

**Online Course Syllabus**

**Course Name and Number:** IS610: *Power of One: Bali, Dealing with Chronic Illness (HIV) within a Cross-Cultural Context.*

**Credit Hours:** 3 Units

**Term/Term Section/Year:** Spring 2021

**Course Introduction**

<b>Instructor:</b>	Jack S. Wasserman, PhD (714) 812-6869
<b>Office and Hours:</b>	<a href="mailto:jwasserman@thechicagoschool.edu">jwasserman@thechicagoschool.edu</a>
<b>Phone:</b>	Gary E. Pakes, Pharm. D (919) 452 3656
<b>E-mail:</b>	pakesg@gmail.com
<b>Course Website:</b>	Hours by arrangement.

**Official Course Description**

Power of One: Bali, Indonesia. Dealing with Chronic illness (HIV) within a Cross-cultural environment. This Course will explore how the Balinese people treat physical illness, mental illness and the intersection within a cross-cultural environment. Students will experience the unique intersection of community-based assessments, treatments and interventions with individuals who have mental illness related to chronic physical illness. They will interact and provide assessment, intervention and assistance with affected individuals being mindful of the historical, spiritual, and cultural Balinese environment. The intersection of our traditional Western approach with a more non-Western and spiritual Balinese approach will be emphasized.

**Institutional Learning Competencies and Outcomes**

**Institutional Learning Outcomes**

Course Learning Outcomes adapted from & resource for developing MLO: Hovland, K (2010) Global learning: Aligning student learning outcomes with study abroad. NAFSA: Association of International Educators. Retrieved from: [http://www.nafsa.org/uploadedFiles/NAFSA\\_Home/Resource\\_Library\\_Assets/Networks/CCB/AligningLearningOutcomes.pdf](http://www.nafsa.org/uploadedFiles/NAFSA_Home/Resource_Library_Assets/Networks/CCB/AligningLearningOutcomes.pdf)

**Institutional Learning Outcomes**

**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.
  - Discuss our Western culture and how it influences our assessment and treatment.
  - Contrast this with a more culturally relevant model needed for a culturally diverse perspective
  - Discuss adaptations needed in our treatment model.
- CLO2: Analyze differences between host culture and our Western culture.

- Discuss acculturation experiences that may/did occur during time in Bali.
- Trainings, capstone project, interactions and treatment opportunities with clients and collaborations with in-county professionals: contrast cultural perspectives.
- Identify areas of growth to further development of Global Cultural Competency
- CLO3: Examine global perspective in relation to their professional and academic goals.
  - Global Perspectives Inventory will examine impact of adjusted Global Perspective
- CLO4: Explain personal, professional and academic impact of their experience abroad.
  - Explain and articulate changes in overall treatment philosophy and cultural awareness due to experiences in interactions, teaching and treatment with clients and collaborative in-country professionals within a multi-cultural perspective

### **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.
  - Listen to individuals and professionals while recognizing their reality when describing any impairments and/or disabilities.
  - Learning a non-Western focus to interventions; making recommendations that are useful to individuals.
- CLO6: Demonstrate ability to tolerate ambiguity in complicated environments where clear-cut answers or standard operating procedures are absent.
  - Being able to maintain one's understanding of disability while accepting the explanation of someone from the Balinese perspective
- CLO7: Practice responsibility and accountability by making appropriate decisions on behavior and accepting the consequences of their actions.
  - Offering interventions to an individual based upon work with the same individual and adjusting interventions when contextual and multi-cultural factors are applicable.
- CLO8: Demonstrate ability to be self-reliant in non-classroom environment.
  - Conduct oneself as a "professional" when in professional (institutional) and personal environments.
  - Recognize and apply appropriate behavior expectations when in personal and professional environments

### **Professional Practice**

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

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

- CLO9: Explore concept of global citizenship. Discuss outcomes of interactions with those from differing backgrounds & how they have contributed to professional theories.
  - Demonstrate ability to tolerate ambiguity in complicated environments where clear-cut answers or standard operating procedures are absent.
- CLO10: Develop strategies to increase cultural competence when working with individuals from different cultural backgrounds. Research & discuss cultural norms & practices both before travel and during travel.

- Practice responsibility and accountability by making appropriate decisions based upon scientific data and experience yet adjusting interventions as needed.
- Develop knowledge and awareness so as to adopt treatment understanding and practices in a more culturally appropriate fashion.
- Demonstrate ability to be self-reliant in non-classroom environment.

**Required and Optional Texts and Electronic Reserves**

**Required Readings<sup>a</sup>**

Title	ISBN	Publisher's Price
1. What Mental Health Practitioners Need to Know about HIV and AIDS: New Directions for Mental Health Services	9780787914363	\$29.00
2. The UCSF AIDS Health Project Guide to Counseling: Perspectives on Psycho-Therapy Prevention, and Therapeutic Practice.	9780787941949	\$55.00
3. Mental Health in Asia and the Pacific: Historical and cultural perspectives	9781489979995	\$79.99
4. The Balinese People: A Reinvestigation of Character	9780195885576	\$8.44
5. Dialectical Behavior Therapy for Wellness And Recovery: Interventions and Activities For Diverse Client Needs.	9781118759974	\$50.00

**Optional but Recommended Texts and Readings**

- American Psychiatric Association (2013). *Diagnostic and Statistical Manual of Mental Disorders* (5<sup>th</sup> ed). American Psychiatric Association, Washington, D.C.
- Association for Assessment in Counseling (2003). *Standards for Multicultural Assessment*.
- Elbirt, D., Mahlab-Guri, K., Bezalel-Rosenberg, S. Gill, H., Attali, M. & Asher, I. (2015) HIV-associated neurocognitive disorders (HAND). *Israel Medical Association Journal*, 17(1), 54-59-(9)
- Horwath, E. & Nash, S.S. (2005) *Psychiatric manifestations of HIV and AIDS*-(10).  
<https://www.psychiatrytimes.com/neuropsychiatry/psychiatric-manifestations-hiv-infection-and-aids>
- Kurihara, T., Kato, M., Sakamoto, S., Reverger, R. & Kitamura, T. (2000) Public attitudes. the mentally ill: A cross-cultural study between Bali and Tokyo. *Psychiatry and Neuroscience*, 54(1), 547-552. – (11)
- Lamelson, R. & Thein-Lamesonn, 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. -(12)
- Moore, J. & Pasada, C. (2013) HIV and psychiatric comorbidities: What do we know and what can we do? *Psychology and AIDS Exchange Newsletter*.  
[https://www.apa.org/pi/aids/resources/exchange/2013/01/comorbidities-\(13\)](https://www.apa.org/pi/aids/resources/exchange/2013/01/comorbidities-(13))

<sup>a</sup> All required readings and reference materials for assignments will be identified with a number in parenthesis and that number listed by assignment below for quick reference. Additional reading and references are for your use as well.

- 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. -(14)*
- Suryani, L.K. & Jensen, G.D. (1996). *Trance and Possession in Bali: A Window on Western Multiple Personality Disorder, and Suicide*. Oxford University Press: Oxford, England, U.K- (15).
- World Health Organization (2004). *ICD-10: Classification of Mental and Behavioral Disorders*. World Health Organization, Switzerland.
- Treisman, G.J. & Angelino, A. F. (2004). *The Psychiatry of AIDS: A Guide to Diagnosis and Treatment, First edition*. John Hopkins University Press, Baltimore, Maryland-(16).
- Zane, N., & Huang, C. Y. (2016). Cultural issues in mental health treatment. In M. Gelfand, C. Y. Chiu, & Y. Y. Hong (Eds.), *Handbook of Advances in Culture and Psychology* (pp. 113-155). New York: Oxford University Press.

### Weblinks/Videos

- The Chicago School of Professional Psychology
  - [Know Before You Go- Pre-Departure Guide to International Programs-\(6,17\).](#)
  - [Rights and Responsibility Agreement for International Programs](#)
  - [The Dark Side of Paradise: Mental Illness in Bali- You Tube.com-\(7\)](#)
  - [Bali: Another Face of Psychiatry-YouTube.com](#)
  - [Balinese Culture- YouTube- \(8\)](#)
  - [TCSPP - International Travel Registration](#)
- Goodkin, K. Overview of psychiatric Issues in HIV/AIDS/ Aging and Neuropsychiatric Issues in HIV Infection. October 17, 2014. Accessed at:  
<https://www.youtube.com/watch?v=bq36yTXroQI>  
<https://www.youtube.com/watch?v=B-z5Reyl> MM-(18)
- [Infectious Diseases in Indonesia \(19\)](#)  
<http://podcasts.ox.ac.uk/embed/f9d61488b1bc5ccf8fb4>
- [Between Hope and Despair: Living with Difference in Today's Indonesia \(20\)](#)  
<http://podcasts.ox.ac.uk/embed04a0d2c162c5bcb0ado3>

### Assignment Rubric- Capstone Assignment

There will be two mutually exclusive and interrelated components to the Capstone project will assist students in developing a global psychological perspective.

**This course is well suited and geared for Graduate students in Psychology who have completed and demonstrated competence in Advanced Assessment and/or health related issues.**

A- Assessment preparation component-1/2 day  
In-Country preparation-

- 1- TCS Students, local University staff and Balinese psychologists will attend a training to develop skills useful in diagnosing mental health issues in HIV individuals. In this training students will receive instruction in the administration of psychological tests listed below.
- 2- After their training by faculty, students must administer these same tests to faculty. Only students who have achieved competence in administration will be allowed to administer tests to consenting Balinese clients. *It should be noted that all students will not necessarily be allowed to administer all assessment instruments.* However, all students will receive instruction and will observe the assessment process.

**B- Intervention phase- 1 day**

- 1- Students shall work collaboratively with local professionals in administering (two/three) of listed diagnostic tests to individuals with HIV. ½ day
- 2- Students will consult with TCS staff and local professionals in determining results, diagnostic factors and interventions (DBT) which will be then be implemented by students and staff. ½ day
- 3- Instruments to be utilized:
  1. Columbia- Suicide Severity Rating Scale
  2. Montreal Cognitive Assessment
  3. International HIV Dementia Scale (HIDS)
  4. Clock Drawing Test
  5. DASS 21
  6. Trail Making Test (oral and written)
  7. Grooved Pegboard

## **Important**

**The emphasis in this course must be placed appropriately in learning to assist disabled individuals within a cross-cultural learning environment. Firstly, learning about and then respecting the culture and belief system of individuals in other countries. Secondly, sharing our assessment and treatment methods while adapting our methods and procedures for individuals with different beliefs and lifestyle choices than our own, when necessary.**

**In course readings and materials, students will become familiar with the overall causes, description, spread and consequences of the HIV virus and how it affects the physical and mental health of infected individuals. Furthermore, students shall become familiar with the**

**assessment instruments that will be utilized as part of their required work with affected individuals in host country. Students shall be mindful of cultural, psychological and mental health factors in their working with clients.**

**Students will then provide intervention and consultation as appropriate while maintaining a cross-cultural perspective. Lastly, the emphasis will not only be on providing interventions but also on developing a cross-cultural adaptation to our western assessment and treatment procedures. It is with this knowledge that we will not only be more effective treatment providers in the host country but also more effective and culturally informed treatment providers in our own country.**

**Rubric**

*Insert learning outcomes from above and complete the four demonstration levels. Learning outcomes are used for the assessment of student learning in relationship to the program competencies.*

Adapt the Rubrics below to include specific requirements of the course assignments and professional comportment expectations of the department.

Program Learning Outcome Assessed	Demonstration Level 1	Demonstration Level 2	Demonstration Level 3	Demonstration Level 4
<p><i>NOTE TO FACULTY:</i> Insert the Program Learning Outcome(s) to be assessed by this course's Signature Assignment (as specified by the course prospectus), one per row.</p>	<p><i>Describe (unacceptable) level of demonstration for the PLO.</i></p>	<p><i>Describe (minimal) level of demonstration for the PLO.</i></p>	<p><i>Describe (expected) level of demonstration for the PLO.</i></p>	<p><i>Describe (expected + additional value) level of demonstration for the PLO.</i></p>
<p>Diversity</p>	<p>Cannot articulate own cultural values and how they differ from host culture. Is not culturally competent and does not have a concept of Global Citizenship. <b>Ethnology Project</b> lacks understanding or acceptance of culture</p>	<p>Can discuss own cultural values but has minimal idea of cultural values in host culture. Is culturally competent in host culture but is uncertain about how to apply knowledge to a more global perspective. <b>Ethnology Project</b> indicates understanding</p>	<p>Can articulate own cultural values and how these differ from cultural values in host culture. Is culturally competent and has concept of Global Citizenship and can apply knowledge to work with clients <b>Ethnology Project</b> indicates acceptance, understanding and awareness</p>	<p>Can discuss own values and how the values in own culture differs from cultural values in host county. Is culturally competent, has a strong concept of Global Citizenship and fully evaluate both culture, beliefs and its effect on mental illness. <b>Ethnology Project:</b> indicates individual can function equally well in both cultures.</p>
<p>Professional Behavior</p>	<p>Has a lack of awareness of values and beliefs different than one's own, is not respectful of other cultural beliefs and practices and does not value a truly Global Citizenship.</p>	<p>Has limited knowledge of values and beliefs in different cultures. When made aware of differences is able to make some adjustments to thinking and behavior when in different cultural environments.</p>	<p>Has knowledge of how other cultures differ from one's own. Is respectful of differences in cultural beliefs. Conducts oneself as respectful when aware of beliefs different than one's own.</p>	<p>Can conduct self as a truly culturally competent professional. and seeks out other opinions and different cultural beliefs. Can adjust professional behavior as needed. Conducts self as a professional in all situations.</p>
<p>Professional Practice</p>	<p>Cannot appreciate cultural and professional beliefs different than one's own. Can only view disability threw own belief system and cannot modify work when working with individuals who hold alternative cultural beliefs. Individual lacks understanding of assessing and treatment as required by <b>Capstone</b></p>	<p>Can appreciate individuals with cultural beliefs different than one's own. Understands cultural norms and practices Can apply some limited understanding about different cultures to work with individuals. Individual understands <b>Capstone</b> but has difficulty implementing components.</p>	<p>Understands cultural norms and how culture and mental illness can intersect. Has cultural diversity and cap apply knowledge to work with individuals from other cultures when needed. Individual can assess and provide interventions as required by <b>Capstone</b>.</p>	<p>Has a concept of themselves as a professional within a Global community Has a strong knowledge of cultural norms and how this can affect the work one does. Is easily able to modify professional beliefs and has strategies to increase cultural competence. Individual can implement <b>Capstone</b> intervention and adapt taking cultural factors into account.</p>



Ethnology Awareness	Lacks appreciation of the Balinese culture and cannot articulate aspects of importance in the Balinese spiritual belief system. Is unable to articulate how Balinese beliefs compare and contrast with our own western view of spirituality.	Has learned aspects of the Balinese culture and belief system. Has minimal understanding of Balinese spirituality and therefore cannot place the Balinese culture and system of spirituality in the more global context of ethnology.	Understands the Balinese belief system and the importance in their culture of spirituality. Can compare their own belief system to the Balinese system of spirituality. However, has some difficulty in conceptualization the human dimension and global appreciation of personal ethnology.	Fully understands the Balinese culture and experience. Understands the significance of spirituality in the Balinese culture and can compare and contrast Balinese beliefs with their own western system of spirituality. Understands the human dimension of globalization.
Capstone project	Has minimal understanding of assessment practices. Is unable to establish basic trust and rapport in the assessment relationship. Cannot administer tests appropriately without making several important errors in administration and is not able to score and interpret test results.	Fully understands assessment practices and can develop test rapport for assessment practices. However, cannot administer tests appropriately without making significant errors and has great difficulty scoring and interpreting test results. Does not understand the significance of test results.	Completely understands assessment principles and establishes rapport necessary for adequate assessments. Can administer tests as needed and score making minimal errors. However, has some difficulty understanding significance of test results. Therefore, has difficulty articulating and expressing the meaning and significant factors in test conclusions.	Understands assessment principles and can establish rapport necessary for the assessment process. Is able to correctly administer assessment instruments without error, interprets scores and results correctly and understands the meaning and significance of test conclusions.
Grading for Capstone And Ethnology Project	0-60	61-79	80-89	90-100 points

### Personal Ethnography project

**Due to the cross-cultural learning environment: Students shall spend designated and/or free time in local Balinese locations (i.e. Market place, community centers and/or eating and socializing establishments). Based upon reading materials, lectures and observations, students will learn how to “blend in” and be respectful of the Balinese culture and people. Each student shall be mindful and observant and may interact as appropriate in the activity with local Balinese people. Students shall keep a daily journal making entries according to their observations and understanding. The following questions may be useful to assist each student in their observations.**

- 1. What behaviors and interaction do you observe?**
- 2. What directs and control the interactions?**
- 3. What rules for behavior do you observe?**
- 4. Do differences in setting appear to affect the behavior and interactions observed?**
- 5. How does, setting perceived stats, age, and/or gender affect the interactions observed?**
- 6. Does your role as observer appear to affect what you have observed?**
- 7. What verbal rules to interaction do you observe?**
- 8. What are some of the nonverbal behaviors you observe?**

9. How does the setting appear to control the interactions?
10. Were you comfortable and did you enjoy the setting?

**Personal Ethnology:** This can be viewed as the personal dimension in understanding and experiencing other cultures and an appreciation of ones' culture and how it compares and contrasts to others in our increasingly global world.

**Ethnology assignment:** Using your personal experiences' during outings, readings, activities and alone time while in Bali and incorporating the questions above in journaling, students shall compose a written formulation ( 2-3 pages) demonstrating how this "Bali experience" has functioned to deepen their personal appreciation of the human dimension of Globalization and other aspects of the modern world. Lastly, students shall share their experiences and thoughts in our closing activity.

**Points available: 100-**  
References (19 & 20)

## Course Schedule, Assignments, and Grading

### Extra Assignments for a Study Abroad Course:

- Global Perspectives Inventory Pre-Test (Pre-GPI) – Due in week after Last Day of add/drop
- Pre-Departure Orientation – Health & Safety – Due in end of the month when the semester starts *Term, I Calendar*
- Pre-Departure Orientation – Academic & Country Specific by Faculty and Logistic by IPS – Complete in the week after Last Day of Add/Drop *Term I Calendar*
- International Travel Registration (ITR) – Full points if completed by deadline, no points if not completed by deadline
- In-Country Attendance & Engagement
- Professional & Behavioral Comportment
- Capstone Assignment
- Global Perspectives Inventory Post-Test (Post-GPI) – First Week upon Return

Module/ Unit	Module Readings	Topic	Learning Outcomes	Assignments	Points / Assessment Method
<i>NOTE TO FACULTY:</i>	<i>Textbook chapters, eReserve articles, and other materials. Must be in current APA format.</i>	<i>Unit and Title</i>	<i>Specify Course Learning Outcome(s) addressed, with relevant Module Learning Outcome(s).</i>	<i>Provide assignment name, associated MLO, and due date.</i>	<i>Points available for this assignment; name of Grading rubric or another tool.</i>
<b><u>Module 1</u></b>	Module Readings: 4, 6, 8, & 17	<p><b>UNIT 1: God is in everything.</b></p> <p>Overview/Introduction to culture and beliefs</p>	CLO2    CLO9 CLO3	<p>Introductions: Introduce yourself (Required for Attendance Purposes) Initial Post due Wednesday, 11:59 pm, CST, for the first week of class. Complete Pre-Survey: Global Perspectives Inventory (GPI): log information will be sent to you via email. Complete no later than Sunday, 11:59pm, CST. What has been the extent of your contact with the country in which we will travel? 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>	20 points

Module/ Unit	Module Readings	Topic	Learning Outcomes	Assignments	Points / Assessment Method
<i>NOTE TO FACULTY:</i>	<i>Textbook chapters, eReserve articles, and other materials. Must be in current APA format.</i>	<i>Unit and Title</i>	<i>Specify Course Learning Outcome(s) addressed, with relevant Module Learning Outcome(s).</i>	<i>Provide assignment name, associated MLO, and due date.</i>	<i>Points available for this assignment; name of Grading rubric or another tool.</i>
		<b>UNIT 2: 4 Million People, Mostly HINDU.</b>  Historical Perspective of Practices	CLO2 CLO3 CLO4	Historical event: Find a historical event or news article on Bali on your own. Articles may include news reports, historical context/textbook or anything dealing with mental health and disability in Bali. 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 ways people around you interact with each other. Think about how the event affected those immediately around you and the changes to the larger cultural mores.	20 points
<b>Module 2</b>	Module Readings: 3, 4, 8, 14 & 15	<b>UNIT 3: A belief in three wisdoms.</b>  Balinese belief system compared to Western belief stem	CLO3 CLO5 CLO6 CLO8	Etiquette: Research appropriate etiquette and beliefs in Bali. Compare some of your own beliefs and what you consider proper etiquette. Post a reply comparing and contrasting beliefs and what you now understand to consider appropriate behavior and beliefs in Bali.	20 points
		<b>UNIT 4: God, Nature and Humanity.</b>  Balinese spirituality and disability (HIV)	CLO7, CLO8	Spirituality and disability: Based upon your readings and knowledge of the Balinese culture, submit a written post comparing your own professional views on disability, mental illness and HIV. Compare this view to what you consider is the Balinese view. Now compare and cross-reference these views adding in a spiritual understanding of Balinese views.	20 points
<b>Module 3</b>	Module Readings: 1, 10, 16 & 18	<b>UNIT 5: In Indonesia, 640,00 individuals affected with HIV.</b>  HIV: A Global Issue: Prevalence, causes definitions.	CLO3 CLO5 CLO6	Important information: It is important that you develop an understanding of the critical factors in HIV. Please develop a post describing the causes, and contributing facts that put one at risk for HIV and AIDs. Include a discussion of how HIV and AIDs are different but related. Now, discuss what you have learned about spirituality and the Balinese people as this should also be considered in any discussion of the AIDs-causing virus and its effect on the individual Balinese.	20 points

Module/ Unit	Module Readings	Topic	Learning Outcomes	Assignments	Points / Assessment Method
<i>NOTE TO FACULTY:</i>	<i>Textbook chapters, eReserve articles, and other materials. Must be in current APA format.</i>	<i>Unit and Title</i>	<i>Specify Course Learning Outcome(s) addressed, with relevant Module Learning Outcome(s).</i>	<i>Provide assignment name, associated MLO, and due date.</i>	<i>Points available for this assignment; name of Grading rubric or another tool.</i>
		<b>UNIT 6: Since 2010 AIDS related deaths up 60%.</b>  HIV: AIDS and sexuality, preventative medications	CLO6 CLO8      CLO7	Education: Please develop a post on your thoughts about risky sexual behaviors and 5 recommendations for individuals with HIV concerning safe practices.	20 points
<b>Module 4</b>	Module: Readings: 1, 2, 8, 12 & 15	<b>UNIT 7: HIIV treatments can cause symptoms to complicate treatment.</b>  Coping with HIV: Medical treatments, prevention.	CLO10	Coping: Please post your thoughts concerning medications useful in the treatment of HIV and AIDS. Include sections on prevention, comorbid disorders that need to be considered, and medical treatments for HIV and AIDS. Demonstrate consideration of side effects in your discussion as well.	20 points
		<b>UNIT 8: AIDS and depression</b>  Common Mental Health Issues and HIV	CLO4 CLO10	Mental Health: Review readings and post a discussion to detail some of the common mental health issues and diagnoses common in HIV and AIDS. Please describe how a "traditional" Balinese would view these disorders in contrast to your more Medical understanding.	20 points
<b>Module 5</b>	Module Readings: 3, 9, 10, 13, & 18	<b>UNIT 9: AIDS affects neuropsychological functioning.</b>  Assessing Neurocognitive issues in HIV	CLO6 CLO7	Neurocognitive: Please review readings, materials and common tests listed for this course and how they can be utilized in working with HIV clients. Place a post describing how you would use these instruments.	20 points
		<b>UNIT 10: Determining effects on memory and concentration.</b>  Assessing Mental Health issues in HIV	CLO1    CLO5 CLO6    CLO7	Mental Health: Please post an answer- What are some of the concepts to be aware of when working with someone with HIV/AIDS. Furthermore, how would you go about providing test results and recommendations based upon these results knowing the client is somewhat fragile?	20 points
<b>Module 6</b>	Module Readings: 1, 11, 12 & 15	<b>UNIT 11: AIDS affects mental health and adjustment.</b>  Mental Health: Psychoses, Depression, PTSD and Anxiety	CLO5 CLO6	Specific mental health concerns: Please submit an answer in writing. A Balinese who has been in the USA for 15 years, is diagnosed with HIV and AIDS. They come to your office complaining of inability to sleep, sadness and agitation since their wife now wants a divorce after hearing about his diagnosis. How would you conduct treatment?	20 points

Module/ Unit	Module Readings	Topic	Learning Outcomes	Assignments	Points / Assessment Method
<i>NOTE TO FACULTY:</i>	<i>Textbook chapters, eReserve articles, and other materials. Must be in current APA format.</i>	<i>Unit and Title</i>	<i>Specify Course Learning Outcome(s) addressed, with relevant Module Learning Outcome(s).</i>	<i>Provide assignment name, associated MLO, and due date.</i>	<i>Points available for this assignment; name of Grading rubric or another tool.</i>
		<b>UNIT 12: IV drug use leads to the spread of HIV</b> Addictions and HIV	CLO4 CLO5 CLO6	Chemical Dependency: Please post in writing your understanding of how using heroin and methamphetamine might complicate the treatment of Delusional Disorder and Depression. Consider each diagnosis separately.	20 points
<b>Module 7</b>	Module Readings: 1, 2, 5, 7, 11 & 12	<b>UNIT 13: Memory, concentration and Mindfulness can help.</b> Treatments useful with HIV	CLO8	Treatments: Please write about and describe a treatment approach you are familiar with and how you would utilize it with a Balinese client who is new to the United states and complains of depression after hearing their mother died. Client complains of being visited by spirits, sleep problems and crying. They also report that their appetite has recently increased significantly. Client reports that the only help they get is by utilizing Medical Marijuana.	20 points
		<b>UNIT 14: HIV affects people world-wide in increasing numbers especially in underdeveloped countries.</b> Cross cultural perspective in living with and treatment of HIV	CLO3 CLO5 CLO10	Final Understandings: Pick one neurocognitive test and one "emotional" test listed for this course. Write and define its use, information and significance in scoring. Lastly, please indicate how you used or would use the results to guide how you would use DBT or another modality in working with this individual.	20 points

Below Appendixes are All for study abroad course only

## Appendix A – Tentative Itinerary

*Days of in-country must be no less than 8 and no greater than 12 excluding travel time.*

*Travel dates and days in country must occur during official school breaks.*

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](mailto: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
<p><b>Students Must Arrive no later than:</b>  <b>April 27, 2021</b>  <b>4 pm</b>  <b>Day 1</b></p>	<ul style="list-style-type: none"> <li>• <b>12:00 pm onward, pick up from airport</b></li> <li>• <b>Head to UBUD</b></li> <li>• <b>4-6 pm; socialization appetizers and get acquainted</b></li> <li>• <b>6:30 pm- 8:00 Welcome dinner</b></li> </ul> <p><b>Exertion: 1</b></p>	<p>Ubud Inn Cottages, Ubud            Jalan Monkey Forest Ubud            Gianyar Regency            Bali 80571            (-62) 361 975071</p>
<p>Day 2            4/28/21</p>	<ul style="list-style-type: none"> <li>• 8-10 am breakfast</li> <li>• 9-11 am orientation</li> <li>• 11:00 am – 12:00 pm walking tour of city</li> <li>• 12:30 -2:00 pm lunch</li> <li>• 2:30 pm meet in hotel lobby</li> <li>• 3:00 – 5:00 pm -Banjar Workshop               <ul style="list-style-type: none"> <li>○ Offering making</li> <li>○ Woodcarving</li> <li>○ Balinese Dance lesson</li> <li>○ Gamelan</li> </ul> </li> <li>• 5:00- 8:00 pm Royal Tour at Peliatan Palace</li> <li>• Dinner with Tjok Agung; Prince of Peliatan Palace</li> <li>• 8:00 pm Evening on own</li> </ul> <p>Exertion: 3</p>	<p>Ubud Inn</p>
<p>Day 3            4/29/21</p>	<ul style="list-style-type: none"> <li>• 8:00- 10:00 am Breakfast</li> </ul> <p><b>Day 3 and Day 4 will focus on the Service-Learning Component of this course:</b></p> <ul style="list-style-type: none"> <li>• 10:30- 2:30 pm Collaborative training with Ubud Medika Persada Medical staff and students on HIV</li> </ul>	<p>Ubud Inn</p>

	<ul style="list-style-type: none"> <li>• 2:30- 5:00 pm free time</li> <li>• Dinner on own</li> </ul> <p>Exertion: 1</p>	
<p>Day 4 4/30/21</p>	<ul style="list-style-type: none"> <li>• 6:30-&amp;:30 am breakfast</li> <li>• 7:45 meet in hotel lobby.</li> <li>• 9:00- 2:00 pm collaborative treatment/ assessment with HIV clients for University staff and TCS students.</li> <li>• 3:00 –3:30 pm case review</li> <li>• 3:30- 4:30 pm Collaborative intervention by staffs</li> <li>• 5:30 pm dinner and evening on own</li> </ul> <p>Exertion: 1</p>	<p>Ubud Inn</p>
<p>Day 5 5/1/21</p>	<ul style="list-style-type: none"> <li>• 6:00- 7:00 am breakfast</li> <li>• 7:15 am meet in hotel lobby</li> <li>• 7:45-10:00 am Tirta Empul Holy Spring Water Temple</li> <li>• 10:00- 1:30 pm Pool, lunch or massage on own</li> <li>• 1:30- 5:00 NGO site visit: Yakebo (recovery center chemical dependency/ HIV</li> <li>• 5:00- 7:00 pm dinner on own</li> <li>• 7:30- 9:00 pm Balinese Legong ceremonial dance performance</li> </ul> <p>Exertion: 2</p>	<p>Ubud Inn</p>
<p>Day 6 5/2/21</p>	<ul style="list-style-type: none"> <li>• Pack all bags and be ready to leave by 8:45 am</li> <li>• 7:30- 8:30 am breakfast</li> <li>• 8:45 am meet in hotel lobby</li> <li>• 10:00- 12:30 pm Bali Mental Hospital visit</li> <li>• 12:30- 2:00 pm Lunch in Kintamani</li> <li>• 2:00- 5:00 pm drive to Permuteran</li> <li>• Settle into rooms and relax</li> <li>• 6:00 pm dinner and evening on own</li> </ul> <p>Exertion: 1</p>	<p>Tirta Sari Bungalows, Permuteran Permuteran Gerok, Buleneng Regency, Bali, 81155 (+62) 878 6300 0852</p>



<p>Day 7</p> <p>5/3/21</p>	<ul style="list-style-type: none"> <li>• 7:30- 8:30 am breakfast</li> <li>• 9:00 am- 12:00 pm free time on beach</li> <li>• 12:00- 2:00pm lunch and free time</li> <li>• 2:00 pm Meet in hotel lobby and walk to Taman Sari Resort</li> <li>• 2:00- 5:00 free time at resort</li> <li>• 5:00 pm Sunset boat ride</li> <li>• 8:00 dinner and evening on own</li> </ul> <p>Exertion: 1</p>	<p>Tirtha Sari Bungalows</p>
<p>Day 8</p> <p>5/3/21</p>	<ul style="list-style-type: none"> <li>• 7:30 am – 8:30 am breakfast</li> <li>• 8:45 meet in hotel lobby to walk over to Raman Sari Resort</li> <li>• 9:00- 12:00 pm Presentation on Coral Restoration Project</li> <li>• Optional snorkeling with guides</li> <li>• 12:00- 100 pm Lunch at Taman Sari Resort</li> <li>• 1:00- 2:00 pm free time on beach or pool</li> <li>• 2:00 pm Head back to hotel- Tirta Sari</li> <li>• Relax at hotel</li> <li>• 3:00- 5:30 pm travel to Traditional Healer (Balian) for presentation</li> <li>• 5:30 pm dinner and evening on own</li> </ul> <p>Exertion: 2</p>	<p>Tirtha Sari Bungalows</p>
<p>Day 9</p> <p>5/4/21</p>	<ul style="list-style-type: none"> <li>• (Pemuteran-Sanur)</li> <li>• 7:30-8:30 am breakfast</li> <li>• 8:45 am meet in hotel lobby</li> <li>• 9:00 am- 3:00 pm drive to Sanur</li> <li>• Lunch on the way</li> <li>• 3:00-5:00 pm relax by pool, shopping or massage on own</li> <li>• 5:00 -6:00 pm Group discussion activity on final recap and sharing of experiences- refreshments provided</li> <li>• 6:30 pm final Dinner</li> </ul> <p>Exertion: 1</p>	<p>Albian Harmony Hotel, Sanur        Jalan Danau Tamblingan No. 192        South Denpasar. Bali, 80229        (+62)361 4721299</p>
<p>Day10</p> <p>5/5/21</p>	<ul style="list-style-type: none"> <li>• 7:00 – 8:00 am breakfast</li> <li>• Shopping, packing and be ready to head to airport</li> <li>• Head to airport and travel back home</li> </ul> <p>Exertion: 1</p>	

<b>Students Have Officially Completed the Program: Students to travel to airport</b>	<p style="text-align: center;"><b>Include:</b></p> <ul style="list-style-type: none"> <li>• All airports that service departure destination.</li> <li>• Specific instruction on transport to airport.</li> </ul>	
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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	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.  61-79 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.  80-89 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.  90-100 points
<b>Total</b>				<b>200 total points</b>

## 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)
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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.  50-69 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.  70-80 points
<b>Total</b>				<b>80 total points</b>

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](http://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](mailto:helpdesk@tcsedsystem.edu)

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

### Hours

	Pacific time	Central time	Eastern time
<b>Weekdays</b>	5:00 am to 7:00 pm	7:00 am to 9:00 pm	8:00 am to 10:00 pm
<b>Weekend</b>	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.

### **WRITING CENTER**

#### **A. MA and Doctoral students:**

Please submit your paper for feedback via the Graduate Student Success Program (GSSP), our resource hub in Canvas. The process is described in [Module 3 of the GSSP](#). All new students are automatically enrolled in the GSSP, but if for some reason you don't have access to the site, please contact [writing@thechicagoschool.edu](mailto:writing@thechicagoschool.edu) for assistance.

#### **B. BA students:**

Please submit your paper for feedback to [writing@thechicagoschool.edu](mailto:writing@thechicagoschool.edu). Specify that you are a BA student. Email us all relevant instructions provided by your teacher.

#### **C. APA Style Hotline:**

Email your question to [writing@thechicagoschool.edu](mailto:writing@thechicagoschool.edu) and expect a reply within several hours.

### **ONLINE RESOURCES**

- [The Ultimate Academic Writing Guide \(Inspired by 37 Top Universities\)](#)
- [Harvard's Writing Center](#)
- [Purdue OWL's General Writing Resources](#)
- [University of Northern Iowa's Dr. Grammar](#)
- [Hamilton College's Seven Deadly Sins of Writing](#)
- [TCSP's CAE Academic and Professional Writing Resources](#)
- [Dartmouth's Institute for Writing Rhetoric](#)
- [The Elements of Style](#)
- [Oxford Dictionaries' Better Writing](#)
- [Plagiarism on Campus](#)
- [Grammar Girl](#)
- [Guide to Grammar & Writing](#)