



**PY562 Special Topic- Psychosocial and Mental Health of Refugees**  
**Credit Hours: 2**  
**Spring 2023**

**Course Introduction**

<b>Instructor:</b>	<b>Nahid Nasrat, PsyD</b>
<b>Course Meeting Day/Time</b>	<b>Phase I: January 9, 2023- April 17, 2023</b> <b>Phase 2 (In-Country – Leeds, UK): April 19, 2023- April 28, 2023</b>
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**Official Course Description**

There are currently 80 million refugees around the world. Displacement by wars and climate change make refugees most vulnerable to psychosocial and mental health risks. This course addresses the mental and psychosocial health issues facing refugees globally. In addition, the course explores how refugees’ health and healthcare is affected through home country experiences and exposures to culture, language, available healthcare services, legal and policy landscape, economic opportunities, and their reception by host communities. Students will analyze the experiences of war, displacement, and associated stressors affecting psychosocial health of refugees. The focus of the course will be on the migration experiences, family and community dynamics, and approaches for gaining psychosocial and mental health.

**Institutional Learning Goals Addressed**

**Institutional Learning Goal/Program Learning Goal(s):**

**Scholarship**

Graduates will be able to integrate scientific research and theory, as broadly defined, to enhance their scholarly and professional endeavors.

- I. Scholarship (Institutional Learning Outcome; ILO)
  - a. Research (Program Learning Outcome; PLO) – Students will demonstrate knowledge, skills, and competence sufficient to produce new knowledge, to critically evaluate and use existing knowledge to solve problems, and to disseminate research.

- i. Research Evaluation and Dissemination – Demonstrates knowledge of and

engages in strategies to critically evaluate and disseminate research or other scholarly activity via professional publication and presentation at the local (including the host institution), regional, or national level.

## Diversity

Graduates will respect the value and dignity of individuals and groups across all cultural contexts, and advocate for inclusion and equity. They will demonstrate intercultural competence in domestic and international contexts with people who have ideas, beliefs, worldviews, experiences, and behaviors that are different from their own.

### Diversity

- a. **Individual and Cultural Diversity** - Students will develop the ability to conduct all professional activities with sensitivity to human diversity, including the ability to deliver high quality services to an increasingly diverse population, and demonstrate knowledge, awareness, sensitivity, and skills when working with diverse individuals and communities who embody a variety of cultural and personal background and characteristics.
  - i. Personal Culture – Demonstrate an understanding of and the ability to articulate how their own personal/cultural history, attitudes, and biases may affect how they understand and interact with people different from themselves
  - ii. Diversity Knowledge Base - Demonstrate an understanding of and ability to articulate the current theoretical and empirical knowledge base as it relates to addressing diversity in all professional activities including research, training, supervision/consultation, and service.
  - iii. Diversity in Professional Roles - Demonstrate an ability to integrate awareness and knowledge of individual and cultural differences in the conduct of professional roles (e.g., research, services, and other professional activities). This includes working effectively with areas of individual and cultural diversity not previously encountered over the course of their careers, and with individuals whose group membership, demographic characteristics, or worldviews create conflict with their own.
  - iv. Working Effectively with Diverse Population - Demonstrate the requisite knowledge base, ability to articulate an approach to working effectively with diverse individuals and groups and apply this approach.
- b. **Social Justice** – Students will understand psychology through broader views of societal concerns, equality, oppression, fairness, interdependence and social responsibility, and appreciate the role that psychologists can play as social change agents.
  - i. Awareness of Social Injustice- Demonstrate awareness that the psychology of the individual is more fully understood by accounting for larger societal, social and institutional forces that may lead to inequities, injustice, disadvantages, and marginalization of individuals and communities.
  - ii. Social Change Agent - Appreciate and demonstrate the ability to serve as social change agent on behalf of individuals and communities through advocacy, education, consultation and other mechanisms of social transformation.

### **Professional Behavior**

Graduates will be able to demonstrate by their values, beliefs and behaviors adherence to the highest ethical and professional standards in their personal and professional lives.

- a. Professional Values, Attitudes, and Behaviors - Students will behave in ways that reflect the values and attitudes of psychology, engage in self-reflection regarding their personal and professional functioning, actively seek and demonstrate openness and responsiveness to feedback, and progressively respond professionally in increasingly complex situations with a greater degree of independence.
  - i. Self-Reflection - Engages in self-reflection regarding one's personal and professional functioning; engages in activities to maintain and improve performance, well-being, and professional effectiveness.
- b. Communication and Interpersonal Skills - Students will develop and maintain effective relationships with a wide range of individuals, demonstrate proficiency at expressive and receptive communication, and demonstrate effective interpersonal skills.
  - i. Communication – Produces and comprehends oral, nonverbal, and written communications that are informative and well-integrated; demonstrates a thorough grasp of professional language and concepts.

### **Professional Practice**

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

<b>PsyD Program's Profession Wide and Program Competencies and Discipline Specific Knowledge Areas</b>
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### **APA Professional-Wide Competencies (PWCs):**

1. Research
2. Ethical and Legal Standards
3. Individual and Cultural Diversity
4. Professional Values, Attitudes, and Behaviors
5. Communication and Interpersonal Skills
6. Assessment
7. Intervention
8. Supervision
9. Consultation and Interprofessional/Interdisciplinary Skills

### **TCSPP-DC Program-Specific Competency**

1. Social Justice

### **APA's Discipline-Specific Knowledge**

1. History and Systems of Psychology
2. Basic Content Areas in Scientific Psychology (Affective, Biological, Cognitive, Developmental, and Social Aspects of Behavior)
3. Advanced Integrative Knowledge in Scientific Psychology

4. Research Methods, Statistical Analysis, and Psychometrics

**Course Learning Objectives (CLO)**

Students will:

1. Critically assess the impact of war, political conflicts, and climate change on the psychosocial and mental health of refugees. (CLO-1)
2. Analyze relationships among pre and post migration stressors, psychosocial and mental health status for refugees. (CLO-2)
3. Gain knowledge of principles of stress and coping models of the refugees’ psychosocial health experiences. (CLO-3)
4. Evaluate strengths and weaknesses of multiple refugees psychosocial and mental health intervention approaches. (CLO-4)
5. Discuss the current literature on the evidence-based mental health and psychological interventions with refugees globally. (CLO-5)
6. Address the refugees’ trauma perspective by developing culturally competent mental health interventions. (CLO-6)
7. Attend academic meetings at Leeds Beckett University to:
  - a) Learn about the national and local policies on mental health and psychosocial interventions for refugees.
  - b) Exchange ideas and knowledge about the US and British approaches to address psychosocial and mental well-being of refugees. (CLO-7)

**Required and Optional Texts and Electronic Reserves**

**Required Text**

Title (APA Format)	ISBN-13	Publisher’s Price
Morina, N., & Nickerson, A. (Eds.). (2018). <i>Mental health of refugee and conflict-affected populations: theory, research and clinical practice</i> . Springer.	978-3319970455	\$43.00 Available at TCSPP Library

**Required Readings**

Almshosh, N., Bahloul, H. J., & Kirmayer, L. J. (2019). Mental health of resettled Syrian refugees: a practical cross-cultural guide for practitioners. *The Journal of Mental Health*

*Training, Education, and Practice*, 15(1), 20–32. <https://doi.org/10.1108/JMHTEP-03-2019-0013>

- Bhugra, D., Gupta, S., Bhui, K., Craig, T., Dogra, N., Ingleby, J. D., ... Tribe, R. (2011). Wpa guidance on mental health and mental health care in migrants. *World Psychiatry : Official Journal of the World Psychiatric Association (Wpa)*, 10(1), 2–10.
- Bjertrup, P. J., Bouhenia, M., Mayaud, P., Perrin Clément, Farhat, J. B., & Blanchet, K. (2018). A life in waiting: refugees' mental health and narratives of social suffering after European union border closures in March 2016. *Social Science & Medicine*, 215, 53–53
- Byrow, Y., Pajak, R., Specker, P., & Nickerson, A. (2020). Perceptions of mental health and perceived barriers to mental health help-seeking amongst refugees: a systematic review. *Clinical Psychology Review*, 75. <https://doi.org/10.1016/j.cpr.2019.101812>
- Frounfelker, R. L., Islam, N., Falcone, J., Farrar, J., Ra, C., Antonaccio, C. M., ... Betancourt, T. S. (2019). Living through war: mental health of children and youth in conflict-affected areas. *International Review of the Red Cross*, 101(911), 481–506. <https://doi.org/10.1017/S181638312000017X>
- Hugman, R., Pittaway, E., & Bartolomei, L. (2011). When 'do no harm' is not enough: the ethics of research with refugees and other vulnerable groups. *British Journal of Social Work*, 41(7), 1271–1271.
- Klaus, W., & Pachocka, M. (2019). Examining the global north migration policies: a “push out - push back” approach to forced migration. *International Migration*, 57(5), 280–293. <https://doi.org/10.1111/imig.12575>
- Liamputtong, P., & Kurban, H. (2018). Health, social integration and social support: the lived experiences of young middle-eastern refugees living in melbourne, australia. *Children and Youth Services Review*, 85, 99–106. <https://doi.org/10.1016/j.childyouth.2017.12.020>
- Panter-Brick, C., Grimon, M.-P., & Eggerman, M. (2014). Caregiver - child mental health: a prospective study in conflict and refugee settings. *Journal of Child Psychology and Psychiatry and Allied Disciplines*, 55(4), 313–327. <https://doi.org/10.1111/jcpp.12167>
- Rohloff, H., Knipscheer, J. W., & Kleber, R. J. (2009). Use of the cultural formulation with refugees. *Transcultural Psychiatry*, 46(3), 487–505. <https://doi.org/10.1177/1363461509344306>
- Schlautdt, V.A.; Bosson, R.; Williams, M.T.; German, B.; Hooper, L.M.; Frazier, V.; Carrico, R.; Ramirez, J. (2020). Traumatic experiences and mental health risk for refugees. *International Journal of Environmental Research and Public Health*, 17(6). <https://doi.org/10.3390/ijerph17061943>
- Schlechter, P., Hellmann, J. H., Wingbermühle P, & Morina, N. (2020). Which psychological characteristics influence therapists' readiness to work with refugees? *Clinical Psychology & Psychotherapy*, 2020 Aug 28.

<https://doi.org/10.1002/cpp.2508>

Stewart, M. A. (2015). "my journey of hope and peace": learning from adolescent refugees' lived experiences. *Journal of Adolescent and Adult Literacy*, 59(2), 149–159.  
<https://doi.org/10.1002/jaal.445>

Varkula, M., Ghori, A., & Molina, C. E. (2016). Mental health impact on immigrants and refugees. *Journal of the American Academy of Child and Adolescent Psychiatry*, 55(10), 356. <https://doi.org/10.1016/j.jaac.2016.07.109>

### **Weblinks/Videos**

#### **Documentary Exodus**

<https://www.pbs.org/wgbh/frontline/film/exodus/>

#### **Leeds Beckett University:**

<https://www.leedsbeckett.ac.uk/>

#### **History of Leeds, UK**

<https://www.britannica.com/place/Leeds-England>

#### **UK's National Statistics on Refugees:**

<https://www.gov.uk/government/publications/immigration-statistics-year-ending-march-2020/how-many-people-do-we-grant-asylum-or-protection-to>

### **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](#)

<b>Course Assignments and Rubrics</b>	
<b>Phase I</b>	<b>Phase II</b>

PY 562 Special Topic -Refugees Mental

<ol style="list-style-type: none"><li>1. Valid Passport</li><li>2. Auto-Attendance Assignment (<b>5 points.</b>)</li><li>3. Complete the Global Perspectives Inventory Pre-Test (Pre-GPI) (<b>5 points.</b>)</li><li>4. Class Attendance and Participation (<b>20 points</b>)</li><li>5. Personal Reflections Paper on Refugee Displacement (<b>50 points</b>)</li><li>6. Reflection Paper on documentary, Exodus (<b>30 points</b>)</li><li>7. Pre-Departure Orientation (<b>10 points</b>)</li><li>8. International Travel Registration (ITR) (<b>10 points</b>)</li></ol> <p><b>Total 130 point</b></p>	<ol style="list-style-type: none"><li>1. In -Country Self-Reflection Journal <b>5 @10 points each=50 points</b>)</li><li>2. In-Country Attendance &amp; Engagement (<b>200 points</b>)</li><li>3. Professional &amp; Behavioral Comportment (<b>80 points</b>)</li><li>4. Video Presentation (<b>100 points</b>)</li><li>5. Final Paper - Capstone Assignment (<b>200 points</b>)</li><li>6. Complete the Global Perspectives Inventory Post-Test (Post-GPI) (<b>5 points</b>)</li></ol> <p><b>Total: 635 points</b></p>
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**Course Requirements**

## Phase I Assignments

### 1. Passports and Visas

You must have a valid passport and a visa in order to travel. Your passport must be valid at least for another 6 months when you return from your program. If you are a U.S. citizen, you won't need a visa for your program to the United Kingdom if you won't stay longer than 90 days. If you are an international student, please check the website of U.S. Embassy to your home country to find out if you need a visa to visit The United Kingdom and let our office know if you need any supporting document from TCSPP. To determine how to best apply for your passport, you may visit the Department of State's travel site.

### 2. Auto-Attendance Assignment (5 points)

**The first assignment for this course requires you to write a reflection paper that should explain what it is that you are expecting to get out of this course and travel abroad experience. This paper should be 2-3 pages in length, double-spaced, APA format.**

**Due:** The day of classes. Even if you have missed the 1st class this assignment must be completed and posted onto Canvas.

### 3. Complete the Global Perspectives Inventory Pretest (Pre- GPI) (5 points)

*The Global Perspectives Inventory (GPI)* is designed to measure how study abroad influences your global competency. Please complete this survey as soon as possible as the earlier you do so, the better the measurement of your global perspective prior to your international experience. Please note that GPI is a required part of your study abroad course grade! The deadline for your class is by 11:59 pm on Friday, September 3<sup>rd</sup>, 2021.

### 4. Class Attendance and Participation (20 points):

This class is organized as a seminar/discussion involving a great deal of interaction among class members. It is expected that out-of-class time will be devoted to reading, reflection, and other kinds of personalized learning. Class time, on the other hand, will be devoted to the kinds of learning that can only take place cooperatively and as catalyzed interactions with others – experiential exercises, discussions and debates, group activities, and other kinds of shared learnings.



### **Attendance**

**No credit:** Two excused absences. More than two absences can never be excused.

\*Two unexcused absences will result in a reduction of one final grade point for the course. Students need to understand that multiple absences seriously impair their ability to learn the required course content. The instructor has the discretion to impose other consequences for multiple absences, including failure of the course. Excusing an absence is left to the discretion of the instructor.

**Partial credit:** one absence (excused or unexcused)

**Full credit:** No absences

### **Evidence of reading assignment completion**

**No credit:** Student frequently is overtly unprepared to answer questions based on reading assignments and is inattentive and unresponsive with regard to discussions of readings.

**Partial credit:** Student frequently shows only sketchy and superficial understanding of readings.

**Full credit:** Student is frequently thoroughly prepared and knowledgeable of readings.

### **Engagement with classmates**

**No credit:** No engagement, sitting mute

**Partial credit:** Some dialogue and discussion taking place during class periods

**Full credit:** Dialogue that builds upon and continues discussion taking place

### **Regularity of general participation**

**No credit:** Never or very rarely offers comments, ideas or questions

**Partial credit:** Offers comments, ideas or questions at least once a class period

**Full credit:** Offers comments, ideas or questions more than once a class period

### **Respect for other class members**

**No credit:** Shows disrespect for others

**Partial credit:** Allows others to complete their ideas and displays courtesy even when disagreeing with others

**Full credit:** Allows others to complete their ideas and displays courtesy even when disagreeing with others and additionally encourages and builds up other speakers.

## **5. Personal Reflections on Refugee Displacement (50 Points)**

This paper is an opportunity for you to explore your reactions on global displacement. The paper should be approximately 4-6 pages long and follow the basic format of APA style (7th Edition). In your paper answer the following questions:

- a. What did you know prior to class reading, lectures, and discussion about refugees and their psychosocial and mental health?
- b. What misperceptions did you have prior to taking this class?

**Scoring Rubric for Personal Reflections on Refugees' Displacement (50 points)**

<b>Criterion</b>	<b>Demonstration Level 1 <i>Unacceptable</i></b>	<b>Demonstration Level 2 <i>Minimal</i></b>	<b>Demonstration Level 3 <i>Expected</i></b>	<b>Demonstration Level 4 <i>Superior</i></b>
<b>Discussion of past knowledge of refugees and their psychosocial health</b>  <b>15 points</b>	Unacceptable discussion of past knowledge about refugees and their psychosocial health Little or no depth  <b>0-3</b>	Minimally developed discussion of past knowledge about refugees and their psychosocial health Discussion exhibits a superficial level of depth  <b>4-6</b>	Good discussion of past knowledge about refugees and their psychosocial health. Discussion exhibits expected level of depth  <b>7-9</b>	Excellent discussion of past knowledge about refugees and their psychosocial health. Discussion exhibits a superior level of depth  <b>10-15</b>
<b>Discussion of misperceptions about refugees</b>  <b>10 points</b>	Unacceptable discussion of misperceptions about refugees Little or no depth  <b>0-2</b>	Minimally developed discussion of misperceptions about refugees. Discussion exhibits an expected level of depth  <b>2-5</b>	Good discussion of misperceptions about refugees. Discussion displays expected level of depth  <b>5-7</b>	Excellent discussion of misperceptions about refugees. Discussion displays a superior level of depth  <b>10-7</b>
<b>Submission is 4-6 pages, APA style, grammatical and stylistic accuracy</b>  <b>5 points</b>	Unacceptable: the paper does not reflect appropriate APA (7 <sup>th</sup> ed.) style and contains multiple errors throughout. The writing is unclear and disorganized. Multiple errors throughout the paper render it difficult to read. Paper is not a minimum of 4 pages.  <b>2-0</b>	Some of the paper does reflects appropriate APA (7 <sup>th</sup> ed.) style and contains a few errors. The writing is mostly clear, concise, and organized; however, contains some errors (grammar, punctuation, sentence structure, etc.). Some errors throughout the paper however paper is mostly easy to read. Paper is 4-6 pages. <b>3-2</b>	Majority of the paper reflects appropriate APA (7 <sup>th</sup> ed.) style. Few or no APA errors. The writing is clear, concise, and well organized. Few, if any, errors throughout the paper. The paper is relatively easy to read. Paper is 4-6 pages.  <b>4-3</b>	The entire of the paper reflects appropriate APA (7 <sup>th</sup> ed.) style. Few or no APA errors. The writing is clear, concise, and well organized. No errors in the paper. The paper is extremely easy to read. Paper is 4-6 pages.  <b>5-4</b>

## 6. Reflection Paper on the documentary Exodus (30 Points)

After watching the documentary Exodus, students are to write a 4-5-page paper on your reactions to the documentary. The paper should include your reactions to specific and overall messages. It should include any new insights you have on refugees' psychosocial well-being and how this contributes to your development as a culturally competent psychologist.

<https://www.pbs.org/wgbh/frontline/film/exodus/>

**Scoring Rubric for Reflection Paper on the Documentary Exodus (25 points)**

<b>Grading Area</b>	<b>Demonstration Level 1 <i>Unacceptable</i></b>	<b>Demonstration Level 2 <i>Minimal</i></b>	<b>Demonstration Level 3 <i>Expected</i></b>	<b>Demonstration Level 4 <i>Superior</i></b>
<b>Reaction to documentary Exodus  30 points</b>	Late submission. Paper is offtopic. Did not focus on insight gained from the documentary.  <b>0 - 5</b>	Inferior, superficial written discussion of insight gained from the documentary. Limited discussion of visit impact on professional development  <b>6- 10</b>	Well –written self-reflective discussion of insight gained from visit in the context of professional impact on the student.  <b>11 - 20</b>	Thoughtful, self-reflective written discussion of insight gained from the visit in the context of professional impact on the student.  <b>21 - 30</b>

## 7. Pre-Departure Orientation (10 points)

It is mandatory that you review the [Pre-Departure Orientation-Health & Safety](#) and complete the [deliverable to confirm your review](#). This orientation is 24/7 accessible at your own time. It covers everything you need to know to maximize your study abroad experience. The module takes about 1 hour, and the deliverable can be done in 10-15 minutes. Please email your deliverable to [studyabroad@thechicagoschool.edu](mailto:studyabroad@thechicagoschool.edu) by COB on September 29, 2021.

## 8. International Travel Registration (ITR) (10 points)

**ITR is required!** Please complete your ITR as soon as possible once you understand the specific of your program requirement. **Deadline for Spring 2023 is January 9, 2023.** More instructions will be sent after the Last Day of Add/Drop. If you do not register before your departure date, you will be prohibited from traveling and will earn a failing grade in your study abroad course! Complete your ITR here: [International Travel Registration](#)

## Phase II Assignments

### COVID-19 Statement

Activities may be affected by the consequences of COVID-19. Alternative learning components of this course will be explored

#### 1. **In-Country Self-Reflection Journal entries (5 @ 10 points each = 50 points) \*Due by 11 pm each time while in-country**

Each student will keep a self-reflection journal while in-country. In this journal you will reflect on how the in-country experience (maximum 8 full days) impacts your understanding of racism as a mental health challenge and your development of cultural competency. You are expected to be thoughtful and reflective when discussing what you are learning, how this cultural immersion experience is impacting you both personally and professionally and how your learning applies to your future work as a mental health professional. Your journal entries should be submitted to CANVAS by 11pm immediately after each day's activities while in-country.

#### **Grading Rubric for Journal Entries (10 points each)**

<b>Grading Area</b>	<b>Demonstration Level 1 <i>Unacceptable</i></b>	<b>Demonstration Level 2 <i>Minimal</i></b>	<b>Demonstration Level 3 <i>Expected</i></b>	<b>Demonstration Level 4 <i>Superior</i></b>
<b>Reactions to In-Country Experiences</b>	Late submission. Entry is off topic. Did not focus on in-country learning.  <b>0 - 2</b>	Inferior, superficial written discussion of in-country learning. Limited discussion of impact on professional identity and personal development.  <b>3 - 5</b>	Partially self-reflective written discussion of in-country learning in the context of personal and professional impact on the student.  <b>6 - 8</b>	Thoughtful, self-reflective written discussion of in-country learning in the context of personal and professional impact on the student.  <b>9 - 10</b>

#### 2. **In-Country Attendance & Engagement (200 points)**

Actively attending and engaging in-country activities and learning is a must. Students are expected to be prepared for discussions, activities and attending courses at LBU offered by the faculty.

### Grading Rubric- In Country Attendance & Engagement (200 points)

Grading Area	Demonstration Level 1 (unacceptable)	Demonstration Level 2 (minimal)	Demonstration Level 3 (expected)	Demonstration Level 4 (advanced)
<b>Attendance</b>	<p>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.</p> <p style="text-align: center;"><b>0 – 84 points</b></p>	<p>Attends all required in-country activities. On occasion is not punctual. Requires some prompts or reminders.</p> <p style="text-align: center;"><b>85 – 89 points</b></p>	<p>Punctual and completely attends all required in-country activities without few prompts or reminders.</p> <p style="text-align: center;"><b>90 – 94 points</b></p>	<p>Punctual and completely attends all required in-country activities without any prompts or reminders- exhibits complete self- reliance.</p> <p style="text-align: center;"><b>95 - 100 points</b></p>
<b>Participation &amp; Engagement</b>	<p>Does not prepare in advance for activities; does not actively listen, distracted during program; does not contribute or advance knowledge of activity; does not engage with faculty and in-country partners.</p> <p style="text-align: center;"><b>0 – 84 points</b></p>	<p>Prepares in advance for a few activities; occasionally listens actively; during activities is present and occasionally engages and participates.</p> <p style="text-align: center;"><b>85 – 89 points</b></p>	<p>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.</p> <p style="text-align: center;"><b>90 - 94 points</b></p>	<p>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.</p> <p style="text-align: center;"><b>95 -100 points</b></p>

### 3. Grading Rubric- Professional Behavior & Comportment (80 points)

<b>Grading Area</b>	<b>Demonstration Level 1 (unacceptable)</b>	<b>Demonstration Level 2 (minimal)</b>	<b>Demonstration Level 3 (expected)</b>	<b>Demonstration Level 4 (advanced)</b>
<b>Professional Behavior and Comportment</b>	Demonstrates unprofessional behavior or comportment during program and/or in more than one interaction with students, faculty, administrators or any in-country partners.  <b>60 – 64 points</b>	Demonstrates expected professional behavior and comportment for most of program and in almost all interactions with students, faculty, administrators and all in- country partners.  <b>65 – 69 points</b>	Demonstrates expected professional behavior and comportment for entire duration of program and in all interactions with students, faculty, administrators and all in- country partners.  <b>70 – 74 points</b>	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.  <b>75- 80 points</b>

### 4. Video Presentation (100 points total)

Students will work together to develop a video about the impact of this study abroad on them, as mental health professionals and their future work lasting no more than 10 minutes. The video will be shown to TCSPP-DC community in a colloquium format.

The presentation will be evaluated using the scoring rubric below. The video will be evaluated on presentation quality, whether it conveys the impact of this study abroad on the group, and depth.

On rare occasions, some group members choose to be less productive than others. When such is the case, each group member will be asked to evaluate the contributions or performances of other group members. All group members receive the same grade for the presentation unless there is clear evidence that some members have contributed significantly more than others.

<b><u>Criterion</u></b>	<b>Demonstration Level 1 <i>Unacceptable</i></b>	<b>Demonstration Level 2 <i>Minimal</i></b>	<b>Demonstration Level 3 <i>Expected</i></b>	<b>Demonstration Level 4 <i>Superior</i></b>
<b>Overall Presentation 50 points</b>	Poor quality with little or no clarity or creativity  <b>0 - 32</b>	Reasonably well-organized presentation but could be improved with greater clarity and creativity. More creativity needed  <b>33 - 38</b>	Well organized and clear presentation with creativity evident  <b>39 - 44</b>	Excellent presentation with a great deal of creativity evident  <b>45 – 50</b>
<b>Presentation of Study Abroad Impact 50 points</b>	Poor presentation of the impact of the study abroad experience on professional and personal development. Presentation has little or no depth  <b>0 - 32</b>	Reasonably well-developed presentation but could be improved with a greater focus on the impact of the study abroad experience on professional and personal development. Presentation has adequate depth.  <b>33 - 38</b>	Clear and focused presentation that showcases the impact of the study abroad experience on professional and personal development. Presentation has good depth.  <b>39 - 44</b>	Excellent presentation which creatively showcases the impact of the study abroad experience on professional and personal development. Presentation has a superior level of depth.

**Scoring Rubric for Video Presentation (100 points)**

**5. Capstone Assignment - Final Paper: Healing Refugee Trauma (200 points)**

**Due April 29, 2023**

You are to write a 10-12 pages paper on refugee trauma and its effects on mental health and well-being of refugees. The paper should reflect a cross cultural perspective and include a discussion of what you have learned about refugee psychosocial and mental health in both U.S. and United Kingdom cultural contexts. Given your study abroad experience, the paper should explore how psychologists can effectively address the trauma associated with displacement at both the client and societal levels. The paper should include relevant literature on the topic of racism. It should be referenced properly in APA style (7<sup>th</sup> ed.).

### Healing Refugee Trauma Paper Grading Rubric (200 points)

<b>Criterion</b>	<b>Demonstration Level 1 <i>Unacceptable</i></b>	<b>Demonstration Level 2 <i>Minimal</i></b>	<b>Demonstration Level 3 <i>Expected</i></b>	<b>Demonstration Level 4 <u><i>Superior</i></u></b>
<b>Discussion of the effects of refugee trauma on mental health in U.S. and UK cultural contexts.</b>  <b>75 points</b>	Paper fails to discuss effects of refugee trauma on mental health within U.S. or UK contexts.  <b>0 - 50</b>	Paper minimally discusses effects of refugee trauma on mental health within U.S. or UK contexts.  <b>50 -54</b>	Paper adequately discusses effects of refugee trauma on mental health within U.S. or UK contexts. . Paper meets course expectations  <b>55 - 64</b>	Paper discusses effects of refugee trauma on mental health within U.S. or UK contexts in an exemplary fashion. Paper exceeds course expectations  <b>65 - 75</b>
<b>Description of refugee trauma intervention reflects learning from study abroad experience</b>  <b>100 points</b>	Paper has no description of refugee trauma intervention. Paper does not reflect learning from study abroad experience  <b>0-24</b>	Paper has a minimal description of refugee trauma intervention. Paper reflects little learning from study abroad experience  <b>25 - 49</b>	Paper adequately describes refugee trauma intervention. Paper reflects expected level of learning from study abroad experience  <b>50 -74</b>	Paper describes refugee trauma intervention in an exemplary fashion. Paper exceeds expected level of learning from study abroad experience  <b>75 -100</b>
<b>Submission is 10-12 - pages, APA style, grammatical</b>	The paper does not reflect appropriate APA (7 <sup>th</sup> ed.) style	Limited sections of the paper reflect appropriate APA	Some of the paper does reflects appropriate APA	Majority of the paper reflects appropriate APA (7 <sup>th</sup> ed.) style.



<b>and stylistic accuracy</b>  <b>25 points</b>	and contains multiple errors throughout. The writing is unclear and disorganized. Multiple errors throughout the paper render it difficult to read. Paper is not a minimum of 15 pages.	(7 <sup>th</sup> ed.) style with multiple errors throughout. The writing is somewhat clear, concise, and organized; however, contains some errors (grammar, punctuation, sentence structure, etc.). Errors throughout the paper render it somewhat difficult to read. Paper is at least 15 pages.	(7 <sup>th</sup> ed.) style and contains a few errors. The writing is mostly clear, concise, and organized; however, contains some errors (grammar, punctuation, sentence structure, etc.). Some errors throughout the paper however paper is mostly easy to read. Paper is 15 - 20 pages.	Few or no APA errors. The writing is clear, concise, and well organized. Few, if any, errors throughout the paper. The paper is easy to read. Paper is 15 – 20 pages.
	<b>0 -9</b>	<b>10 - 14</b>	<b>15 -19</b>	<b>20-25</b>

**6. Complete the Global Perspectives Inventory Post-test (Post- GPI) (5 points)**

The *Global Perspectives Inventory (GPI)* is designed to measure how study abroad influences your global competency. Please complete this survey as soon as possible after you return. Please note that GPI is a required part of your study abroad course grade! The deadline for your class is by

**GRADING SCALE**

**Assignments for this course are as follows**

Assignments	Points
Auto-Attendance Assignment	5 points
Complete Pre-GPI	5 points
Attendance & Participation	20 points
Personal Reflections on Refugees	50 points
Reflection Paper on Documentary, Exodus	30 points
Pre-Departure Orientation	10 points
International Travel Registration	10 points
In-Country Journal	50 points
In-Country Attendance & Engagement	200 points
Professional & Behavioral Comportment (In- Country)	80 points

Video Upload	100 points
Capstone Assignment	200 points
Complete Post-GPI	5 points
	<b>Total Points = 765</b>

**Final course grades will be assigned as follows:**

Letter Grade	Point Range
A	765 - 745
A-	744 - 724
B+	723 - 703
B	702- 682
B-	681 - 661
C	660 - 640

Class Schedule, Assignments, and Grading				
Weeks	Topic	Readings	Assignments	Points
Week 1	Course overview and Study Abroad  Mental Health, Pre-migratory Trauma and Post-migratory Stressors Among Adult Refugees  Mental Health Among Adult Survivors of War in Low- and Middle-Income Countries: Epidemiology and Treatment Outcome  CLO-1	Morina & Nickerson (2018) Chapters 1, 2 & 4  Schlaudt et al. (2020)	Auto- attendance  Global Perspectives Inventory Pre- Test (Pre-GPI)  International Travel Registration (ITR)	5  5  10
Week 2	Child Mental Health in the Context of War: An Overview of Risk Factors and Interventions for Refugee and War-Affected Youth  Supporting Children Affected by War: Towards an Evidence Based Care System  CLO-2	Morina & Nickerson Chapters 3 & 13  Panter-Brick et al. (2014)  Frounfelker et al. (2019)		
Week 3	Pathways to Recovery: Psychological Mechanisms Underlying Refugee Mental Health  Examining the Global North Refugees Policies	Morina & Nickerson Chapter 5  Klaus & Pachocka (2019).	Personal reflections on Refugees' Displacement	50

	CLO-7			
Week 4	Drive to Thrive: A Theory of Resilience Following Loss  Neurobiological Perspective of Mental Health Following Torture Trauma  CLO-5	Morina & Nickerson Chapter 6 & 7  Almoshmosh, Bahloul, & Kirmayer. (2019)		
Week 5	Narrative Exposure Therapy (NET) as a Treatment for Traumatized Refugees and Post-conflict Populations  Cultural Formulation Interviews with Refugees  CLO-4 & CLO-5	Morina & Nickerson Chapter 8  Rohlof et al., (2009)  Bhugra et al., (2011)	Reflection Paper on documentary Exodus	30
Week 6	Culturally Sensitive CBT for Refugees: Key Dimensions  CLO-5	Morina & Nickerson Chapters 9 & 10  Byrow et al. (2020)		
Week 7	Alcohol and Drug Misuse Interventions in Conflict-Affected Populations  Trauma Systems Therapy for Refugee Children and Families  CLO-1 & CLO-2	Morina & Nickerson Chapters 11& 12		
Week 8	Clinical Considerations in the Psychological Treatment of Refugees  CLO-6	Morina & Nickerson Chapter 14  Schlechter et al., (2020)		
Week 9	Conceptualization and Measurement of Traumatic Events among Refugees and Other War-Affected Populations  CLO-3	Morina & Nickerson Chapter 16		
Week 10	Ethical and Legal Consideration in working with Refugees  CLO-1 & CLO-7	Morina & Nickerson Chapter 15  Hugman et al.	Orientation to Phase II – Study Abroad in Leeds, UK  TCSPS Study Abroad	10

		(2011)	Requirements  Pre-Departure Orientation – Health & Safety  Pre-Departure Orientation – Overview of Leeds, UK Itinerary	
Week 11	Country Orientation Continue		Self- reflection journal (5@10)  In-country attendance & engagement  Professional & behavioral comporment  Video Presentation  Global Perspectives Inventory Post-Test ( <i>Post-GPI</i> )	50  200  80  100  5
Week 12	New Technologies in the Treatment of Psychological Disorders – Overview,  CLO- 1	Morina & Nickerson Chapter 19		
Week 13	Potentials and Barriers for Conflict-Affected Populations			
Week 14	Wrap up		Final Paper	200

**Study Abroad Appendix**

**In-Country Schedules  
Leeds Beckett University, Leeds, UK**

## Study Abroad Program

Visit to Leeds Beckett University and City of Leeds, UK.

Departure, **Tuesday, April 18, 2023 – Returning, Friday, April 28, 2023**

For 25 students, 8 days of academic learning and community engagement.

### Topic/Objectives

Refugees' psychosocial and Mental Health. Specifically, issues related to intergenerational trauma, identity formation, acculturation, will be explored.

The learning objectives are to enable visiting scholars to:

- Appraise psychological theories around the experience and support of refugees and asylum seekers in a small UK city.
- Evaluate existing psychological and clinical practices in working with refugees and asylum seekers.
- Experience and engage in first-hand dialogue and service with migrants and refugees.

The study program will culminate with visiting scholars creating an original presentation on the theme of Migrations, synthesizing learning from the study and community days.

### City Context.

The City of Leeds, located in England, United Kingdom, it was with the use of wool from the surrounding hills and countryside that the City was born in the 17th Century. With wool came wealth, growth and prosperity. The advent of the industrial revolution saw Leeds established as a thriving trading town at the hub of the river, canals, railways and by the 1850s, with the Dickensian conditions to match. Cramped streets, the workhouse and dirty lives, for the poorer. But modernity was calling. Streets lit by gas lights. Grand Victorian civic architecture designed by renowned architect Cuthbert Broderick with a legacy of buildings still in use today like Leeds Town Hall and the Corn Exchange.

A century and more later, the City's talent for trade fell to textiles, tailoring, and printing. The collapse of the UK's manufacturing industries in the 1970s and 1980s saw hard times and then a revitalized economy built on banking, services and retail. The history of the City plays an important role in the heritage of the people here – initially the city grew as a traditional home for Irish migrants, then in the 1950s saw a Black African/Caribbean community arrive as part of the nations need for worker to help rebuild. The 1970s heralded the growth of Indian and Pakistani population, and latterly a white eastern European migrant population has taken root. Leeds is a designated 'City of Sanctuary', a national movement to build a culture of welcome for people seeking sanctuary in the UK. The Metropolitan Authority provides leadership for assisting migrants and refugees and there is a network of over 100 non-profits in the City actively supporting this work, the people and their needs.

Today the City has a population of 800,000, (500,000 in urban area and remainder across the metropolitan district). 45% of the population are aged 0-29 years. The minority ethnic population comprises 1 in 5 of the population, the predominant groups being South Asian, Black African, Black Caribbean, and White European, and a multitude (over 50) of other nationalities in our small City. These communities are clustered in different urban areas, for example in one area 22% of the community do not have English as a first language.

Population data and more here <https://observatory.leeds.gov.uk/population/>

All this provides a rich context for a study visit to the City. An eight-day visit will combine a week of academic learning and teaching from Professors and researchers across a range of relevant disciplines with some social and cultural immersion activities so visiting scholars get to engage person to person in our communities.

<b>DAY BY DAY ITINERARY 4/18/2023 to 4/28/2023</b>	
<b>Day/Date</b>	<b>Activity</b>
Day 1 (April 18)	Travel day
Day 2 (April 19)	Arrival Day

<p>Day 3 (April 20)</p>	<p>11.00am. Civic reception and welcome in the Civic Hall with the Mayor</p> <p>12 noon: Reception and Orientation; Tour of the University. Meet the Psychological Therapies &amp; Mental Health academic team.</p> <p>2pm: Dr. Steve Taylor introduces the Wellbeing and Spirituality research cluster</p> <p>3:30pm: Dr. Elliot Cohen on the use of artefacts, poems, craft, music in elicitation and storytelling; Facilitated discussion</p> <p>7pm: Welcome Dinner</p>
<p>Day 4 (April 21)</p>	<p>10:00am: Dr. John Hills introducing ‘From the outside in, From the inside out’ theme – what do you want from this experience? What do we need to know about the experiences of refugees and asylum seekers? Envisaging presentations day</p> <p>11.30pm: Dr. Tom Matthews and Dr. John Hills - Therapeutic formulations and approaches; Surviving to Thriving continuum, Domains of Resilience</p> <p>2pm: Professor Divine Charura - ‘White Therapies, Black Identities, Critical Perspectives and Radical Proposals’</p> <p>3:30pm: Dr. Vivien Sabel - Intergenerational Trauma</p>
<p>Day 5 (April 22)</p>	<p>9:30am: Visit to a not-for-profit mental health support service provider.</p> <p>A visit to our partner, Northpoint Wellbeing, who are a charitable provider of offering a range of treatment modalities including counselling and other exploratory therapies, cognitive behavioral therapy (CBT) and psychologically-informed mental health support in local communities.</p>
<p>Day 6 (April 23)</p>	<p>2pm: Dr. John Allan - post-traumatic growth in refugees and asylum seekers</p> <p>3:30pm: Dr. John Hills - Multiple identities, Multiple voices: Resettlement and Integration</p>
<p>Day 7 (April 24)</p>	<p>A whole day Research Symposium featuring presentations from students and academics from the Chicago School and Leeds Beckett University</p> <p>Evening: Community music event – service users, service delivers, students and academics come together</p>
<p>Day 8(April 25)</p>	<p>Recreation &amp; Leisure –</p> <p>Guided walking tour of York to explore the highlights and the city’s history. Ever since its establishment in 71 AD, York has been the site of savage warfare, intense political intrigue, and industrial breakthrough. It was here that Constantine, who would shake Europe to its core by converting Rome to Christianity, became Roman Emperor, and that</p>

	<p>Richard III, later immortalized by Shakespeare, plotted his campaigns during the Wars of the Roses. York is also the birthplace of Guy Fawkes, the greatest traitor in England's history.</p> <p>Free afternoon in York to explore the city further on your own. Consider visiting the York Minster, the Yorkshire Museum, or the Jorvik Viking Center where you can learn more about the city's Viking history.</p> <p>Evening: Traditional Sunday Roast dinner with Yorkshire Puddings</p>
Day 9, (April 26)	<p>Conversations with refugees - A Day of Services</p> <p>A day of events in which students visit a well-known non-profit organization in Leeds called PAFRAS. (Positive Action for Refugees and Asylum Seekers). <a href="https://pafras.org.uk">https://pafras.org.uk</a></p> <p>Students will engage in advocacy activities with refugees, including advocacy work on a one-to-one basis, storytelling and swapping experiences, English language speaking, sports activity, and cooking a meal together.</p> <p>Evening: Fish and Chip Supper at a heritage venue in the City</p>
Day 10 (April 27)	<p>Presentations day: Each student delivers a short presentation based on notes/photographs/videos etc. collected during the visit around the theme of 'Migrations'</p> <p>Evening: Farewell dinner</p>
Day 11 (April 28)	Travel day

Some staff profiles who will be delivering the program:

Dr John Allan. <https://www.leedsbeckett.ac.uk/staff/john-allan/>

Dr Elliot Cohen. <https://www.leedsbeckett.ac.uk/staff/dr-elliott-cohen/>

Dr John Hills. <https://www.leedsbeckett.ac.uk/staff/john-hills/>

Dr Vivien Sabel. <https://www.leedsbeckett.ac.uk/staff/dr-vivien-sabel/>

Dr Penn Smith. <https://www.leedsbeckett.ac.uk/staff/dr-penn-smith/>

Dr Steve Taylor. <https://www.leedsbeckett.ac.uk/staff/dr-steven-taylor/>

Professor Divine Charura. <https://www.yorks.ac.uk/our-staff/staff-profiles/divine-charura.php>

Some of the Non-Profits in the City we will be engaging with:

Positive Action for Refugees and Asylum Seekers <https://pafras.org.uk>

Leeds Asylum Seekers Support Network. <https://lassn.org.uk>

Refugee Education training Advice Service. <https://retasleeds.weebly.com>

New Roots Leeds. <https://www.refugeecouncil.org.uk/get-support/services/new-roots-leeds/>

Leeds Migration Partnership. <https://migrationpartnership.org.uk>

## **Exertion Level and Travel Insights**

### Walking (miles/day)

The walking distance from the hotel to Leeds Beckett University is 0.3 miles. For the most part, the town can easily be accessed by walking, or riding taxi to cover distances of 1-4 miles.

Terrain Altitude Leeds is 200 feet above sea level, with nothing more than modest undulations in terrain, the city is compact with sidewalks everywhere and an accessible public bus service (there is not rail transit system in the city as it is small).

Every street has sidewalks, there is no public bike hire system as it is not needed, the city centre can be walked across easily in 15 minutes. The campus is at the very top of the map ('Rose Bowl' building.)

General weather in December –The average weather for December in Leeds is in the 40s during the day and 30s at night.

Availability of variety of food all nationalities/cuisines, vegetarian and vegan restaurants



Academic Grades for Graduate Courses				
Assigned by Instructor of Record for the Course				
Grade	Percentage	Quality Points	Credit Earned	Classification
A	94 - 100%	4.00	Full Course Credits Earned	Superior
A-	90 - 93%	3.67	Full Course Credits Earned	Excellent
B+	88 - 89%	3.33	Full Course Credits Earned	Very Satisfactory
B	83 - 87%	3.00	Full Course Credits Earned	Satisfactory
B-	80 - 82%	2.67	Full Course Credits Earned	Marginally Satisfactory
C	70 - 79%	2.00	Full Course Credits Earned, Does Not Count Toward Degree Requirements	Unacceptable, Failing Grade
F	69 and below	0.00	0 Credits Earned, Does Not Count Toward Degree Requirements	Unacceptable, Failing Grade
CR	Not Applicable	Not Applicable	Full Course Credits Earned	Credit
NC	Not Applicable	Not Applicable	0 Credits Earned, Does Not Count Toward Degree Requirements	No Credit, Failing Grade
AU	Not Applicable	Not Applicable	Not Applicable	Audit
I	Not Applicable	Not Applicable	Not Applicable	Incomplete, Temporary Grade
IP	Not Applicable	Not Applicable	Not Applicable	In Progress, Temporary Grade

<b>Grading</b>
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<http://catalog.thechicagoschool.edu/content.php?catoid=112&navoid=10055#academic-grades>

**Statement on Final Grades**

Some courses may use online course management software, such as Canvas, as a key component in the course experience. Such software may record grades for individual assignments for both the instructor and the student, as well as tabulate a cumulative grade based on the grading criteria for the course. However, the only official source for final grades is the Academic Portal.

*Note: This syllabus is subject to change at my discretion. Students will be informed of significant changes ahead of time and given an opportunity to voice opinions or concerns.*

## **POLICY**

The Chicago School of Professional Psychology Policies are found in the [TCSPP Catalog](#) (Institutional, Academic, Student Rights and Responsibilities, and Financial Aid and Student Account Policy sections). Students should pay particular attention to the following policies:

<b>INTRODUCTION</b>
• <b>COMMITMENT TO DIVERSITY</b>
<b>ACADEMIC POLICIES AND PROCEDURES</b>
• <b>CLASS CANCELLATION</b>
• <b>CREDIT HOUR</b>
• <b>GRADING POLICIES</b> <ul style="list-style-type: none"><li>○ <b>ADMINISTRATIVE GRADES</b><ul style="list-style-type: none"><li>▪ <b>INCOMPLETE</b></li></ul></li></ul>
• <b>LEAVE OF ABSENCE</b> <ul style="list-style-type: none"><li>○ <b>MILITARY LEAVE OF ABSENCE</b></li></ul>
<b>FINANCIAL AID AND STUDENT ACCOUNT POLICIES</b>
<b>STUDENT RIGHTS AND RESPONSIBILITIES</b>
• <b>ACCESSIBILITY ACCOMMODATIONS</b>
• <b>STUDENT CONDUCT</b> <ul style="list-style-type: none"><li>○ <b>ACADEMIC INTEGRITY</b></li><li>○ <b>PROFESSIONAL COMPORTMENT</b></li></ul>
• <b>RELIGIOUS ACCOMMODATIONS</b>
• <b>TECHNOLOGY</b> <ul style="list-style-type: none"><li>○ <b>ELECTRONIC COMMUNICATION ETIQUETTE</b></li><li>○ <b>USE OF COMPUTING RESOURCES</b></li></ul>
<b>STUDENT SERVICES, HEALTH, AND SAFETY</b>

## **Program and Course Procedures and Policies**

### **Program Policy on Class Attendance and Technology Use**

#### Attendance

- 1) Regular class attendance ensures there is integrity and accountability to the program's training, particularly with regards to meeting the Standards of Accreditation of the American Psychological Association. Also, attendance and punctuality influence the evaluation and perception of student comportment and performance. For these reasons, the program expects students to attend class regularly and on time.
- 2) Absences are excused at the discretion of the instructor and may include emergencies, religious observances, significant life events (e.g., death in the family), and other extenuating circumstances outside of a student's control (e.g., severe illnesses). If possible, the student should alert the instructor ahead of time of such absences. Unexcused absences may lead to the issuance of a Professional Performance Evaluation (PPE) or other disciplinary actions.
- 3) Students who miss a second class (or more) will have to make up for the class content that day by submitting an assignment (graded as complete/incomplete) designed by the instructor to be equivalent in effort and content for the time missed. Due date for the assignment will be determined by the instructor.
- 4) Regardless of whether an absence is excused, if a student misses 3 or more classes (or its equivalent in the summer semester), this may result in failing the course and needing to retake it another semester, potentially delaying progress through the program.
- 5) In general, students are expected to consistently attend class on time (i.e., no later than 10 minutes and not late on multiple occasions) and return on time from break in the allotted time by the instructor. Repeated tardiness may result in the issuance of a PPE, or other disciplinary actions. Students should always contact the instructor directly and if possible ahead of time if they anticipate tardiness.

- 6) GoToMeeting should only be used with instructor approval for excused absences and should be arranged at least 24 hours ahead of time.

### **Technology Use**

- 1) Active and engaged participation with the course material, lectures, class presentations and class discussions is essential to learning and professional comportment. When technology use interferes with this principle, the instructor will alert the student(s) of the issue.
- 2) Students are asked to limit technology use (e.g., laptop) to course-related activities (e.g., note-taking) only. If any problematic behavior persists, this may result in the instructor issuing a PPE to the student. If there is a valid reason for students to be accessible by phone during class, then they should check with the professor ahead of time about the least disruptive way to handle the call.

### **Confidentiality:**

Confidentiality is important in any class, but especially in an experiential class, in which students might disclose personal information in discussions with the class or instructor, or in their class writing. For respect, safety, and integrity we must maintain the utmost of confidentiality regarding what is communicated in class. Without risk, learning may not take place. It is hard to risk without feeling one's privacy will be held in confidence. Exceptions to confidentiality include any information regarding potential harm to yourself or others, particularly to children. As a licensed psychologist, the Instructor is a mandated reporter and therefore is required to report threats to an individual, be they self-inflicted or caused by others.

Additionally, in this class, at times the Instructor and students may discuss details of clinical work or review client case materials as examples of course concepts. In accordance with the American Psychological Association's Ethical Principles of Psychologists and Code of Conduct, reasonable precautions must be taken to protect confidential information. "Psychologists do not disclose in their writings, lectures, or other public media confidential, personally identifiable information concerning their client/patients, students, research participants, organizational clients, or other recipients of their services that they obtained during the course of their work, unless 1) they take reasonable steps to disguise the person or organization, 2) the person or organization has consented in writing, or 3) there is legal authorization for doing so (APA Ethics Code 2002, 4.07). As a result, in their discussions and course materials, instructors will remove or alter any details that could identify actual clients. Students also at times may bring to class real world and work experiences in order to enhance their own and others' learning. Students are similarly expected to protect the privacy and confidentiality of such information and materials. All students are expected to maintain all related notes and handouts from such classes in a professional manner. Failure to do so may result in referral to the Student Affairs Committee.

### **Student self-disclosure in classes:**

In accordance with the American Psychological Association (APA, 2002) Ethical Principles and Code of Conduct Standard 7.04, students should be aware that some Clinical PsyD courses may require disclosure of certain personal information related to the student's ability to understand the purposes of these courses and their application to the effective practice of clinical psychology. Students may be required to participate in learning activities that involve different levels of self-disclosure. Students may be evaluated in areas that include, but are not limited to, demonstration of sufficient: a) interpersonal and professional competence; b) self-awareness, self-reflection and self-evaluation; c) openness to processes of supervision; and d) resolution of problems or issues that interfere with professional development or functioning in a satisfactory manner.

## **Student Academic Supports and Resources**

### **[STUDENT PORTAL FOR UNIVERSITY RESOURCES](#)**

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

### **[BOOKSTORE](#)**

### **[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.
- 2) Access the community user boards and discussions.
- 3) Ask HelpDesk:
  - a. Submit a ticket with your question or issue by filling out the form provided in the course.
  - b. Contact the Help Desk by phone: 855-745-8169
  - c. Have a live IM chat with a HelpDesk representative.

#### IT SUPPORT

Students may contact HelpDesk by:

**Phone:** (800) 747-8367

**Email:** [helpdesk@tcsedsystem.edu](mailto:helpdesk@tcsedsystem.edu)

**Website**

#### **Hours**

	<b>Pacific time</b>	<b>Central time</b>	<b>Eastern time</b>
<b>Weekdays</b>	5:00 am to 7:00 pm	7:00 am to 9:00 pm	8:00 am to 10:00 pm
<b>Weekend</b>	7:00 am to 3:00 pm	9:00 am to 5:00 pm	10:00 am to 6:00 pm

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

#### LIBRARY RESOURCES

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

- [Chicago / XULA Library](#)
- [Online Library](#)
- [Southern California Library](#)
- [Washington DC Library](#)
- [Dallas Library](#)

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.

#### ACADEMIC SUPPORT

##### WRITING SUPPORT

If you need assistance with writing skills or APA Writing, contact the DC Writing Center at [WritingDC@thechicagoschool.edu](mailto:WritingDC@thechicagoschool.edu)

##### STUDENT SUPPORT RESOURCES

Information on student support can be accessed at [my.thechicagoschool.edu](http://my.thechicagoschool.edu) or by reaching out to your Student Success Counselor.

They can be reached at 800.595.6938 (option 1) or [DCstudentsupport@thechicagoschool.edu](mailto:DCstudentsupport@thechicagoschool.edu)