

Online Course Syllabus Study Abroad
IS610AF: Community Healing in a South African Context
3 Credit Hours
Spring 2/2023
March 6 – April 30

Course Introduction

| | | |
|--------------------------|--|--|
| Instructor: | Nancy J. Bothne | Rebecca S. Rojas |
| Office and Hours: | Associate Professor, Clinical PsyD | Affiliate Faculty, School of Cultural and Family Psychology |
| Phone: | 312-488-6078 / C: 773-504-1417 | 562-303-8208 |
| E-mail: | nbothne@thechicagoschool.edu | r.s.rojasphd@gmail.com |
| Course Website: | TCSPP - Chicago | Pacific Oaks |

Official Course Description

This course will explore healing interventions that incorporate psychosocial responses in the context of domestic, communal, natural and human made catastrophes and traumatic events. In addition to trauma theory, this course intertwines the psychosocial, political, ethical, and human rights dimensions of healing from trauma. Utilizing a multidisciplinary curriculum that also includes the healing arts and indigenous practices, this course seeks to introduce students to social interventions effective in helping communities and not just families and individuals recover from state sponsored violence. This course has a study abroad component that explores community trauma within a South African context and applies theoretical, practical, and professional knowledge related to working with diverse populations.

Students interested in this course must be interviewed by the instructors and approved for participation.

About the instructors

Nancy Bothne is an associate professor in the clinical PsyD department of the Chicago campus. Nancy has a PhD in community psychology. Prior to her academic life, Nancy worked as an international human rights activist. As part of that activity, Nancy began working with survivors of torture. Advocating together to abolish torture, Nancy wondered how survivors were able to rebuild community life in communities and countries that experienced persecution, torture, and trauma from the government. This class will explore healing strategies within that context in this class.

Rebecca Rojas is an Affiliate faculty member in the School of Cultural and Family Psychology at Pacific Oaks College. Rebecca has a PhD in Counseling Psychology from the University of Southern California. Prior academic experiences included positions of Dean of the School of Cultural and Family Psychology and Core Faculty member at Pacific Oaks College. At Pacific Oaks College, she participated in the development of the MFT clinical training program that recognizes the importance of culture in mental health, the African American Family Studies, and the Latinx Family Studies programs. Rebecca is a Licensed Psychologist and has extensive clinical experience and knowledge of complex trauma and Intergenerational Trauma.

Institutional Learning Competencies and Outcomes

Institutional Learning Outcome

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

Program Competency

1. At graduation students will demonstrate the knowledge and skills needed to integrate theory and evidence from scholarly research related to clinical practice to develop, deliver, and evaluate clinical applications appropriate to clients' needs, values and preferences at community and societal ecological levels.

Program Learning Outcome

Demonstrate the requisite knowledge base, ability to articulate an approach to working effectively with diverse individuals and groups and apply this approach effectively in their professional work.

Course Learning Outcomes

CLO 1. Students will demonstrate awareness of how social, political, economic, and cultural factors can traumatize communities.

MLO 1. Students will demonstrate knowledge about South Africa and the ways in which apartheid and its aftermath have traumatized communities.

CLO 2. Students will demonstrate how to critically evaluate strategies that seek recovery from trauma targeted toward communities, based on psychosocial theories.

MLO 2. Students will critically evaluate the South African Truth and Reconciliation Commissions through a trauma healing lens.

MLO 3. Students will identify specific strategies of healing through the arts and how such healing is supported by psychosocial theory.

MLO 4. Students will demonstrate knowledge and understanding of community trauma and healing through education.

MLO 5. Students will learn about restorative justice and trauma healing through political activism.

CLO 3. Students will create community healing strategies specific to South Africa, based on psychological theory and understanding of the South Africa context.

MLO 6. Students will demonstrate knowledge and an ability to develop strategies that address the impact of trauma on individuals from special populations in South Africa.

CLO 4. Students will demonstrate the self-awareness and reflection necessary to engage in cross cultural efforts with South Africans to advance community wellbeing.

MLO 7. Students be prepared to travel in the study abroad course, with resources on how to manage their exposure to trauma and cultural differences.

MLO 8. Students will demonstrate an understanding of vicarious trauma by developing self-care strategies, based on an appreciation of the long-lasting effects of trauma.

MLO 9. Students will demonstrate the ability to negotiate complex cultural interactions in South Africa.

Required and Optional Texts and Electronic Reserves

Recommended Texts

| Title | ISBN | Publisher's Price |
|---|---|--|
| van Dernoort Lipsky, L., & Burk, C.(2009). <i>Trauma stewardship: An everyday guide to caring for self while caring for others</i> . San Francisco, CA: Berrett Koehler Publishers, Inc. | ISBN: 9781576759448 ISBN10: 157675944X | Amazon : \$16.57 New Paperback |
| Gobodo-Madikizela, P. (2004). <i>A human being died that night: A South African woman confronts the legacy of apartheid</i> (First Mariner Books edition.). Houghton Mifflin. Read intro – page 78. | ISBN: 0618446591 | Amazon : \$12.29 New paperback |
| Krog, A. (1999). <i>Country of my skull: Guilt, sorrow, and the limits of forgiveness in the new South Africa</i> . New York: Three Rivers Press. | ISBN: 0812931297 | Amazon : \$16.00 New Paperback |

Articles

Adonis, C. K. (2020). Bearing witness to suffering - A reflection on the personal impact of conducting research with children and grandchildren of victims of apartheid-era gross human rights violations in South Africa. *Social Epistemology*, 34(1), 64-78. <https://doi.org/10.1080/02691728.2019.1681557>

Aiken, N. T. (2016). The distributive dimension in transitional justice: Reassessing the South African Truth and Reconciliation Commission's ability to advance interracial reconciliation in South Africa. *Journal of Contemporary African Studies*, 34(2), 190-202. doi:10.1080/02589001.2016.1211395

Aksenova, M., & Rieff, A. (2020). Setting the scene: The use of art to promote reconciliation in international criminal justice. *Leiden Journal of International Law*, 33(2), 495-516. doi:10.1017/S0922156520000011

Auger, S 2007. [Healing the Wounds of a Nation: The Truth and Reconciliation Commission of South Africa](#). Online Article. Accessed from <http://www.drake.edu.za>. On 2009/08/15

Baker, A. A. (2012) Training the resilient psychotherapist: What graduate students need to know about vicarious traumatization. *Journal of Social, Behavioral & Health Sciences*, 6, 1, 1-12.

Banks, J. A. Citizenship Education and Diversity: Implications for Teacher Education. *Journal of Teacher Education*. 2001;52(1):5-16. doi:[10.1177/0022487101052001002](https://doi.org/10.1177/0022487101052001002)

[Body Mapping in South Africa](#)

Bringle, Reeb, R. N., Brown, M. A., & Ruiz, A. I. (2016). Integrating service learning into the curriculum: Introductory psychology. In *Service learning in psychology: Enhancing undergraduate education for the public good* (pp. 83–93). American Psychological Association. <https://doi.org/10.1037/14803-00>

[Coovadia, H., Jewkes, R., Barron, P., Sanders, D., & McIntyre, D. \(2009\). Health in South Africa 1—The health and health system of South Africa: Historical roots of current public health challenges. *Lancet*, 374\(9692\), 817–834.](#)

Harden, T. & Deligio, E. (2021). Politicized healing: Addressing the impact of state sponsored violence. *Global Journal of Community Psychology Practice*, 12(2), 1 - 12.

Heywood, M. (2019). The transformative power of civil society in South Africa: An activist's perspective on innovative forms of organizing and rights-based practices. *Globalizations*. 17. 1-23. 10.1080/14747731.2019.1652466.

Hubl, T. (2020). *Healing collective trauma*. Boulder, CO: Sounds True Publisher. Chapter 4.

Hubl, T. (2020). *Healing collective trauma*. Boulder, CO: Sounds True Publisher. Chapter 7.

Livermore, A. & Dyne, L.V. (2015). Chapters 3 & 4. In *Leading with Cultural Intelligence* (2nd ed.). American Management Association. Available online.

Marschall, S. (2010). Landscape of memory commemorative monuments, memorials and public statuary in post-apartheid South Africa . Brill. Chapter 8.

Mohatt, Singer, J. B., Evans, A. C., Matlin, S. L., Golden, J., Harris, C., Burns, J., Siciliano, C., Kiernan, G., Pelleritti, M., & Tebes, J. K. (2013). A community's response to suicide through public art: Stakeholder perspectives from the finding the light within project. *American Journal of Community Psychology*, 52(1-2), 197–209. <https://doi.org/10.1007/s10464-013-9581-7>

Pinderhughes, H., Davis, R. A., & Williams, M. (2015). *Adverse Community Experiences and Resilience: A framework for addressing and preventing community trauma*. Prevention Institute (p. 36). Retrieved from [file:///D:/Users/lforouzan/Desktop/Prevention Institute Report v8.pdf](file:///D:/Users/lforouzan/Desktop/Prevention%20Institute%20Report%20v8.pdf)

Teeger, C. (2015). "Both sides of the story": History education in post-apartheid south Africa. *American Sociological Review*, 80(6), 1175. doi:<http://dx.doi.org.tcsedsystem.idm.oclc.org/10.1177/0003122415613078>

[South Africa Truth and Reconciliation Report, 1998](#)

Van der Merwe, T. , Gobodo-Madikizela, P. (2007). *Narrating our Healing: Perspectives on working through trauma*. Newcastle upon Tyne, England, Cambridge Scholars Publishing. Chapter 4.

Zembylas, M. (2008). Dangerous m and the force of subversive experiences (with Zvi Bekerman). In: The Politics of Trauma in Education. Palgrave Macmillan, New York. https://doi.org/10.1057/9780230614741_9

Weblinks/Videos

- [The Chicago School of Professional Psychology](#)
- [Know Before You Go- Pre-Departure Guide to International Programs.](#)
- [Pre-Departure Orientation – Health & Safety](#)
- [TCSPP - International Travel Registration](#)

You may list additional websites and videos (YouTube or otherwise) that you want the student to visit.

| Course Rubric | | | | |
|--|--|--|--|--|
| Program Learning Outcome Assessed | Demonstration Level 1 | Demonstration Level 2 | Demonstration Level 3 | Demonstration Level 4 - excellent |
| Students will demonstrate respect for expertise of themselves, their classmates and instructors, and South African people. | Students will impose their views of the world on others. | Students will respect some but not all we encounter. | Students will listen to others without offering support or sympathy. | Students will actively listen and indicate sympathy for themselves and others' behaviors within contexts. |
| Students will demonstrate ability to intervene at community level to promote healing from state-sponsored trauma. | Students will focus on interventions focused on the individual. | Students will articulate ideas about community level healing without theoretical support. | Students will articulate ideas about community based healing based on theory but not develop applications. | Students will develop ideas and applications that promote the healing of communities from state sponsored trauma. |
| Students will understand short and long term impacts of systemic racism in the South Africa and their own countries. | Students will not demonstrate understanding of racism as a system. | Students will be able to identify theories of racism for one country or the other, but not both. | Students articulate impact of racism on communities, families, and societies. | Students will identify similarities and differences between impact of systemic racism in the U.S. and in South Africa. |
| Students will demonstrate ability to cooperate and support others within the cultural context. | Students will repeatedly demonstrate inappropriate behavior and appearance at in-country events (for example, wearing shorts to a church). | Students will adapt behaviors to typical cultural norms, for example through speech (low pitched rather than loud, or dress) and will inappropriately condemn others for not doing so. | Students will model appropriate behaviors but not encourage other students. | Students will model appropriate behaviors conforming to cultural norms and encourage others to do so. |

Course Schedule, Assignments, and Grading

Extra Assignments for a Study Abroad Course:

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

Discussion Posts on Canvas

This class will engage in online discussions for our classes. The topics may address particular issues in South Africa, community trauma, or community healing. Students will be expected to engage in the discussion by referring to the readings and occasionally bringing in other references.

Initial Posts are due time-stamped by 11:59 pm, Central Time, Wednesday.

- Posting replies on Thursday and Friday of the week is a required practice; any later than the Saturday has an adverse impact on the quality of the learning community. 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.
- Interaction is key to a rigorous discussion: participation over 3 separate days each week is required, as described below.
- The quality of the discussion is dependent on everyone in the course; therefore, points are gained through posts that stimulate further conversation.

| 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. | 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 | 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 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, | 4 Points |

| | | | | | |
|--|---|--|---|--|---|
| | <p>APA Style is followed. (4 points statement; 2 points sources; 2 points discussion stimulation).</p> <p>4 points</p> | <p>another source, and it should stimulate further discussion. APA Style is followed.</p> <p>3.5 points</p> | <p>the class or another source, and it should stimulate further discussion. APA Style is missing an element.</p> <p>3 points</p> | <p>and it should stimulate further discussion. APA Style is not followed.</p> <p>2.5 points or lower</p> | |
| <p>Follow-Up Posts: Participation as Member of Learning Community</p> | <p>Each student's feedback to a minimum of three (2) other initial posts exhibits good answers that address the posts, are supported by readings or other facts, and challenge other participants to further explore the topic.</p> <p>4 points</p> | <p>Each student's feedback to a minimum of two (1) other initial posts exhibits solid answers that address the posts adequately, are supported by readings or other facts, and challenge other participants to further explore the topic.</p> <p>3.5 points</p> | <p>Each student's feedback to the minimum of two (1) other initial posts exhibits 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.</p> <p>3 points</p> | <p>Student did not give feedback, 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).</p> <p>2.5 points or lower</p> | <p>2 Points Each (minimum of two posts)</p> |
| <p>Response to Feedback Received: Ongoing Participation throughout the week.</p> | <p>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.</p> <p>2 points</p> | <p>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.</p> <p>2 points</p> | <p>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.</p> <p>2 points</p> | <p>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.</p> <p>2-0 points</p> | <p>2 Points</p> |
| <p>Max Points - 10</p> | <p>10 points</p> | <p>9 points</p> | <p>8 points</p> | <p>7 points or lower</p> | |

Left Brain Exercises

Left brain exercises are assigned as creative ways to complement the discussions based on the readings. The left-brain exercises are designed to facilitate your ability to think creatively, to apply or explore some of the main points from the module.

Left brain exercises should be submitted by noon on Monday.

The grading rubric will not evaluate your creativity. Rather, grading of these exercises will be as follows.

Failed to submit by the deadline -0

Submitted by the deadline, indicates little effort - 1

Submitted by the deadline, indicates insights, learnings from the readings -2

Capstone Project – Class Presentation on Community Healing

The final project of the class will be a group presentation. each student will develop four slides and contribute to a reference page. This assignment is meant to be visual, a reflection of lessons learned in the class, and ideas about how to apply those lessons to address trauma in our own communities.

As we move through the course, and through the in-country experience, we encourage you to take note of quotes that move you, to take frequent pictures and identify memes that seem relevant to the class. You will be able to use these in this final project.

The four slides developed by each student should address the following:

Slide 1 - identify lessons learned about collective trauma and healing in this course (incorporate readings and course materials)

Slide 2 - suggest ideas about how those lessons learned might inform interventions used in your own community

Slide 3 - provide a personal reflection on what your experience has been like.

Slide 4 - provide a personal reflection on the service learning engagement. See reflection articles to inform your reflection.

The group will then put the slides together to create a final presentation for our last night in South Africa. The PowerPoint will be timed so that each slide will advance every 30 seconds. Students will have to have concise comments to make for each slide. The group will need to pay attention to what order each person will be speaking in.

This will be further complicated because the slides should be grouped by the themes. You can arrange those themes as identified above, in whatever order you think is best.

Because this is short and visual your slides should be short and visible! This should be fun!

Students will be graded based on their individual slides, and their ability to participate concisely in the group presentation. Students will need to submit their slides into the canvas assignment tab.

Grading Rubric

| | | | |
|--|---------|----------|----------|
| | 1 point | 2 Points | 3 Points |
|--|---------|----------|----------|

| | | | |
|---|---|--|--|
| Slide about lessons learned | Slide is not submitted or does not contain content that reflects the theme. | Slide is submitted but the content quality varies or does not reflect the theme. | Slide is submitted on time and the content quality well reflects the theme. |
| Slide about application to own community | Slide is not submitted or does not contain content that reflects the theme. | Slide is submitted but the content quality varies or does not reflect the theme. | Slide is submitted on time and the content quality well reflects the theme. |
| Slide about reflections | Slide is not submitted or does not contain content that reflects the theme. | Slide is submitted but the content quality varies or does not reflect the theme. | Slide is submitted on time and the content quality well reflects the theme. |
| Slide about service learning | slide is not submitted or does not contain content that reflects the theme. | Slide is submitted but the content quality varies or does not reflect the theme. | Slide is submitted on time and the content quality will reflect the theme. |
| Ability to meet the 30 second deadline | 30 second deadline not met And next student is delayed. | | 30 second deadline is met. |
| Participation in the group coordination | group evaluation is not completed or submitted. | group evaluation is only partially completed. | group evaluation is completed and submitted on time. |
| reference page | no references are submitted in support of lessons learned or application. | only one or two references are submitted in support of lessons learned or application. | At least five references are submitted in support of lessons learned or application. |
| APA style | APA style is not used on references. | APA style is used for references but there are mistakes. | There are no mistakes in APA style for references. |
| | | | 24 point total |
| | | | |

Student Presentations on Specific South African Population

At the last online class, students will make a 10-minute presentation on a specific population in South Africa. The goal of this assignment is to understand the particular experiences of a South African subgroup, within the context of the overall class. For example, students could examine the lived experiences of adolescent boys who are HIV positive; women who are subject to family violence; LGBTQ people who are activists advocating for better housing; children of South African anti-apartheid leaders.

This power point presentation will focus on describing the lived experience of this specific population. The presentation context can be based on nonfiction documentaries, stories (such as The Promise by Damon Galgut) that is supported by scientific or journalistic literature, and an overview of the scientific literature. The power point should include information that:

- Describes the specific lived experience of a population
- Explains how the lived experience compares and contrasts with the general information examined throughout the course
- Identifies sources for more information that could include articles, books, organizations, websites, social media posts.

| | | | |
|--|---------|----------|----------|
| | 1 point | 2 Points | 3 Points |
|--|---------|----------|----------|

| | | | |
|--|---|--|--|
| The specific population is well defined. | The population is not specific or is unidentifiable. | The population is described demographically. | The population is described demographically and holistically (in terms of trauma/healing). |
| Content reflects contemporary information about population. | Content is outdated and based on articles/information over 10 years old. | Most of the content is dated and based on information over 10 years old. | Most of the content is up to date and based on information less than 10 years old. |
| 6 main information or insight points are offered in the presentation. | 1-3 points are made | 4 – 6 points are made but are not well explained. | 6 points are made and details are supported. |
| Information/insights about population provided context from course content. | No context is offered. | Some context is offered, but not tied to course content. | Context about the population that is specific to the themes of this class is offered. |
| 10 references are used | No references are submitted in support of lessons learned or application. | Only one or two references are submitted in support of lessons learned or application. | Four to five references are submitted in support of lessons learned or application. |
| APA style | APA style is not used in references. | APA style is used for references but there are mistakes. | There are no errors or mistakes in formatting or in APA references. |
| Total points | | | 18 point total |
| | | | |
| | | | |

Class participation in Country

Students are expected to adhere to the standards of attendance and professional comportment while in South Africa as indicated in the rubrics below.

| Attendance | | | | |
|---------------------|--|--|--|--|
| 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 | Attends all required in-country activities. One occasion is not punctual. Requires | Punctual and completely attends all required in-country activities without few | Punctual and completely attends all required in-country activities without any prompts |

| | | | | |
|----------------------------|--|--|---|--|
| | creates inexcusable delays for program. 0-60 points | some prompts or reminders. 60-79 points | prompts or reminders. 80-99 points | 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 |

| Professional Behavior & Compartment | | | | |
|--|---|--|--|---|
| Grading Area | Demonstration Level 1 (unacceptable) | Demonstration Level 2 (minimal) | Demonstration Level 3 (expected) | Demonstration Level 4 (advanced) |
| Professional Behavior and Compartment | Demonstrates unprofessional behavior or compartment during program and/or in more than one interaction with students, faculty, administrators or any in-country partners. | Demonstrates expected professional behavior and compartment for most of program and in almost all interactions with students, faculty, administrators and all in-country partners. | Demonstrates expected professional behavior and compartment for entire duration of program and in all interactions with students, faculty, administrators and all in-country partners. | Demonstrates exemplary and model professional behavior and compartment for entire duration of program and in all interactions with students, faculty, administrators and all in-country partners. |

| | | | | |
|--------------|-------------|--------------|--------------|------------------------|
| | 0-19 points | 20-49 points | 50-79 points | 80 points |
| Total | | | | 80 total points |

| Module/ Unit | Module Readings | Topic | Learning Outcomes | Assignments | Points / Assessment Method |
|------------------------|--|--|--|--|--|
| <i>NOTE TO FACULTY</i> | <i>Textbook chapters, eReserve articles, and other materials. Must be in current APA format.</i> | <i>Unit and Title</i> | <i>Specify Course Learning Outcome(s) addressed, with relevant Module Learning Outcome(s).</i> | <i>Provide assignment name, associated MLO, and due date.</i> | <i>Points available for this assignment; name of Grading rubric or other tool.</i> |
| Module 1 | <p>Student Information “What to Know Before You Go” TCSPP Study Abroad Pre-Departure Handbook</p> <p>Students will need to complete International Travel Registration one month prior to travel at the latest: https://my.thechicagoschool.edu/community/studentresources/ie/Pages/Travel-Database.aspx</p> <p>Adonis, C. K. (2020). Bearing witness to suffering - A reflection on the personal impact of conducting research with children and grandchildren of victims of apartheid-era gross human rights violations in South Africa. <i>Social Epistemology</i>, 34(1), 64–78. https://doi.org/10.1080/02691728.2019.1681557</p> | <p>UNIT 1</p> <p>Global Perspectives</p> | <p>CL04. ML07, 9.</p> | <p>Introductions & Expectations (posting required for attendance purposes) Initial Post Due Wednesday, 11:59pm, CST Final post due no later than Sunday, 11:59pm, CST</p> <p>For your introduction post, you will need to provide a brief overview of the below areas.</p> <ul style="list-style-type: none"> • Briefly introduce yourself to your colleagues. • What has been the extent of your contact with South Africa? • How do you anticipate this experience will impact your personal and professional life? In what ways? (Be specific about your expectations). | <p>Required for First Day Attendance</p> |

| Module/ Unit | Module Readings | Topic | Learning Outcomes | Assignments | Points / Assessment Method |
|-------------------|--|--|---|---|--|
| NOTE TO FACULTY : | Textbook chapters, eReserve articles, and other materials. Must be in current APA format. | Unit and Title | Specify Course Learning Outcome(s) addressed, with relevant Module Learning Outcome(s). | Provide assignment name, associated MLO, and due date. | Points available for this assignment; name of Grading rubric or other tool. |
| | <p>Review the information on these websites to begin to understand multiple points of view of the history of South Africa.</p> <p>https://fivebooks.com/best-books/south-africa-alec-russell/</p> <p>https://www.gov.za/about-sa/history</p> <p>White People. We Need to Talk About 'Self-Care'</p> <p>Watch Apartheid in South Africa (1957). Documentary. https://youtu.be/MOA66AOG52M</p> | <p>UNIT 2</p> <p>Approaching South Africa and Trauma</p> | CLO 4. MLO 8. | <p>Unit 2 Discussion: Initial Post Due Wednesday, 11:59pm, CST Final post due no later than Sunday, 11:59pm, CST</p> <p>You will use Canvas Studio to respond to the below questions in a 4-minute video.</p> <ul style="list-style-type: none"> • When you are being affected by exposure to trauma, what strategies help you? What would you want your classmates to know about how to respond to you? • What was your reaction to the “White People... Talk about Self Care” article? • Overall, what do you anticipate will happen once we are in South Africa? | <p>Discussion Grading Rubric 10 pts total</p> <p>Pre-Survey 2 points</p> |

| Module/ Unit | Module Readings | Topic | Learning Outcomes | Assignments | Points / Assessment Method |
|-------------------|--|------------------------------------|---|--|---|
| NOTE TO FACULTY : | Textbook chapters, eReserve articles, and other materials. Must be in current APA format. | Unit and Title | Specify Course Learning Outcome(s) addressed, with relevant Module Learning Outcome(s). | Provide assignment name, associated MLO, and due date. | Points available for this assignment; name of Grading rubric or other tool. |
| Module 2 | <p>Hubl, T. (2020). <i>Healing collective trauma</i>. Boulder, CO: Sounds True Publisher. Chapter 4.</p> <p>Van der Merwe, T. , Gobodo-Madikizela, P. (2007). <i>Narrating our Healing: Perspectives on working through trauma</i>. Newcastle upon Tyne, England, Cambridge Scholars Publishing. Chapter 4.</p> <p>Baker, A. A. (2012) Training the resilient psychotherapist: What graduate students need to know about vicarious traumatization. <i>Journal of Social, Behavioral & Health Sciences</i>, 6, 1, 1-12. Doi: 10.5590/JSBHS.2012.06.1.01</p> | UNIT 3 Intergenerational Trauma | CLO 4 MLO 7 | <p>Unit 3 discussion Initial Post Due Wednesday, 11:59pm, CST Final post due no later than Sunday, 11:59pm, CST</p> <p>Hubl, chapter 4 reading, and Van der Merwe/Gobodo-Madikizela write about unacknowledged trauma and silence. Discuss their role in the development of generational trauma, historical trauma and collective trauma?</p> | Discussion Grading Rubric 10 pts total |
| | <p>Hubl, T. (2020). <i>Healing collective trauma</i>. Boulder, CO: Sounds True Publisher. Chapter 7.</p> | UNIT 4 Trauma Care Strategies | CLO 4 MLO 8 | <p>Witnessing the experiences of trauma can be overwhelming and can result in secondary trauma or vicarious trauma. Hubl, Chapter 7 and Baker wrote about the importance of self-care resources for students, and therapists working with trauma. Develop personal trauma care strategies you can refer to and use as the topics of trauma are addressed in this course. An outline will be provided.</p> | Grading Rubric 10 pts total |

| Module/ Unit | Module Readings | Topic | Learning Outcomes | Assignments | Points / Assessment Method |
|-------------------|--|--|---|--|---|
| NOTE TO FACULTY : | Textbook chapters, eReserve articles, and other materials. Must be in current APA format. | Unit and Title | Specify Course Learning Outcome(s) addressed, with relevant Module Learning Outcome(s). | Provide assignment name, associated MLO, and due date. | Points available for this assignment; name of Grading rubric or other tool. |
| Module 3 | <p>Aiken, N. T. (2016). The distributive dimension in transitional justice: Reassessing the South African Truth and Reconciliation Commission's ability to advance interracial reconciliation in South Africa. <i>Journal of Contemporary African Studies</i>, 34(2), 190-202. doi:10.1080/02589001.2016.1211395</p> <p>Auger, S 2007. Healing the Wounds of a Nation: The Truth and Reconciliation Commission of South Africa. Online Article. Accessed from http://www.drake.edu.za. On 2009/08/15</p> | <p>UNIT 5</p> <p>South African Truth & Reconciliation Commission</p> | CL01.ML01. | <p>Unit 2 Discussion: Initial Post Due Wednesday, 11:59pm, CST Final post due no later than Sunday, 11:59pm, CST</p> <ul style="list-style-type: none"> • What were the collective traumas that the TRC was meant to address? • What were the goals of the TRC? • What do you think the psychological benefits of participating in the TRC were like? • What do you think the risks of participating in the TRC were? | Discussion Rubric 10 points |

| Module/ Unit | Module Readings | Topic | Learning Outcomes | Assignments | Points / Assessment Method |
|-------------------|--|--|---|--|---|
| NOTE TO FACULTY : | Textbook chapters, eReserve articles, and other materials. Must be in current APA format. | Unit and Title | Specify Course Learning Outcome(s) addressed, with relevant Module Learning Outcome(s). | Provide assignment name, associated MLO, and due date. | Points available for this assignment; name of Grading rubric or other tool. |
| | <p>Coovadia, H., Jewkes, R., Barron, P., Sanders, D., & McIntyre, D. (2009). Health in South Africa 1—The health and health system of South Africa: Historical roots of current public health challenges. <i>Lancet</i>, 374(9692), 817–834.</p> <p>Gobodo-Madikizela, P. (2004). <i>A human being died that night : A South African woman confronts the legacy of apartheid</i> (First Mariner Books edition.). Houghton Mifflin. Read intro – page 78.</p> <p>Watch Pumla Gobodo-Madikizela https://www.youtube.com/watch?v=XuYwhEZg1ig</p> <p>Recommended Krog, A. (1999). <i>Country of my skull: Guilt, sorrow, and the limits of forgiveness in the new South Africa</i>. New York: Three Rivers Press.</p> <p>Optional Truth and Reconciliation Report, 1998 http://www.justice.gov.za/trc/report/</p> | <p>NIT 6</p> <p>TRC = Healing?</p> | <p>CL 02. ML 02.</p> | <p>Left brain exercise</p> <p>Imagine a scenario in which South Africa is going to reconstitute its truth and reconciliation commission.</p> <p>Write a 2-3 page memo to the TRC advising them on how to incorporate trauma informed practices. In this memo consider the individuals who are testifying, the family members who survived human rights abuses, the staff involved in the TRC, journalists and others who were covering the TRC processes, and the country at large who may or may not be sympathetic.</p> | <p>Left Brain Rubric</p> |

| Module/ Unit | Module Readings | Topic | Learning Outcomes | Assignments | Points / Assessment Method |
|-------------------|--|--------------------------------------|---|--|---|
| NOTE TO FACULTY : | Textbook chapters, eReserve articles, and other materials. Must be in current APA format. | Unit and Title | Specify Course Learning Outcome(s) addressed, with relevant Module Learning Outcome(s). | Provide assignment name, associated MLO, and due date. | Points available for this assignment; name of Grading rubric or other tool. |
| Module 4 | <p>Aksenova, M., & Rieff, A. (2020). Setting the scene: The use of art to promote reconciliation in international criminal justice. <i>Leiden Journal of International Law</i>, 33(2), 495-516. doi:10.1017/S0922156520000011</p> <p>Marschall, S. (2010). Landscape of memory commemorative monuments, memorials, and public statuary in post-apartheid South Africa. Brill. Chapter 8.</p> <p>Mohatt, Singer, J. B., Evans, A. C., Matlin, S. L., Golden, J., Harris, C., Burns, J., Siciliano, C., Kiernan, G., Pelleritti, M., & Tebes, J. K. (2013). A community's response to suicide through public art: Stakeholder perspectives from the finding the light within project. <i>American Journal of Community Psychology</i>,</p> | UNIT 7 Art Strategies for Healing | CL 01. MLO 1. CL 02. MLO 3, 4, 5. | <p>Unit 2 Discussion: Initial Post Due Wednesday, 11:59pm, CST Final post due no later than Sunday, 11:59pm, CST</p> <p>in the discussion, please address the following questions:</p> <ul style="list-style-type: none"> • How does art enable the expression of emotion? • How can public art facilitate a community's ability to understand a collective trauma? How does it facilitate a community's ability to express emotion? • Can art facilitate community healing? What would need to be considered when creating healing through art? | Discussion Rubric 10 points |

| Module/ Unit | Module Readings | Topic | Learning Outcomes | Assignments | Points / Assessment Method |
|-------------------|---|--|---|---|---|
| NOTE TO FACULTY : | Textbook chapters, eReserve articles, and other materials. Must be in current APA format. | Unit and Title | Specify Course Learning Outcome(s) addressed, with relevant Module Learning Outcome(s). | Provide assignment name, associated MLO, and due date. | Points available for this assignment; name of Grading rubric or other tool. |
| | <p>52(1-2), 197–209. https://doi.org/10.1007/s10464-013-9581-7</p> <p>See this: https://www.savenues.com/attractionsga/womens-monument.php</p> <p>https://www.dw.com/en/south-africa-the-state-of-the-arts-25-years-after-apartheid/a-48642080</p> <p>https://www.sitesofconscience.org/en/membership/constitution-hill-south-africa/</p> <p>Body Mapping in South Africa</p> | <p>UNIT 8</p> <p>Psychological Aspects of Healing through the Arts</p> | <p>CL 01. MLO 1.</p> <p>CL 04. MLO 7. MLO 8.</p> | <p>Left brain exercise</p> <p>For this assignment, you are invited to make a map of your own body. (See Body Mapping article). On the map of your body, indicate how your body is anticipating the trip to South Africa. Please post this in the discussion tab created for this assignment.</p> <p>Look at the maps of use of other students. when you examine the collective body maps, what themes emerge? what do you think we as a group are anticipating that our experience in South Africa will be like?</p> | <p>Left Brain Rubric 3 points</p> |

| Module/ Unit | Module Readings | Topic | Learning Outcomes | Assignments | Points / Assessment Method |
|-------------------|--|--|---|---|---|
| NOTE TO FACULTY : | Textbook chapters, eReserve articles, and other materials. Must be in current APA format. | Unit and Title | Specify Course Learning Outcome(s) addressed, with relevant Module Learning Outcome(s). | Provide assignment name, associated MLO, and due date. | Points available for this assignment; name of Grading rubric or other tool. |
| Module 5 | <p>Banks JA. Citizenship Education and Diversity: Implications for Teacher Education. <i>Journal of Teacher Education</i>. 2001;52(1):5-16. doi:10.1177/0022487101052001002</p> <p>Teeger, C. (2015). "Both sides of the story": History education in post-apartheid south Africa. <i>American Sociological Review</i>, 80(6), 1175. doi:http://dx.doi.org.tcsedsystem.idm.oclc.org/10.1177/0003122415613078</p> | <p>UNIT 9</p> <p>Education is a subversive Act</p> | <p>CLO 1. MLO 1.</p> <p>CLO 2. MLO 4.</p> | <p>Unit 2 Discussion: Initial Post Due Wednesday, 11:59pm, CST Final post due no later than Sunday, 11:59pm, CST</p> <ul style="list-style-type: none"> • How do power and education interact? • How are decisions about what gets taught made? • What do you think should be taught about apartheid? • What do you think should be taught so that the community/country moves toward healing? • How does education about the trauma and the possibility of healing converge and diverge? | <p>Discussion Rubric 10 points</p> |
| | <p>Zembylas, M. (2008). <i>Dangerous Memories and the Force of Subversive Experiences</i> (with Zvi Bekerman). In: <i>The Politics of Trauma in Education</i>. Palgrave Macmillan, New York. https://doi.org/10.1057/9780230614741_9</p> | <p>UNIT 10</p> <p>Does education heal?</p> | <p>CLO 2. MLO 4.</p> <p>CLO 3. MLO 6.</p> | <p>Left brain exercise Create a padlet that offers ideas of WHAT to teach and HOW to teach about racial oppression and the country's history of racial.</p> | |

| Module/ Unit | Module Readings | Topic | Learning Outcomes | Assignments | Points / Assessment Method |
|-------------------|--|--|---|--|---|
| NOTE TO FACULTY : | Textbook chapters, eReserve articles, and other materials. Must be in current APA format. | Unit and Title | Specify Course Learning Outcome(s) addressed, with relevant Module Learning Outcome(s). | Provide assignment name, associated MLO, and due date. | Points available for this assignment; name of Grading rubric or other tool. |
| Module 6 | <p>Harden, T. & Deligio, E. (2021). Politicized healing: Addressing the impact of state sponsored violence. <i>Global Journal of Community Psychology Practice</i>, 12(2), 1 - 12.</p> <p>Pinderhughes, H., Davis, R. A., & Williams, M. (2015). <i>Adverse Community Experiences and Resilience: A framework for addressing and preventing community trauma</i>. Prevention Institute (p. 36). Retrieved from file:///D:/Users/lforouzan/Desktop/Prevention Institute Report v8.pdf</p> | UNIT 11 healing through activism & political healing | CLO 1. MLO 1. CLO 2. CL MLO 5. | <p>Unit 2 Discussion: Initial Post Due Wednesday, 11:59pm, CST Final post due no later than Sunday, 11:59pm, CST</p> <ul style="list-style-type: none"> • Is community healing a process or an outcome? • Is activism healing? How is it healing? Can activism be divisive? How does that divisiveness affect community healing? • What are some trauma informed community healing strategies? | Discussion Rubric 10 points |
| | <p>Heywood, Mark. (2019). The transformative power of civil society in South Africa: an activist's perspective on innovative forms of organizing and rights-based practices. <i>Globalizations</i>. 17. 1-23. 10.1080/14747731.2019.1652466.</p> <p>guest lecture: Sasha Stevenson?</p> | UNIT 12 Psychological Aspects of Healing through activism | CLO 1. MLO 1. CLO three. MLO six. | <p>Left brain exercise for this assignment, we will use Canva. You will need to establish a free account at www.canva.com. This application will allow you to create visuals. Using Canva, create a four-panel educational tool directed for children in gay grades five through eight. You will be educating them on how a commitment to human rights and social justice can be healing.</p> | Left Brain Rubric 3 points |

| Module/ Unit | Module Readings | Topic | Learning Outcomes | Assignments | Points / Assessment Method |
|--------------------------|--|--|--|---|--|
| <i>NOTE TO FACULTY :</i> | <i>Textbook chapters, eReserve articles, and other materials. Must be in current APA format.</i> | <i>Unit and Title</i> | <i>Specify Course Learning Outcome(s) addressed, with relevant Module Learning Outcome(s).</i> | <i>Provide assignment name, associated MLO, and due date.</i> | <i>Points available for this assignment; name of Grading rubric or other tool.</i> |
| Module 7 | The articles listed in this module are intended to help you reflect on yourself and the service learning project in which we engaged. Bringle, Reeb, R. N., Brown, M. A., & Ruiz, A. I. (2016). Integrating service learning into the curriculum: Introductory psychology. In <i>Service learning in psychology: Enhancing undergraduate education for the public good</i> (pp. 83–93). American Psychological Association. https://doi.org/10.1037/14803-00 | UNIT 13 Special Populations in South Africa | CLO one. MLO one. CLO three. MLO six. | Student presentations | Special population Rubric 18 points |
| | Livermore, A. & Dyne, L.V. (2015). Chapters 3 & 4. In <i>Leading with Cultural Intelligence</i> (2nd ed.). American Management Association. Available online. | UNIT 14 Community Healing in South Africa | CLO one. MLO one. CLO three. MLO six. | Community healing project due last night in the country. | Rubric for final project |

Appendix A – Tentative Itinerary

Days of in-country must be no less than 8 and no greater than 12 excluding travel time.
Travel dates and days in country must occur during official school breaks.

Students who need ADA assistance should review the information and resources at [Accessibility Accommodations](#) Please fill out the [ADA Abroad Form](#) and email it to accommodations@thechicagoschool.edu

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

- Walking/hiking

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

In Country Service Learning Project: Caring for Us



The Chicago School is committed to service and embraces the diverse communities of our society. In recognition of this mission of our school, we will engage in service learning with our South African partners. We will work with the LEAP School to develop a project that will benefit their students and enable us to share what we have learned throughout this course. The goal of our project will be to identify age appropriate strategies for students to negotiate the trauma they may be experiencing at multiple ecological levels. We will consider how to take care of ourselves and our community at multiple ecological levels. The attempted rainbow above represents those ecological levels – caring for me; family; school; community; country – caring for all.

We will create a comic book that illustrates how we can take care of ourselves at these multiple levels when we encounter trauma. You may wish to brush up on your comic book creating skills before we go to South Africa but we will need no special expertise in comic book making. Rather, we will work with the students and engage with them using the tools that we have which may include stickers, colored pens, representations of little superheroes and superheriones. Please bring those stickers, colored pens and ideas with you on this trip.

We will create teams with the LEAP school students so that we can really interact and learn from the students and share with them what we know. LEAP school students all take life orientation skill classes. They are prepared to reflect about their internal emotional states. We will help them use those skills when they encounter trauma, or when they want to help others who have encountered trauma.

Students will be evaluated on how they engaged in this project through 2 different rubrics. Evaluation of your participation will be evaluated through the in country compartment rubric. Your reflection on service learning will be included in the final presentation. Readings that may enable reflection are included in module 7.

| Date | Activity | Notes |
|--|---|---|
| <p>Students Must Arrive no later than: Tuesday, April 18 5 PM</p> | <ul style="list-style-type: none"> ● Arrive in Johannesburg South Africa at Oliver Tambo Airport ● Check into hotel ● Welcome dinner <p>Transfer to the hotel will be arranged for all students who arrive on Tuesday, April 18. The transfers will be arranged by the TCS international liaison officer, Kari Prince.</p> | <p>Hotel: SunSquare Montecasino https://www.southernsun.com/sunsquare-montecasino</p> |
| <p>Day 2 Wednesday, April 19</p> | <p>Morning Half-day tour of Johannesburg and Soweto exertion level I</p> <p>Afternoon Workshop with the Center for the Last Good Idea: meeting with artists exertion level 1</p> <p>Evening Drumming session Dinner together exertion level 2-3</p> | |
| <p>Day 3 Thursday, April 20</p> | <p>Morning Apartheid Museum exertion level 3</p> <p>Lunch at 86 public</p> <p>Afternoon Main Street walks exertion level 3</p> | |

| | | |
|--|---|--|
| | <p>Evening free Dinner on your own</p> | |
| <p>day 4 Friday, April 21</p> | <p>Morning LEAP School exertion level 4 Service learning project: Caring About US</p> <p>Afternoon Lunch w students</p> <p>Evening dinner together exertion level 2</p> | |
| <p>day five Saturday, April 22</p> | <p>Morning freedom Park and picnic lunch exertion level 3 reflection group</p> <p>Afternoon four ways farmers market – food stalls, next to Lake, live music exertion level 3</p> <p>Evening Dinner on your own Market Theater</p> | |
| <p>day six Sunday, April 23</p> | <p>Morning Open</p> <p>Afternoon elephant sanctuary exertion level 2</p> <p>Evening dinner together exertion level 2</p> | |
| <p>day seven Monday, April 24</p> | <p>Morning Khulumani & Sharpeville: meetings w activists exertion level 3</p> | |

| | | |
|---------------------------------|--|--|
| | | |
| day eight Tuesday, April 25 | <p>Morning Ekupholeni exertion level 3</p> <p>Afternoon late lunch</p> <p>Evening cocktails or dinner with IP field students? Exertion level 2</p> | |
| day nine Wednesday, April 26 | <p>Morning meeting with mental health professionals or trauma center exertion level 3</p> <p>Afternoon Wits University community psychology class exertion level 2</p> <p>Evening Dinner and powerpoint presentation (or perhaps present @ Wits) exertion level 1</p> | |
| day 10 Thursday, April 27 | <p>Depart for USA from Oliver Tambo Airport After 6 AM Transport to airport will be arranged by TCS ILO Kari Prince and will be shared prior to departure.</p> | |
| | • | |

Appendix B - Assignment Rubric- In Country Attendance & Engagement

| Grading Area | Demonstration Level 1 (unacceptable) | Demonstration Level 2 (minimal) | Demonstration Level 3 (expected) | Demonstration Level 4 (advanced) |
|--------------|---|------------------------------------|-------------------------------------|-------------------------------------|
|--------------|---|------------------------------------|-------------------------------------|-------------------------------------|

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

Appendix C - Assignment Rubric- Professional Behavior & Comportment

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

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

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

Student Academic Supports and Resources

STUDENT PORTAL FOR UNIVERSITY RESOURCES

my.thechicagoschool.edu

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

ACADEMIC CATALOG AND STUDENT HANDBOOK

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

BOOKSTORE

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

CANVAS SUPPORT

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

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

IT SUPPORT

Students may contact HelpDesk by:

Phone: (800) 747-8367

Email: helpdesk@tcsedsystem.edu

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

Hours

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

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

LIBRARY RESOURCES

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

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

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

WRITING CENTER

A. MA and Doctoral students:

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

B. BA students:

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

C. APA Style Hotline:

Email your question to writing@thechicagoschool.edu and expect a reply within several hours.

ONLINE RESOURCES

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

Pacific Oaks College: Academic Policies and Resources

The following academic policies are applicable to all Pacific Oaks classes. For a complete list of Academic Policies and Students' Rights and Responsibilities, please see the current catalog.

Academic Integrity

General Academic Policies

To review current academic policies on the following topics, and more, please click the link below:

- | | |
|---|--|
| <ul style="list-style-type: none">• Academic Affairs• Global Engagement / Study Abroad | <ul style="list-style-type: none">• Attendance• Satisfactory Academic Progress Overview |
|---|--|

| | |
|---|--|
| <ul style="list-style-type: none">• General Education• Portfolio Development and Assessment: Credit for Learning from Experience• Academic Calendar• Add/Drop• Continuous Enrollment• Grade Point Average• Academic Success Program• Program Changes | <ul style="list-style-type: none">• Leave of Absence• Withdrawal from the College• BA to MA Excellerate Option• JD Pathway Concentration• Non-Matriculating Students• Registration at PO for Professional Development or Continuing Education• Student Location Policy |
|---|--|

Academic Catalog and Student Handbook: <https://catalog.pacificoaks.edu/>

Academic Integrity -

Academic honesty is essential to a college community's purpose and pursuits. Thus, academic integrity is expected of all Pacific Oaks College students. A student's academic work and conduct should always represent the student's personal effort and thus be above reproach. Those who are dishonest impair their own intellectual and personal growth and development and undermine the integrity of the community that nurtures them. Several forms of dishonesty constitute threats to the interests of Pacific Oaks College and violations of its Academic Integrity Policy.

To learn more about plagiarism, other academic integrity violations and the reporting and review process, click

here: <https://catalog.pacificoaks.edu/content.php?catoid=130&navoid=13055&hl=academic+integrity&returnto=search>

Confidentiality

Classes at Pacific Oaks are interactive, drawing on the rich experiences of faculty and students alike. Often in the course of these discussions, information of a personal or potentially damaging nature is shared. It is the expectation of the college that such information will remain confidential, allowing all to share freely without fear of disclosure outside the classroom. Breaches of confidentiality damage the building of community and trust and are not acceptable.

Students with Disabilities

Any student in this course who has a disability that might prevent him/her from fully demonstrating his/her abilities should contact the Director of the CARE center (pmeda@pacificoaks.edu) immediately to discuss disability verification and accommodations that may be necessary to ensure full class participation and completion of course requirements.

Grade Definitions

MA Letter Grades (A, B, C)

An overall grade for the course is determined based on the assessment and evaluation (see above). Note: a cumulative 3.0 GPA is required to maintain Satisfactory Academic Progress standing at the MA level.

BA Letter Grades (A, B, C, D) – An overall grade for the course is determined based on the assessment and evaluation (see above).

No Credit (X) - Students will receive a “No Credit” when: they have received an Incomplete and the contract period has elapsed without successful completion of the contracted work, or, the instructor determines that an Incomplete is not warranted. In both instances full payment for the class is required. To receive credit for the class, it will be necessary to register and pay for the class again.

Students should check with their Financial Aid counselor to determine Financial Aid eligibility for retaking the course.

Incomplete (I)

An “Incomplete” grade is only available to students who have successfully completed at least 75% of the course work (e.g., paper, project, etc.) required for a particular course. Incomplete grades should be considered only if an inability to complete is due to extenuating circumstances such as health or other emergency situations.

The incomplete grade may not be used for a student to improve a grade. Therefore, the grade of I is not to be awarded in place of a failing grade or when the student is expected to repeat the course; in such a case, a grade other than I must be assigned.

Library Resources - Andrew Norman Library

The Andrew Norman Library specializes in subjects related to human development across the life span, early childhood education and psychosocial development, special education, classroom curricula (K-12), psychology, and family therapy. All Pacific Oaks students have access to the library’s print and electronic collections whether enrolled in Pasadena or San Jose, at off-site locations, or online.

The library currently houses over 9,000 print resources and provides access to full-text and citation databases which include Academic Search Complete, PEP Archive, PsycBooks, PsycArticles, PsycInfo, ProQuest Digital Theses & Dissertations, EBSCO Electronic Journals Service, Social Sciences Citation Index, Ebrary, and a host of others.

Pacific Oaks Student ID cards serve as library cards. Items may be checked out in person or shipped to a student’s address of record. Requests for item shipping or other circulation needs may be placed in person, by phone, or via email.

To learn more and to access the library portal, please click here:

https://tcsedsystem.libguides.com/POC_Library

CARE Learning Center

The CARE Learning Center supports all students in developing their academic skills, including the following:

- **Writing**
- **Presentations**
- **Critical reading**
- **Study habits**
- **General APA support**

Services include one-on-one tutoring, workshops, writing support groups, and academic resources and are available both online and in-person at the Pasadena campus. For more information, visit the CARE Learning Center page on the community site: community.pacificoaks.edu/care-lc/