



AB583b: Special Topics – Cultural Connection with South Africa In ABA

3 Credit Hours

Spring 2, 2023

Tentative Travel Dates: 4/22/2023-5/01/2023

Course Introduction

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

Official Course Description:

This interdisciplinary course explores how behavioral science and related fields in psychology develop applied solutions to complex, challenging, and meaningful social problems within the socio-cultural contexts of South Africa and our own communities. We examine behavioral analyses and cross-disciplinary interventions for issues such as teen pregnancy, youth violence, racism, drug abuse, inter-cultural communication, public health, economic equality, organizational policy, human rights, and education. Students consider inter-professional ethics related to creating meaningful changes through clinical practice, policy making and community interventions. While in South Africa, students will visit varied communities, meet learners in schools and talk with educational experts, learn about labor and organizational histories within the culture, explore clinical treatments for common social issues, discuss topics with human rights representatives and members of governmental departments, and experience a variety of cultural events. Together, we will be motivated to nurture changes in our global communities and meet our science’s responsibility to better society.

Institutional Learning Goals, Competencies, and Outcomes

Institutional Learning Goals

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...

1. Demonstrate knowledge of the world-view of the local culture within the context of psychology.
 - a. Describe how community strengths of the South African culture could contribute to successful development and resolution of socially significant issues.
 - b. Develop program design and evaluation while preserving communities, individual, and cultural traditions.
2. Analyze differences between host culture and own culture.
 - a. Describe how community concerns and culture may differ between your community and South Africa.
3. Examine global perspective in relation to their professional and academic goals.
 - a. Describe self in relation to results of Global Perspectives Inventory.
 - b. Identify issues of community significance which affect happiness and well-being and are shared by both their own culture and South Africa.
4. Explain personal, professional, and academic impact of their experience abroad.
 - a. Summarize the most important or transformative personal, professional and academic impact of their experience abroad.

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...

5. Recognize value of interacting with individuals with backgrounds and/or perspectives different from their own.
 - a. Describe how you anticipate your professional perspective will change after your international experience.
6. Demonstrate ability to tolerate ambiguity in complicated environments where clear cut answers or standard operating procedures are absent.
 - a. 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.
7. Practice responsibility and accountability by making appropriate decisions on behavior and accepting the consequences of their actions.
 - a. Demonstrates expected professional behavior and comporment for entire duration of program and in all interactions with students, faculty, administrators and all in-country partners.
8. Demonstrate ability to be self-reliant in non-classroom environment.
 - a. Punctually and completely attends all required in-country activities without few prompts or reminders.

A graduate will be able to evaluate and resolve ethical dilemmas in accordance with behavior-analytic and psychological ethical guidelines

9. Demonstrate ethical decision making processes related to resolving social problems in diverse and complex community environments.
 - a. Identify characteristics, resources, and barriers in complex community systems in diverse cultures.
 - b. Identify or select culturally appropriate targets for change, outcomes of service delivery, and behavior change within which are functional within the context of the community.
 - c. Assess the impact of cultural, social, and economic variables on community-based behavioral intervention.
 - d. Demonstrate competence with inter-professional collaboration to resolve community issues.

Required and Optional Texts and Electronic Reserves

Required Texts

| Title | ISBN | Publisher's Price |
|--|-------------------|-------------------|
| 1. Mattaini, M. A., & Thyer, B. A. (1996). <i>Finding solutions to social problems: Behavioral strategies for change</i> . American Psychological Association. | 978-1-55798-367-1 | \$9.95 |
| 2. Tlhabi, R. (2012). <i>Endings & Beginnings: A Story of Healing</i> . Jacana Media. | 978-1431404612 | \$21.21 |
| 3. Noah, T. (2016). <i>Born a crime: Stories from a South African childhood</i> . New York, NY: Spiegel & Grau. | 978-1473635302 | \$11.40 |

Required Readings

- Anderson, C. M., & Kincaid, D. (2005). Applying behavior analysis to school violence and discipline problems: Schoolwide positive behavior support. *The Behavior Analyst, 28*(1), 49-63.
- Bailey, J.S., & Austin, J. (1996). Evaluating and improving productivity in the work-place. In M. Mattaini & B. Thyer (Eds.), *Finding solutions to social problems: Behavioral strategies for change* (pp. 179-200). Washington, DC: American Psychological Association.
- Barth, R. P. (2009). Preventing child abuse and neglect with parent training: Evidence and opportunities. *The Future of Children, 19*(2), 95-118.
- Biglan, A. (2015). Evolving the world we want. In *The nurture effect: How the science of human behavior can improve our lives and our world*. New Harbinger Publications. (pp. 211-226)
- Briggs, H. E., Paulson, R. I. (1996). Racism. In M. A. Mattaini and B. A. Thyer (Eds.), *Finding solutions to social problems: Behavioral strategies for change*, (pp 147-177). Washington, DC: American Psychological Association.
- Brock-Utne, B. (2005). Language-in-education policies and practices in Africa with a special focus on Tanzania and South Africa—Insights from research in progress. In *International handbook on globalisation, education and policy research* (pp. 549-565). Springer Netherlands.
- Daly, P. M. (1996). Sexism. In M. A. Mattaini & B. A. Thyer (Eds.), *Finding solutions to social problems: Behavioral strategies for change* (pp. 201-220). Washington, DC: American Psychological Association.
- Esser, I. M., & Dekker, A. (2008). Dynamics of corporate governance in South Africa: Broad based black economic empowerment and the enhancement of good corporate governance principles. *Journal of International Law and Technology, 3*(3), 157-169.
- Fong, E. H., & Tanaka, S. (2013). Multicultural alliance of behavior analysis standards for cultural competence in behavior analysis. *International Journal of Behavioral Consultation and Therapy, 8*(2), 17-19.
- Fong, E. H., Catagnus, R. M., Brodhead, M. T., Quigley, S., & Field, S. (2016). Developing the cultural awareness skills of behavior analysts. *Behavior Analysis in Practice, 9*(1), 84-94.
- Gibson, J.L. & Classen, C., (2010). Racial reconciliation in South Africa: Interracial contact and changes over time. *Journal of Social Issues 66*(2), 255-272. Retrieved from <https://pages.wustl.edu/files/pages/imce/jlgibson/jsi2010.pdf>
- Glenn SS. (2004). Individual behavior, culture, and social change. *The Behavior Analyst, 27*(2):133-151.
- Greer, R. D. (1996). The educational crisis. In M. A. Mattaini and B. A. Thyer (Eds.), *Finding solutions to social problems: Behavioral strategies for change*, (pp 113-146). Washington, DC: American Psychological Association.
- Higgs, N. T. (2007). Measuring and understanding the well-being of South Africans: Everyday quality of life in South Africa. *Social Indicators Research, 81*(2), 331-356.
- Houten, R., Axelrod, S., Bailey, J. S., Favell, J. E., Foxx, R. M., Iwata, B. A., & Lovaas, O. I. (1988). The right to effective behavioral treatment. *Journal of Applied Behavior Analysis, 21*(4), 381-384.
- Jewkes, R., & Morrell, R. (2012). Sexuality and the limits of agency among South African teenage women: Theorising femininities and their connections to HIV risk practises. *Social Science & Medicine, 74*(11), 1729-1737.
- Karimi, F. (2015, April 19). What's behind xenophobic attacks in South Africa? *CNN*. Retrieved from <http://www.cnn.com/2015/04/18/africa/south-africa-xenophobia-explainer/>
- Leukefeld, C. G., Miller, T. W., & Hays, L. (1996). Drug abuse. In M. Mattaini & B. Thyer (Eds.), *Finding solutions to social problems: Behavioral strategies for change* (pp. 267-288). Washington, DC: American Psychological Association.
- Mattaini M.A., Twyman J.S., Chin W., Nam Lee K. (1996). Youth violence. In M. Mattaini & B. Thyer (Eds.), *Finding solutions to social problems: Behavioral strategies for change* (pp. 75-111). Washington, DC: American Psychological Association.
- Mattaini, M. A. (2002). Acting to save the world: the elements of action. In M. Mattaini & B. Thyer (Eds.), *Finding solutions to social problems: Behavioral strategies for change* (pp.397-414). Washington, DC: American Psychological Association.
- Mattaini, M. A. (2006). Human rights, pragmatic solidarity, and behavior science. *Behavior and Social Issues, 15*(1), 1-4.
- Mattaini, M. A., McGowan, B. G., & Williams, G. (1996). Child maltreatment. In M. A. Mattaini & B. A. Thyer (Eds.), *Finding solutions to social problems: Behavioral strategies for change* (pp. 223–266). Washington, DC: American Psychological Association.
- Mattaini, M.A., (1996). Public issues, human behavior, and cultural design. In M. Mattaini & B. Thyer (Eds.), *Finding solutions to social problems: Behavioral strategies for change* (pp. 13-40). Washington, DC: American Psychological Association.
- Schinke, S., Forgey, M. A., & Orlandi, M. (1996). Teenage sexuality. In M. Mattaini & B. Thyer (Eds.), *Finding solutions to problems: Behavioral strategies for change* (pp. 267-288). Washington, DC: American Psychological Association.
- Setlalentoa, M., Ryke, E., & Strydom, H. (2015). Intervention strategies used to address alcohol abuse in the North West province, South Africa. *Social Work, 51*(1), 80-100.

- Shefer, T., Crawford, M., Strelbel, A., Simbayi, L. C., Dwadwa-Henda, N., Cloete, A., ... & Kalichman, S. C. (2008). Gender, power and resistance to change among two communities in the Western Cape, South Africa. *Feminism & Psychology, 18*(2), 157-182.
- Skinner, B. F. (1976). The ethics of helping people. *Humanist (The), 36*(1), 7-11.
- Smith, J.E., Milford, J.L. & Meyers, R.J. (2004). CRA and CRAFT: Behavioral approaches to treating substance-abusing individuals. *The Behavior Analyst Today, 5*(4), 391-403
- Sprague, J., & Walker, H. (2000). Early identification and intervention for youth with antisocial and violent behavior. *Exceptional Children, 66*(3), 367-379.
- Stith, S., Pruitt, I., Dees, J., Fronce, M., Green, N., Som, A., & Linkh, D. (2006). Implementing community-based prevention programming: A review of the literature. *Journal of Primary Prevention, 27*(6), 599-617.
- Thyer, B. (1996). Behavior analysis and social welfare policy. In M. Mattaini & B. Thyer (Eds.), *Finding solutions to social problems: Behavioral strategies for change* (pp. 41-60). Washington, DC: American Psychological Association.
- Vandeyar, S., Vandeyar, T., & Nyoka, A., DuPlooy, E., & Henkeman, S. (2014, June 25). Reconciliation for South Africa's education system. *European Life Long Magazine, 2*. Retrieved from <http://www.elmmagazine.eu/articles/reconciliation-for-south-africa-s-education-system>
- Wilkinson, K. (2015, August 27). Race, poverty and inequality: Black first land first claims fact-checked. *Africa Check*. Retrieved from <https://africacheck.org/reports/race-poverty-and-inequality-black-first-land-first-claims-fact-checked/>
- Wilkinson, K. (2015, March 25). Are 80% of South African schools dysfunctional? *Africa Check*. Retrieved from: <https://africacheck.org/reports/are-80-of-south-african-schools-dysfunctional/>

Optional but Recommended Texts and Readings

- Andrews, P. (2001). From gender apartheid to non-sexism: The pursuit of women's rights in South Africa. *North Carolina journal of international law and commercial regulation, 26*.
- Arhin, A., & Thyer, B. A. (2004). The causes of racial prejudice: A behavior analytic perspective. *The psychology of prejudice and discrimination, 1*, 1-19.
- Bunche, R. J. (2001). *An African American in South Africa*. Ohio: Ohio University Press.
- Crowell, C. R., Hantula, D. A., & McArthur, K. L. (2011). From job analysis to performance management: a synergistic rapprochement to organizational effectiveness. *Journal of Organizational Behavior Management, 31*(4), 316-332.
- Dass-Brailsford, P. (2005). An exploration in resiliency: Academic achievement among disadvantaged black youth in South Africa. *South African Journal of Psychology, 35*(3), 571-594.
- Ducharme, J. M. (2007). Success-based, noncoercive treatment of oppositional behavior. *Handbook of parent training: Helping parents prevent and solve problem behaviors, 268-304*.
- Elder, G. S. (2003). *Hostels, Sexuality and the Apartheid Legacy*. Ohio: Ohio University Press.
- Garcia, S.B., & Malkin, D.H. (1993). Toward defining programs and services for culturally and linguistically diverse learners in special education. *Teaching Exceptional Children, 26*, 52-58.
- Isaacs, C. D. (1982). Treatment of child abuse: A review of the behavioral interventions. *Journal of applied behavior analysis, 15*(2), 273-294.
- Johnston, E.R. (2015). South African clinical psychology's response to cultural diversity, globalization and multiculturalism: A review. *South African Journal of Psychology 45*(3), 374-385.
- Luthans, F. (2002). The need for and meaning of positive organizational behavior. *Journal of organizational behavior, 23*(6), 695-706.
- Malott, R. W. (1996). A behavior-analytic view of sexuality, transsexuality, homosexuality, and heterosexuality. *Behavior and Social Issues, 6*(2).
- Miller, K. B., Lund, E., & Weatherly, J. (2012). Applying Operant Learning to the Stay-Leave Decision in Domestic Violence. *Behavior and Social Issues, 21*, 135-151.
- Olson, R., & Winchester, J. (2008). Behavioral self-monitoring of safety and productivity in the workplace: a methodological primer and quantitative literature review. *Journal of Organizational Behavior Management, 28*(1), 9-75.
- Pierce, L., & Bozalek, V. (2004). Child abuse in South Africa: An examination of how child abuse and neglect are defined. *Child abuse & neglect, 28*(8), 817-832.
- Ramphela, M. (1993). *A Bed called Home: Life in the Migrant Labour Hostels of Cape Town*. Ohio: Ohio University Press.
- Seligman, M. E., Ernst, R. M., Gillham, J., Reivich, K., & Linkins, M. (2009). Positive education: Positive psychology and classroom interventions. *Oxford review of education, 35*(3), 293-311.

against Genocide. *Behavior and Social Issues*, 20, 32-43.

South African Journal of Psychology 45(3), 374-385.

Straker, G. (1992). *Faces in the Revolution. The psychological effects of violence on township youth in South Africa*. Ohio: Ohio University Press.

Weblinks/Videos

The Chicago School of Professional Psychology

- [Know Before You Go- Pre-Departure Guide to International Programs.](#)
- [Rights and Responsibility Agreement for International Programs](#)

[Aubrey Daniels]. *Behavioral Minute: Productivity and the Premack Principle*. [Video file]. Retrieved from https://www.youtube.com/watch?v=tDUOvof_V5U.

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

[Big Debate South Africa]. *Big Debate on Racism*. [Video file]. Retrieved from <https://www.youtube.com/watch?v=jpLFdtSNwpU>.

[CNBCAfrica] *The State of South Africa's Education - Part 1*. [Video file]. Retrieved from <https://www.youtube.com/watch?v=D0-19kbsHx4>.

[CNBCAfrica] *The State of South Africa's Education - Part 2*. [Video file]. Retrieved from

[eNCA] Judge for Yourself - TX 29March2015 - Gender Equality - Seg1. [Video file]. Retrieved from <https://www.youtube.com/watch?v=aoAa6mp4JoE>.

[eNCA] Judge for Yourself - TX 29March2015 - Gender Equality – Seg2. [Video file]. Retrieved from <https://www.youtube.com/watch?v=jczlB1gFQ7l>.

[eNCA] Judge for Yourself - TX 29March2015 - Gender Equality – Seg3. [Video file]. Retrieved from <https://www.youtube.com/watch?v=fvKBLoj8mrQ>.

[eNCA]. *LIVE: State of Youth in South Africa*. [Video File]. Retrieved from <https://www.youtube.com/watch?v=FTC0f10U8po>.

[Health-e News Service]. *Devil Bones: Cheap heroine grips SA's youth*. [Video file]. Retrieved from https://www.youtube.com/watch?v=l8fDXSqE_ZM

[Jakaranda Kinderhuis]. *The Stories of Our Children - Jakaranda Children's Home South Africa*. [Video File]. Retrieved from <https://www.youtube.com/watch?v=7RBy4QDdszs>.

[Journeyman Picture]. *Child Prostitution in South Africa: The Ugly Truth*. [Video file]. <https://www.youtube.com/watch?v=a-THV-XNk8M>

[NdaniTV]. *The New Africa – Cape Town*. [Video File]. Retrieved from <https://www.youtube.com/watch?v=j23RGYIWv88>.

[NdaniTV]. *The New Africa – Johannesburg*. [Video File]. Retrieved from <https://www.youtube.com/watch?v=j23RGYIWv88>.

[SABC]. *Stick fighting keeping youth away from gang violence, drugs*. [Video file]. Retrieved from <https://www.youtube.com/watch?v=Y-Au6QxktCs>.

[SABC1 - Mzansi Fo Sho]. *Cutting Edge: Teenage Pregnancy*. [Video File]. <https://www.youtube.com/watch?v=FbSRKqWRuBs>.

[TEDx Talks]. *Behavior Modification Toward a Sustainable World: Michael Voltaire at TEDxNSU*. [Video file]. Retrieved from <https://www.youtube.com/watch?v=4FTelHoONjQ>.

[TEDx Talks]. *Change Behavior- Change the World: Joseph Grenny at TEDxBYU*. [Video File]. Retrieved from <https://www.youtube.com/watch?v=6T9TYz5UxI0>.

[TEDx Talks]. *Three possible futures for South Africa | Jakkie Cilliers | TEDxJohannesburg*. [Video File]. Retrieved from <https://www.youtube.com/watch?v=42b4FfEqIWQ>.

[World Bank]. *South Africa: Using Fiscal Policy to Address Economic Inequality*. [Video file]. Retrieved from https://www.youtube.com/watch?v=4w0_q-Np4x4.

Apartheid Museum web site: <http://www.apartheidmuseum.org/>

Arts & Culture: <http://www.gov.za/about-sa/arts-culture>

BBC. (2016, August 5). South Africa country profile. Retrieved from <http://www.bbc.com/news/world-africa-14094760>

District 6 Museum <http://www.districtsix.co.za/>

Hector Pieterse Memorial and Museum web site:

http://www.gauteng.net/attractions/entry/hector_pieterse_memorial_and_museum/

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

LEAP Science and Maths Schools: <http://leapschool.org.za/>

Lesedi Cultural Village: <http://aha.co.za/lesedi/>

READ Educational Trust: <http://www.read.org.za/>

South African Government web site: <http://www.gov.za/>

Constitutional Court of South Africa <https://www.concourt.org.za>

South African National Council on Alcoholism and Drug Addiction: <http://www.sancanational.info/>

South African National Council On Alcoholism And Drug Dependence Presentation:

<http://pmg.org.za/files/docs/100323sanca.ppt>

The Department of Trade and Industry: <http://www.thedti.gov.za/>

The South Africa Human Rights Commission: <http://www.sahrc.org.za/>

The University of South Africa: <http://www.unisa.ac.za/default.html>

Rubrics

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

Assignment Rubric – In-Country Attendance & Engagement

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

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

Assignment Rubric – Professional Behavior & Comportment

While in South Africa and during the online portion of our course, professional behavior and comportment is very important. Students will be expected to engage with classmates, faculty, administrators, and all in-country partners in a professional manner.

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

Discussion Forum Scoring Rubric

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

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

Assignment Rubric – Writing Assignments

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

Assignment Rubric – Pair and Share Journal

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

| | | | | |
|--------------|---|---|---|----------------------------------|
| | log of time spent on calls) 0-1 points | log of time spent on calls) 2-3 points | log of time spent on calls) 4 points | time spent on calls) 5 points |
| Total | | | | 20 total points |

| Assignment Rubric – Capstone Assignment | | | | |
|---|--|---|--|---|
| | Demonstration Level 4 (advanced) | Demonstration Level 3 (expected) | Demonstration Level 2 (minimal) | Demonstration Level 1 (unacceptable) |
| Research | <p>6+ Scholarly sources are correctly cited in the text for both assessment and intervention.</p> <p>A reference section is included and APA formatted.</p> <p>75 points</p> | <p>4 Scholarly sources are correctly cited in the text for both assessment and intervention.</p> <p>Sources are mostly correctly cited in the text.</p> <p>A reference section is included but has APA formatting errors.</p> <p>60-74 points</p> | <p>2 Scholarly sources are used.</p> <p>Sources are incorrectly cited in the text.</p> <p>The reference section is not formatted in APA style.</p> <p>40-59 points</p> | <p>No scholarly sources are used.</p> <p>No sources are cited in the writing.</p> <p>The reference section is missing.</p> <p>0-39 points</p> |
| Plan of Action | <p>Detailed, thoughtful analysis clearly describes an issue relevant to South Africa and its connection to a behavioral relation in a complex community environment like that of South Africa.</p> <p>Plan of action is clearly based on a logical, evidenced-based claim about the issue and how it should be solved, demonstrating deep understanding of the problem.</p> <p>Plan is fully consistent with our discipline and feasible.</p> <p>50 points</p> | <p>Analysis competently describes an issue relevant to South Africa and its connection to a behavioral issue in a relation in a complex community environment.</p> <p>Plan of action is based on a logical claim, but not fully evidence-based claim about the issue and how it should be solved, demonstrating understanding of the problem.</p> <p>Plan is mostly consistent with our discipline and mostly feasible.</p> <p>40-49 points</p> | <p>Analysis generally describes an issue relevant to South Africa and its connection to a behavioral relation in a complex community environment, but the description may be too vague or broad.</p> <p>Plan of action is generally connected to the issue, demonstrating familiarity with the problem.</p> <p>Plan is somewhat consistent with our discipline or slightly feasible.</p> <p>30-39 points</p> | <p>Analysis does not adequately describe an issue relevant to South Africa or its connection to a behavioral relation in a complex community environment.</p> <p>Plan is not consistent with our discipline or not feasible.</p> <p>0-29 points</p> |
| Motivation & Action | <p>Detailed, thoughtful reflection demonstrates clearly motivation to take action in the community.</p> <p>Reflection includes a thoughtful exploration of possible further actions directly connected to this community change goal.</p> <p>25 points</p> | <p>Reflection slide demonstrates a basic motivation to take action in the community.</p> <p>Reflection includes an exploration of possible further actions.</p> <p>18-24 points</p> | <p>Reflection slide demonstrates a little motivation to take action in the community.</p> <p>Reflection mentions possible further actions.</p> <p>10-18 points</p> | <p>Reflection slide demonstrates no motivation to take action in the community.</p> <p>No future actions mentioned.</p> <p>0-9 points</p> |
| Group | <p>Student, according to peer feedback, was always focused and on-task during group or partner work time, encouraging group members to do the same. Student may act as group facilitator.</p> <p>50 points</p> | <p>Student, according to peer feedback, was focused and on-task during group or partner work time.</p> <p>40-49 points</p> | <p>Student's share of the project may be smaller than is fair, according to peer feedback,</p> <p>Student, according to peer feedback, is occasionally unfocused or briefly off-task during group or partner work time.</p> <p>30-39 points</p> | <p>Student's share of the project is too small.</p> <p>Student, according to peer feedback, was frequently unfocused or off-task during group or partner work time.</p> <p>0-29 points</p> |
| Total | | | | 200 total points |

Course Schedule, Assignments, and Grading

| Module/PLOs/MLOs/CLOs | Unit/Overview | Readings & Videos | Assignments/Points | Assessment Method/Tool Used |
|---|---|---|---|---|
| <p>Module 1</p> <p>PLOs Addressed: Diversity Professional Behavior Professional Practice</p> <p>CLOs Addressed: 3, 5, 6, 7, 9</p> <p>Module Learning Outcomes (MLO): 3a, 5a, 6a, 7a, 9c, 9d</p> | <p>Unit 1 Introduction & Preparation for Travel</p> <p>During this unit, you will read resources on travel from TCSPP, the CDC, the South African Government website, and the BBC. You will also read the introduction to Tlhabi's book, "Love & Gratitude." You will complete the Introduce Yourself discussion forum (by Wednesday). You will also complete your international travel registration at TCSPP and a Global Perspectives Inventory. You will answer the instructor-posted discussion question after reviewing the assigned reading. You will make your initial post by Wednesday and follow-up posts by Sunday; these may be additional questions to peers or additional information on international travel.</p> <p>CLOs Addressed: 3, 5, 6, 7</p> | <p>Readings "What to Know Before You Go" TCSPP Study Abroad Pre-Departure Handbook</p> <p>Tlhabi (2002): Love & Gratitude, Preface, & Introduction</p> <p>Please review the Helpful Link for CDC travel information. - Centers for Disease Control – Traveler's Health</p> <p>Thoroughly explore the South African Government web site: http://www.gov.za/</p> <p>BBC. (2016, August 5). South Africa country profile. Retrieved from http://www.bbc.com/news/world-africa-14094760</p> | <p>Unit 1 Activities & Interactions</p> <p>Introduce Yourself (Required for Attendance Purposes) Initial Post due Wednesday, 11:59pm, CST, of the first week of class. MLO 7a</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 MLO 3a</p> <p>Complete International Travel Registration: https://my.thechicagoschool.edu/community/studentresources/ie/Pages/Travel-Database.aspx Complete no later than Sunday, 11:59pm, CST MLO 6a</p> <p>Unit 1 Discussion 1: What is your Global Perspective? 1) What has been the extent of your contact with South Africa? 2) How do you anticipate this experience will impact your personal and professional life? In what ways? 3) What did you learn about yourself from completing the Global Perspectives Inventory? How do you anticipate your perspective will change after your international experience? Initial Post Due Wednesday, 11:59pm, CST Final post due no later than Sunday, 11:59pm, CST MLO 3a MLO 5a</p> | <p>Mandatory to stay in the course</p> <p>C/NC, 10 points</p> <p>20 points awarded if complete by due date. No points awarded if not complete by due date. Mandatory for travel.</p> <p>Rubric, 20 points</p> |

| | | | | |
|--|---|--|--|--------------------------|
| | <p>Unit 2 The Ethics of Helping People</p> <p>In this unit you will complete readings that will prompt you to think about the ethics of helping people and how this aligns to your own values. You will begin to write in your academic journal and will share a 1-page minimum summary of your reflections and summary (with citations) of the weekly readings.</p> <p>CLOs Addressed: 9</p> | <p>Readings Readings</p> <p>Fong, E. H., & Tanaka, S. (2013).</p> <p>Higgs, N. T. (2007).</p> <p>Skinner, B. F. (1976).</p> <p>Tlhabi (2002): Chapter 1</p> <p>Video: [Kelly, A. M.]. <i>Ethics for Behavior Analyst</i>. [Video File]. Retrieved from https://www.youtube.com/watch?v=eHh7evEvE8E.</p> | <p>Unit 2 Activities & Interactions</p> <p>Academic Journal Pair and Share <i>Making time to thoughtfully read the articles and books and watch the videos is critical to your success and transformational learning! For this reason, a meaningful part of your grade comes from carefully demonstrating <u>thorough</u> reading, viewing, and reflection. You will also bring the journal to South Africa and use it during our guided discussion and field trips. Quotes and references from it will be used for your Capstone Project, too.</i></p> <p>This regularly repeated assignment includes creating a weekly <i>academic</i> "journal" entry. The journal should include notes or reflections for every reading and video in the course, clearly indicated by citation (ex: Smith (2002).)</p> <p>As you read each week, you will create an annotated bibliography, write bulleted notes, create graphical organizers, make mind maps, or reflective responses to each reading in both units of the module as assigned. Responses can include questions or ideas about the readings, ideas for future research, personal or real-world applications, connections to behavior analysis, connections with other classes, or anything else that piques your interest and shows how well you read the materials. The format is completely up to you, as long as you engage with each assigned reading and clearly indicate by author and year.</p> <p>You will be assigned 2-3 partners to whom you email your academic journal each week for a review and comment. You will meet your small group in person to explore your academic journey while in South Africa. You are welcome to talk on the phone or by GoToMeeting during the week, too!</p> <p>The goal is to create a contingency to help you commit to a meaningful academic goal, on time, as well as to help you connect closely with classmates in your social community around meaningful topics.</p> <p>Here are key areas to ponder that will help you with the final project, too:</p> <ul style="list-style-type: none"> • Make cross cultural connections between your culture and South Africa. • Note ideas of how you can apply what you are learning in our greater society. • Carefully consider how the ethics of professional practice impact how we solve problems in complex community systems. • Think critically about the research available. How does it fit with other disciplines? <p>I will expect at least 1-page of writing for each module, but you are welcome to write more if it helps you process and learn.</p> <p>Submit your journal entry and evidence of group collaboration here (ex: a copy of emails or log of time spent on calls).</p> <p>Complete no later than Sunday, 11:59pm, CST MLO 1a MLO 9c and 9d</p> | <p>Rubric, 20 points</p> |
|--|---|--|--|--------------------------|

| | | | | |
|--|---|--|---|---|
| <p>Module 2</p> <p>PLOs Addressed: Diversity Professional Behavior Professional Practice</p> <p>CLOs Addressed: 1, 2, 6, 9</p> <p>MLOs Addressed: 1a, 2a, 6a, 9a, 9c, 9d</p> | <p>Unit 3 Productivity in the Workplace</p> <p>During this unit, you will read several resources on both performance management from a behavior analytic perspective and the current state of employment in South Africa. You will contribute to the discussion forum with an initial post on Wednesday and all follow-up posts due by Sunday. You will also attend a pre-departure orientation, which is mandatory for travel.</p> <p>CLOs Addressed: 1, 2, 6, 9</p> | <p>Readings Bailey, J.S., & Austin, J. (1996). Crowell, C. R., Hantula, D. A., & McArthur, K. L. (2011). District 6 Museum http://www.districtsix.co.za/ Olson, R., & Winchester, J. (2008). Ramphela, M. (1993). Chapter 1 Tlhabi (2002): Chapter 2</p> <p>Videos [Aubrey Daniels]. <i>Behavioral Minute: Productivity and the Premack Principle</i>. [Video file]. Retrieved from https://www.youtube.com/watch?v=tDUOvof_V5U. [BBC]. South Africa's huge youth unemployment problem. [Video file]. Retrieved from https://www.youtube.com/watch?v=TzWK9hZM59o</p> | <p>Unit 3 Activities & Interactions</p> <p>Attend Pre-Departure Orientation: Log in information will be sent to you via email. MLO 6a</p> <p>Discussion Forum 1) Now that you've had several readings about South Africa, reflect on our pre-departure orientation. Revisit the South African Government web site: http://www.gov.za/, and explore current 'hot topics' in South Africa by doing some current events searches online. 2) How do current community concerns and cultural practices appear to differ between your community and South Africa? What shared issues do you recognize? 3) What suggestions do we have for etiquette while abroad in South Africa, ways to enhance group dynamics and best practices for travelling in our group? What questions do we have?</p> <p>Initial Post Due Wednesday, 11:59pm, CST Final post due no later than Sunday, 11:59pm, CST MLO 2a and 3b</p> <p>Taking Action Plan Group Meeting 1. See the instructions and rubric for the Capstone Project "Taking Action Plan" below and in Module 8. Meet with your group to begin planning this project including your target group and issue. Consider looking ahead to the unit overviews for suggested issues. Designate a note-taker and upload your notes and any PowerPoint slides you have created. Complete no later than Sunday, 11:59pm, CST</p> | <p>20 if you attend, 0 if you do not. Mandatory for travel.</p> <p>20, rubric</p> <p>50, rubric</p> |
| | <p>Unit 4 Youth Violence CLOs Addressed: 9 In this unit you will complete the readings, watch the videos, and write a thoughtful journal entry considering culture, social justice, and the ethics of helping people.</p> | <p>Readings Anderson, C. M., & Kincaid, D. (2005). Mattaini M.A., Twyman J.S., Chin W., Nam Lee K. (1996). Sprague, J., & Walker, H. (2000). Straker, G. (1992). Chapter 1 Tlhabi (2002): Chapter 3</p> <p>Videos [eNCA]. <i>LIVE: State of Youth in South Africa</i>. [Video File]. Retrieved from https://www.youtube.com/watch?v=FTC0fi0U8po. [SABC]. <i>Stick fighting keeping youth away from gang violence, drugs</i>. [Video file]. Retrieved from https://www.youtube.com/watch?v=Y-Au6QxktCs.</p> | <p>Unit 4 Activities & Interactions</p> <p>Complete Academic Journal Pair and Share Remember to make a relevant and thoughtful entry to show that you read and watch each assignment. Make connections between ethical issues of practice and culture. Consider how this social issue is similar and different to your own community. How could you apply your science to affect change? Share with your group and talk it over! Submit your journal entry and evidence of group collaboration here (ex: a copy of emails or log of time spent on calls). Complete no later than Sunday, 11:59pm, CST MLO 2a MLO 9c and 9d MLO 10a</p> | <p>20, rubric</p> |

| | | | | |
|--|---|--|--|-------------------|
| <p>Module 3</p> <p>PLOS Addressed: Diversity Professional Practice</p> <p>CLOs Addressed: 2, 3, 9, 10</p> <p>MLOs Addressed: 2a, 9a, 9c, 9d, 10a</p> | <p>Unit 5 The Education Crisis During this unit you will complete readings and watch videos focused on education in South Africa and the world. You will then create a table comparing and contrasting the education system in your community and South Africa's. You should include citations and draw only from the assigned readings. CLOs Addressed: 9, 10</p> | <p>Readings Dass-Brailsford, P. (2005). Garcia, S.B., & Malkin, D.H. (1993). Greer, R. D. (1996). LEAP Science and Maths Schools: http://leapschool.org.za/ READ Educational Trust: http://www.read.org.za/ Seligman, M. E., Ernst, R. M., Gillham, J., Reivich, K., & Linkins, M. (2009). Tlhabi (2002): Chapter 4 Vandeyar, S., Vandeyar, T., & Nyoka, A., DuPlooy, E., & Henkeman, S. (2014). Wilkinson, K. (2015, March 25). https://africacheck.org/reports/are-80-of-south-african-schools-dysfunctional/</p> <p>Videos [CNBCAfrica] <i>The State of South Africa's Education - Part 1</i>. [Video file]. Retrieved from https://www.youtube.com/watch?v=D0-19kshX4. [CNBCAfrica] <i>The State of South Africa's Education - Part 2</i>. [Video file]. Retrieved from https://www.youtube.com/watch?v=ixlVMqhCNUU.</p> | <p>Unit 5 Activities & Interactions</p> <p>Compare and Contrast Table Create a 1 -page table or chart that compares and contrasts the educational system in your community and South Africa's. What are common struggles? What unique barriers or cultural factors exist separately in the communities? Consider how each system may have a variety of settings (urban, rural, private), outcomes, challenges and strengths.</p> <p>Information for the chart, as well as citations, should be solely drawn from assigned readings. Internet sources are not accepted for this assignment.</p> <p>End the assignment by writing a 200-word reflective response exploring your motivation to help resolve issues in education. What steps could you take right now to make a difference? How would behavioral science or psychology help you to create change?</p> <p>Complete no later than Sunday, 11:59pm, CST MLO 9c MLO 9d</p> | <p>20, rubric</p> |
| | <p>Unit 6 Racism In this unit we will consider racism as it pertains to cultures around the world and South Africa in particular, including a focus on apartheid and xenophobia. After completing the readings and watching the videos, you will write a thoughtful journal entry including citations from the assigned readings. CLOs Addressed: 9</p> | <p>Readings Apartheid Museum web site: http://www.apartheidmuseum.org/ Arhin, A., & Thyer, B. A. (2004). Briggs, H. E., Paulson, R. I. (1996) Gibson, J.L. & Classen, C., (2010). Karimi, F. (2015, April 19). http://www.cnn.com/2015/04/18/africa/south-africa-xenophobia-explainer/ Tlhabi (2002): Chapter 5 Wilkinson, K. (2015, August 27). https://africacheck.org/reports/race-poverty-and-inequality-black-first-land-first-claims-fact-checked/</p> <p>Videos [Big Debate South Africa]. <i>Big Debate on Racism</i>. [Video file]. Retrieved from https://www.youtube.com/watch?v=jpLfdtSNwpU.</p> | <p>Unit 6 Activities & Interactions</p> <p>Complete Academic Journal Pair and Share Remember to make a relevant and thoughtful entry to show that you read and watch each assignment. Make connections between ethical issues of practice and culture. Consider how this social issue is similar and different to your own community. How could you apply your science to affect change? Share with your group! Submit your journal entry and evidence of group collaboration here (ex: a copy of emails or log of time spent on calls). **Consider taking the Harvard Project Implicit https://implicit.harvard.edu/implicit/index.jsp "Race," Social Attitude quiz. It is, according to the website: "An Implicit Association Test (IAT) IAT requires the ability to distinguish faces of European and African origin. It indicates that most Americans have an automatic preference for white over black." Alternatively, there is an "Asian," "Skin Tone," "Native American," and "Arab-Muslim" IAT, as well.</p> <p>Complete no later than Sunday, 11:59pm, CST MLO 2a, MLO 9c and 9d, MLO 10a</p> | <p>20, rubric</p> |

| | | | | |
|---|---|---|---|-------------------|
| <p>Module 4</p> <p>PLOs Addressed: Diversity Professional Practice</p> <p>CLOs Addressed: 1, 2, 9</p> <p>MLOs Addressed: 1a, 2a, 9a, 9c, 9d</p> | <p>Unit 7 Sexism During this unit we will consider sexism as it pertains to cultures around the world and South Africa in particular, including a three-segment video on gender equality. You will then write a thoughtful journal entry including citations from the assigned readings.</p> <p>CLOs Addressed: 1, 2, 9</p> | <p>Readings Andrews, P. (2001). Daly, P. M. (1996). Miller, K. B., Lund, E., & Weatherly, J. (2012). Shefer, T., Crawford, M., Strelbel, A., Simbayi, L. C., Dwa-dwa-Henda, N., Cloete, A., ... & Kalichman, S. C. (2008). Tlhabi (2002): Chapter 6</p> <p>Videos [eNCA] Judge for Yourself - TX 29March2015 - Gender Equality Seg1. https://www.youtube.com/watch?v=aoAa6mp4JoE. Seg2. https://www.youtube.com/watch?v=jczlB1qFQ7I. Seg3. https://www.youtube.com/watch?v=fVkBLoj8mrQ.</p> | <p>Unit 7 Activities & Interactions</p> <p>Complete Academic Journal Pair and Share Remember to make a relevant and thoughtful entry to show that you read and watch each assignment. Make connections between ethical issues of practice and culture. Consider how this social issue is similar and different to your own community. How could you apply your science to affect change? Share with your group and talk it over! **Consider taking the Harvard Project Implicit https://implicit.harvard.edu/implicit/index.jsp "Gender-Career" Social Attitude quiz. It is, according to the website: "An Implicit Association Test (IAT) in which you will be asked to sort words into groups as fast as you can. In addition to the IAT, there are some questions about your beliefs, attitudes, and opinions, and some standard demographic questions. This study should take about 10 minutes to complete. At the end, you will receive your IAT result along with information about what it means." Submit your journal entry and evidence of group collaboration here (ex: a copy of emails or log of time spent on calls).</p> <p>Complete no later than Sunday, 11:59pm, CST MLO 2a MLO 9c and 9d MLO 10a</p> | <p>20, rubric</p> |
| | <p>Unit 8 Child Maltreatment In this unit we will consider child neglect and maltreatment as it pertains to cultures around the world and South Africa in particular. You will contribute to the discussion forum with an initial post on Wednesday and all follow-up posts due by Sunday.</p> <p>CLOs Addressed: 9a</p> | <p>Readings Barth, R. P. (2009). Ducharme, J. M. (2007). Hector Pieterse Memorial and Museum web site: http://www.gauteng.net/attractions/entry/hector_pieterse_memorial_and_museum/ Isaacs, C. D. (1982). Mattaini, M. A., McGowan, B. G., & Williams, G. (1996). Pierce, L., & Bozalek, V. (2004). Tlhabi (2002): Chapter 7</p> <p>Videos [Jakaranda Kinderhuis]. The Stories of Our Children - Jakaranda Children's Home South Africa. [Video File]. Retrieved from https://www.youtube.com/watch?v=7Rby4ODdszs. [Journeyman Picture]. <i>Child Prostitution in South Africa: The Ugly Truth</i>. [Video file]. https://www.youtube.com/watch?v=a-THV-XNk8M</p> | <p>Unit 8 Activities & Interactions</p> <p>Unit 8 Discussion 1: How does behavioral science intervene for child maltreatment? Many of us find child abuse and neglect particularly difficult to understand, observe, or consider. However, nurturing our offspring and young in the community are critical to the success of our future. How does your field of psychology successfully develop community interventions or training packages? Find a peer reviewed, seminal or cutting edge article that showcases how your field is making a difference. Summarize the article by describing the discipline, assessment method, intervention, and outcome. Can you find evidence in the news or research of related interventions being implemented within the South African communities? Initial Post Due Wednesday, 11:59pm, CST Final post due no later than Sunday, 11:59pm, CST MLO 3a MLO 5a</p> | |

| | | | | |
|---|--|---|---|-----------------------------------|
| <p>Module 5</p> <p>PLOs Addressed: Diversity Professional Practice</p> <p>CLOs Addressed: 1, 2, 9</p> <p>MLOs Addressed: 1a, 2a, 9a, 9c, 9d</p> | <p>Unit 9 Teenage Sexuality During this unit we will consider teenage sexuality as it pertains to cultures around the world and South Africa in particular. You will then write a thoughtful journal entry including citations from the assigned readings.</p> <p>CLOs Addressed: 1, 2, 9</p> | <p>Readings Elder, G. S. (2003).: Chapter 1</p> <p>Jewkes, R., & Morrell, R. (2012).</p> <p>Malott, R. W. (1996).</p> <p>Schinke, S., Forgey, M. A., & Orlandi, M. (1996).</p> <p>Tlhabi (2002): Chapter 8</p> <p>Videos [SABC1 - Mzansi Fo Sho]. Cutting Edge: Teenage Pregnancy. [Video File]. https://www.youtube.com/watch?v=FbSRKqWRuBs.</p> | <p>Unit 9 Activities & Interactions</p> <p>Complete Academic Journal Pair and Share Remember to make a relevant and thoughtful entry to show that you read and watch each assignment. Make connections between ethical issues of practice and culture. Consider how this social issue is similar and different to your own community. How could you apply your science to affect change? Share with your group and talk it over! Submit your journal entry and evidence of group collaboration here (ex: a copy of emails or log of time spent on calls).</p> <p>Complete no later than Sunday, 11:59pm, CST MLO 1a MLO 2a MLO 9c and 9d</p> | <p>20, rubric</p> |
| | <p>Unit 10 Language & Culture During this unit we will consider the cultural selection of language, and the role of culture in behavior change, as it pertains to cultures around the world and South Africa in particular. You will then complete a 10 question quiz on the readings that is due by Sunday.</p> <p>CLOs Addressed: 9</p> | <p>Readings Brock-Utne, B. (2005).</p> <p>Bunche, R. J. (2001): Chapter 1</p> <p>Glenn S.S. (2004).</p> <p>Mattaini, M.A., 1996.</p> <p>Tlhabi (2002): Chapter 9</p> <p>Videos [TEDx Talks]. <i>Change Behavior- Change the World: Joseph Grenny at TEDxBYU</i>. [Video File]. Retrieved from https://www.youtube.com/watch?v=6T9TYz5UxI0.</p> <p>[NdaniTV]. <i>The New Africa – Johannesburg</i>. [Video File]. Retrieved from https://www.youtube.com/watch?v=i23RGYIWv88.</p> <p>[NdaniTV]. <i>The New Africa – Cape Town</i>. [Video File]. Retrieved from https://www.youtube.com/watch?v=i23RGYIWv88.</p> <p>Arts & Culture: http://www.gov.za/about-sa/arts-culture</p> <p>Lesedi Cultural Village http://aha.co.za/lesedi/</p> | <p>Unit 10 Activities & Interactions</p> <p>Reading and Video Quiz: The 10 question quiz will include both multiple choice and short answer questions. Students will have one attempt and 10 minutes to complete the quiz.</p> <p>Taking Action Plan Group Meeting 2. See the instructions and rubric for the Capstone Project "Taking Action Plan" below and in Module 8. Meet with your group to continue planning this project. Designate a note-taker and upload your notes and any PowerPoint slides you have created.</p> <p>Complete no later than Sunday, 11:59pm, CST</p> | <p>20 points</p> <p>50/rubric</p> |

| | | | | |
|--|---|---|--|-------------------|
| <p>Module 6</p> <p>PLOs Addressed: Diversity Professional Practice</p> <p>CLOs Addressed: 1, 9</p> <p>MLOs Addressed: 1a, 9a, 9c, 9d</p> | <p>Unit 11 Human Rights During this unit we will consider human rights and social justice as it pertains to cultures around the world and South Africa in particular, including a review of the court system in South Africa. You will then write a thoughtful journal entry including citations from the assigned readings, due by Sunday.</p> <p>CLOs Addressed: 1, 9</p> | <p>Readings Houten, R., Axelrod, S., Bailey, J. S., Favell, J. E., Foxx, R. M., Iwata, B. A., & Lovaas, O. I. (1988). Mattaini, M. A. (2006). Soreth, M. E. (2011). The Constitutional Court: https://www.concourt.org.za The South Africa Human Rights Commission: http://www.sahrc.org.za/ Tlhabi (2002): Chapter 10</p> | <p>Unit 11 Activities & Interactions</p> <p>Complete Academic Journal Pair and Share Remember to make a relevant and thoughtful entry to show that you read and watch each assignment. Make connections between ethical issues of practice and culture. Consider how this social issue is similar and different to your own community. How could you apply your science to affect change? Share with your group and talk it over! Submit your journal entry and evidence of group collaboration here (ex: a copy of emails or log of time spent on calls). Complete no later than Sunday, 11:59pm, CST MLO 2a MLO 9c and 9d MLO 10a</p> | <p>20, rubric</p> |
| | <p>Unit 12 Drug Abuse & Alcoholism During this unit we will consider the cultural and environmental influences on drug abuse and alcoholism, and in South Africa in particular. You will then complete a 10 question quiz on the readings that is due by Sunday.</p> <p>CLOs Addressed: 9</p> | <p>Readings Explore the South African National Council on Alcoholism and Drug Addition http://www.sancanational.info/ Leukefeld, C. G., Miller, T. W., & Hays, L. (1996). Setlalentoa, M., Ryke, E., & Strydom, H. (2015). Smith, J.E., Milford, J.L. & Meyers, R.J. (2004). South African National Council On Alcoholism And Drug Dependence Presentation: http://pmg.org.za/files/docs/100323sanca.ppt Tlhabi (2002): Chapter 11</p> <p>Videos [Health-e News Service]. <i>Devil Bones: Cheap heroine grips SA's youth</i>. [Video file]. Retrieved from https://www.youtube.com/watch?v=l8fDXSqE_ZM</p> | <p>Unit 12 Activities & Interactions</p> <p>Reading and Video Quiz: The 10 question quiz will include both multiple choice and short answer questions. Students will have one attempt and 10 minutes to complete the quiz. Complete no later than Sunday, 11:59pm, CST MLO 9a and 9c</p> | <p>20 points</p> |

| | | | | |
|---|--|---|--|------------------|
| <p>Module 7</p> <p>PLOs Addressed: Diversity Professional Behavior Professional Practice</p> <p>CLOs Addressed: 1, 3, 4, 6, 7, 8, 9</p> <p>MLOs Addressed: 1a, 5, 3a, 4a, 6a, 7a, 8a 9a, 9b, 9c, 9d, 11</p> | <p>Unit 13 Economics & Organizational Policy</p> <p>During this unit we will learn about the South African economy and explore the role of economics and government and organizational policy in South Africa. You will then write a thoughtful journal entry including citations from the assigned readings.</p> <p>CLOs Addressed: 9</p> | <p>Readings Esser, I. M., & Dekker, A. (2008). Luthans, F. (2002). Thyer, B. (1996). Tlhabi (2002): Chapter 12 Explore The Department of Trade and Industry: http://www.thedti.gov.za/</p> <p>Videos [TEDx Talks]. <i>Behavior Modification Toward a Sustainable World: Michael Voltaire at TEDxNSU</i>. [Video file]. Retrieved from https://www.youtube.com/watch?v=4FTelHoONJQ. [World Bank]. <i>South Africa: Using Fiscal Policy to Address Economic Inequality</i>. [Video file]. Retrieved from https://www.youtube.com/watch?v=4w0_q-Np4x4.</p> | <p>Unit 13 Activities & Interactions **Note, no pair and share required for Unit 13 or 14 readings, as another short assignment is due in Unit 14. Complete no later than Sunday, 11:59pm, CST MLO 2a MLO 9c and 9d MLO 10a</p> | |
| | <p>Unit 14 Taking Action</p> <p>During this unit you will complete readings on influencing social change and social justice, with a focus on South Africa. You will then write a 2-page paper that describes your personal and professional motivation to make a meaningful difference in the world. This paper is due by Sunday.</p> <p>CLOs Addressed: 9</p> | <p>Readings Biglan, A. (2015). Fong, E. H., Catagnus, R. M., Brodhead, M. T., (2016) Johnston, E.R. (2015). Mattaini, M. A. (2002). Stith, S., Pruitt, I., Dees, J., Fronce, M., Green, N., Som, A., & Linkh, D. (2006). Tlhabi (2002): Chapter 13</p> <p>Videos [TEDx Talks]. <i>Three possible futures for South Africa Jakkie Cilliers TEDxJohannesburg</i>. [Video File]. Retrieved from https://www.youtube.com/watch?v=42b4FFEqIWQ.</p> | <p>Unit 14 Activities & Interactions **Note, no pair and share required for Unit 13 or 14 readings, as another short assignment is due for them. “Taking Action” Writing Assignment – Carefully read these articles. Write a 2-page paper that describes your personal and professional motivation to make meaningful difference in the world. What community problem would you like to solve? Describe several strategies, drawn from the literature, for successful cross-disciplinary assessment and intervention for the complex community issue. Finally, describe two relevant ethical issues you’d face as a practitioner implementing within your own community. Complete no later than Sunday, 11:59pm, CST MLO 9c and 9b</p> | <p>20 points</p> |

| | | | | |
|--|---|--|---|--|
| | <p>Unit 15 Overview /Title: South Africa In-country Learning Experience During this unit you will read the epilogue to Tlhabi’s book ““Love & Gratitude” and experience South Africa. You will complete a post-survey of the Global Perspectives Inventory. You will complete your capstone small-group project, due by Sunday. You will also continue to engage thoughtfully with your academic journal while in South Africa.</p> <p>CLOs Addressed: 1, 3, 4, 6, 7, 8</p> | <p>Readings Tlhabi (2002): Chapters 14-17 & Epilogue</p> | <p>Unit 15 Activity:</p> <p>Complete Post-Survey: Global Perspectives Inventory (GPI): Log information will be sent to you via email. Complete no later than Monday after travel, 11:59pm, CST MLO 3a</p> <p>Capstone Small Group Assignment: “Taking Action Plan” (See description after Course Schedule, below.)</p> <p>Book Review (PhD students ONLY) One professional activity an individual with a Ph.D. needs to know how to do is how to write a professional review of a published work. Reviews tend to be more than mere assessments of a book, or your own feelings or reactions about it. Reviews cover the basic issues addressed in the book, but also larger issues or problems that surpass the book. The review should give some indication of the value of the book in the area where it applies. Thus, the review itself stands as its own scholarly contribution. Read the book and consider re-reading sections of it. Ask questions about the book and its topics in your pair & share groups. You will likely need to do your own added research to some degree, pursuing questions in the literature. Additional details are provided in Canvas Complete no later than Monday after travel, 11:59pm, CST MLO 1, 5, 11</p> <p>In-Country Attendance & Engagement – We will meet regularly for discussions during our time together in South Africa. Your Academic Journal should be with you at all times, as we will consider various Unit topics and discuss in small and large groups. Your ability to engage thoughtfully and in a well-informed matter around each topic will determine your grade. MLO 1a, 4a, 6a, 8a</p> <p>Professional Compartment MLO 7a</p> | <p>20 points if completed on time, 0 if late.</p> <p>200, rubric</p> <p>100, rubric</p> <p>200, rubric</p> <p>80, rubric</p> |
|--|---|--|---|--|

Capstone Assignment

Our small group capstone assignment is to create an action plan to bring about positive changes in complex community settings. Psychology and behavior analysis have a responsibility to better society, as do you as an engaged practitioner. For this small group project, you will assess a community need and propose a potential evidenced-based intervention in either South Africa or your own communities. You will analyze the issue through the lens of behavioral science, and propose a plan to take action. Finally, you will present your plan to the group and reflect on your motivation to take action.

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

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

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

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

This is the suggested presentation template and order of slides:

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

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

Travel Itinerary

*This is our *draft* itinerary. Kari, our South Africa Liaison, is working to finalize our sites and times. Sites and/or times may change as we get closer to our travel dates.

Exertion Level (1-5, 1 is easiest and 5 is hardest) for activities each day in reference to Walking/hiking, Heat and humidity, Terrain (sand, dirt, and hills), Availability of variety of food, Bottled water availability, Sleeping comfortability (single rooms rooms), Motor vehicle comfort and accessibility of public transportation and taxi, Other for country specific

| Date | Activity | Location |
|--------------------------------|--|---|
| Day 1 April 22, 2023 | Various times - Arrival in Johannesburg, transfer to Eagles Nest Lodge with shuttles. At leisure. www.eaglesnest.co.za 5pm Orientation Meeting , conference room of lodge (exertion = 1) 6pm Welcome dinner at “Throbbing Strawberry”, hosted by the faculty and Kari Prince (included in fee) (exertion = 1) | Eagles Nest address: 373 Leslie Avenue, Cnr of William Nicol Drive, Fourways, Gauteng, South Africa |
| Day 2 April 23, 2023 | Breakfast is included with hotel. 8:30 Depart for The C.A.R.E. Centre (Centre for Autism Research & Education). www.carecentre.co.za 9:00 – 11:30am Under the leadership of Dr Rozanna Riback and Dr Krishen Samuel, we will be able to observe therapy and classroom sessions with the children. (exertion = 2 some standing and kneeling) 1-3pm Afternoon Activity TBC (re crime/law enforcement issues) Evening at leisure | Johannesburg |

| | | |
|--|---|---------------------|
| <p>Day 3 April 24, 2023</p> | <p>Breakfast is included with hotel.</p> <p>9am Depart for Hotel Hope Ministries 9:30am-11am Meet with founder, Oliver Quambusch, for a conversation around the societal challenges and issues in the Alexandra township, in particular the teenage pregnancies. (exertion = 1)</p> <p>1-3pm Afternoon Activity TBC (re teenage pregnancies and HIV prevention)</p> <p>6pm Group Evening Activity – South African Music (site TBC; included in fee)</p> | <p>Johannesburg</p> |
| <p>Day 4 April 25, 2023</p> | <p>Breakfast is included with hotel.</p> <p>9:00 Depart for Tour of Johannesburg & Soweto with Tour Guide Lebo Machaba. This includes a visit to the Constitutional Court, lunch at Sikhumzi Restaurant in Soweto (included in fee), a tour of Mandela's house and a visit to Hector Pieterse Square (exertion = 2)</p> <p>3/3:30pm Return to lodge.</p> <p>Afternoon/evening at leisure</p> | <p>Johannesburg</p> |
| <p>Day 5 April 26, 2023</p> | <p>Breakfast is included with hotel.</p> <p>9:30 Depart for self-guided tour of the Apartheid Museum. www.apartheidmuseum.org 10-11:30 at museum (exertion = 2) 11:30 Depart for Magaliesburg.</p> <p>12:30-4pm Lion Safari Park (exertion = 2)</p> <p>4:30-7:30pm Lesedi Cultural Village for cultural experience and dinner (included in fee) www.lesedi.com (exertion = 2)</p> <p>7:30pm Return to lodge (approx. 45 mins drive)</p> | <p>Johannesburg</p> |

| | | |
|--|---|-------------------------------|
| <p>Day 6 April 27, 2023 (holiday)</p> | <p>Check out of Eagles Nest. 8am Depart for OR Tambo Airport</p> <p>1pm To be collected at Cape Town International Airport by Mega Coach driver. Check into City lodge V&A Waterfront.</p> <p>Afternoon at leisure – shopping and exploring within the Waterfront precinct, within walking distance</p> <p>7pm Group Dinner – Welcome to Cape Town (included in fee)</p> <p>(exertion = 1)</p> | <p>Johannesburg/Cape Town</p> |
| <p>Day 7 April 28, 2023</p> | <p>Breakfast is included with hotel.</p> <p>8:15am Depart on foot for the Clocktower at the Waterfront. Meeting point for ferry departure for Tour of Robben Island.</p> <p>9-12pm Tour of Robben Island, made famous as the place where Nelson Mandela spent the majority of his prison years. (exertion = 1)</p> <p>Pick up own lunch snack en route</p> <p>1pm Meet bus near Clocktower for start of afternoon tour of Cape Town including Table Mountain. (exertion = 1)</p> <p>Approx 5pm Return to hotel. Evening at leisure</p> | <p>Cape Town</p> |

| | | |
|--|--|-------------------------------|
| <p>Day 8 April 29, 2023</p> | <p>8:30 Depart for Akeso Montrose Manor, Tokai. 9:00 – 11:00am Meet with the Management Team for a tour of the facility and a conversation about their therapies and services, trends in treatment etc. (exertion = 1)</p> <p>12:30 Arrive at Cornerstone Institute 12:45 engagement with Psychology students and faculty 3pm: Close and thanks (Chicago School & Cornerstone representatives) (exertion = 1) Return to hotel</p> <p>Evening at leisure.</p> | <p>Cape Town</p> |
| <p>Day 9 April 30, 2023</p> | <p>Breakfast is included with hotel.</p> <p>8:30 Depart for LEAP School and LEAP Community Services (exertion = 1) Approx 5pm return to hotel</p> <p>19:00: Farewell Dinner: Restaurant TBC (included in fee)</p> | <p>Cape Town</p> |
| <p>Day 10 May 1, 2023</p> | <p>Depart for Cape Town Airport for flights to OR Tambo (various times) as per Mega Coach and Airport Link shuttles. See schedule. Flights to USA (various times)</p> | <p>Cape Town/Johannesburg</p> |

Grading Distribution

| Assignments | Points |
|--|------------|
| Global Perspectives Inventory Pre-Test | 10 |
| Global Perspectives Inventory Post-Test | 10 |
| International Travel Registration- full points awarded if complete by due date. No points awarded if not complete by due date. | 20 |
| Discussions (3 @ 20 points each) | 60 |
| Writing Assignments (2 @ 20 points each) | 40 |
| Academic Journal Pair and Share (5 @ 20 points each) | 100 |
| Quizzes (2 @ 20 points each) | 40 |
| Pre-Departure Orientation Attendance | 20 |
| In-Country Attendance & Engagement | 200 |
| Professional & Behavioral Comportment | 80 |
| Capstone Assignment + group meetings: | 300 |
| Total | 880 |

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

TCSP Policy

Eight & Fifteen Week Courses

For classes that meet face-to-face, a credit hour is defined as 53 minutes of in classroom activity in a 15 week semester, plus additional work as specified below outside of the classroom.

For online and blended classes, synchronous and asynchronous components facilitate faculty-student and student-student interaction (virtual classrooms, discussion boards, and chats) and independent learning components (readings, recorded lectures, written assignments, and quizzes), and must comprise an equivalent amount of student time on task when the class does not meet face-to-face.

Course time per week combines instructional and student preparation time and varies by degree level. Time for a typical three credit hour course by degree level is described below. The time listed can be face-to-face in a classroom or equivalent.

| Degree Level | Total Time Per Week 8 week | Total Time Per Week (in Hours) 15 week |
|------------------------|---|---|
| Master's level courses | On average 21 hours per week | On average 10.5 hours per week |
| Doctoral level courses | On average 21 hours, plus additional dissertation preparation time per week | On average 10.5 hours, plus additional dissertation preparation time per week |

These are minimum requirements. Class time that is cancelled due to statutory holidays or instructor absence will be made up. Some classes may have more requirements during some weeks.

Written Assignments

- APA Style: All assignments are written in APA style using the *Publication Manual of the American Psychological Association, 6th edition*.
- Title and Reference Pages are required, as are inline citations.
- Papers will be graded using the Written Assignment Guidelines posted in the course.

Rework

- Instructors may allow a student to resubmit an assignment if they believe that it would advance the student's learning and skill mastery. Instructors are directed to use this option with discretion.

Late Assignments

- Late assignments may be accepted only with prior permission.
 - Prior permission means that you make the request more than 24 hours before the assignment is due and that you justify the late submission to the instructor.
 - Permission to turn in an assignment late is given at the instructor's discretion.
 - Unless there is some extenuating circumstance, late papers must be turned in during the week following the due date.
- Late assignments received without prior permission are subject to the following penalties:
 - Papers submitted late without permission will automatically lose one letter grade if submitted by the Wednesday following the due date.
 - Papers submitted four or more days past the due date will not be graded and you will receive a zero for that assignment.

Feedback for online and blended courses

- Please review how to read your feedback in your online or blended course.
- Discussion forum feedback is provided within 48 hours of the end of the discussion (usually midnight Central Time of Sunday of the Week).
- Written assignment feedback is provided within 72 hours of the due date for the assignment (usually midnight Central Time of Sunday of the Week).

Class Presence, Participation, and Follow-Up

- Active participation is crucial to the learning process.
- Unless you are notified that there is a school-wide systems problem, you are responsible to post on time, all the time. Plan to have back-up systems -- computers at work, library, or commercial access point.

Team Participation and Grading

For team projects, usually each team member will receive the same grade for the project, but team members may be assigned different grades if it is determined that one or more members is/are not fully participating.

- To receive credit for team assignments, students are to participate actively with the team and contribute to the project.
- Students are graded on the process of team interaction/cooperation as much as the final product.
- As to process, students will want to review the Student Handbook on expected code of behavior, so that a safe and positive environment is maintained. If conflict occurs, please address it directly with the individual involved and avoid beyond the scenes conversations that usually only escalate conflict.
- Although there are no set requirements for number of postings and/or days for participation in the team, students will want to be considerate and check-in often, keeping fellow team members advised as to one's whereabouts, progress to date on each assignment, upcoming schedule conflicts, if any, etc. In addition, the team as a whole is responsible for all team assignments. Waiting an inordinate amount of time for contributions from a non-responsive team member, or putting forth that the final project was not completed due to "someone else's" mistake, lack of effort, miscommunication, is not acceptable.
- Team projects are to be treated like workplace projects: deadlines are to meet, and team members are to find a way to meet that deadline. In the workplace, one's paycheck depends upon that effort; in the classroom, one's grade is dependent upon same. Students are encouraged to dialogue in an asynchronous environment. If all team members agree that synchronous dialogue would be beneficial, they may opt to conduct such a meeting through GotoMeeting (provided by the school) telephone conference calls or instant messenger.
- If at any time it is perceived that any offline meetings are deliberately exclusionary, isolating a student who cannot participate, students will be required to conduct all team activities within the confines of the asynchronous environment.

Discussions for online and blended courses

- All students must actively participate in the course through the weekly discussion forum. A primary goal of the discussion forum is to encourage students to engage in meaningful and thoughtful dialogue. Posts to the discussion forum should demonstrate critical thinking and relevancy to course readings, assignments, and discussion topic. To receive the maximum points, students must participate actively in the discussion throughout the week; and must post by the assigned due dates. Please review the netiquette guide, and discussion rubric before posting.

Academic Success Programs

- To ensure academic preparedness, a key to success in graduate school, The Chicago School of Professional Psychology provides support through Academic Success Programs (ASP), which includes the Writing Assessment Process (WAP), Academic Writing Seminar (AWS), Graduate Student Success Program (GSSP), and a Writing Center. These programs, managed by NCADE, reinforce the skills a student needs in order to achieve academic goals.
- The completion of WAP and AWS is an institutional requirement for all new graduate students, regardless of GPA or completion of other advanced degree programs. Based on the WAP result, a student may place out of the AWS and automatically earn a passing grade. A student incurs a one-time fee for participation in the WAP. (See TCSPP's website for information regarding this fee.) A student who transfers from one TCSPP program to another or an alumnus who returns to TCSPP to continue studies is exempt from this requirement, provided that WAP and AWS requirements were fulfilled in the original degree program.
- Writing Assessment Process (WAP): To complete the WAP, a student writes a 500-word essay in response to a specific prompt and submits it to NCADE for assessment by two writing specialists. The instructions for writing this essay are sent to all admitted graduate students upon deposit. The essay is due within 10 days of receipt of the notification. A student has the right to request a one-time extension. Failure to complete the WAP in a timely manner results in an account hold, and the student may not be able to continue in the degree program until successful completion is demonstrated. Based on the WAP score, a student may place out of the AWS. Note: Departments participating in the pilot Writing Assessment and Development Process (WADP) will conduct a subsequent writing assessment of a regular course assignment. For questions, contact academicsuccess@thechicagoschool.edu.
- Academic Writing Seminar (AWS): AWS is an online writing workshop taught by experienced writing instructors. While the AWS is available to all students, successful completion of the AWS is an institutional requirement for a student placed into it based on the WAP result. Failure to complete the AWS successfully may result in an Academic Development Plan or referral to the Student Affairs Committee. It is the sole responsibility of the student to make the necessary adjustments in the school, work, and personal schedule to ensure full participation in the AWS.

Accessibility Accommodations

- In pursuit of its mission and in accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 (ADA), The Chicago School of Professional Psychology is committed to providing all students with equal access to academic courses, programs, and school activities.
- A student seeking accommodation for a disability should contact their ADA Liaison at their home campus upon enrollment. The student must provide materials from a healthcare provider who has the credentials to diagnose and treat the condition explaining and documenting the disability, the prognosis, the barriers the student faces given the disability, and suggestions for accommodations that are designed to overcome the barriers without imposing an undue burden on the school and/or fundamentally altering the nature of the service, program, or activity at issue.
- In accordance with the ADA, TCSPP will facilitate reasonable accommodations for a student with impairments that either substantially affect a major life function and/or are expected to last six or more months. Temporary impairments with an expected duration of fewer than six months will be reasonably accommodated if they impact a major life activity.
- Accommodations will be granted on the basis of reasonableness and may not necessarily be the preferred accommodation expressed by the student. The reasonableness of an accommodation is dependent upon the objective reasonableness of the request under the circumstances and should meet the needs of the student to the extent that they are able to perform the essential portions of their classwork with the accommodation. Accommodations that create an undue hardship for the program or the student, or which fundamentally alter the nature of the program, are not considered reasonable.
- Ultimately, the decision as to what accommodations, if any, will be provided lies with TCSPP. Reasonable accommodations may include adaptations in the way specific course requirements are accomplished, the use of

auxiliary equipment and support staff, and other modifications including testing procedures. Such aids and services are determined on a case-by-case basis in consultation with the student who has identified the need for accommodation.

- Accommodations are not retroactive and will be acted upon at the time the student presents said information to the institution.

Academic Integrity

- The Chicago School of Professional Psychology expects a student to function within an environment of trust relative to other students, faculty, staff, and administration. Moreover, the school expects all students to conduct themselves ethically, with personal honesty, and with professionalism. Academic dishonesty violates one of the most basic ethical principles in an academic community and will result in sanctions imposed under the school's disciplinary system. All suspected incidents must be immediately referred to the Department Chair or designee who will then refer the matter to the Student Affairs Committee.
- Academic dishonesty includes, but is not limited to:
- *Cheating*
 - Examples of cheating include, but are not limited to, copying another person's work with or without permission, giving or receiving aid on a test, giving or receiving test materials prior to official distribution, collaborating on assignments or exams without instructor permission, submitting another's work as one's own (including purchased papers), taking credit for group work to which one did not contribute significantly or meet one's obligations, and intentionally using or attempting to use unauthorized materials, information or study aids in any academic exercise. This specifically includes allowing someone other than the enrolled student to participate in online discussion forums using the identity and authentication of the enrolled student, or to allow another person to complete and submit in electronic or paper format written assignments or other academic assessments or exercises on behalf of the enrolled student to represent the work as that of the enrolled student. A student may be expected to provide proof of identity prior to exams.
- *Plagiarism*
 - Plagiarism is intentionally or unintentionally representing words, ideas, or data from any source as one's own original work. The use or reproduction of another's work without appropriate attribution in the form of complete, accurate, and properly formatted citations constitutes plagiarism. Examples of plagiarism, include but are not limited to, copying the work of another verbatim without using quotation marks, revising the work of another by making only minor word changes without explanation, attribution, and citation, paraphrasing the work of another without the appropriate citation. A student is expected to produce original work in all papers, coursework, dissertation, and other academic projects (including case studies from internship or practicum sites) and to follow appropriate rules governing attribution that apply to the work product.
 - Carelessness, or failure to properly follow appropriate rules governing source attribution (for example, those contained in the Publication Manual of the American Psychological Association), can be construed to be plagiarism when multiple mistakes in formatting citations are made in the same paper. Further, a single example of failing to use quotation marks appropriately may be considered plagiarism.
- *Fabrication*
 - Fabrication is intentionally inventing information, data, or citations in any academic or clinical exercise. Examples of fabrication include, but are not limited to, falsifying research or other findings, citing sources not actually used in writing a research paper, submitting work done in previous classes as if it were new and original work, resubmitting work for retake courses, and changing, altering, or being an accessory to the changing and/or altering of any officially recorded grade.
 - If a student is unsure if his or her conduct may represent a form of academic dishonesty, they should seek out consultation from a course instructor or their faculty advisor.
- *Professional Comportment*
 - The Chicago School of Professional Psychology recognizes the importance of personal and professional competencies in addition to traditional academic skills. The institution embraces the model training policy statement adopted by the Council of Chairs of Training Councils (CCTC) of the American Psychological Association (APA) and holds that:
 - Professional practitioners of psychology and health services are expected to demonstrate competence within and across a number of different but interrelated dimensions. Programs that

educate and train professional practitioners of psychology also strive to protect the public and profession. Therefore, faculty, training staff, supervisors, administrators, employees, and fellow students at The Chicago School have a duty and responsibility to evaluate the competence of students and trainees across multiple aspects of performance, development, and functioning.

- It is important for students and trainees to understand and appreciate that academic competence is defined and evaluated comprehensively. Specifically, in addition to performance in coursework, seminars, scholarship, comprehensive examinations, and related program requirements, other aspects of professional development and functioning (e.g., cognitive, emotional, psychological, interpersonal, technical and ethical) will also be evaluated. Such comprehensive evaluation is necessary in order to appraise the entire range of academic performance, development and functioning of their student-trainees (Adapted from CCTC/APA, 2004).
- Each TCSP student is holistically evaluated by all members of the learning community on standards of professional performance, development, and functioning that include, but are not limited to, interpersonal and professional competence (consistently establishing positive interpersonal relationships, demonstrating an active commitment to education and training, communicating professionally, demonstrating integrity, affirming individual and cultural differences); self-awareness and self-reflection (awareness of own various roles in diverse contexts, recognizing limitations and training/learning needs, awareness of own cultural values); openness to feedback; and proactive, engaged resolution of issues that may interfere with professional development or functioning. A student's professional performance, functioning, and development may be evaluated both within and outside of the classroom, whether it occurs on- or off-campus (including cyberspace), and regardless of whether it is specifically tied to a school activity.
- Concerns about a student's professional comportment should be directed to the Department Chair. A student will be alerted to concerns about professional comportment (professional performance, functioning, and development) and receive advisement, remediation, and support as deemed necessary and appropriate. If there is a question that the student's problems in the area of professional comportment cannot be resolved in a reasonable time period and/or rises to the level of potential disciplinary action, the matter will be referred to the Student Affairs Committee.

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

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