

The Chicago School of Professional Psychology
Department: Study Abroad
Study Abroad - Bhutan: IS610- Bhutan
3 Credit Hours
Semester/Term- Summer 2014

Course Introduction

Instructor: Nancy Peddle
Co-faculty: Vicki Browne
Virtual/In-Person Office Hours: Skype peddle56
E-mail: nancyped@earthlink.net , npeddle@thechicagoschool.edu, ybrowne@thechicagoschool.edu
Class Times: Online

Course Description:

This course provides opportunities for students to learn about global citizenship through service-learning. Students will travel abroad and immerse themselves in a different culture. Students will learn through observation, dialogue with local community members, and engaging in a variety of community service initiatives. Students will be challenged to reflect upon their individual beliefs, personal biases, and judgments related to psychology practices.

This study abroad is for those who want to make a difference whether your emphasis is an overview of psychology or more in-depth emphasis on trauma or organizational development and leadership. No three star hotels or reliable internet here, but you will be given an opportunity to understand the happiness index and what that means for raising children, increasing well-being and working with the Royal University of Bhutan (RUB). You may also work with helping faculty at the RUB set up private psychology practices, develop assessment tools and enhance school counseling services. Having some physical endurance will contribute to enhancing your trip. We will take the knowledge we gain and contribute to capacity building of America's Association for the care of Children and LemonAid Fund. The projects will also incorporate your own gifts and talents where appropriate. This work will take you from the colorful capital of Thimphu to the remote villages and monasteries such as Paro Dzong and Samste where the RUB has their counseling program (we must pay \$200 per day for our stay in Bhutan). This is a unique experience where beyond an amazing Study Abroad transformative experience and making a difference you will contribute to the South-South dialogue and cooperation. South-South cooperation allows an exchange of ideas and solutions among countries that are more alike economically such as Bhutan and Sierra Leone.

NOTE: Modifications based on travel arrangements, preparation and adjustments to address the international

In addition to the Bhutan portion of our trip we will begin our South-South dialogue in our study abroad by collecting in New Delhi, India. We be hosted by Rai University, "the world best online programs masters, graduates, postgraduates, diploma courses and degrees for international students around the globe" in Ahmedabad, Gujarat. Dr Vinay Rai who founded the University and Foundation has written a book Rethinking India: Toward an Indo-US Partnership Concord which has a unique perspective in our changing world. We will begin our preparation for the Bhutan portion with some students that are from Bhutan who are currently at the University as well as students and faculty from India. We will bring our expertise to meet their expertise creating knowledge out of the synergy of our

interactions. We will see some of the wonders of India before we step off together to see the contrast of amazing Bhutan.

Chicago School Institutional Learning Goals

Diversity, Professional Behavior and Professional Practice

Program Competency Addressed:

Relationship, Assessment, Intervention, Diversity, and Ethics

Course Objectives:

1. Students will examine the concepts and definitions of global citizenship, development, and service learning.
 2. Students will evaluate the provision of health/social services in developing countries.
 3. Students will demonstrate a basic understanding of Bhutan culture, people, and traditions.
 4. Students will illustrate an introductory understanding of Bhutan education, economic, social, political, and health issues.
 5. Students will critically examine global issues that cross geographical borders.
 6. Students will appraise individual beliefs, personal biases, and judgments related to international cultures, traditions, and diverse psychology practices.
 7. Students will engage in hands on activities that will shape their on the ground experience working together with students and faculty from Bhutan.
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Student Information

- “[What to Know Before You Go](#)” TCSPP Study Abroad Pre-Departure Guide
- Bhutan Check list
 - Review the information on the check list thoroughly! Please ask questions and share answers.
- TCSPP Study Abroad: Handbook and Resources
 - [Weblink for TCSPP Study Abroad](#)
 - Handbook for Students Traveling Abroad ([Direct Link to Handbook](#))
 - Please review the Helpful Links for Travelers section, specifically
 - Center for Disease Control – Traveler’s Health
 - Health Information and Vaccinations
- Prior to registration, students must have completed the [Student Rights and Responsibility Agreement](#). If you are uncertain if the form is completed, please contact studyabroad@thechicagoschool.edu.

Required Textbooks

- Phuntsho, K., (2013). The **History** Of Bhutan, India: Random House. ISBN: 9788184003116 [Hardcover, 24 cm., pp. 680] [**Price: RS. 999.00, US\$ 18.50**]
- Luskin, F., (2002). *Forgive for Good: A Proven Prescription for Health and Happiness*. San Francisco: Harper. ISBN: 9780062517210; ISBN10: 006251721X; Imprint: HarperOne ; On Sale: 1/21/2003; Pages: 240; \$14.99; Ages: 18 and Up;
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- Use of <http://www.goodsearch.com/> for your searches. You can select any not-for-profit you would like to search for. Each search earns \$.01 for your selected not-for-profit when using this search engine and being

signed in. LemonAid Fund is one of those not-for-profits you can select and we would appreciate your selecting LemonAid Fund while in class and passing the word.

Downloads (in course)

- Forgiveness, Gratitude and Appreciation training handbook (2014) to be adapted to India and Bhutan
- Wi Pikin Manual

Websites

- LemonAid Fund's web site www.lemonaidfund.org
 - Contribute on Facebook: <http://www.facebook.com/#!/LemonAidFund?fref=ts>
 - Contribute to blog on <http://lemonaidfund.blogspot.co.uk/>
- America's Association for the Care of Children <http://aacchildren.net/>
- Goodsearch - <http://www.goodsearch.com/>
 - Together, we will build a library of pertinent web sites that explore political, social, education, health and culturally relevant content that will help us to prepare for this Study Abroad trip.
 - You can select any not-for-profit you would like to search for. Each search earns \$.01 for your selected not-for-profit when using this search engine and being signed in. LemonAid Fund is one of those not-for-profits you can select and we would appreciate your selecting LemonAid Fund while in class and passing the word.
- (Suggested) Agitator - <http://www.theagitator.net/> - for not-for-profit strategic thinking and planning ideas

Additional Readings/Websites and Information

- Peddle, N., Stamm, B. H., Hudnal, A., & Stamm, H., (2006). Effective Intercultural Collaboration on Psychosocial Support. In Reyes, G. & G. A. Jacobs (Eds.), *Handbook of international disaster psychology, Vo. 1. Fundamentals and overview*. Westport, CT: Praeger Publishers.
- Dubrow, N., & Peddle, N. (1997). Trauma healing and peace education training manual. (2nd ed.). Chicago: Taylor Institute (posted on the course).

Suggested Reading

- We will build a library of current articles throughout the class.

Class Assignments

Assignment	Points
Complete Student Rights and Responsibility Agreement	2
Global Perspectives Inventory Pre and Post Test	10
Completion of Power of One Bhutan Check List	5

Class Assignments/Participation Discussions (8 @ 2pts = 16pts) Project Paper (14 pts) Video (14 pts) Final Reflections (5 pts)	49
International Travel Registration	3
In-Country Participation and Presentation Service Project (15 pts) Daily (on-site) Reflections (5 pts) Team and Work Leadership (10 pts) Final Presentation (20 pts)	50
Professional Contribution and Behavioral Comportment	10
Total	119

Participation Breakdown (45 points total)

Discussion Questions/Class Participation (16 points total)

There will be discussion questions due each week on e-college. Answers to the discussion questions should be posted before midnight on Wednesday night. While final responses are due before midnight on Sunday. It is imperative that you complete all readings prior to answering the discussion questions. Answering the questions should be in APA format as should be your responses with support of references. Bring your own voice in but also have your thoughts supported with references.

Project Paper (14 points total)

There will be one project paper due submitted online with your group (teams will be self-selected per topic) prior to trip. The paper should be an APA outline of your project including references of class/readings discussions. This paper should be as long as it needs to be to best outline what you will be doing, who you need to talk to; what you need to know to accomplish your work; and what you will be doing. This will be done from a consultant's point of view. You will then engage in the project while on the study abroad and have a product related to your area i.e. a training, a manual, a completed event and develop a report on this activity for the INGO LemonAid Fund and America's Association for the Care of Children.

Video Upload (14 points total)

Students will work together in groups to develop a video to promote the impact of LemonAid Fund's work in Bhutan. Each group will bring their own project perspective to the project record lasting no more than 7-10 minutes.

Reflections (5 points total)

Journal reflections is a given for growth and development both during pre trip weeks and the time in the field. Impact of the study abroad on you personally, as clinicians and your future work should be part of the reflections. To reflect in service learning means to think critically about and analyze emotional responses to service activities in the context of course content and the learning objectives of a particular course or curriculum. Through reflection, students can expand their knowledge beyond concrete facts, reach a new

understanding of social problems, interpret real- life situations, propose practical and meaningful solutions to societal problems, and take informed action. We will also have reflection time each day.

In Country Participation and Presentation (40 points total)

Participation/Presentation	Points (50)
Service Project (Psychosocial work, Forgiveness Workshop, Capacity and Leadership)	15
Daily Reflections	5
Team Work and Leadership/ Professional Contribution and Behavioral Comportment.	10
Final Presentation to in country representatives	20

Grading

The point system below will be used as a guideline for determining final grades. Use these guidelines as an indication of performance throughout the term.

Letter Grade	Percentage Cutoff
A	93-100%
A-	90-92%
B+	87-89%
B	83-86%
B-	80-82%
C	70-79%
F	<69%

If it is determined that a student is failing a core course or is demonstrating professional comportment problems that warrant an Academic Development Plan, it is at the discretion of the Faculty Leader to NOT allow a student to engage in the study abroad experience. If a student’s grade is a B- or lower as of the last assignment prior to travel, the student will not be permitted to travel abroad.

All Deliverable unless noted such as the last assignments are due Sunday at 11:59PM CST.

Class Timeline on Line Phase I: Academic Coursework/Classroom Topics may change without notice depending on developments during the intervention component of the course. Flexibility is the hallmark of International Work.		
Date	Topics/Objectives	Assignments/Readings
Week 1: Logistics of	Understanding the logistics of studying internationally and	Student Information <ul style="list-style-type: none"> Introduce Yourself Discussion - Required for attendance.

<p>Field Study</p> <p>Introduction, History, and Politics, Part 1</p>	<p>expectations of TCSPP and the travel to Bhutan.</p> <p>Explore the relationship between applied learning and career aspirations.</p> <p>Introduce the history and key themes, issues and politics that have impacted Bhutan.</p>	<ul style="list-style-type: none"> • Bhutan Check list <ul style="list-style-type: none"> ○ Review the information on the check list thoroughly! Please ask questions and share answers • “What to Know Before You Go” TCSPP Study Abroad Pre-Departure Guide. • TCSPP Study Abroad: Handbook and Resources <ul style="list-style-type: none"> ○ Weblink for TCSPP Study Abroad ○ Handbook for Students Traveling Abroad (Direct Link to Handbook) ○ Please review the Helpful Links for Travelers section, specifically <ul style="list-style-type: none"> ▪ Center for Disease Control – Traveler’s Health ▪ Health Information and Vaccinations • Prior to registration, students must have completed the Student Rights and Responsibility Agreement. If you are uncertain if the form is completed, please contact studyabroad@thechicagoschool.edu. <p><u>Required Readings</u></p> <ul style="list-style-type: none"> • Phuntsho, K., (2013). <i>The History Of Bhutan</i>, India: Random House. • Luskin, F., (2002). <i>Forgive for Good: A Proven Prescription for Health and Happiness</i>. San Francisco: Harper. Introduction <p><u>Required Websites</u></p> <ul style="list-style-type: none"> • LemonAid Fund’s web site (www.lemonaidfund.org) – start Strategic Planning Strategy • Contribute on Facebook: http://www.facebook.com/#!/LemonAidFund?fref=ts • Contribute to blog on http://lemonaidfund.blogspot.co.uk/ • America’s Association for the Care of Children <p><u>Activities</u></p> <ul style="list-style-type: none"> • Reflection Journal: Prepare to create a daily reflection journal and start documenting your Study Abroad process and experiences/ thoughts/ feelings during class and on your trip. • Review information on Projects (See Syllabus) for your visit to think about which team you will choose. <p><u>Assignments/Deliverables</u></p> <ul style="list-style-type: none"> • Introduce Yourself Discussion - Required for attendance. • Complete all Pre-Measures • TCSPP Required Forms for International Programs • THESE FORMS MUST BE COMPLETED BY SUNDAY AT 11:59 PM CST OF THIS WEEK OR YOU WILL NOT BE ABLE TO TRAVEL <ul style="list-style-type: none"> ○ Field Experience Rights and Responsibility Agreement ○ International Travel Registration (ITR) • Complete Pre-test • Discussion 1.1: What do you expect to encounter on the trip? What has been the extent of your contact with Bhutan and/or the Bhutan culture? How do you anticipate this experience will impact your personal and professional life? In what ways? (Be specific about your field of study
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		<p>and expectations as we have a very diverse group and we want to meet your needs). In what ways do you imagine your in country experience will impact the local people?</p> <ul style="list-style-type: none"> • Web Research - Share 5 websites of your choosing related to Bhutan (use www.goodsearch.com)
<p>Week 2: History and Politics, Part 2, & Global Leadership Skills</p>	<p>Understand how a country's history may impact the culture of its people and reciprocally how the people's culture affects the issues and organizations with which you will work in Bhutan</p> <p>Continuation of the history and key themes, issues and politics that have impacted Bhutan. Understand South-South Cooperation</p> <p>Begin to conceptualize projects in Bhutan. We will have the opportunity to try them out in India.</p>	<p><u>Required Readings</u></p> <ul style="list-style-type: none"> • Phuntsho, K., (2013). The History Of Bhutan, India: Random House. • Luskin, F., (2002). <i>Forgive for Good: A Proven Prescription for Health and Happiness</i>. San Francisco: Harper. Part 1: Creating a Grievance. <p><u>Required Websites</u></p> <ul style="list-style-type: none"> • Organizational Development - Strategic Planning LemonAid Fund www.lemonaidfund.org • <p><u>Activities</u></p> <ul style="list-style-type: none"> • Continue your journal of your course experiences. <p><u>Assignments/Deliverables</u></p> <ul style="list-style-type: none"> • Discussion 2.1: How is the leadership of Bhutan implementing the happiness index. How might the happiness index contribute to South-South Cooperation. Is there a leader in Bhutan whom you admire? How would you describe this person's emotional intelligence? Which pieces of Bhutan's history will be relevant to be aware of in order to be successful in our work? • Project Choice: Please choose from one of the three projects set forth in the Syllabus; organize groups online. Submit your choice to your instructor via email. Please use the email tool along the top navigation bar. Due Sunday, 11:59 pm CST of this week. • Add to the Webology Site using http://www.goodsearch.com
<p>Week 3: Global Leadership Skills & Culture and Customs</p>	<p>Understand the importance of cultural sensitivity and global citizenship. Protocol, policy politics (US, Bhutan, India)</p> <p>Examine the "soft skills" required for success in international work and service delivery.</p> <p>Explore the role of relationships and perspective in your project in Bhutan.</p> <p>Identify leaders in Bhutan whom you may</p>	<p><u>Required Readings</u></p> <ul style="list-style-type: none"> • Phuntsho, K., (2013). The History Of Bhutan, India: Random House. • Luskin, F., (2002). <i>Forgive for Good: A Proven Prescription for Health and Happiness</i>. San Francisco: Harper. Part 2: Forgiveness • Peddle, N., Stamm, B. H., Hudnal, A., & Stamm, H., (2006). <u>Effective Intercultural Collaboration on Psychosocial Support</u>. In Reyes, G. & G. A. Jacobs (Eds.), <i>Handbook of international disaster psychology, Vo. 1. Fundamentals and overview</i>. Westport, CT: Praeger Publishers. <p><u>Activities</u></p> <ul style="list-style-type: none"> • Begin Organizational Development - Strategic Thinking LemonAid Fund • Begin development of Project Paper for your work in Bhutan. • Continue your journal of your course experiences. <p><u>Assignments/Deliverables</u></p> <ul style="list-style-type: none"> • Discussion 3.1: Please consider the impact the culture has in Bhutan and

	<p>work on your project with.</p>	<p>its effect on people in coping with issues of conflict. Are there any human rights issues and how does the culture address them? Discuss how the history, culture, development and customs of Bhutan impacts organizations and individuals coming to work with an NGO in Bhutan. Incorporate information from your readings and web research. Include information on how culture has influenced the project you will work on in Bhutan. Incorporate your own reflections on interacting with the culture, economic situation including fears and feelings of excitement. What are key qualities that must be displayed related to your project area?</p>
<p>Week 4: Political Systems; Education, Healthcare and Social Services</p>	<p>Evaluate the impact Bhutan's governing structure has on various the organization and systems you plan to put into place for your project. Look at relationship between Bhutan and neighbor India</p>	<p><u>Required Readings</u></p> <ul style="list-style-type: none"> Luskin, F., (2002). <i>Forgive for Good: A Proven Prescription for Health and Happiness</i>. San Francisco: Harper. Part 3: Forgive For Good 103-137, 178-208 <p><u>Activities</u></p> <ul style="list-style-type: none"> Organizational Development - Strategic Planning LemonAid Fund. Group work Start Checking out Wi Pikin Manual, Psychosocial Manual and Forgiveness Manual (download PDF) Continue your journal of your course experiences. <p><u>Assignments/Deliverables</u></p> <ul style="list-style-type: none"> Discussion 4.1: Looking ahead into the future how do you foresee the impact of this economic growth considering happiness index and specific scenarios (e.g. health care, child friendly school education, and environmental system). In what ways do changes in Bhutan impact our global community? What are the government policies currently shaping the issue/organization/system you will be working with while in Bhutan?
<p>Week 5: Happiness Index, Forgiveness, Psychosocial issues, and leadership</p>	<p>Understand more on forgiveness, psychosocial issues, and the ways the roots of these issues may produce trauma that effect on people in Bhutan.</p> <p>Examine how interventions in happiness, forgiveness, psychosocial activities and can contribute to health (mental and physical) and social well-being.</p>	<p><u>Required for Travel</u></p> <ul style="list-style-type: none"> Prior to traveling, students must complete International Travel Registration by no later than Sunday at 11:59PM CST Make sure you have your Bhutan visa if getting it ahead of time. students are responsible for obtaining and reviewing all medical and travel requirements with the appropriate agency (medical: primary care physician, travel documentation: home country consulate or embassy) <p><u>Required Readings</u></p> <ul style="list-style-type: none"> Continue reading Luskin's and Phuntsho's books. LemonAid Fund Forgiveness training (most recent in doc sharing) Psychosocial hand book (most recent in doc sharing) <p><u>Activities</u></p> <ul style="list-style-type: none"> Continue your journal of your course experiences. <p><u>Assignments/Deliverables</u></p> <ul style="list-style-type: none"> Discussion 5.1: Each group will start a discussion regarding your topic related to your project. You will start inputting your readings, reflections, questions, activities...so the rest of the class can learn and

		<p>contribute to each other. You will need 1 referenced post on your own topic and at least 1 referenced post for each of the other group's posts.</p> <ul style="list-style-type: none"> • Discussion 5.2: This discussion focuses on self-reflection and self-awareness regarding forgiveness in our own lives before incorporating it into our other work. Please post a personal reflection that came up during your readings. You will not make therapeutic suggestions but your support is always appreciation.
<p>Week 6: Making a Difference: Individually and Organizationally</p>	<p>Identify Personal Leadership skills and Consultancy skills to work Internationally.</p> <p>Assess readiness for implementation of activities in Bhutan.</p>	<p><u>Required Readings</u></p> <ul style="list-style-type: none"> • Finish reading Luskin's and Phuntsho's books. • Wu Pikin Manual • Happiness Index <p><u>Activities</u></p> <ul style="list-style-type: none"> • Continue organizing materials to bring to Bhutan/India • Cultural Competency – Readiness to work in one of the poorest countries in the world and make a difference • Continue your journal of your course experiences. <p><u>Assignments/Deliverables</u></p> <ul style="list-style-type: none"> • Discussion 6.1: How can interventions/preventions in Happiness, forgiveness, and psychosocial activities can contribute to health (mental and physical) and social well-being? How can an INGO make a difference? • Project Paper due from group.
<p>Week 7: Travel</p>	<p>Study Abroad Bhutan</p>	<p>No readings this week.</p> <p><u>Assignments/Deliverables</u></p> <ul style="list-style-type: none"> • Pre-Test • Video completion (due two weeks after the last day of on-ground portion of course via dropbox) • Final Presentation (given on the last day on-ground and Team-Based Peer Evaluations) PowerPoint due from group via dropbox. • Final Reflections – Submit your collection of journal entries (due two weeks after last day of on-ground portion of course via dropbox).

DRAFT Schedule is flexible for incorporating activities with high people in Bhutan (if back from holiday). We will also be building the in country itinerary based on group needs and educational and career tracks.

Phase II: Travel Itinerary Minimum of 10 days including travel		
Date	Activity	Location- Bhutan
Arrival:	Someone will meet you at the airport in Delhi and take you to where we are staying	Day 1 August 22 Students fly into Delhi Students get picked up by Rai University from the airport We need to look at arrival times for flights into Delhi to arrive at 8:15pm on the 22 as United does would be too late.
Day 1: August 22	Orientation Meeting: Emergency procedures, contact information, review of program – Welcome program Culture tour 7pm Dinner – Reflections – updated logistics journaling (Nancy and Vicki).	Rai University in Ahmedabad, Gujarat.
Day 2: August 23	7:30-8:00am: Breakfast Guest House – Cultural Tour (getting over our jet lag) 12:00 Lunch PM Work on service project with the help of the Bhutanese students and Indian students to look at cultural relevance 7pm Dinner – Reflections – updated logistics journaling (Nancy and Vicki).	Stay Rai University
Day 3: August 24	7:30am: Breakfast Guest House – 9:00am – Visit Rai University Finish organizing service project and Lunch: Together Test out forgiveness manual for cultural relativity 7:00 PM Reception with Bhutanese and Indian Students and Faculty	Stay Rai University

Day 4: August 25	<p>7:30 am: Breakfast Hotel</p> <p>Fly as group Delhi –Paro Leave Delhi at 11:45 – Arrive Paro 15:35 (you will arrange and pay for on Drukair https://www.drukair.com.bt/PG_Schedule.aspx)</p> <p>5:00 PM Reflections 6pm – Dinner</p> <p>Evening sightseeing in Thimphu</p>	<p>Day 4 Bhutan 25/8/2014 Delhi--- Paro Flight-Thimphu. Everyone must be on this in order to get the visa's and the package. (\$200 per person)</p> <p>over night in Thimphu.</p>
Day 5: August 26	<p>7:30 am: Breakfast Hotel</p> <p>9:00-1:00 UNICEF Visit</p> <p>Lunch together</p> <p>2:00- 4:00 Afternoon short hike in Thimphu</p> <p>6:00 PM Reflections 7pm – Dinner</p>	O/N Thimphu
Day 6: August 27	<p>7:30 am: Breakfast</p> <p>9:00-12:00 Morning visit RUB in Paro.</p> <p>Lunch together</p> <p>2:00- 5:00 Royal University of Bhutan Paro sightseeing Planning service project</p> <p>6:00 PM Reflections 7pm – Dinner</p>	<p>Thimphu--Paro.</p> <p>O/N paro.</p>
Day 7: August 28	<p>7:30 am: Breakfast Hotel</p> <p>9:00- 1:00 Day excursion to Haa valley</p> <p>Lunch together</p>	O/N Paro.

	<p>Late afternoon Planning service project</p> <p>6:00 PM Reception Royal Bhutan University 7pm – Service Dinner Placement Reception</p>	
Day 8: August 29	<p>7:30 Breakfast</p> <p>9:00AM -5:00PM Hike to famous Tiger, nest. 6:00 PM Reflections 7pm – Service Dinner Placement Reception</p>	O/N Paro
Day 9: August 30	<p>7:30 Breakfast</p> <p>9:00AM -5:00PM Send day visiting sites related to happiness index.</p> <p>Paro --Delhi flight Leave Paro 14:00 arrive Dehli 16:50</p> <p>6:00 PM Reflections 7pm – Service Dinner Placement Reception</p>	<p>Day 9 30/8/2014 Give results of Bhutan project (Maybe free if we link back up with Rai University)</p> <p>I have designed itinerary according to the flight schedule from Delhi to Paro and back. Visit of RUB in Samshe is not possible.</p> <p>Since Samshe situated in the south of Bhutan .It is to far from Thimphu or Paro and more over no proper facilities for the Tourist. RUB in Paro is equally good as RUB in Samshe. Dehli after final bebriefing.</p> <p>Still working to go to Samshe but might have to give up the famous hike :)</p> <p>I can guarantee the tour cost \$ 200 per person per night. With this price we can operate the tours only in the months of December, January, February, June, July and August. The above price is inclusive of accommodation, meals, transportation and sightseeing with licensed guides. The price exclusive of personal drinks, laundry, and trips for guides, Drivers and hotel staff. Itinerary in short.</p> <p>SamsteParo, Bhutan (this is subject to the town of the University who will link with us.)</p>

Day 10 August 31	7:30am Breakfast 10:30 1:00 Preparation for final presentation 2:00 Final Presentations 6:00 Good Bye Reception	Leave ?

Phase III: Taking Action Beyond...

Students will complete a semester of academic study and a service/study abroad trip, but will also be encouraged to continue their work with the material upon return. Traveling abroad and serving in another country often leaves students with a desire and interest to continue their work and learning in some form. Phase III, will not only offer students the space to reflect but also the opportunity to meet with fellow students to discuss ways in which service to a similar local population could be realized. Early in the course, students will be encouraged to form relationships with other students for support through their travels in an unfamiliar land, re-entry into their local culture, and post trip action planning for service continuation. Students will be asked upon return: “Now what?”

Late Assignments

No assignments will be accepted as late unless negotiated with the instructor at least 24 hours before the assignment is due. The decision rests with the professor as to whether he/she will accept the late assignments (or not).

Feedback

The instructor will provide students with timely feedback within 7-10 days of assignment submission.

Confidentiality Requirement

In accordance with the American Psychological Association’s Ethical Principles of Psychologists and Code of Conduct, reasonable precautions must be taken to protect confidential information.

“Psychologists do not disclose in their writings, lectures, or other public media confidential, personally identifiable information concerning their client/patients, students, research participants, organizational clients, or other recipients of their services that they obtained during the course of their work, unless 1) they take reasonable steps to disguise the person or organization, 2) the person or organization has consented in writing, or 3) there is legal authorization for doing so (APA Ethics Code 202, 4.07).”

Students may and are often required to relate course content to real world and work experiences. Whenever these experiences are brought into the learning process, students are to protect the confidentiality and privacy of any persons or organizations included in their coursework. Students shall not disclose any information about a person or an organization that enables their identity unless otherwise approved or authorized as noted in the APA Ethics Code. Failure to do so may result in referral to the Student Affairs Committee.

Institutional Classroom Policies

Students are expected to have read and to adhere to the TCS Student Handbook. The following policies especially pertinent for student learning are listed below:

- Accommodation for Students Disabilities
- Statement of Academic Integrity and Plagiarism
- Professional Comportment

- Ethical, Legal and Professional Conduct
- Use of Computing Resources

Statement on Academic Honesty:

Academic work entails a contract of sorts that students are on their honor to abide by. Students come expecting that professor(s) will teach them what they need to know, and grade their work fairly and objectively. Professor(s) come expecting that students will make their best effort to learn what they need to know, and will do the work required for the class conscientiously and honestly. This entails deeper expectations though.

Academic honest is the foundation for professional integrity and should be taken seriously by students. If professor(s) have reason to think a student(s) has behaved dishonestly, professor(s) will speak with student(s). If professor(s) concerns about dishonesty prove true, then professor(s) will award student(s) zero points for that assignment, and refer student(s) to Student Affairs Committee for a deeper investigation into the matter. A range of disciplinary actions are available to students.

This process, even if it turns out not to be a case of dishonesty, is anxiety provoking for students, but also rather unpleasant for the faculty. It is strongly suggested that students come to professor(s) whenever they have any questions about something.

Technology and Privacy (from the Student Handbook):

Data files and messages traversing the school's network are not private communications. A user's privacy is superseded by the school's requirement to maintain the network's integrity and the rights of all network users. For example, should the security of the network be in danger, user files and messages may be examined under the direction of the Vice President of Administration, or the Director of Information Technology. The school reserves its right, as owner of the network and the computers in question, to examine, log, capture, archive, and otherwise preserve or inspect any messages transmitted over the network and any data files stored on school-owned computers, should circumstances warrant such actions. All members of the community must recognize that electronic communications are by no means secure, and that during the course of ordinary management of computing and networking services, network administrators may inadvertently view user files.

Policy on Disability Accommodation (from the Student Handbook):

The Chicago School complies with all laws and regulations regarding the access of disabled individuals to education and works to insure that no qualified student with a disability is denied the benefits of, or excluded from participation in, any school program or activity. Disabled students may request reasonable accommodations including but not limited to adaptations in the way specific course requirements are accomplished, the use of auxiliary equipment and support staff, and other modifications including testing procedures. This request must be accompanied by appropriate documentation that establishes that the student has a specific disability and that supports the accommodation(s) requested. The school reserves the right to select the specific aids and services it provides, as long as it deems they will be effective for the student and do not fundamentally alter the Program or academic standards. Such aids and services are determined on a case-by-case basis in consultation with the student who has identified the need for accommodation. Please see the Director of Student Services regarding requests for accommodation or talk with the professor in charge of the course.