

National Center of International Studies: Power of One Course Syllabus
IS610 - Power of One: Zurich, Switzerland
3 Credit Hours
Travel Dates: April 22 - 30, 2023

Course Introduction

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

Official Course Description:

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

Course Destination Description – Zurich, Switzerland. This course offers an in-depth exploration of the phenomenon of addiction as it was viewed by C.G. Jung, the founder of Analytic Psychology. In particular, we will focus on the spiritual component of addiction and treatment as well as its integration into the foundations of Alcoholics Anonymous and the 12 step model.

Institutional Learning Goals, Competencies and Outcomes

Institutional Learning Goals

Please refer to the [Statement of Values](#) for a description of how our Institutional Learning Goals are derived.

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...

CLO 1: Demonstrate knowledge of the world-view of the local culture within the context of psychology.

- MLO 1: Students will understand the history and multi-cultural aspects of both the notion of spirituality and the experience of addiction. Students will be able to integrate this understanding into clinical practice.

CLO 2: Analyze differences between host culture and own culture.

- MLO 2: Students will interact with professionals in the field of Analytic Psychology during the excursion, learning how psychotherapy is practiced in Switzerland, and Europe as a whole and within the context of addictions treatment. Students will apply their understanding of Analytic psychology to a case conceptualization and treatment plan.

CLO 3: Examine global perspective in relation to their professional and academic goals.

- MLO3: Students will be able to describe the essential philosophy of Analytic Psychology and its relationship to spiritual practice and implement this understanding as clinical interventions in the treatment of substance abuse. Students will analyze research on addiction treatment and its connection to the ideas of C.G. Jung and will utilize their subsequent understanding within the context of Analytic psychology in its birthplace, Zurich, Switzerland.

CLO 4: Explain personal, professional and academic impact of their experience abroad.

- MLO 4: Students will learn from professionals in the field of Analytic Psychology during the excursion period and gain in depth understanding of the lasting impact of C.G. Jung on the field of psychology as a whole and addictions treatment in particular. Students will gain a larger perspective on the profession of

psychology and its historical antecedents thereby setting the foundation for a multi-faceted, diverse understanding of human psychology. Students will examine their personal experience of the course materials and the excursion as demonstrated by a journal assignment and final paper.

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...

CLO 5: Recognize value of interacting with individuals with backgrounds and/or perspectives different from their own.

- MLO 5: Students will understand the multicultural diversity of spiritual practice and apply this to their own lives as well as in a clinical setting.

CLO 6: Demonstrate ability to tolerate ambiguity in complicated environments where clear cut answers or standard operating procedures are absent.

- MLO 6: Student will explore the ideas of Analytic psychology and the philosophy of human nature that underlies this approach. They will apply this understanding to case examples and to their own personal relationships.

CLO 7: Practice responsibility and accountability by making appropriate decisions on behavior and accepting the consequences of their actions.

- MLO 7: Students will articulate their values and how they based their behaviors on these values.

CLO 8: Demonstrate ability to be self-reliant in non-classroom environment.

- MLO 8: Students will participate in all discussions and will attend all planned events during the excursion part of the course.

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

Required and Optional Texts and Electronic Reserves

Required Texts

Title	ISBN	Publisher's Price
Anonymous, A. (2002) <i>Twelve steps and twelve traditions</i> . AA World Services.	ISBN-10: 0916856011 ISBN-13: 978-0916856014	TCS Bookstore \$1.22 Used Amazon \$3.60 Hardcover
Johnson, R. (1989). <i>Inner work: Using dreams and active imagination for personal growth</i> . New York: HarperCollins.	ISBN-10: 0062504312 ISBN-13: 978-0062504319	TCSPP Bookstore \$3.05 Used Amazon \$12.83 Paperback
Leonard, L. (1990). <i>Witness to the fire: Creativity and the veil of addiction</i> . Boston: Shambhala Press.	ISBN-10: 0877733937 ISBN-13: 978-0877733935	TCSPP Bookstore \$1.22 Used Amazon \$19.95 New Paperback
May, G. (1988). <i>Addiction and grace: Love and spirituality in healing addictions</i> . New York: HarperCollins.	ISBN-10: 0061122432 ISBN-13: 978-0061122439	TCSPP Bookstore \$3.11 Used/ \$10.78 New Amazon \$10.77 Paperback

Rohr, R. (2011). <i>Breathing under water: Spirituality and the twelve steps</i> . Cincinnati, OH: St Anthony Messenger Press.	ISBN-10: 1616361573 ISBN-13: 978-1616361570	TCSPP Bookstore \$9.87 Used Amazon \$11.38 Paperback
Schoen, D. (2009). <i>The war of the gods in addiction</i> . New Orleans: Spring Journal.	ISBN-10: 1882670574 ISBN-13: 978-1882670574	TCSPP Bookstore \$16.15 New Amazon \$23.95 New
Stevens, A. (1994). <i>Jung: A very short introduction</i> . Oxford: Oxford University Press.	ISBN-10: 0192854585 ISBN-13: 978-0192854582	TCSPP Bookstore \$3.53 Used Amazon \$6.87 Paperback

Optional Text

Corbett, L. (2007). <i>Psyche and the sacred: Spirituality Beyond Religion</i> . New Orleans: Spring Journal.	ISBN-10: 1882670345 ISBN-13: 978-1882670345	TCSPP Bookstore \$16.15 New Amazon \$23.95 Paperback
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Additional Required Readings (Available in online course)

Bluhm, A. C. (2006). Verification of C. G. Jung's analysis of Rowland Hazard and the history of Alcoholics Anonymous. *History of Psychology, 9*(4), 313-324.

Knox, J. (1995). Alcohol: a drug of dreams. *The Journal of Analytical Psychology, 40*(2), 161-175.

Landau, A.D. (2013). Film Review. Flight. *Perspectives, 56*: 373-376.

Naifeh, S. (1995). Archetypal foundations of addiction and recovery. *The Journal of Analytical Psychology, 40*(2), 133-159.

Tyminski, R. F. (2009). Fleeced: A perspective from antiquity on contemporary addictions. *Jung Journal: Culture & Psyche, 3*(3), 52-68. doi:10.1525/jung.2009.3.3.52

Weblinks/Videos

The Chicago School of Professional Psychology

[Know Before You Go- Pre-Departure Guide to International Programs.](#)

[TCSPP - International Travel Registration](#)

Zemeckis, R. (2012). *Flight*. United States: Paramount Pictures. Available on Amazon Video (Rent SD \$2.99).

Carl Jung – Face to Face (BBC-1959). Retrieved from: <https://youtu.be/eTBs-2cloEI>

Knoll, S.(2016). *How the Swiss handled the heroin crisis* –Retrieved from: <https://www.pri.org/stories/2016-02-12/us-can-learn-lot-zurich-about-how-fight-its-heroin-crisis>

Journeyman Pictures. (2007). Heroin addiction – treatment. Retrieved from: <https://www.youtube.com/watch?v=u-00kU4a4sc>

Scottish Drug Forum. (2010). The Swiss Model of Opiate Replacement Therapy. Retrieved from:
https://www.youtube.com/watch?v=mFeeQeASF_o

Drug Reporter. (2016). The Evolution of Drug Treatment in Switzerland. Retrieved from:
<https://www.youtube.com/watch?v=Cco4BT-KDK8>

Appendices – Itinerary/Rubrics

Appendix A - Itinerary – Please review the Itinerary for Zurich (subject to change, please keep in touch with your instructor for any updates.

Appendix B – Course Rubric

Appendix C – In-Country Attendance and Engagement Rubric

Appendix D – Professional Behavior and Comportment Rubric

Appendix E – Discussion Forum Rubric

Appendix F – Signature Assignment Rubric

Appendix H – Community Presentation Assignment Rubric

Appendix I – In-Country Service Learning Rubric

Rubric Information

Grading Criteria

All rubrics will be in line and consistent with the Rubrics in this syllabus. Graduate level work is expected. Students are graded on projects that offer opportunities to demonstrate their meeting of course objectives, ability to work together with each other as professionals, oral and written success, and reflection on and awareness of the personal impact of being a supervisor. Grading rubrics outlining specific outcomes expectations will be provided for each assignment.

Rubric:

- **A: Exemplary:** The student has demonstrated a quality of work and accomplishment far beyond the formal requirements and shows originality of thought and mastery and application of knowledge, skills, and attitudes presented in the course.
- **B: Proficient:** The student's achievement reflects expectable achievement by demonstrating a proficient grasp and application of course concepts, skills, and attitudes presented in the course.
- **C: Marginal:** The student has only partially demonstrated an inconsistent and correct grasp and application of the basic concepts, skills, and attitudes presented in the course.
- **F: Unacceptable:** The student has failed to demonstrate grasp and application of course concepts, skills, and attitudes either through insufficient and incomplete presentations, or consistently incorrect and unprofessional presentations.

Assignment Information*

- **Reading Journals (4 @ 10 pts each)** – The purpose of this assignment is to deepen the students understanding and integration of the ideas presented in this course. You will find guided questions based on the readings but feel free to expand. **Do not summarize the readings** but, instead, wrestle with the issues that are presented and begin to explore ways to apply this knowledge to your life and in your professional practice. Journals are due in Unit 5 and 10 (Modules 3 and 5) of the course, and should be between 5-7 pages each, APA format, double spaced.

- **Book Review (30 pts)**– Because the body of literature covering this approach is so extensive, it is not possible for us to comprehensively review even a cursory sampling in the time we have in this course. In order to give students a better grasp of the scope of the Jungian Analytic Psychology literature, each student will select one book to read and review.
 - The student will be expected to present a critical analysis of the book, placing it within the context of this course as well as in the field of psychology in general.
 - The book review will be a **6-8 page paper** (not including cover and reference pages) following APA guidelines.
 - Based on the book review they have written, students will create a **5-8 slide PowerPoint** presentation of the main points of the book, as well as a critical analysis.
 - This PowerPoint presentation will be posted in the following unit in a discussion thread.
- **Dream/Active Imagination Journal - Paper (30 pts)** – During this class you will be asked to keep a journal of your dreams and to work with them using various techniques suggested in the syllabus. You may also use active imagination if you do not remember your dreams or if you want to combine the two. Each student keeps a dream journal in which they make regular entries of dreams, daydreams, doodles, drawings, meditations, reflections, and so on. You are asked to keep a separate volume for your journal; not to just use your regular notebook. Create a special journal for yourself and your unconscious will reward you for the effort. Various tips will be given in class about how to remember your dreams better, if this is a problem, as well as about journal keeping.
 - Based on your dream journal, you will write a paper, 8-10 pages in length. You have a lot of leeway in how you approach this paper. Basically, it is to be based upon your dreams of the semester, bringing to bear the analytic tools you have acquired. I recommend you work with a recurring dream image or with a series of dreams that lay bare some issue in your life. You will find that your dream journal is an indispensable aid in doing your dream paper. The dream papers are graded but this is an assignment that really is for you more than for me. I have found that a lot of growth and insight occurs for students in the process of writing this paper. Having to look back through their journals and synthesize what they find seems to catalyze insights that had eluded them.
- **Service Learning Project - Community Presentation (60 pts)** – Students will be required to create a PowerPoint presentation using the information learned in this class on a topic of their choosing. The presentation can be aimed at treatment providers, family members, psychotherapists, agencies and community counseling centers as well as others who would benefit. The PowerPoint presentation should consist of 10-15 slides. Handouts can also be created. Students are not required to present this information to a community group prior to the end of the course but students should identify which group or groups to which they would plan to give this presentation.
- **Case Application Paper (Signature Assignment – 100 pts)** – Students will be required to turn in a final paper 8-10 pages in length in which they apply the tenets of Analytic Psychology, AA and Spirituality to a case. If students do not have a clinical case that they have worked with, they can select a character from a book or a movie. The paper will consist of a brief overview of the case, an overview of Analytic Psychology and AA and a section in which the student applies these insights to the case as a case conceptualization. The paper will also include a treatment plan that should connect the case to the theory. One or two peer reviewed research article should support the insight and/or interventions presented in the paper.
- **Course Experience Reflection Paper (50 pts)** – After the in-country experience, students will write a 3-5 page reflection paper on their experience. Some of the questions to be answered will include: how did your experience in Zurich change your perspective of the practice of psychology, and more specifically, the treatment of substance use disorders? What are 3 insights you gained about yourself? Describe a challenge

that you faced during your time in Zurich. How did you handle this challenge and what did you learn from this experience?

Service Learning

"Service-learning is a form of experiential education where learning occurs through a cycle of action and reflection as students work with others through a process of applying what they are learning to community problems, and at the same time, reflecting upon their experience as they seek to achieve real objectives for the community and deeper understanding for themselves" Eyler and Giles, (1999).

This course incorporates the philosophy of service learning as it relates to reflection, application and deepening of inter and intrapersonal understanding. This process begins with a didactic experience in which we will explore the topics of substance use disorders, the human psyche as conceptualized by CG Jung, the integration of spirituality in the treatment of SUDs, and how these topics are explored, conceptualized and reified in our own country and in the country of Switzerland. There are several aspects of this course that address the standard outcomes expected for service learning experiences. These are as follows:

- Cultural immersion experiences: learning the history of Zurich and Western culture; exploring the city and environs; meeting with professionals who work in the field of psychology and substance use disorder treatment.
- Didactic presentations: learning how the issues related to the topic of this course are viewed by local area professionals; applying what has been learned in the coursework to the topics of these presentations; evaluating SUD treatment within the historical context of Zurich.
- Creating a presentation aimed at the needs of local SUD treatment centers: students will design a presentation that can be given to treatment centers in their locales as way to apply the ideas explored in this course and to contribute to the needs of their communities.
- Serving as ambassadors from TCSPP and the US in general: cross-cultural exchange of ideas with local area professionals and others; professional and respectful comportment.
- Reflection on experiences: writing a journal that reflects on the course reading and other materials; writing a reflection paper that focuses on the in-country experience and how this has informed and shaped the student’s understanding of themselves and Swiss culture.

Additional Information and Comments - try not to make your grade the central concern in this course. The tools that I am teaching here can make a deep difference in the rest of your life, and hopefully will assist you in your professional capacity as well, regardless of the grade you earn.

**Additional Assignments are required as outlined in the course schedule.*

Grading Distribution

Assignments	Points
Global Perspectives Inventory Pre-Survey	2
Global Perspectives Inventory Pre-Survey	2
Travel Registration (if completed by due date)	4
Discussions (9 @ 20 pts each)	180
Journal Entries (4 entries @ 10 pts each)	40
Book Review Paper	30
Dream Journal Paper	30
Signature Assignment – Case Application Paper	100
Community Presentation	60

In-Country Service Learning Opportunity	100
In-Country Attendance and Engagement	200
Personal Reflection Paper	50
Professional Behavior and Comportment	80
Total	878

Syllabus continued on following pages.

Course Schedule, Tentative Itinerary, and Assignments

Module/Outcomes Addressed	Module Readings/Information	Units	Assignments/Points
Module 1 CLO3, CLO8 MLO3, MLO8	Student Information TCSPP Study Abroad: "What to Know Before You Go" TCSPP Study Abroad Pre-Departure Guide International Travel Registration (4 pts) Needs to be completed no later than one month before travel. (link). Due no later than March 21 st . Review the Course Syllabus Review Overviews (Module 1, Unit 1, Unit 2) Text <ul style="list-style-type: none"> • Leonard, L. (1990). Chaps. 1-4. • May, G. (1988). Chaps. 1-2 • Rohr, R. (2011). Chap 1-4. • Stephens, A. (1994). Additional Required Readings <ul style="list-style-type: none"> • Naifeh, S. (1995). (PDF in course) • Review Unit 1 Overview within course online. • Review Unit 2 Overview within course online. Video <ul style="list-style-type: none"> • Carl Jung – Face to Face (BBC-1959) (link) PowerPoint: Week 1 – Overview of Analytic Psychology.pptx PowerPoint – Working with Your Dreams	Unit 1 Overview of Analytic Psychology	Introduce Yourself (required for attendance purposes) Post must be made by Wednesday, 11:59pm CST of the first week of class. Complete Pre-Survey (5 pts): Global Perspectives Inventory (GPI). (5 pts) Complete no later than Sunday, 11:59pm, CST Unit 1 Discussion - What is your Global Perspective? (20 pts) Initial Post Due Wednesday, 11:59pm, CST Final post due no later than Sunday, 11:59pm, CST Unit 1 Discussion 2 – Jung’s View of Addiction (20 pts) Initial Post Due Wednesday, 11:59pm, CST Final post due no later than Sunday, 11:59pm, CST
		Unit 2 The Experience of Addiction	Unit 2 Journal Entry – Due in Module 3/Unit 5 Complete Travel Registration (4 pts) Due no later than one month before travel (March 21 st) ACTIVITY: Begin your Dream Journal – Due in Module 6/ Unit 12
Module 2 CLO6, CLO8 MLO6, MLO8	Orientation: log in information will be sent to you via email. Text <ul style="list-style-type: none"> • Leonard, L. (1990). Chaps. 5-9. • May, G. (1988). Chap.3-4 • Rohr, R. (2011). Chap 5-8. 	Unit 3 The Psychological Nature of Addiction	Unit 3 Discussion – Insights About Study Abroad (20 pts) Initial Post Due Wednesday, 11:59pm, CST Final post due no later than Sunday, 11:59pm, CST
		Unit 4	Unit 4 Journal Entry – Due in Module 3/Unit 5

	<p>Additional Required Readings</p> <ul style="list-style-type: none"> Review Unit 3 Overview within course online. Review Unit 4 Overview within course online. 	The Neurological Nature of Addiction	<p>Unit 4 Discussion – Exploring the Archetypes (20 pts) Initial Post Due Wednesday, 11:59pm, CST Final post due no later than Sunday, 11:59pm, CST</p>
<p>Module 3</p> <p>CLO5, CLO8 MLO5, MLO8</p>	<p>Text</p> <ul style="list-style-type: none"> Leonard, L. (1990). Chap 10-13. May, G. (1988). Chap 5-6. Rohr, R. (2011). Chap 9-12. <p>Video</p> <ul style="list-style-type: none"> Flight (2012). Available on Amazon Video (Rent SD \$2.99). <p>Required Additional Readings</p> <ul style="list-style-type: none"> Landau, A.D. (2013). (PDF in course) Review Unit 5 Overview within course online. Review Unit 6 Overview within course online. <p>PowerPoint; Week 3 The Theological Nature of Addiction.pptx</p>	<p>Unit 5 The Theological Nature of Addiction</p>	<p>Unit 5 Discussion – Suffering and Healing (20 pts) Initial Post Due Wednesday, 11:59pm, CST Final post due no later than Sunday, 11:59pm, CST</p> <p>Unit 5 Written Assignment – Journal Entries from Units 2 and 4. (20 pts) Due no later than Sunday, 11:59pm, CST</p>
		<p>Unit 6 Grace: The Qualities of Mercy</p>	<p>Unit 6 Journal Entry – Due in Module 5/ Unit 10</p>
<p>Module 4</p> <p>CLO4, CLO8 MLO4, MLO8</p>	<p>Text</p> <ul style="list-style-type: none"> Anonymous, A. (2002). Chaps 1-4. Leonard, L. (1990). Chap 14-17. May, G. (1988). Chap 7-8. Schoen, D. (2009). Chap 1 <p>Additional Required Readings</p> <ul style="list-style-type: none"> Review Unit 7 Overview within course online. Review Unit 8 Overview within course online. <p>PowerPoint: Module 4 Unit 8 PowerPoint Presentation of Book Review</p>	<p>Unit 7 Empowerment: Grace and Will</p>	<p>Unit 7 Discussion – Homecoming and the Experience of AA (20 pts) Initial Post Due Wednesday, 11:59pm, CST Final post due no later than Sunday, 11:59pm, CST</p>
		<p>Unit 8 C.G. Jung and Alcoholics Anonymous</p>	<p>Unit 8 Journal Entry – Due in Module 5/ Unit 10</p> <p>Unit 8 Written Assignment (PowerPoint) - Book Review Paper Due Sunday, 11:59pm, CST</p>
<p>Module 5</p> <p>CLO1, CLO8 MLO1, MLO8</p>	<p>Text</p> <ul style="list-style-type: none"> Anonymous, A. (2002). Chaps 5-8. Leonard, L. (1990). Chap 18-19. Rohr, R. (2011). Intro and Chap 1. Schoen, D. (2009). Chaps 2-3 	<p>Unit 9 Psychodynamics of Addiction</p>	<p>Unit 9 Discussion: Review Book Review PowerPoint (20 pts) Post Unit 8 Book Review PowerPoint by Monday of this Unit.</p> <p>Unit 9 Discussion 2 – Addiction and Archetypes (20 pts) Initial Post Due Wednesday, 11:59pm, CST Final post due no later than Sunday, 11:59pm, CST</p>

	<p>Additional Required Readings</p> <ul style="list-style-type: none"> • Bluhm, A. C. (2006). (PDF in course) • Review Unit 9 Overview within course online. • Review Unit 10 Overview within course online. 	<p>Unit 10 Archetypal Aspects of Addiction</p>	<p>Unit 10 Written Assignment – Journal Entries from Units 6 and 8. (20 pts) Due no later than Sunday, 11:59pm, CST</p>
<p>Module 6</p> <p>CLO2, CLO4, MLO8 MLO2, MLO4, MLO8</p>	<p>Text</p> <ul style="list-style-type: none"> • Anonymous, A. (2002). Chaps 9-12. • Johnson, R. (1989). • Rohr, R. (2011). Chap 2-3. • Schoen, D. (2009). Chaps 4-5 <p>Additional Required Readings</p> <ul style="list-style-type: none"> • Review Unit 11 Overview within course online. • Review Unit 12 Overview within course online. 	<p>Unit 11 The Healing Process of the 12 steps</p>	<p>Unit 11 Discussion – Healing from Addiction (20 pts) Initial Post Due Wednesday, 11:59pm, CST Final post due no later than Sunday, 11:59pm, CST</p>
		<p>Unit 12 Dreams in the Healing Process of Addiction</p>	<p>Unit 12 Written Assignment - Dream Journal Paper (30 pts) Due no later than Sunday, 11:59pm, CST</p>
<p>Module 7</p> <p>CLO1, CLO6, CLO7, CLO8 MLO1, MLO6, MLO7, MLO8</p>	<p>Text</p> <ul style="list-style-type: none"> • Rohr, R. (2011). Chap 3-8 <p>Additional Required Readings</p> <ul style="list-style-type: none"> • Knox, J. (1995). (PDF in course) • Review Unit 13 Overview within course online. • Review Unit 14 Overview within course online. <p>Optional Reading (Text)</p> <ul style="list-style-type: none"> • Corbett, L. (2007). Parts 1 and 2. 	<p>Unit 13 Spirituality and Addiction; Developing a Personal Spirituality</p>	<p>Unit 13 Discussion – Ultimate Sobriety (20 pts) Initial Post Due Wednesday, 11:59pm, CST Final post due no later than the Monday following Module 7, 11:59pm, CST</p> <p>Unit 13 Written Assignment – Service Learning Opportunity (60 pts) (Appendix H – Rubric)</p>
		<p>Unit 14 A Comprehensive View of Addiction through the lens of Depth Psychology</p>	<p>Unit 14 Signature Assignment - Case Application Paper (100 pts) Due no later than Sunday, 11:59pm, CST (Appendix F – Rubric)</p> <p>Complete Post-Survey: Global Perspectives Inventory (GPI). (5 pts) Complete no later than Sunday, 11:59pm, CST</p> <p>In-Country Attendance and Engagement (200 pts) (Appendix C – Rubric) To be graded by instructor after in-country experience.</p> <p>Professional Behavior and Comportment (80 pts) (Appendix D – Rubric) To be graded by instructor after in-country experience.</p> <p>Personal Reflection Paper (50 pts) Due no later than Sunday May 16, 2023.</p>

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.

Appendix A – Tentative Itinerary

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Date	Activity	Location
<p>Students should leave for Switzerland on April 21, 2023 and plan to arrive by Saturday April 22, 2023.</p>	<ul style="list-style-type: none"> • Travel to Zurich 	
<p>Day 1 Saturday, April 22, 2023</p>	<ul style="list-style-type: none"> • Arrive and Check-in to Accommodations • Lunch on your own • Afternoon - Walking tour of Zurich • Welcome Dinner provided • Evening – Group meeting to review logistics, agenda for the week, etc. 	<p style="text-align: center;">Old Town Zurich</p> <p><i>Note: While there is quite a bit of walking during our time in Zurich, this is a modern city with accommodations for disabilities on public transportations, shops and restaurants. The level of physical exertion on a scale of 1-5 would be a 1.</i></p>
<p>Day 2 Sunday, April 23, 2023 C.G. Jung Institute</p>	<ul style="list-style-type: none"> • Breakfast provided • Morning lecture at the Jung Institute • Lunch - on your own • Afternoon - Lecture at the Jung Institute • Dinner on your own • Evening - Lecture as a group 	
<p>Day 3 Monday, April 24, 2023 C.G. Jung Institute</p>	<ul style="list-style-type: none"> • Breakfast provided • Morning lecture at the Jung Institute • Lunch - on your own • Afternoon - Lecture at the Jung Institute • Dinner on your own 	
<p>Day 4 Tuesday, April 25, 2023 C.G. Jung Institute</p>	<ul style="list-style-type: none"> • Breakfast provided • Morning lecture at the Jung Institute • Lunch - on your own • Afternoon - Lecture at the Jung Institute • Dinner on your own 	
<p>Day 5</p>	<ul style="list-style-type: none"> • Breakfast provided 	

Date	Activity	Location
Wednesday, April 26, 2023 International School of Analytical Psychology	<ul style="list-style-type: none"> • Morning lecture at the ISAP • Lunch - on your own • Afternoon – Tour University of Zurich, including Burgholzi Psychiatric Hospital • Dinner on your own 	
Day 6 Thursday, April 27, 2023 ETH Zurich Library C.G. Jung Archives	<ul style="list-style-type: none"> • Breakfast provided • Morning ETH Zurich Library, C. G Jung Archives and Red Book Display • Lunch - on your own • Dinner on your own 	
Day 7 Friday, April 28, 2023 Sites of the Protestant Reformation	<ul style="list-style-type: none"> • Breakfast provided • Morning walking guided tour of important suite of Protestant Reformation • Lunch - on your own • Afternoon –Guest speaker on Jung and Addiction • Dinner on your own 	
Day 8 Saturday, April 29, 2023 Cultural Exploration of Zurich	<ul style="list-style-type: none"> • Breakfast provided • Morning – Group lecture • Lunch - on your own • Afternoon – Exploring Zurich on your own with La Vida Local cultural ideas suggested by onsite program coordinator • Farewell dinner provided 	
Students Have Officially Completed the Program: Sunday, April 30, 2023 Leave Zurich	<ul style="list-style-type: none"> • Check out of accommodations One group transfer to airport 	

Appendix B – Course Rubric

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

Appendix C - Assignment Rubric- In Country Attendance & Engagement

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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 D - Assignment Rubric- Professional Behavior & Comportment

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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

Appendix E - Discussion Forum Scoring Rubric

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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	

Appendix F - Assignment Rubric- Signature Assignment

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Grading Area	Demonstration Level 1 (unacceptable)	Demonstration Level 2 (minimal)	Demonstration Level 3 (expected)	Demonstration Level 4 (advanced)
Identify the basic principles of Analytic Psychology and apply them to the issue of addiction	Does not demonstrate understanding of basic concepts of Analytic Psychology. Does not demonstrate an ability to appropriately integrate these concepts into a treatment plan.	Demonstrates a basic understanding of Analytic Psychology and the intersection of these ideas with substance abuse treatment. Can integrate notions from spiritual practice into this understanding and applies this to a treatment plan and case conceptualization.	Demonstrates an acceptable understanding of Analytic Psychology and can apply this understanding to a clinical case concerning substance abuse treatment. Demonstrates an acceptable understanding of Analytic Psychology, Substance Abuse and Spirituality and integrates this into a treatment plan.	Demonstrates an in depth knowledge of Analytic Psychology and applies this to clinical cases regarding substance abuse treatment. Demonstrates an in depth understanding intersection of Analytic Psychology, Substance Abuse and Spirituality and applies this to a treatment plan and case conceptualization.
Describe the tenets of Alcoholics Anonymous with specific focus on the 12 steps.	Does not adequately describe the tenets of AA and incompletely defines the 12 steps. Does not demonstrate understanding of the philosophy underlying the program and does not integrate this with the ideas of Analytic Psychology.	Describes the tenets of AA and 12 steps with minimal understanding of the philosophy. Integrates this with basic understanding of Analytic Psychology and provides minimal critical analysis.	Can describe the tenets of AA and the 12 steps with some understanding of the philosophy. Integrates with the assumptions of Analytic Psychology and provides some critical analysis.	Can describe the essential tenets of AA, including the 12 steps and the philosophy underlying these steps. Integrates this understanding with Analytic Psychology. Provides a critical analysis of this program.
Evaluate the outcomes of addictions treatment as presented in current research.	Does not provide a description or analysis of the current research on addiction treatment. Does not integrate the research outcomes into the treatment plan.	Provides a minimal description of the current research on addiction treatment and provides little or no critical analysis. Integrates this to some extent into a case conceptualization and treatment plan.	Adequately describes the current research on addiction treatment and provides some critical analysis of the outcomes. Integrates this analysis into a case conceptualization and treatment plan.	Provides an excellent overview of the current research on addiction treatment and provides a critical analysis of the outcomes. Integrates this analysis into a case conceptualization and treatment plan.
Create a treatment plan that incorporates the ideas explored in this course to issues of substance abuse	Does not create a treatment plan that integrates Analytic Psychology, substance abuse and spirituality; provides little or no integration into the case conceptualization, goals, objectives and interventions.	Creates a treatment plan that integrates Analytic Psychology, substance abuse and spirituality; provides evidence of minimal integration into the case conceptualization, goals, objectives and interventions.	Creates an appropriate treatment plan that integrates Analytic Psychology, substance abuse and spirituality throughout, including the case conceptualization, goals and objectives and interventions.	Creates a detailed and comprehensive treatment plan that integrates the ideas of Analytic Psychology, substance abuse and spirituality though out, including the case conceptualization, goals, objectives and interventions.
Total				100 total points

Appendix H - Assignment Rubric- Community Presentation

Grading Area	Demonstration Level 1 (unacceptable)	Demonstration Level 2 (minimal)	Demonstration Level 3 (expected)	Demonstration Level 4 (advanced)
Identify the basic principles of Analytic Psychology and apply them to the issue of addiction	Does not demonstrate understanding of basic concepts of Analytic Psychology. Does not demonstrate an ability to present these in a cogent manner.	Demonstrates a basic understanding of Analytic Psychology and the intersection of these ideas with substance abuse treatment. Can integrate notions from spiritual practice into this understanding and integrates this into a PowerPoint presentation.	Demonstrates an acceptable understanding of Analytic Psychology and can apply this understanding in a presentation concerning substance abuse treatment. Demonstrates an acceptable understanding of Analytic Psychology, Substance Abuse and Spirituality and integrates this into a PowerPoint presentation.	Demonstrates an in depth knowledge of Analytic Psychology and applies this to clinical cases regarding substance abuse treatment. Demonstrates an in depth understanding intersection of Analytic Psychology, Substance Abuse and Spirituality and applies this to a PowerPoint presentation.
Describe the tenets of Alcoholics Anonymous with specific focus on the 12 steps.	Does not adequately describe the tenets of AA and incompletely defines the 12 steps. Does not demonstrate understanding of the philosophy underlying the program and does not integrate this with the ideas of Analytic Psychology.	Describes the tenets of AA and 12 steps with minimal understanding of the philosophy. Integrates this with basic understanding of Analytic Psychology and applies this to a PowerPoint presentation.	Can describe the tenets of AA and the 12 steps with some understanding of the philosophy. Integrates with the assumptions of Analytic Psychology and demonstrates this by applying it to a PowerPoint presentation.	Can describe the essential tenets of AA, including the 12 steps and the philosophy underlying these steps. Integrates this understanding with Analytic Psychology as demonstrated by a PowerPoint presentation.
Evaluate the outcomes of addictions treatment as presented in current research.	Does not provide a description or analysis of the current research on addiction treatment. Does not integrate this into a presentation.	Provides a minimal description of the current research on addiction treatment and provides little or no critical analysis. Integrates this to some extent into a presentations.	Adequately describes the current research on addiction treatment and provides some critical analysis of the outcomes. Integrates this analysis into a presentation	Provides an excellent overview of the current research on addiction treatment and provides a critical analysis of the outcomes. Integrates this analysis into a presentation
Total				60 total points

Appendix I - Assignment Rubric- In-Country Service Learning Opportunity

Grading Area	Demonstration Level 1 (unacceptable)	Demonstration Level 2 (minimal)	Demonstration Level 3 (expected)	Demonstration Level 4 (advanced)
Attendance	Unexcused absence from required in-country service learning activity. 0-20 point	Attend required in-country service learning activity but is not punctual. Requires some prompts or reminders. 20-30 points	Punctual and completely attends required in-country learning service activity without few prompts or reminders. 30-40 points	Punctual and completely attends required in-country learning service activity without any prompts or reminders- exhibits complete self-reliance. 50 points
Participation & Engagement	Does not prepare in advance for activity; 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. 0-20 points	Prepares to some extent for the service learning activity; occasionally listens actively; during activity is present and occasionally engages and participates. 20-30 points	Prepares in advance for the actively listens for most of program; contributes some knowledge to activity; professionally engages with faculty and in-country partners. 30-40 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. 50 points
Total				100 total points