

Online Course Syllabus

Power of One: Indonesia, Bali IS610 will be assigned course letter by IPS

3 Credit Hours

Fall II 2020

Course Introduction

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Official Course Description

Power of One courses explore psychology within an international context. Applies theoretical, practical, and professional knowledge related to working with diverse populations.

Power of One: Bali. Course will explore how the Balinese people treat mental illness and sustain their communities. Students will experience the unique intersection of community based interventions and sustainable business practices as found in Bali. This will be achieved through an investigation of the historical, spiritual, cultural, and experiential perspectives.

Institutional Learning Competencies and Outcomes

Institutional Learning Outcomes

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.

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

- Demonstrate knowledge of the world-view of the local culture within the context of psychology & business.
 - Overview historical perspective of culture and how it influences everyday practices.
 - Discuss strategies to provide culturally sensitive business & psychological services. Research culturally sensitive practices and discuss them through discussion posts.
- Analyze differences between host culture and own culture.
 - Discuss acculturation experiences that may/did occur during in-country time. Discussions & capstone assignment will compare and contrasts the two cultures.
- Examine global perspective in relation to their professional and academic goals.
 - Identify areas of growth to further develop global competency. Global Perspectives Inventory will examine impact of adjusted global perspective.
- Explain personal, professional and academic impact of their experience abroad.
 - Articulate changes to perception from course experience. Students will reflect on changes during group discussions.

Professional Behavior

A graduate will be able to function in a professional and ethical manner in classroom, off-site training, and work settings.

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

1. Recognize value of interacting with individuals with backgrounds and/or perspectives different from their own.
 - a. Explore concept of global citizenship. Discuss outcomes of interactions with those from different backgrounds & how they have contributed to personal growth.
2. Demonstrate ability to tolerate ambiguity in complicated environments where clear cut answers or standard operating procedures are absent.

- a. Develop strategies to increase cultural competence when working with individuals from different cultural backgrounds. Research and discuss cultural norms & practices both before travel & during travel.
3. Practice responsibility and accountability by making appropriate decisions on behavior and accepting the consequences of their actions.
 - a. Experience the outcomes of actions both in classroom & during travel. Each academic deadline & in-country check-in times will be assigned graded point values. Any actions deemed inappropriate by the guidelines of the in-country briefing will be assigned set graded point deductions.
4. Demonstrate ability to be self-reliant in non-classroom environment.
 - a. Unguided time in-country will be scheduled to explore the local communities. Unguided times will be followed by group discussions of experiences.

Required and Optional Texts and Electronic Reserves

Required Readings

- Arcana, K.T.P. & Wiweka, K. (2016). Educational tourism's product strategy at Batur Global Geopark, Kintamani – Bali. *International Research Journal of Management, IT & Social Sciences (IRJMIS)*, 3 (7), 40-47.
- Astawa, I.P. & Sudika, P. (2014). The impact of local culture on financial performance in property firms in Bali. *Asia-Pacific Management and Business Application*, 3 (2), 106-115.
- Hillman, P., Moyle, B., & Weiler, B. (2015) What does quality of life mean to locals employed in the tourism industry? A case study of Ubud, Bali. *CAUTHE 2015: Rising Tides and Sea Changes: Adaptation and Innovation in Tourism and Hospitality*, 514-517.
- Houston, J.M., Lesmana, C.B.J., & Suryani, L.K. (2012). Competitiveness and Individualism-Collectivism in Bali and the U.S. *North American Journal of Psychology*, 14 (1), 163-174.
- Kurihara, T., Kato, M., Sakamoto, S., Reverger, R., & Kitamura, T. (2000). Public attitudes towards the mentally ill: A cross-cultural study between Bali and Tokyo. *Psychiatry and Clinical Neuroscience*, 54 (1), 547-552.
- Lemelson, R. & Thein-Lemeson, S.M. (2016). Fear and silence in Burma and Indonesia: Comparing two national tragedies and two individual outcomes of trauma. *Interdisciplinary Handbook of Trauma and Culture*, 24, 377-391.
- Mullins, C. & Khawaja, N. (2018). Non-indigenous psychologists working with Aboriginal and Torres Strait islander people: Towards clinical and cultural competence. *Australian Psychologist*, 53, 394-404.
- Pack, S. (2006). How they see me vs. how I see them: The Ethnographic self and the personal self. *Anthropological Quarterly*, 79(1), 105-122.
- Rowley, J. & Dunbar-Hall, P. (2013). Cultural diversity in music learning: Developing identity as a music teacher and learner. *Pacific-Asian Education*, 25 (2), 41-50.
- Sugawa Korry, I.N., Troena, E.A., Hadiwidjojo, D., & Noermijati (2013). The role of entrepreneurial orientation in mediating the effect of organizational culture and government policy toward business performance (Case Study: *Koperasi Unit Desa* in Bali province). *International Journal of Business and Commerce*, 2 (12), 29-42.
- Sukertha, A.A., Kriyantono, R., & Kanto, S. (2015). Communication pattern and participation of Custom Village community in implementing *Tri Hita Karana* for local custom conservation at tourism destination: Ethnographic study at tourism destination of *Peliatan Ubud* Custom Village in *Gianyar, Bali*. *Journal of Social Sciences Research*, 7 (3), 1380-1384.

Weblinks/Videos

- The Chicago School of Professional Psychology

- [Know Before You Go- Pre-Departure Guide to International Programs.](#)
- [Pre-Departure Orientation – Health & Safety](#)
- [TCSPP - International Travel Registration](#)
- <http://theactofkilling.com/>
- Dress Code & Etiquette: <https://www.marariversafarilodge.com/bali-temples-dress-codes-etiquette/>

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>	<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.</p>	<p>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.</p>	<p>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.</p>	<p>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>
<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>	<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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>

Course Schedule, Assignments, and Grading

Assignments	Points
Global Perspectives Inventory Pre-Test	2
Global Perspectives Inventory Post-Test	2
International Travel Registration- full points awarded if complete by due date. No points awarded if not complete by due date.	4
Discussions (8 @ 10 points each)	80
Pre-Departure Activities & Assignments 1-4 (4 @ 20 points each)	80
Pre-Departure Orientation Attendance	20
In-Country Attendance, Engagement, & Service Learning Activity	200
Professional & Behavioral Comportment	80
Capstone Assignment	160
Total	628

Module/ Unit	Module Readings	Topic	Learning Outcomes	Assignments	Points / Assessment Method
<p>Module 1</p>	<p>“What to Know Before You Go” TCSPPP Study Abroad Pre-Departure Handbook</p> <p>Students will need to complete International Travel Registration: https://my.thechicagoschool.edu/community/studentresources/ie/Pages/Travel-Database.aspx</p>	<p>UNIT 1 Introduction . Review Pre-departure information. Complete travel registration</p>	<p>CLO’s Addressed: Examine global perspective in relation to their professional and academic goals.</p> <p>Module Learning Outcomes (MLO):</p> <ul style="list-style-type: none"> - Identify areas of growth to further develop global competency. Global Perspectives Inventory will examine impact of adjusted global perspective. 	<p>Introduce Yourself (Required for Attendance Purposes) Initial Post due Wednesday, 11:59pm, PDT, 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>Unit 1 Discussion: What is your Global Perspectives? Initial Post Due Wednesday, 11:59pm, PDT Final post due no later than Sunday, 11:59pm, PDT What has been the extent of your contact with the country in which we will travel?</p> <p>How do you anticipate this experience will impact your personal and professional life? In what ways? (Be specific about your expectations).</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?</p>	<p>See grading distribution chart above for point values.</p> <p>Discussion Rubric Found Below</p>

Module/ Unit	Module Readings	Topic	Learning Outcomes	Assignments	Points / Assessment Method
<p>Module 1 Continued</p>	<p>Mullins, C. & Khawaja, N. (2018) Articles you research Review webpage: http://theactofkilling.com/ & watch trailer</p>	<p>UNIT 2 Historical Perspective of Practices</p>	<p>CLO's Addressed: Examine global perspective in relation to their professional and academic goals. Module Learning Outcomes (MLO):</p> <ul style="list-style-type: none"> - Overview historical perspective of culture and how it influences everyday practices 	<p>Find a historical event article on Bali on your own. Articles may include new reports, historical context/textbook retelling, etc.</p> <p>Unit 2 Discussion: Historical Perspective Initial Post Due Wednesday, 11:59pm, PDT Final post due no later than Sunday, 11:59pm, PDT</p> <p>Post a brief description of the event and the impact it had on the Balinese people. In your post also discuss a significant historical event you have experienced and how it has impacted the way the people around you interact with each other. Think about how the event effected those immediate to you and the changes to the larger cultural mores. Consider how the events depicted in "The Act of Killing" about the country of Indonesia impact the culture of Bali.</p>	<p>See grading distribution chart above for point values.</p> <p>Discussion Rubric Found Below</p>

Module/ Unit	Module Readings	Topic	Learning Outcomes	Assignments	Points / Assessment Method
<p><u>Module 2</u></p>	<p>Orientation: log in information will be sent to you via email.</p>	<p>UNIT 3 Orientation</p>	<p>CLO's Addressed:</p> <ul style="list-style-type: none"> - Analyze differences between host culture and own culture. - Recognize value of interacting with individuals with backgrounds and/or perspectives different from their own. - Demonstrate ability to tolerate ambiguity in complicated environments where clear cut answers or standard operating procedures are absent. <p>MLO's Addressed:</p> <ul style="list-style-type: none"> - Discuss acculturation experiences that may/did occur during in-country time. - Explore concept of global citizenship. Discuss outcomes of interactions with those from different backgrounds & how they have contributed to personal growth. - Develop strategies to increase cultural competence when working when working with individuals from different cultural backgrounds. Research and discuss cultural norms & practices both before travel & during travel. 	<p>Unit 3 Discussion: Initial Post Due Wednesday, 11:59pm, PDT Final post due no later than Sunday, 11:59pm, PDT</p> <p>After the departure orientation, research appropriate etiquette in Bali. Post your findings and come up with one thoughtful question you have about your findings.</p>	<p>See grading distribution chart above for point values.</p> <p>Discussion Rubric Found Below</p>

Module/ Unit	Module Readings	Topic	Learning Outcomes	Assignments	Points / Assessment Method
<p>Module 2 Continued</p>	<p>Research you find on Balinese spirituality and practices</p> <p>Review Dress Code & Etiquette: https://www.marariversafarilodge.com/bali-temples-dress-codes-etiquette/</p>	<p>UNIT 4 Balinese Spirituality</p>	<p>CLO's Addressed:</p> <ul style="list-style-type: none"> - Analyze differences between host culture and own culture. - Recognize value of interacting with individuals with backgrounds and/or perspectives different from their own. - Demonstrate ability to tolerate ambiguity in complicated environments where clear cut answers or standard operating procedures are absent. <p>MLO's Addressed:</p> <ul style="list-style-type: none"> - Discuss acculturation experiences that may/did occur during in-country time. - Explore concept of global citizenship. Discuss outcomes of interactions with those from different backgrounds & how they have contributed to personal growth. - Develop strategies to increase cultural competence when working when working with individuals from different cultural backgrounds. Research and discuss cultural norms & practices both before travel & during travel. 	<p>Research Balinese spirituality and practices.</p> <p>Unit 4: Written/Activity</p> <p>Based off your research write at least one page on Balinese spirituality and how spiritual practices integrate in to life.</p>	<p>See grading distribution chart above for point values.</p> <p>View canvas assignment for assignment rubric.</p>

Module/ Unit	Module Readings	Topic	Learning Outcomes	Assignments	Points / Assessment Method
<p><u>Module 3</u></p>	<p>Rowley, J. & Dunbar-Hall, P. (2013). Cultural diversity in music learning: Developing identity as a music teacher and learner. <i>Pacific-Asian Education</i>, 25 (2), 41-50.</p>	<p>UNIT 5 Overview /Title: Culture</p>	<p>CLO's Addressed:</p> <ul style="list-style-type: none"> - Analyze differences between host culture and own culture. <p>MLO's Addressed:</p> <ul style="list-style-type: none"> - Discuss acculturation experiences that may/did occur during in-country time. 	<p>Unit 5 Discussion: Initial Post Due Wednesday, 11:59pm, PDT Final post due no later than Sunday, 11:59pm, PDT</p> <p>After reading articles describe your ideas of the Balinese culture. How does it relate to the way you would describe your own culture?</p>	<p>See grading distribution chart above for point values.</p> <p>Discussion Rubric Found Below.</p>
	<p>Sukertha, A.A., Kriyantono, R., & Kanto, S. (2015). Communication pattern and participation of Custom Village community in implementing <i>Tri Hita Karana</i> for local custom conservation at tourism destination: Ethnographic study at tourism destination of <i>Peliatan Ubud</i> Cusom Village in <i>Gianyar, Bali</i>. <i>Journal of Social Sciences Research</i>, 7 (3), 1380-1384.</p>	<p>UNIT 6 Overview /Title: Communication</p>	<p>CLO's Addressed:</p> <ul style="list-style-type: none"> - Demonstrate ability to tolerate ambiguity in complicated environments where clear cut answers or standard operating procedures are absent. <p>MLO's Addressed:</p> <ul style="list-style-type: none"> - Develop strategies to increase cultural competence when working when working with individuals from different cultural backgrounds. Research and discuss cultural norms & practices both before travel & during travel. 	<p>Unit 6 Discussion: Initial Post Due Wednesday, 11:59pm, PDT Final post due no later than Sunday, 11:59pm, PDT</p> <p>After reading the article, discuss how you may adjust your communication style to effectively communicate in Bali.</p>	<p>See grading distribution chart above for point values.</p> <p>Discussion Rubric Found Below</p>

Module/ Unit	Module Readings	Topic	Learning Outcomes	Assignments	Points / Assessment Method
<u>Module 4</u>	Kurihara, T., Kato, M., Sakamoto, S., Reverger, R., & Kitamura, T. (2000). Public attitudes towards the mentally ill: A cross-cultural study between Bali and Tokyo. <i>Psychiatry and Clinical Neuroscience</i> , 54 (1), 547-552.	UNIT 7 Overview /Title: Mental Health	<p>CLO's Addressed:</p> <ul style="list-style-type: none"> - Analyze differences between host culture and own culture, - Demonstrate knowledge of the world-view of the local culture within the context of psychology & business. <p>MLO's Addressed:</p> <ul style="list-style-type: none"> - Discuss acculturation experiences that may/did occur during in-country time. - Overview historical perspective of culture and how it influences everyday practices. - Discuss strategies to provide culturally sensitive business & psychological services. 	<p>Unit 7 Discussion: Initial Post Due Wednesday, 11:59pm,PDT Final post due no later than Sunday, 11:59pm, PDT</p> <p>What were your expectations of Balinese mental health practices before reading the articles? Anything about the articles surprise you? How will you use this new information?</p>	<p>See grading distribution chart above for point values.</p> <p>Discussion Rubric Found Below</p>

Module/ Unit	Module Readings	Topic	Learning Outcomes	Assignments	Points / Assessment Method
<u>Module 4</u> continued	Lemelson, R. & Thein-Lemeson, S.M. (2016). Fear and silence in Burma and Indonesia: Comparing two national tragedies and two individual outcomes of trauma. <i>Interdisciplinary Handbook of Trauma and Culture</i> , 24, 377-391.	UNIT 8 Trauma	<p>CLO's Addressed:</p> <ul style="list-style-type: none"> - Analyze differences between host culture and own culture, - Demonstrate knowledge of the world-view of the local culture within the context of psychology & business. <p>MLO's Addressed:</p> <ul style="list-style-type: none"> - Discuss acculturation experiences that may/did occur during in-country time. - Overview historical perspective of culture and how it influences everyday practices. - Discuss strategies to provide culturally sensitive business & psychological services. 	<p>Unit 8: Written/Activity</p> <p>Write a 1 page on how you compare reading to your own resiliency and how your own culture impacts how you deal with extreme situations and trauma. (Remember to use APA guidelines for citations, references, & formatting).</p>	<p>See grading distribution chart above for point values.</p> <p>View canvas assignment for assignment rubric.</p>
<u>Module 5</u>	Arcana, K.T.P. & Wiweka, K. (2016). Educational tourism's product strategy at Batur Global Geopark, Kintamani – Bali. <i>International Research Journal of Management, IT & Social Sciences (IRJMIS)</i> , 3 (7), 40-47.	UNIT 9 Overview /Title: Tourism	<p>CLO's Addressed:</p> <ul style="list-style-type: none"> - Demonstrate knowledge of the world-view of the local culture within the context of psychology & business. <p>MLO's Addressed:</p> <ul style="list-style-type: none"> - Overview historical perspective of culture and how it influences everyday practices. - Discuss strategies to provide culturally sensitive business & psychological services. 	<p>Unit 9 Discussion: Initial Post Due Wednesday, 11:59pm, PDT Final post due no later than Sunday, 11:59pm, PDT</p> <p>What were your ideas about the impact of tourism in area like Bali? Is this different than what was presented in the articles? Provide a clear description of your perception of the effects of tourism before and after reading the articles.</p>	<p>See grading distribution chart above for point values.</p> <p>Discussion Rubric Found Below</p>

Module/ Unit	Module Readings	Topic	Learning Outcomes	Assignments	Points / Assessment Method
<u>Module 5</u> continued	Hillman, P., Moyle, B., & Weiler, B. (2015) What does quality of life mean to locals employed in the tourism industry? A case study of Ubud, Bali. <i>CAUTHE 2015: Rising Tides and Sea Changes: Adaptation and Innovation in Tourism and Hospitality</i> , 514-517.	UNIT 10 Overview /Title: Quality of Life	CLO's Addressed: <ul style="list-style-type: none"> - Demonstrate knowledge of the world-view of the local culture within the context of psychology & business. MLO's Addressed: <ul style="list-style-type: none"> - Overview historical perspective of culture and how it influences everyday practices. - Discuss strategies to provide culturally sensitive business & psychological services. 	Unit 10: Written/Activity Write 1-page on what "quality of life" means to you. Consider how it may be different in Bali and provide additional perspective. Supplemental (Suggested, but not required): Gather donations to bring with you to Bali. We will be donating to some of the NGO's that we will visit. See Donation suggestions in the itinerary.	See grading distribution chart above for point values. View assignment discussion for assignment rubric.
<u>Module 6</u>	Astawa, I.P. & Sudika, P. (2014). The impact of local culture on financial performance in property firms in Bali. <i>Asia-Pacific Management and Business Application</i> , 3 (2), 106-115. (continues on next page)	UNIT 11 Overview /Title: Business	CLO's Addressed: <ul style="list-style-type: none"> - Demonstrate knowledge of the world-view of the local culture within the context of psychology & business. MLO's Addressed: <ul style="list-style-type: none"> - Overview historical perspective of culture and how it influences everyday practices. - Discuss strategies to provide culturally sensitive business & psychological services. 	Unit 11 Discussion: Initial Post Due Wednesday, 11:59pm,PDT Final post due no later than Sunday, 11:59pm, PDT Post a synopsis of the articles and your view of the differences in business practices between your culture and that of Bali.	See grading distribution chart above for point values. Discussion Rubric Found Below

Module/ Unit	Module Readings	Topic	Learning Outcomes	Assignments	Points / Assessment Method
<p>Module 6 continued</p>	<p>Houston, J.M., Lesmana, C.B.J., & Suryani, L.K. (2012). Competitiveness and Individualism-Collectivism in Bali and the U.S. <i>North American Journal of Psychology</i>, 14 (1), 163-174.</p> <p>Sugawa Korry, I.N., Troena, E.A., Hadiwidjojo, D., & Noermijati (2013). The role of entrepreneurial orientation in mediating the effect of organizational culture and government policy toward business performance (Case Study: <i>Koperasi Unit Desa</i> in Bali province). <i>International Journal of Business and Commerce</i>, 2 (12), 29-42.</p> <p>Review the list of NGOs posted on canvas and research them.</p>	<p>UNIT 12 Overview /Title: NGOs</p>	<p>CLO's Addressed:</p> <ul style="list-style-type: none"> - Demonstrate knowledge of the world-view of the local culture within the context of psychology & business. <p>MLO's Addressed:</p> <ul style="list-style-type: none"> - Overview historical perspective of culture and how it influences everyday practices. - Discuss strategies to provide culturally sensitive business & psychological services. 	<p>Unit 12: Written/Activity</p> <p>Based off your research of each of the NGOs, write at least a half a page on what you would recommend to propel their mission.</p>	<p>See grading distribution chart above for point values.</p> <p>View canvas assignment for assignment rubric.</p>

Module/ Unit	Module Readings	Topic	Learning Outcomes	Assignments	Points / Assessment Method
<p><u>Module 7</u></p>	<p>Review suggested items list posted on canvas page.</p> <p>Review syllabus and assignments while in country.</p>	<p>UNIT 13 Overview /Title: Preparation for Bali</p>	<p>CLO's Addressed:</p> <ul style="list-style-type: none"> - Demonstrate ability to tolerate ambiguity in complicated environments where clear cut answers or standard operating procedures are absent. - Practice responsibility and accountability by making appropriate decisions on behavior and accepting the consequences of their actions. - Demonstrate ability to be self-reliant in non-classroom environment. <p>MLO's Addressed:</p> <ul style="list-style-type: none"> - Develop strategies to increase cultural competence when working when working with individuals from different cultural backgrounds. Research and discuss cultural norms & practices both before travel & during travel. - Experience the outcomes of actions both in classroom & during travel. Each academic deadline & in-country check-in times will be assigned graded point values. Any actions deemed inappropriate by the guidelines of the in-country briefing will be assigned set graded point deductions. 	<p>Unit 13 Activity: Trip Preparation: Exchange for Indonesian currency, locate your passport, & pack any donations you plan to bring.</p>	<p>Points: None</p> <p>Rubric None</p>

<p><u>Module 7</u> continued</p>	<p>Review suggested items list posted on canvas page.</p> <p>Review syllabus and assignments while in country.</p> <p>Pack (2006)</p>	<p>UNIT 14 Overview /Title: In-Country & Post Trip</p>	<p>CLO's Addressed:</p> <ul style="list-style-type: none"> - Recognize value of interacting with individuals with backgrounds and/or perspectives different from their own. - Demonstrate ability to tolerate ambiguity in complicated environments where clear cut answers or standard operating procedures are absent. - Practice responsibility and accountability by making appropriate decisions on behavior and accepting the consequences of their actions. - Demonstrate ability to be self-reliant in non-classroom environment. <p>MLO's Addressed:</p> <ul style="list-style-type: none"> - Explore concept of global citizenship. Discuss outcomes of interactions with those from different backgrounds & how they have contributed to personal growth. - Develop strategies to increase cultural competence when working when working with individuals from different cultural backgrounds. Research and discuss cultural norms & practices both before travel & during travel. - Experience the outcomes of actions both in classroom & during travel. Each academic deadline & in-country check-in times will be assigned graded point values. Any actions deemed inappropriate by the guidelines of the in-country briefing will be assigned set graded point deductions. - Unguided time in-country will be scheduled to explore the local communities. Unguided times will be followed by group discussions of experiences. 	<p>Complete <i>Post-Survey: Global Perspectives Inventory (GPI): log information will be sent to you via email. Complete no later than Sunday, 11:59pm, PDT</i></p> <p>Capstone Assignment – presentation times will be assigned when in country.</p> <p>In-Country Attendance</p> <p>In-Country Service Learning at Sari Hati School</p> <p>Professional Comportment</p>	<p>See grading distribution chart above for point values.</p> <p>See Capstone Assignment Details Rubric Below</p>
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Discussion Forum Scoring Rubric

1. Initial Posts are due by 11:59pm, Wednesday, Pacific 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- Capstone Assignment

Personal Ethnography Project (160 points)

One of the most important skills for intercultural learning is developing observational skills that make use of all the physical and psychological senses. Developing increased awareness of visual, verbal, nonverbal, hearing, feeling, sensation, and thinking senses will increase your ability to adjust and “read” culture.

- For this activity, you will be asked to practice your ethnographic skills by entering a public or semi-public space in the community (e.g., a meeting place, a local shop, a temple, a restaurant); using as many observational skills as possible to create a physical, mental, and psychological map of the space. You will present your findings in an oral presentation during dinner debriefs. In your 10 to 15 minute presentation you should be prepared to give specific and detailed answers to the questions below.
Presentations will be given while in Bali, grades will be submitted after the trip.
 - First, during the designated and/or free time, you will find a location where you and up to one project partner can observe Balinese activity without being particularly conspicuous. Attempt to stay in one spot for a while, but feel free to move around the space if your behavior seems unnatural for the setting. At some point in the observation period, you may want to participate in an activity or task associated with the nature of this space (in some cases, it may be necessary in order to avoid looking more conspicuous than you otherwise might). Attempt to act in a manner that is consistent with the cues you have picked up so far. You should plan on about one hour for the observation period. Note: Please plan ahead and make sure that you are setting aside time to devote to this project. Your presentation should expand on observations you had outside of the normally scheduled group activities and provide additional insight to your peers.
 - Second, immediately upon concluding the observation, you need to write out as much as you can about the situation or location. The following questions should guide your write-up:
 1. What behaviors and interaction patterns are prominent in this location? What behaviors did you notice first? Describe the major activities that occur in this space. Be as specific as possible.
 2. Who uses the space and how? Who is “allowed” or invited to use this space?
 3. What are the rules of interaction? What are the formal or informal rules about dress, nonverbal behavior etc.?
 4. What communication patterns are present? Who talks to whom? What characteristic phrases are used? If you detect repeated verbal phrases, write several of them down.
 5. What nonverbal behaviors are displayed and by whom? More specifically, how is eye contact used? What are the implicit rules about physical distance and/or proximity? How (if relevant) is touch used? What body gestures/motions are used? What tone of voice is used? How do the nonverbal behaviors match verbal behaviors?
 6. Are patterns associated with authority or status relevant to this space? If so, how? What implicit rules about gender and/or age are associated with this setting?
 7. How does the organization of this space facilitate interaction or the goals associated with the space?
 8. What do the specific behaviors seem to mean? What values or assumptions seem to be associated with communication patterns?
 9. In order to further enhance your understanding of this space, draw a diagram of the space and the interactions that occur in it.
 - Third, consider your responses to this space and its interactions and write them down as well. The following questions will guide your write up on this part of the assignment:

1. How do you feel while being in this space? What new sensations are you aware of?
 2. What behaviors of others were expected and/or unexpected?
 3. What is your role as an observer? How do you feel as an observer? What is your “positionality” and “status” in this environment?
 4. How did/does the environment or interactions change in response to your presence or your observation?
 5. How do you find yourself behaving? (similarly or differently from your typical patterns?)
 6. If relevant, how did people in the environment seem to respond to your presence or your efforts to communicate?
 7. What behaviors or patterns might you adopt to enhance the likelihood of fitting into this setting? What cues would you need to be especially sensitive to?
 8. What behaviors and rules of this space appear to be consistent with high context or low context communication?
 9. What might the interactions in this location tell you about other social interactions you are likely to encounter in Bali?
 10. In general, step back and consider your own characteristic nonverbal and verbal communication styles. How are your typical behavior patterns consistent or inconsistent with the patterns you have observed in this setting?
- Fourth, using the notes you have taken in response to the questions provided, develop a presentation that describes the setting of your observation(s), the situation(s) you observed and how it relates to the topics we have covered thus far in the course. Have you encountered a new experience that you were not expecting? Were your observations in line with the research we have done? If so/not, explain how. Your presentation should clearly articulate the situation and help your peers to feel as if they shared the experience. Pictures and/or diagrams are not required as you should do your best to respect the cultural boundaries, but feel free to include them to support your presentation if it will not be disrespectful to those you are observing.

Grading Area	Demonstration Level 1 (unacceptable)	Demonstration Level 2 (minimal)	Demonstration Level 3 (expected)	Demonstration Level 4 (advanced)
Appropriate behavior in the environment	Demonstrates unprofessional behavior during exercise. This includes but is not limited to inappropriate altercations and removal from environment during observation. 0-15 points	Demonstrates expected professional behavior and comportment for most of exercise. This includes but is not limited to inappropriate altercations and removal from environment during observation. 15-25 points	Demonstrates expected professional behavior for entire duration of exercise. Altercations are absent or are handled appropriately. 26-39 points	Demonstrates exemplary and model professional behavior for entire duration of exercise. Behavior described is in-line with local customs of the environment. Altercations are absent handled appropriately. 40 points
Demonstration of quality content	Presentation partially responds to the prompts or just responds to the prompts without elaboration on the experience. 0-15 points	Presentation responds to all the prompts and fails to elaborate on the experience. 15-25 points	Presentation responds to all the prompts and elaborates on the experience. 26-39 points	Presentation responds to all the prompts. The elaboration on the experience provides audience with a sense of being a part of the experience themselves. 40 points
Analyze differences between host culture and own culture	Absence of adequate comparison of individual's culture and that of the local culture. Inability to demonstrate insight to the effects of the differences on interpersonal interactions. 0-15 points	Minimal comparison of individual's culture and that of the local culture. Inadequate demonstration of insight to the effect of the differences on interpersonal interactions. 15-25 points	Adequate comparison of individual's culture and that of the local culture. Demonstrates ability to show the effect of the differences on interpersonal interactions. 26-39 points	Exemplary comparison of individual's culture and that of the local culture. Demonstrates contemplation about the effect of the differences have on interpersonal interactions. 40 points
Organization and preparation of presentation	Presentation lacks organization and is difficult for audience to understand or follow. 0-15 points	Presentation demonstrates some organization and is partially understood or followed by audience. 15-25 points	Presentation demonstrates intentional organization. The audience is able to easily understand and follow. 26-39 points	Presentation demonstrates practiced intentional organization. The audience is engaged, able to easily understand and follow. 40 points
Total				160 total points

Appendix A – Tentative Itinerary

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

Include Exertion Level (1-5, 1 is easiest and 5 is hardest) for activities each day using the reference below:

- Walking/hiking
- Heat and humidity
- Terrain (sand, dirt, and hills)
- Availability of variety of food
- Bottled water availability
- Sleeping comfortability (single rooms or shared rooms)
- Motor vehicle comfort and accessibility of public transportation and taxi
- Other for country specific

Date	Activity / Note for Exertion Level	Location
Date	<ul style="list-style-type: none"> • Activity 	Location
Students Must Arrive no later than: 1PM on 12/10/2020	<ul style="list-style-type: none"> • Ngurah Rai International Airport (DPS) is the airport you will need to use • Transportation will be provided from airport to Ubud Accommodation on 12/11/2019 • Anyone not going to the airport on 12/11/2019 will have to arrange transportation on own 	Ubud Accommodation TBD
Day 1 12/10/2020	<ul style="list-style-type: none"> • Exertion for the day = 2 (heat and humidity, shared rooms, van transportation, light walking on uneven terrain, food variety unknown) • In-Country Orientation, emergency response, and safety orientation. • Settle into accommodations/ free time, purchase Sarongs • Meet at accommodations lobby by 5PM • Dinner as a group (included) Legong Dance (included)	Ubud Accommodation TBD

<p>Day 2 12/11/2020</p>	<ul style="list-style-type: none"> • Exertion for the day = 2 (heat and humidity, shared rooms, van transportation, light walking on uneven terrain, food variety limited) • Meet at accommodation lobby by 6AM • Box Breakfast as group (included) • Morning Market • Mengening Temple • Lunch as a group (included) • PKP Women’s Center (NGO) • Free time/ Dinner on own 	<p>Ubud Accommodation TBD</p>
<p>Day 3 12/12/2020</p>	<ul style="list-style-type: none"> • Meet at accommodation lobby by 6AM • Box Breakfast as group (included) • Morning Mysticism Tour & ARMA with Agung Rai • Lunch (included) • Sari Hati School (NGO) SERVICE LEARNING: Deliver Donations to center and assist with TBA activity at the school. <p>Free time/ Dinner on own</p>	<p>Ubud Accommodation TBD</p>
<p>Day 4 12/13/2020</p>	<ul style="list-style-type: none"> • Exertion for the day = 2 (heat and humidity, shared rooms, van transportation, walking on uneven and loose terrain, food variety limited) • Meet at accommodation lobby by 9AM • Breakfast as group (included) • Visit Tjokorda Rai (tribal healer) • Free time in Ubud / Lunch (on own) • Meet at accommodation lobby by 5PM • Dinner as group with Prince Cok Agung (dinner included, wear Sarong) <p>Pack to leave for Pemuteran the following day</p>	<p>Ubud Accommodation TBD</p>
<p>Day 5 12/14/2020</p>	<ul style="list-style-type: none"> • Exertion for the day = 2 (heat and humidity, shared rooms, van transportation, light walking on uneven terrain, food variety available) • Finish packing to leave for Pemuteran • Meet at accommodation lobby by 8AM • Box Breakfast as group (included) • Visit with faculty & students at Udayana University • Travel to Pemuteran • Lunch on own • Water Palace • Arrive at Pemuteran Accommodations <p>Dinner as group (included)</p>	<p>Pemuteran Accommodation TBD</p>

<p>Day 6 12/15/2020</p>	<ul style="list-style-type: none"> Exertion for the day = 2 (heat and humidity, shared rooms, van transportation, light walking on uneven terrain and sand, food variety available) Optional boat tour & snorkeling meet at accommodation lobby 6AM (price not included) (excretion for the day with this option included = 3) Breakfast on own Meet at accommodation at 10 AM Coral Reef Restoration project Lunch on own & Free time <p>Meet at accommodation for group dinner (Beach BBQ) at 6PM (included)</p>	<p>Pemuteraan Accommodation TBD</p>
<p>Day 7 12/16/2020</p>	<ul style="list-style-type: none"> Exertion for the day = 1 (heat and humidity, shared rooms, van transportation, light walking on uneven terrain, food variety available) Breakfast on own/pack to leave for Ubud Meet at accommodation lobby at 9AM Meet with Taman '65 for lunch (as a group) Travel to Ubud <p>Group Dinner (included) & Capstone Presentations</p>	<p>Accommodation: Kaya House - Ubud</p>
<p>Day 8 12/17/2020</p>	<ul style="list-style-type: none"> Exertion for the day = 3 (heat and humidity, shared rooms, van transportation, moderate walking on uneven terrain, food variety available) Meet in lobby for group Breakfast (included) Leave for day trip to Mengwi at 10AM Meet with Agung Prana at Puri Taman Sari Meet with Made the Healer Lunch at Puri Taman Sari (included) Return to Ubud <p>Group Dinner (included) & Capstone Presentations</p>	<p>Accommodation: Kaya House - Ubud</p>
<p>Day 9 12/18/2020</p>	<ul style="list-style-type: none"> Exertion for the day = 4 (heat and humidity, shared rooms, van transportation, moderate walking/hiking on uneven terrain, food variety limited) Meet in lobby at 9AM for Breakfast (included) Visit Goa Gajah Visit wood carvers & mask makers Lunch on own Traditional Meal preparation, preparing your dinner Group Dinner (included) & Capstone Presentations Fire Therapy Ceremony Packing to leave following day 	<p>Accommodation: Kaya House - Ubud</p>

<p>Students Have/ Officially Completed the Program: Noon on 12/19/2020</p>	<ul style="list-style-type: none"> • Ngurah Rai International Airport (DPS) is the airport you will need to use • Transportation will be provided form Kaya House to airport ONLY on last day 12/19/2020 • Anyone not going to the airport on 12/19/2020 will have to arrange accommodations and transportation on own 	
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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

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.

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.

NATIONAL CENTER FOR ACADEMIC & DISSERTATION EXCELLENCE (NCADE)**A. Academic Success Programs** – Master’s and pre-dissertating student support

Contact: writing@thechicagoschool.edu

- Onboarding and Orientation
- Writing Assessment Process and Academic Writing Seminar
- One-on-one writing consultations (on-the-ground and online)
- Time management and learning style consultations
- Presentations on APA writing style and formatting

B. Dissertation Writing Experts (DWEs) and Methodology Experts (MEs) - Dissertating Student Support

Contact: ncade@thechicagoschool.edu

- Writing
- APA
- Methodology
- One-on-one writing consultations (on-the-ground and online)
- Editorial and methodological support with the IRB application prior to submission to IRB
- Manuscript Preparation (formerly copyediting)
- Writing, methodological and professional development webinars