities & Interactions</p> <p>Discussion Forum</p> <p>Complete Academic Journal Pair and Share Remember to make a relevant and thoughtful entry to show that you read and watch each assignment. Make connections between ethical issues of practice and culture, relating to mental illness. Consider how this is similar and different to your own community. How could you apply your science to affect change? Share with your group and talk it over!</p> <p>Submit your journal entry and evidence of group collaboration here (ex: a copy of emails or log of time spent on calls). MLOs Addressed: 1, 3-5</p> <p>Complete no later than Sunday, 11:59pm, CST</p>	<p>20, rubric</p> <p>20, rubric</p>
	<p>Unit 12 Mental Illness and Treatment</p> <p>CLOs Addressed: 1, 2, 3</p>	<p>Readings</p> <p>Chowdhury, F. (2011). Mesbah, R. (2009). The Psychology Center http://www.thecarboneclinic.ae/TPC.html</p>	<p>Unit 12 Activities & Interactions</p> <p>Reading and Video Quiz:</p> <p>The 10 question quiz will include both multiple choice and short answer questions. Students will have one attempt and 10 minutes to complete the quiz. MLOs Addressed: 1, 3-5</p>	20 points
<p>Module 7 Overview– attach PowerPoint: PowerPoints will be made if the course is approved.</p> <p>Institutional Goals Addressed: Diversity</p>	<p>Unit 13 Consultation in Applied Behavior Analysis</p> <p>CLOs Addressed: 1, 2, 3</p>	<p>Readings</p> <p>Bailey & Burch (2010) • Section 5 Edmunds, J. M., Beidas, R. S., & Kendall, P. C. (2013). Noell, G. H., Witt, J. C., Slider, N. J., & Connell, J. E. (2005).</p>	<p>Unit 13 Activities & Interactions</p> <ul style="list-style-type: none"> Complete Academic Journal Pair and Share <i>(Note, only Unit 13 readings are required for this journal entry!)</i> Remember to make a relevant and thoughtful entry to show that you read and watch each assignment. Make connections between consultation and culture. Consider how this social 	20, rubric

<p>Course Learning Outcomes (CLO) Addressed: 1, 2, 3</p> <p>Module Learning Outcomes (MLO) Addressed: 1, 3-5</p>			<p>issue is similar and different to your own community. How could you apply your science to affect change? Share with your group and talk it over! Submit your journal entry and evidence of group collaboration here (ex: a copy of emails or log of time spent on calls). MLOs Addressed: 1, 3-5</p> <p>Complete no later than Sunday, 11:59pm, CST</p>	
	<p>Unit 14 Training in Applied Behavior Analysis</p> <p>CLOs Addressed: 1, 2, 3</p>	<p>Readings</p> <p>Edmunds, J. M., Beidas, R. S., & Kendall, P. C. (2013).</p> <p>Flynn, S. D., & Lo, Y-y. (2016).</p> <p>Haberlin, A. T., Beauchamp, K., Agnew, J., & O'Brien, F. (2012).</p> <p>Sterling-Turner, H. E., Watson, T. S., Wildmon, M., Watkins, C., & Little, E. (2001).</p>	<p>Unit 14 Activities & Interactions **Note, no pair and share required for Unit 14 readings, as another short assignment is due for them.</p> <p>“Taking Action” Writing Assignment – Carefully read these articles. Write a 2-page paper that describes your motivation to train staff and parent training and to provide consultation. Drawing from what you have learned about Dubai UAE culture, indicate how you would incorporate these variables into your training and consultation practices. In addition, describe two relevant issues you’d face as a practitioner implementing within your own community. MLOs Addressed: 1, 3-5</p> <p>Complete no later than Sunday, 11:59pm, CST</p>	<p>20 points</p>
<p>Module 8 Overview– attach PowerPoint: PowerPoints will be made if the course is approved.</p> <p>Institutional Goals Addressed: Diversity Professional Behavior Professional Practice</p> <p>Course Learning Outcomes (CLO) Addressed: 4-10</p> <p>Module Learning Outcomes (MLO) Addressed: 6-14</p>	<p>Unit 15 Overview /Title: Dubai, UAE In-country Learning Experience</p> <p>CLOs Addressed: 4-10</p>	<p>Readings – N/A</p>	<p>Unit 15 Activity:</p> <p>Complete Post-Survey: Global Perspectives Inventory (GPI): log information will be sent to you via email. Complete no later than Monday, 11:59pm, CST</p> <ul style="list-style-type: none"> In-Country Attendance & Engagement – We will meet regularly for discussions during our time together in Dubai, UAE. Your Academic Journal should be with you at all times, as we will consider various Unit topics and discuss in small and large groups. Your ability to engage thoughtfully and in a well-informed matter around each topic will determine your grade. MLOs Addressed: 6-11 Professional Compartment MLOs Addressed: 6-11 	<p>20 points if completed on time, 0 if late.</p> <p>200, rubric</p> <p>80, rubric</p>

			<ul style="list-style-type: none"> • Service Learning Project (See description after Course Schedule, below) MLOs Addressed: 12-14 	300, rubric
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Service Learning Project:

The Service Learning Project is to create an action plan to bring about positive changes in complex community settings. Psychology and behavior analysis have a responsibility to better society, as do you as an engaged practitioner. For this small group project, you will assess a need related to applied behavior analysis services in Dubai and propose a potential evidenced-based intervention. You will analyze the issue through the lens of behavioral science, and propose a plan to take action. Finally, you will present your plan at Canadian University Dubai and reflect on your motivation to take action.

First, identify a community, issue, and existing evidenced-based behavioral interventions for members of the community. Then, develop an idea for **action** in forms such as:

1. A more in-depth behavioral assessment within the community
2. Implement and monitor established, 'proven' interventions to change community behavior
3. Disseminate research-based strategies to community leaders or those in need
4. Increase access of marginalized groups to existing effective services and care
5. Develop trainings or presentations for change agents in the community
6. Engage with policy makers to facilitate a change
7. Create a social media campaign to educate people on a problem and the possible solution
8. Write and share an article or report
9. Create a community group to work on the problem
10. Develop a plan to educate the TCSP community about the issue of interest
11. Develop a research question and plan to investigate the problem further
12. Apply for a grant to secure funds for your idea
13. Plan a service learning project or volunteering experience
14. Develop a special interest group in your professional association
15. Use technology to solve a problem or deliver an intervention or coaching
16. Immerse yourself in a new community to connect with stakeholders and plan a solution together
17. Get creative!

You will find helpful resources at the [KU Community Toolbox](#). Here are some requirements:

The assessment, intervention, training, or dissemination methods you recommend or implement must be fully consistent with your discipline and be feasible. References and sources should be reputable, peer reviewed, and drawn mainly from your primary discipline. Best practice sources such as [Database of Best Practices](#) may be helpful. All activities and plans must align with your ethical and conduct guideline codes and be culturally appropriate.

This is the suggested presentation template and order of slides:

1. Title and group members
2. Identify the community or population of interest
3. Briefly describe the makeup and history of the community (e.g., demographic, historical, cultural, political, economic, etc.)
4. Describe one important disability issue people in the community care about, the perceived importance and consequences for the community.
5. State 2 methods the group could use to listen to the community to learn more.
6. Describe resources and strengths the community has, and context or situations that might make it easier or more difficult to address this issue
7. Select a priority problem or goal to be addressed. Include key points such as:
 - a. How often does the problem occur (or is the goal attained)?
 - b. How many people are affected?
 - c. How severe (significant) is the effect?
 - d. How important is the problem or goal perceived to be by others?

- e. How effective are efforts to address it likely to be?
8. Who is affected by the problem or goal?
 - a. What types of people are affected? (e.g., children, parents, neighbors, service providers)
9. When and where did the condition or problem behavior first occur, or when did it become significant?
 - a. Is the problem new or old? Is it increasing or decreasing?
 - b. Where is it prevalent (in what places or groups)? Why?
10. State a positive outcome that would benefit the community (e.g., more youth should graduate from high school; all should be safe in their neighborhoods)
11. Assess the level of the problem or goal. Some types of assessment include:
 - a. Direct observation of the problem or goal
 - b. Conducting behavioral surveys
 - c. Interviewing key people in the community
 - d. Reviewing archival or existing records
 - e. Research
12. Which specific behaviors need to change in what specific people? To address the immediate problem? To change the conditions that contribute to the problem or goal?
13. Which environmental conditions and related behaviors that might contribute to the problem or goal.
 - a. Knowledge and skill
 - b. Experience and custom
 - c. Health
 - d. Support and services
 - e. Access, barriers, and opportunities
14. Identify targets of change or those whom the effort is trying to benefit, reach, or change. Consider those who experiences the problem or are at risk and those who contribute to the problem or goal through their behavior. Who would this include in the community?
15. Identify agents of change or those who can influence the behaviors and conditions that relate to the problem or goal. Consider those with the power to bring about needed change, including those who experience the problem or are at risk.
16. Identify "best practices" or "evidence-based interventions" that could help address the problem or goal. Consider:
 - a. Potential or promising "best practices" (consider various available databases and lists of "best" or evidence-based practices)
 - b. How strong is the evidence that each potential "best practice" caused the observed improvement? (Rather than other associated conditions or potential influences)
 - c. Whether the "best practice" could achieve the desired results in the community
 - d. Whether the conditions (e.g., time, money, people, technical assistance) that affect success for the "best practice" are present
17. Indicate how you could adapt the intervention or "best practice" to fit the needs and context of the community (e.g., differences in resources, cultural values, competence, language).
18. Describe briefly how you could further evaluate the problem through a community behavioral assessment.
19. How could you monitor and evaluate the process of implementing a solution? (e.g. quality of implementation, satisfaction) and outcomes (e.g., attainment of objectives).
20. *The following slides (**up to 5**) should include a description of how you will take action with a project, plan, research, grant, service, assessment, training, community awareness events, professional activity, public policy actions, etc. that you'll do to help create a positive change.*
21. *One slide per student at the end should include both an evaluation of willingness to take action, and any steps of the plan already implemented.*

Tentative Travel Itinerary – Fall 2, 2020		
Day (Date)	Activity/Exertion Level (1-5; 1 = easiest and 5 = hardest)	Itinerary
1 (12/8/21)	Travel to Dubai	There are multiple ways to get to Dubai from major airports in the US. The time difference will be 8 hours (considering EDT). Students should plan for two days for traveling (for example, if students leave on Friday, they will get to Dubai on Saturday).
2 (12/9/21)	Arrive in Dubai and Welcome Dinner	5:30pm – Arrive at Dubai International Airport (DXB) and then head to hotel 5pm – Arrive at hotel and check-in 7pm – Welcome dinner
3 (12/10/21)	Shiekh Mohammed Centre for Cultural Understanding/Exertion Level 2	Breakfast at hotel 9:45am – Leave for Sheik Mohammed Central Mosque <ul style="list-style-type: none"> Heritage Tour, mosque visit, dagger museum (10:30am-12:00pm) 1pm-2:30pm – Cultural Lunch 2:45pm – Back to hotel Free evening
4 (12/11/21)	Visit Carbone Clinic and The Psychology Center/Exertion Level 2	Breakfast at the hotel 8am – Leave for Carbone Clinic/The Psychology Center (Dubai Healthcare City Building 33) 9am – Visit at both clinics 11am – Local restaurant then back to hotel
5 (12/12/21)	Desert Safari/Exertion Level 2	Breakfast at the hotel Free morning/early afternoon 2:45pm – Leave for Desert Safari <ul style="list-style-type: none"> 4wd through desert, camel ride, dinner, belly dancing, fire shows 9pm-9:30pm – Leave for hotel
6 (12/13/21)	Visit Full Day Dubai City/Exertion Level 3	Breakfast at the hotel 9am – Leave for Full Day Dubai City Tour <ul style="list-style-type: none"> See Jumeirah Mosque, Burj Al Arab 11am-1pm <ul style="list-style-type: none"> Bastakia and Al Fahidi Neighborhood Dubai Museum 1pm-3:45pm – Lunch at Arabian Courtyard Hotel, Spice Market, Gold Market, cross Dubai Creek in Abra to visit spice and textile souks 3:45pm – Dubai Frame 5:30pm – Back to hotel
7 (12/14/21)	Abu Dhabi/Exertion Level 3	Breakfast at the hotel 7:15am – Pick up from hotel 9am-11am – Visit Teddy Bear Nursery (Khalifa City Branch, Al Bateen Branch/MBZ Branch) 11:30am – Lunch at Karam Al Sham Syrian Restaurant 1-4pm – Louvre Abu Dhabi 4:30pm-6:30pm – Grand Mosque at Sunset 6:45pm – Back to hotel

8 (12/15/21)	The Doris Duan-Young Autism Center)/Exertion Level 2	Breakfast at hotel 10am – Pick up from hotel 11am-2:00pm – Visit The Doris Duan-Young Autism Center (Al Razi Building 64, Dubai Healthcare City) 2:15pm – Lunch at Wafi Court (Wafi Gourmet) 4pm – Back to hotel
9 (12/16/21)	Free Day/Exertion Level 2 or 3	Breakfast at hotel Free Day (suggestions – Dubai Mall, Burj Khalifa, fountain show)
10 (12/17/21)	Breakfast/Debriefing/Departure	9:30am-10:30am - Meet for Breakfast at hotel/Debrief Departure in afternoon/evening

Grading Distribution

Assignments	Points
Global Perspectives Inventory Pre-Test	10
Global Perspectives Inventory Post-Test	10
International Travel Registration- full points awarded if complete by due date. No points awarded if not complete by due date.	20
Discussions (6 @ 20 points each)	120
Writing Assignments (2 @ 20 points each)	40
Academic Journal Pair and Share (6 @ 20 points each)	120
Quizzes (2 @ 20 points each)	40
Pre-Departure Orientation Attendance	20
In-Country Attendance & Engagement	200
Professional & Behavioral Comportment	80
Service Learning Project	300
Total	1010

Letter Grade	Percent of Grade
A	94-100
A-	90-93
B+	88-89
B	83-87
B-	80-82
C	70-79
F	69 and below

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

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

Student Academic Supports and Resources

STUDENT PORTAL FOR UNIVERSITY RESOURCES

my.thechicagoschool.edu

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

ACADEMIC CATALOG AND STUDENT HANDBOOK

<http://catalog.thechicagoschool.edu/>

BOOKSTORE

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

CANVAS SUPPORT

If you need help accessing your course and materials in the Canvas system, the following resources may be of assistance:

- 1) Search the Canvas Guides which have a plethora of detailed videos, step-by-step instructions, and links: <http://guides.instructure.com/>
- 2) Access the community user boards and discussions.
- 3) Ask HelpDesk:
 - a. Submit a ticket with your question or issue by filling out the form provided in the course.
 - b. Contact the Help Desk by phone: 855-745-8169
- c. Have a live IM chat with a HelpDesk representative.

IT SUPPORT

Students may contact HelpDesk by:

Phone: (800) 747-8367

Email: helpdesk@tcsedsystem.edu

Website: <http://helpdesk.tcsedsystem.edu>

Hours

	Pacific time	Central time	Eastern time
Weekdays	5:00 am to 7:00 pm	7:00 am to 9:00 pm	8:00 am to 10:00 pm
Weekend	7:00 am to 3:00 pm	9:00 am to 5:00 pm	10:00 am to 6:00 pm

If you submit an email or leave a voicemail afterhours, the Help Desk will reply the next day. The Canvas Help Desk and the self-service [password reset](#) portal are available 24 hours a day.

ADA ACCOMMODATIONS

Information regarding accommodations for a disability, including the Accommodations Request Form, ABA Abroad –Accommodations Form, Frequently Asked Questions, and Faculty ADA Compliance can be found at

<https://my.thechicagoschool.edu/community/studentresources/ADA/Pages/default.aspx>. Any student seeking accommodation for a disability should reach out to accommodations@thechicagoschool.edu.

During Fall travel in Dubai, UAE, the average maximum temperature typically reaches 80 degrees Fahrenheit and drops to a comfortable average of 64 degrees at night, so students should plan on wearing clothing to prepare (e.g., lightweight but conservative clothing – midriff and legs should be covered). Other things to consider:

- During sightseeing, there may be a lot of walking – students should prepare to wear very comfortable shoes.
- A variety of food is available in Dubai (for example, many shops and restaurants in Dubai offer gluten-free food for those with gluten sensitivity or intolerance).
- Students will be staying at a hotel, with single or shared rooms. It is suggested that students share rooms to reduce costs.
- There are many ways of getting around Dubai and surrounding areas. Transportation options in Dubai include the taxis, metro trains, and buses.

LIBRARY RESOURCES

Access to The Chicago School Library and additional resources is found at each of the homepages for the Campus libraries:

- Chicago (and Online campus): <http://chi.librarypass.org/>
- Southern California (and Online campus): <http://la.librarypass.org/>
- Washington DC (and Online campus): <http://dc.librarypass.org/>

Online campus students may use any of these resources. Patrons can access articles via the Search our Databases portal or search for books, test kits, and videos via the Search our Catalog portal.

ONLINE CAMPUS WRITING CENTER (OCWC)

The OCWC offers several resources and services to online students:

- 1:1 Writing consultations for course work, master's theses, and dissertation proposal chapters
- 1:1 Dissertation/capstone chapter reviews for students who have completed their core course work
- Workshops and seminars on academic and professional writing
- A comprehensive website offering resources on academic and professional writing
- Customized support and resources for multilingual students
- Academic Success Programs:
 - Academic Writing Seminar
 - Graduate Student Success Program

Email: onlinewritingcenter@thechicagoschool.edu

Website: [OCWC Home Page](#)

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