

National Center for International Studies
Power of One: Vietnam IS610: “Global Dexterity & Well-being in Cross Cultural Contexts”
Spring 2023
Travel Dates: 4/24/23 to 5/2/23
Online Course Syllabus
3 Credit Hours

Course Introduction

Instructor:	Instructor will post this information in Week 1 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.

Power of One: Vietnam.

Mental health professionals are being told we must be culturally sensitive and culturally competent. But, what does that mean? *How do you learn and practice the specific behaviors that help you adapt culturally?* This course is a unique opportunity to practice ‘global dexterity,’ a process of learning a new culture’s behavioral codes, customizing your own cultural behaviors through mentorship and practice, and improving your abilities to culturally adapt over time. Together, we are immersed in the local culture and daily life of those living in urban Ho Chi Minh City and the rural Mekong Delta. Vietnam is the ‘Asian Tiger’ experiencing unprecedented economic development and social change after years of conflict and international isolation. As a result of urbanization and modernization, the population is facing a variety of mental health and well-being concerns and psychology is a relatively new, yet growing, field of study. Our trip takes us from the hustle and bustle of a modern, historic city to the natural beauty of agricultural and fishing villages. We learn about family, food, language, culture and history in order to understand *what it means to be well in the Vietnamese context*. Our work includes a variety of service-learning opportunities to interact with local villagers, university faculty and students, and city residents. The sites we visit will appeal to students in every TCSP program and cover a range of business, mental health, and social settings. A study abroad to South East Asia is simply unforgettable... It changes your view of the world and of yourself for the better.

CLO – Course Learning Outcome
MLO – Module Learning Outcome

Institutional Learning Goals

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

Institutional Learning Goal: 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.

By the end of this course, students will be able to...

CLO1 - Demonstrate knowledge of the world-view of the local culture within the context of psychology.

- MLO1 Describe how elements of each country’s culture and individual behavior of citizens relate to how they define and foster well-being.

- MLO5 Explain the role food plays in the spiritual and daily lives of the Vietnamese.
- MLO6 Discuss norms and practices in Vietnam related to marriage, parenting, kinship, family, and social stature/relationships.
- MLO7 Describe collectivism in Vietnamese culture.
- MLO8 Explain how rapid urbanization and globalization from economic reform are impacting mental health in Vietnam.
- MLO9 Describe efforts to mitigate the effects of tourism, job growth, and development on the UNESCO World Heritage sites such as Halong Bay and Hoi An.
- MLO10 Discuss how rice agriculture has impacted the lives and culture of the Vietnamese.
- MLO11 Briefly describe the various ethnic minority groups in Vietnam such as the Glay, K'ho Lach, Red Dao, or Hmong.
- MLO12 Briefly find, review, and describe 2-3 of Vietnam's programs that address the needs of ethnic minorities (ex: education or health)
- MLO13 Explain how changing gender roles and sexual behavior are impacting the norms and practices around romance, relationships, and sexuality.
- MLO14 Elaborate on the "richness and variety of traditional Vietnamese religion" traditions (see this article). List common norms and practices of ancestor worship, Buddhism, Confucianism, etc. in Vietnam.
- MLO15 What may be the current day mental health and societal impacts of repeated struggle, defense and recovery from historical Chinese, French, and US invasions?
- MLO16 Describe the contribution of Ho Chi Minh to the Vietnamese People's Revolution.
- MLO17 Describe the socialist political system in Vietnam.
- MLO18 Describe major changes in the growth of psychology as a field over the past 50 years in Vietnam.
- MLO19 List some current challenges and opportunities facing psychology and mental health in Vietnam today.
- MLO20 Explain the role of the Socialist Republic of Vietnam's role in mental health for youth – and psychology more generally.

CLO2 - Analyze differences between host culture and own culture.

- MLO2 Describe commonalities and differences between beliefs, behaviors, and culture between your community and those we visit.
- MLO21 Explain what well-being means in the Vietnamese context.
- MLO22 Relate the meaning of well-being for the Vietnamese to other cultures.
- MLO27 Discuss the similarities/differences observed in service delivery in America and Vietnam.

CLO3 - Examine global perspective in relation to their professional and academic goals.

- MLO2 Describe self in relation to results of Global Perspectives Inventory.
- MLO28 Briefly evaluate your **previous and current** understanding of the cultural features of the Vietnamese identity. How has this changed after spending time in Vietnam?

CLO4 - Explain personal, professional and academic impact of their experience abroad.

- MLO30 - Summarize the most important or transformative personal, professional and academic impact of their experience abroad.

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.

By the end of this course, students will be able to...

CLO5 - Recognize value of interacting with individuals with backgrounds and/or perspectives different from their own.

- MLO23 Provide a rationale of how improvement in adapting your own cultural behavior would support your personal relationships, career success, civic participation, clinical skills, or service to your community for the greater good.
- MLO25 Reflect on what you learned about inter-professional collaboration and cultural competence while interacting with our in-country partners and your small group.

CLO6 - Demonstrate ability to tolerate ambiguity in complicated environments where clear-cut answers or standard operating procedures are absent.

- MLO3 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.

CLO7 - Practice responsibility and accountability by making appropriate decisions on behavior and accepting the consequences of their actions.

- MLO31 Demonstrates expected professional behavior and comportment for entire duration of program and in all interactions with students, faculty, administrators and all in-country partners.

CLO8 - Demonstrate ability to be self-reliant in non-classroom environment.

- MLO8 Punctually and completely attends all required in-country activities without few prompts or reminders.

Professional Practice

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

By the end of this course, students will be able to...

CLO9 - Apply psychology and behavior analytic theory interventions to their personal and professional lives to enhance effectiveness in their psychology careers.

- MLO32 - Practice evidence-based procedures of culturally competent psychology.
- MLO24 Synthesize three scholarly personal development methods and tie them to the concept of global dexterity – learning cultural norms, finding mentors, modifying your behavior, remaining authentic, coping with mistakes, charting your progress over time, etc.

CLO10 - Analyze well-being and well-being interventions in a cross-cultural context through the lens of interdisciplinary psychology.

- MLO1 – Analyze what well-being means for you and your community.
- MLO29 Explain how your understanding of well-being had changed over the course.

CLO11 – Demonstrate ‘global dexterity’ as a psychology professional.

- MLO4 Using online resources, listen to, learn and practice 5 elementary phrases in the Vietnamese language in preparation for communicating with local people during your in-country trip.
- MLO26 Explain how you actually applied global dexterity and your new academic knowledge of Vietnamese culture, language, and socio-political context to provide culturally sensitive service-learning to benefit the local community. Be specific and behavioral.
- MLO33 Explain how you will need to customize, rehearse and evaluate your cultural behavior for the work/professional settings of Vietnam.
- MLO34 Anticipate the psychological challenges you may face during adapting your cultural behavior.

Appendices

Travel Itinerary

- Subject to change, your instructor will ensure you have the most updated Itinerary before travel
- Please find the Itinerary in [Appendix A](#)

Course Rubrics

- All rubrics will be in line and consistent with the Rubrics below. Graduate level work is expected.
- Please find all Rubrics in [Appendix B](#)
 - [Course Rubric](#)
 - Assignment Rubric- [In Country Attendance & Engagement](#)
 - Assignment Rubric- [Professional Behavior & Comportment](#)
 - Assignment Rubric- [Application Activities](#)
 - [Discussion Forum Scoring Rubric](#)
 - Assignment Rubric- [Interdisciplinary Journal Pair and Share](#)
 - Signature Assignment Rubric - [Professional Development Plan](#)

Student Academic Support and Resources

- Please find Student Academic Support and Resources information in [Appendix C](#)

Required and Optional Texts and Electronic Reserves

Required Texts

Title	ISBN	Publisher's Price
Molinsky, A. (2013). <i>Global dexterity: How to adapt your behavior across cultures without losing yourself in the process</i> . Boston, MA: Harvard Business School Press.	ISBN-10: 9781422187272	TCSPP Bookstore Amazon \$23.97 New
Lomas, T. (2018). <i>Translating happiness: A cross-cultural lexicon of well-being</i> . Cambridge, MA: MIT Press.	ISBN: 9780262037488	TCSPP Bookstore Amazon \$13.44

Important Student Information

The Chicago School of Professional Psychology

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

Required Readings and Videos (found within course modules as PDF files or weblinks)

** As graduate students, you may notice FEWER peer reviewed journal articles in the list below than you may normally see in a class. As part of your professional development and achievement in the course, you will work in small interdisciplinary groups during most weeks to locate, share, and analyze scholarly sources from your specific field, or from reputable scholars in other fields, related to the topics. Support can be provided as needed, by peers and your instructor, depending on your current level of skill in literature search and review. You'll note I offer a few selected articles and web resources to get you started!

Documents

- Barker, T., & Üngör, M. (2019). Vietnam: The Next Asian Tiger?. *The North American Journal of Economics and Finance*, 47, 96-118.
- Dang, H. M., & Weiss, B. (2012). Mental health education and training in Vietnam: The role of clinical psychology. In *Health Education in Context* (pp. 243-251). Brill Sense.
- DiGregorio, M., & Saleminck, O. (2007). Living with the dead: The politics of ritual and remembrance in contemporary Vietnam. *Journal of Southeast Asian Studies*, 38(3), 433-440.
- Harman K., Bich N.T.N. (2010) Reforming Teaching and Learning in Vietnam's Higher Education System. In: Harman G., Hayden M., Nghi P.T. (eds) Reforming Higher Education in Vietnam. *Higher Education Dynamics*, vol 29. Springer, Dordrecht

- Jamieson, N. L. (1995). *Understanding Vietnam*. Berkeley, CA: University California Press, pp. 1-41.
- Kohl, K. (2007). Americans doing business in Vietnam: Communication differences. Retrieved from http://www.baruch.cuny.edu/wsas/student_work/documents/Kohl.pdf on September 13, 2019.
- Le, P., Hagans, K., Powers, K., & Hass, M. (2011). Developing school psychology in Vietnam. *NASP Communique*, 39(6).
- Markussen, T., Fibæk, M., Tarp, F., & Tuan, N. D. A. (2018). The happy farmer: Self-employment and subjective well-being in rural Vietnam. *Journal of Happiness Studies*, 19(6), 1613-1636.
- McCaig, B., & Pavcnik, N. (2013). *Moving out of agriculture: structural change in Vietnam* (No. w19616). National Bureau of Economic Research.
- Nguyen, T. V., Dalman, C., Le, T. C., Nguyen, T. V., Tran, N. V., & Allebeck, P. (2010). Suicide attempt in a rural area of Vietnam: Incidence, methods used and access to mental health care. *International journal of mental health systems*, 4(1), 3.
- Schwenkel, C. (2009). *The American War in contemporary Vietnam: Transnational remembrance and representation*. Bloomington, IN: Indiana University Press, pp. 25-49.
- Teerawichitchainan, B., Pothisiri, W., & Long, G. T. (2015). How do living arrangements and intergenerational support matter for psychological health of elderly parents? Evidence from Myanmar, Vietnam, and Thailand. *Social Science & Medicine*, 136, 106-116.
- Taylor, K.W. (1998). Surface orientations in Vietnam: Beyond histories of nation and region. *Journal of Asian Studies*, 57(4), 949-977.
- Vung, N. D., Ostergren, P. O., & Krantz, G. (2009). Intimate partner violence against women, health effects and health care seeking in rural Vietnam. *European Journal of Public Health*, 19(2), 178-182.
- Weiss, B., Dang, H. M., Ngo, V., Pollack, A., Sang, D., Lam, T. T., ... & Do, K. N. (2011). Development of clinical psychology and mental health resources in Vietnam. *Psychological Studies*, 56(2), 185.

Links – WILL BE FORMATTED IN APA IF COURSE RUNS

- 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](#)
- [The Socialist Republic of Vietnam Independence– Freedom – Happiness](#)
- [The Mental Healthcare Industry in Vietnam](#)
- [Institutional Learning Outcomes](#) of TCSPP
- [Policy Research Report on Gender and Development](#)
- [Sexual Morals and Sexual Behavior in Vietnam](#)
- [Religion in Vietnam](#)
- [A Student's Perspective on Global Dexterity](#)
- [The Journey to Global Dexterity with Andy Molinsky](#)
- [Travel to Vietnam](#)
- CDC travel information for [Vietnam](#)
- [International Travel Registration](#)
- [“What to Know Before You Go” TCSPP Study Abroad Pre-Departure Handbook](#)
- [A Student's Perspective on Global Dexterity](#)
- [The Journey to Global Dexterity with Andy Molinsky](#)

Course Schedule, Tentative Itinerary, Assignments, and Grading

Unique Assignments for a Study Abroad Course:

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

Module/PLOs/MLOs/CLOs	Module Readings	Unit/Overview	Assignments/Points	Assessment Method
Module 1 IF THIS COURSE IS SELECTED AND RUNS, WE WILL FINISH THIS COLUMN Institutional Goals Addressed: Course Learning Outcomes (CLO) Addressed: Module Learning Outcomes (MLO) Addressed:	Student Information <ul style="list-style-type: none"> • “What to Know Before You Go” TCSPP Study Abroad Pre-Departure Handbook Text (Lomas, 2018) <ol style="list-style-type: none"> 1. Mapping Well-being 2. Feelings Document Barker, T., & Üngör, M. (2019)	Unit 1 – Meaning of Well-being CLOs Addressed: CLO 10	Unit 1 Discussion: Introduce Yourself and tell us “What does well-being mean for you and your community? What is cultural competence for psychology students – how does it ‘look’ from a behavioral perspective?” (Required for Attendance Purposes) (10 pts) Initial Post due Wednesday, 11:59pm, CST, of the first week of class. Addresses MLO1 Unit 1 Assignment: Connect with your group and set up meetings starting next week	<i>Mandatory to stay in the course</i> Discussion Rubric Completed Task
		Unit 2 – Prepare for Travel CLOs Addressed: CLO 3, 5	Unit 2 Assignment: International Travel Registration. (20 pts) https://my.thechicagoschool.edu/community/studentresources/ie/Pages/Travel-Database.aspx Complete no later than one month before travel Unit 2 Assignment: Reflect on Pre-Course Survey - Global Perspectives Inventory (10 pts) Complete no later than Sunday, 11:59pm, CST Addresses MLO2, 3	Complete by Due Date Completed Survey

<p>Module 2</p> <p>Institutional Goals Addressed:</p> <p>Course Learning Outcomes (CLO) Addressed:</p> <p>Module Learning Outcomes (MLO) Addressed:</p>	<p>Text (Lomas, 2018)</p> <ol style="list-style-type: none"> Relationships Development A Map of Well-Being <p>Document</p> <p>Teerawichitchainan, B., Pothisiri, W., & Long, G. T. (2015).</p> <p>Jamieson, N. L. (1995) pp. 1-41</p> <p>Weblinks</p> <ul style="list-style-type: none"> Travel to Vietnam 	<p>Unit 3 – Language, Food & Customs</p> <p>Addresses</p> <p>CLO 5, 11</p>	<p>Unit 3 Activity: Attend Pre-Departure Orientation (GoToMeeting) [20 pts]:</p> <p>Log in information will be sent to you via email or announcement. Be sure to have attended live or watched the video and submitted notes by this module.</p> <p>Addresses MLO31</p> <p>Unit 3 Application Activity:</p> <p>MLO4 Using online resources, listen to, learn and practice 5 elementary phrases in the Vietnamese language in preparation for communicating with local people during your in-country trip. (Attend closely to where emphasis is placed on the phrases, and tonality, as both can change the meaning of what you are saying!). Practice these with your group each week and upload a brief reflection here after week 1 of practice.</p> <p>Submit here: What words did you choose? How comfortable do you feel saying the words? How can knowing a few of these phrases help with your global dexterity?</p> <p>(20 pts)</p> <p>Complete no later than Sunday, 11:59pm, CST</p>	<p>Mandatory for travel.</p> <p>Activity Rubric</p>
		<p>Unit 4 – Family & Relationships</p> <p>CLOs Addressed:</p> <p>CLO 1, 9</p>	<p>Unit 4 Assignment: Interdisciplinary Journal Pair and Share – To prepare for your group discussion, conduct a search and find 3 <i>scholarly</i> articles and 2 <i>reputable web sources</i> that can address the following prompts.</p> <ul style="list-style-type: none"> MLO5 What role does food play in the spiritual and daily lives of the Vietnamese? MLO6 Discuss norms and practices in Vietnam related to marriage, parenting, kinship, family, and social stature/relationships. MLO7 Describe collectivism in Vietnamese culture. <p>Bring the resources digitally to the meeting and discuss them. As a group, provide a summary of key insights that synthesize across the articles of the entire group.</p> <p>Create a reference page in APA format of all resources found and submit them with your summary. (20 pts)</p> <p>Complete no later than Sunday, 11:59pm, CST</p>	<p>Journal Rubric</p>
<p>Module 3</p> <p>Institutional Goals Addressed:</p>	<p>Text (Molinsky, 2018)</p> <p>Part One: Why Global Dexterity Matters</p>	<p>Unit 5 – Economy & Tourism, Global Dexterity</p> <p>CLOs Addressed:</p> <p>CLO 1, 9</p>	<p>Unit 5 & 6 Assignment: Academic Journal Pair and Share,</p> <p>Again, come to the group discussion prepared with three scholarly articles (or book chapters) along with a couple of online resources from reputable sources.</p>	<p>Journal Rubric</p>

<p>Course Learning Outcomes (CLO) Addressed:</p> <p>Module Learning Outcomes (MLO) Addressed:</p>	<p>1. Introduction to Global Dexterity 2. Psychological Challenges of Developing Global Dexterity</p> <p>Document McCaig, B., & Pavcnik, N. (2013)</p> <p>Weblinks</p> <ul style="list-style-type: none"> • A Student's Perspective on Global Dexterity • The Journey to Global Dexterity with Andy Molinsky 	<p>Unit 6 – Work & Agriculture</p> <p>CLOs Addressed: CLO 1, 9</p>	<ul style="list-style-type: none"> • MLO8 Explain how rapid urbanization and globalization from economic reform are impacting mental health in Vietnam. • MLO9 Describe efforts to mitigate the effects of tourism, job growth, and development on the UNESCO World Heritage sites such as Halong Bay and Hoi An. • MLO10 Discuss how rice agriculture has impacted the lives and culture of the Vietnamese. <p>Synthesize your findings and submit one group summary here.</p> <p>(20 pts) Complete no later than Sunday, 11:59pm, CST</p>	
<p>Module 4</p> <p>Institutional Goals Addressed:</p> <p>Course Learning Outcomes (CLO) Addressed:</p> <p>Module Learning Outcomes (MLO) Addressed:</p>	<p>Text (Molinsky, 2018) Part Two: How to Develop Your Own Global Dexterity 3. Diagnose the New Cultural Code 4. Identify Your Own Challenges with the New Cultural Code</p> <p>Document DiGregorio, M., & Salemink, O. (2007)</p> <p>Kohl, K. (2007) Vung, N. D., Ostergren, P. O., & Krantz, G. (2009)</p> <p>Weblinks</p> <ul style="list-style-type: none"> • Policy Research Report on Gender and Development • Sexual Morals and Sexual Behavior in Vietnam • Religion in Vietnam 	<p>Unit 7 – Ethnicity, Gender, & Sexuality</p> <p>CLOs Addressed: CLO 1, 9</p>	<p>Unit 7 Assignment: Interdisciplinary Journal Pair and Share (20 pts) – To prepare for your group discussion, conduct a search and find 3 <i>scholarly</i> articles (or book chapters, etc.) and 2 <i>other web sources</i> that can address the following prompts.</p> <ul style="list-style-type: none"> • MLO11 Briefly describe the various ethnic minority groups in Vietnam such as the Glay, K’ho Lach, Red Dao, or Hmong. (<i>Consider their effect on the wider culture and the experience of national and individual identity.</i>) • MLO12 Briefly find, review, and describe 2-3 of Vietnam’s programs that address the needs of ethnic minorities (ex: education or health). (<i>See if you can find any information on what is working well and what is not, from various perspectives.</i>) • MLO13 Explain how <u>changing gender roles</u> and <u>sexual behavior</u> are impacting the norms and practices around romance, relationships, and sexuality. • MLO14 Elaborate on the “richness and variety of traditional Vietnamese religion” traditions (see this article). List common norms and practices of ancestor worship, Buddhism, Confucianism, etc. in Vietnam. <p>Bring the resources digitally to the meeting and discuss them. As a group, provide a summary of key insights that synthesize across the articles of the entire group.</p> <p>Create a reference page in APA format of all resources found and submit them with your summary. (20 pts)</p> <p>Complete no later than Sunday, 11:59pm, CST</p>	<p>Journal Rubric</p>

		<p>Unit 8 – Religion & Spirituality; Planning to be Dexterous</p> <p>CLOs Addressed: CLO 11</p>	<p>Unit 8 Activity: Application to Self:</p> <ul style="list-style-type: none"> MLO33 Explain how you will need to customize, rehearse and evaluate your cultural behavior for the work/professional settings of Vietnam. ML)34 Anticipate the psychological challenges you may face during adapting your cultural behavior? <p>[20 pts] Complete no later than Sunday, 11:59pm, CST</p>	<p>Activity Rubric</p>
<p>Module 5</p> <p>Institutional Goals Addressed:</p> <p>Course Learning Outcomes (CLO) Addressed:</p> <p>Module Learning Outcomes (MLO) Addressed:</p>	<p>Text (Molinsky, 2018) 5. Overcome Challenges by Customizing Your Cultural Behavior 6. Integrate What You Have Learned Through Rehearsal and Evaluation</p> <p>Document Taylor, K.W. (1998). Schwenkel, C. (2009) pp. 25-49</p>	<p>Unit 9 – History, Wars, & Revolutions</p> <p>CLOs Addressed: CLO 1</p> <p>Unit 10 – Government & Politics</p> <p>CLOs Addressed: CLO 9</p>	<p>Unit 9 & 10 Assignment: Interdisciplinary Journal Pair and Share (20 pts) - To prepare for your group discussion, conduct a search and find 3 <i>scholarly</i> articles (or book chapters, etc.) and 2 <i>other web sources</i> that can address the following prompts.</p> <ul style="list-style-type: none"> MLO15 What may be the current day mental health and societal impacts of repeated struggle, defense and recovery from historical Chinese, French, and US invasions? MLO16 Describe the contribution of Ho Chi Minh to the Vietnamese People's Revolution. MLO17 Describe the socialist political system in Vietnam. <p>Bring the resources digitally to the meeting and discuss them. As a group, provide a summary of key insights that synthesize across the articles of the entire group.</p> <p>Create a reference page in APA format of all resources found and submit them with your summary. (20 pts)</p> <p>Complete no later than Sunday, 11:59pm, CST</p>	<p>Journal Rubric</p> <p>Activity Rubric</p>
<p>Module 6</p> <p>Institutional Goals Addressed:</p> <p>Course Learning Outcomes (CLO) Addressed:</p> <p>Module Learning Outcomes (MLO) Addressed:</p>	<p>Text (Molinsky, 2018) Part Three: Fine-Tuning Your Global Dexterity 7. Charting Your Progress over Time 8. Getting Others to Forgive Your Cultural Mistakes</p> <p>Document Markussen, T., Fibæk, M., Tarp, F., & Tuan, N. D. A. (2018)</p>	<p>Unit 11 – Tradition & Modernity (Change)</p> <p>CLOs Addressed: CLO 1</p> <p>Unit 12 – Urban & Rural Life</p> <p>CLOs Addressed: CLO 1, 2, 9</p>	<p>Unit 11 & 12 Assignment: Interdisciplinary Journal Pair and Share (20 pts) - To prepare for your group discussion, conduct a search and find 3 <i>scholarly</i> articles (or book chapters, etc.) and 2 <i>other web sources</i> that can address the following prompts.</p> <ul style="list-style-type: none"> MLO18 What are the mental and public health impacts of urbanization and rural-urban migration? MLO19 Find and list 3 resources that help you understand traditional rural practices and sustainable development efforts in the Mekong Delta. <p>Bring the resources digitally to the meeting and discuss them. As a group, provide a summary of key insights that synthesize across the articles of the entire group.</p>	<p>Activity Rubric</p> <p>Journal Rubric</p>

	<p>Nguyen, T. V., Dalman, C., Le, T. C., Nguyen, T. V., Tran, N. V., & Allebeck, P. (2010)</p>		<p>Create a reference page in APA format of all resources found and submit them with your summary. (20 pts)</p> <p>Complete no later than Sunday, 11:59pm, CST</p>	
<p>Module 7</p> <p>Institutional Goals Addressed:</p> <p>Course Learning Outcomes (CLO) Addressed:</p> <p>Module Learning Outcomes (MLO) Addressed:</p>	<p>Text (Molinsky, 2018) 9. Finding a Cultural Mentor 10. Choosing Whether or Not to Adapt Your Behavior</p> <p>Document Dang & Weiss (2012)</p> <p>Harman K., Bich N.T.N. (2010)</p> <p>Le, P., Hagans, K., Powers, K., & Hass, M. (2011)</p> <p>Weiss, et al. (2011)</p> <p>Weblinks</p> <ul style="list-style-type: none"> • The Socialist Republic of Vietnam Independence—Freedom – Happiness • The Mental Healthcare Industry in Vietnam 	<p>Unit 13 – Psychology in Vietnam; Adapting your Behavior</p> <p>CLOs Addressed: CLO 1</p>	<p>Unit 11 & 12 Assignment: Interdisciplinary Journal Pair and Share (20 pts) - To prepare for your group discussion, conduct a search and find 3 <i>scholarly</i> articles (or book chapters, etc.) and 2 <i>other web sources</i> that can address the following prompts.</p> <ul style="list-style-type: none"> • MLO18 Describe major changes in the growth of psychology as a field over the past 50 years in Vietnam. • MLO19 List some current challenges and opportunities facing psychology and mental health (in terms of training, higher education, and practice) in Vietnam today. • MLO20 Explain the role of the <u>Socialist Republic of Vietnam’s</u> role in mental health for youth – and psychology more generally. You can use this source to inspire you, but consider scholarly sources to verify the information in the brief. <p>Bring the resources digitally to the meeting and discuss them. As a group, provide a summary of key insights that synthesize across the articles of the entire group.</p> <p>Create a reference page in APA format of all resources found and submit them with your summary. (20 pts)</p> <p>Complete no later than Sunday, 11:59pm, CST</p>	<p>Activity Rubric</p>

		<p>Unit 14 – Higher Education in Vietnam</p> <p>CLOs Addressed: CLO 2</p>	<p>Travel to Vietnam</p> <p>Group discussion in country about the assigned readings and immersive activities.</p> <ul style="list-style-type: none"> • MLO21 Explain what well-being means in the Vietnamese context? Compare and contrast your answer to your first discussion posts in our class. • MLO22 Relate the meaning of well-being for the Vietnamese to what you’ve learned in the Lomas text. 	<p>Mandatory for Course</p> <p>Covered by “In-country attendance and engagement” rubric</p>
<p>Module 8 Travel</p> <p>Institutional Goals Addressed:</p>	<p>Text (Molinsky, 2018) Conclusion: The Myth and Reality of Adapting Behavior across Cultures</p> <p>Weblinks</p> <ul style="list-style-type: none"> • Institutional Learning Outcomes of TCSP 	<p>Unit 15 Vietnam In-country Learning Experience</p> <p>CLO Addressed CLO 2, 3, 4, 5, 7, 9, 10, 11</p>	<p>Unit 15 Assignment: Reflection on Post-Survey: Global Perspectives Inventory (10 pts) Complete no later than Monday after return from in-country, Module 8, 11:59pm, CST</p> <p>Unit 15 Signature Assignment: Cultural Competence Development Plan (300 pts) Synthesize what you have learned throughout the course by creating a targeted action plan to further develop your professional cultural competence. You will prepare a slide deck sharing key points about your plan and submit it here. Your final slide deck must include 14 slides covering each of the following areas:</p> <ol style="list-style-type: none"> 1. Title page 2. MLO23 Provide a rationale of how improvement in adapting your own cultural behavior would support your personal relationships, career success, civic participation, clinical skills, <u>or</u> service to your community for the greater good. 3. Explicit connection of your goal/plan to the Institutional Learning Outcomes of TCSP <p><i>A synthesis of at least 3 evidenced-based methods you will use to move forward to achieve the goal of cultural competence in your field – with citations of scholarly (ex: peer reviewed journal) sources that support your ideas.</i></p> <ol style="list-style-type: none"> 4. First method and citation 5. Second method and citation 	<p>Completed Survey</p> <p>Signature Assignment Rubric</p>

			<p>6. Third method and citation</p> <p>7. MLO24 Synthesize three scholarly personal development methods and tie them to the concept of global dexterity – learning cultural norms, finding mentors, modifying your behavior, remaining authentic, coping with mistakes, charting your progress over time, etc.</p> <p>8. MLO25 Reflect on what you learned about inter-professional collaboration and cultural competence while interacting with our in-country partners and your small group.</p> <p>9. MLO26 Explain how you actually applied global dexterity and your new academic knowledge of Vietnamese culture, language, and socio-political context to provide culturally sensitive service-learning to benefit the local community. Be specific and behavioral.</p> <p>10. MLO27 Discuss the similarities/differences observed in service delivery in America and Vietnam.</p> <p>11. MLO28 Briefly evaluate your previous and current understanding of the cultural features of the Vietnamese identity. How has this changed after spending time in Vietnam?</p> <p>12. Overall evaluation of the material in the course – what was the value of material and methods presented for improving your cultural competence and global dexterity?</p> <p>13. Look at your first discussion post about well-being and your application activity in Unit 13.</p> <ul style="list-style-type: none"> o MLO29 Explain how your understanding of well-being had changed over the course. <p>14. MLO30 Summarize the most important or transformative personal, professional and academic impact of their experience abroad.</p> <p>Complete no later than Sunday, 11:59pm, CST, Due 1 week after return of travel.</p> <p>Travel: In-Country Attendance & Engagement (500 pts) Will be graded by instructor after in-country experience. Addresses MLO 31, 32</p> <p>Travel: Professional Behavior & Compartment (1000 pts) Will be graded by instructor after in-country experience. Addresses MLO 8</p>	<p>Attendance Rubric</p> <p>Behavior Rubric</p>
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Grading Distribution

Assignments	Points
Global Perspectives Inventory Pre-Test	10
Global Perspectives Inventory Post-Test	10

International Travel Registration- full points awarded if complete by due date. No points awarded if not complete by due date.	20
Discussions (1 @ 10 points each)	10
Interdisciplinary Journal Pair and Share (6 @ 20 pts)	120
Application Activities (2 @ 20 pts)	40
Pre-Departure Orientation Attendance	20
In-Country Attendance & Engagement	500
Professional Comportment & Behavior	1000
Signature Assignment	300

Appendix A

Travel Itinerary

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

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

- Walking/hiking - 3
- Heat and humidity - 4
- Biking - 3
- Terrain (sand, dirt, and hills) - 3
- Availability of variety of food - 3
- Bottled water availability - 3
- Sleeping comfortability (single rooms or shared rooms) - shared
- Motor vehicle comfort and accessibility of public transportation and taxi - 2

ITINERARY

Travel Dates: 4/24/23 to 5/2/23

The itinerary's specific days and activities will be confirmed with China Base if the course is approved. However, I recommend the following activities, or activities with similar **immersive** value and depth. Throughout the itinerary, students will be encouraged to act and reflect within the global dexterity framework. The activities are with locals, host families, local guides, etc. They are all designed to be immersive in terms of interaction, experience, communication, interaction so students can learn how to culturally adapt as they learn about well-being issues important to this community.

Date	Activity	Location & Exertion (all days will be hot and humid)
Students Must Arrive no later than: 3:00 pm Day 1 4/24/23	Include: <ul style="list-style-type: none"> • Day: Arrive into Ho Ch Minh City and transfer to accommodations • Evening: Welcome dinner and orientation • Transportation: Airport to accommodations (one group transfer via private coach) 	HCMC 2
Day 2 4/25/23	<ul style="list-style-type: none"> • Morning: Enjoy a guided tour (with local guide) of the city that includes a roast and taste coffee experience and the local coffee and café culture, local temples (to learn about religions and 	HCMC 3

	<p>spirituality) and a visit to learn about Chinese and herbal medicines for wellness.</p> <ul style="list-style-type: none"> • Afternoon: free time in HCMC to explore (recommend Van Hahn Buddhist temple, architectural tour, or local museums) • Meals: Breakfast • Lunch and Dinner on your own 	
<p>Day 3 4/26/23</p>	<ul style="list-style-type: none"> • Morning: Visit Phu My Hung New Urban Development, a planned city in District 7, to learn about urbanization and housing efforts. Learn about the international joint ventures required for the project and meet residents. • Mid-morning: Meet with a local University's (RMIT) Wellness and Diversity team to learn about mental health and well-being for students in a cross-cultural context • Lunch – each with students and faculty from the University, practice Vietnamese phrases and culturally adapted communication • Afternoon: Learn about the important role of food in Vietnamese family, community, and culture. Visit a local market to learn about food production and local marketing practices, then make a meal during a cooking class with a local chef. • Meals: Breakfast • Transportation: Accommodations to visits (private transportation and walking) • Lunch on your own 	<p>HCMC 3</p>
<p>Day 4 4/27/23</p>	<ul style="list-style-type: none"> • Morning: Travel to the Cu Chi tunnels and the War Remnant Museum to consider the US invasion and subsequent recovery from different perspectives – see how the people of Vietnam were resilient and ingenious in their own defense • Afternoon: Engage in learning and community service at a local home for either individuals with disabilities or the elderly. Option may be to meet with a family in the Agent Orange Fund program to help them with chores or to spend time with the children or offer services in a local orphanage. • Meals: Breakfast • Transportation: Accommodations to visits (private transportation and walking) • Dinner on your own 	<p>HCMC 3</p>
<p>Day 5 4/28/23</p>	<ul style="list-style-type: none"> • Breakfast provided • Morning: Engage in service learning at RMIT to help their team or students in a meaningful way (to be determined) • Afternoon: Afternoon: free time in HCMC to explore • Lunch and Dinner on your own 	<p>HCMC 3</p>
<p>Day 6 4/29/23</p>	<ul style="list-style-type: none"> • Breakfast provided • Day: Check out of accommodations and transfer to Mekong Delta • Lunch: Lunch at Le Longanier Restaurant in Cai Be, en route to the Mekong Delta. Eat near a tropical garden by the river and surrounded by fruit plantations, Le Longanier is a modeled after a turn-of-the-century French colonial home indicative of the East meets West architecture of the era. Named after the longan trees found in the garden, this quiet spot on the river showcases some of the region's products and rustic cooking styles combining fresh herbs, local fruits and vegetables and local fish. <i>(text edited from their website)</i> • Afternoon: Visit the houseboats and floating markets and waterways in Cai Be to learn how locals live, eat, and do business on water. Visit cottage industries such as making rice paper, pop-rice, or coconut candy. 	<p>Mekong Delta 3</p>

	<ul style="list-style-type: none"> • Evening: Then, we finish our transport to the Mekong Delta site to check into a local host village. • Dinner on your own 	
<p>Day 7 4/30/23</p>	<ul style="list-style-type: none"> • Meals: Breakfast • Morning: Tra Su Bird Sanctuary to observe conservation efforts in the mangrove forest. Take a boat trip to explore the Lower Mekong River, see how Vietnamese vermicelli soup is made, learn about disappearing local trades, experience how to pass a "Monkey bridge" and visit Sam Mountain OR local village activities (to be determined) • Afternoon: Visit a farm or fishing village to learn about rural life in modern-day Vietnam. • Options - engage in service learning planting trees or building a biogas digester at a local farmers house, help repair a structure, or some other project to help the host village • Lunch and Dinner on your own 	<p>Mekong Delta 3</p>
<p>Day 8 5/1/23</p>	<ul style="list-style-type: none"> • Breakfast provided • Morning: Guided tour to learn about rice agriculture, farming, water resources, and poverty reduction efforts in the Mekong Delta. Witness firsthand the changes occurring due to urbanization, globalization, and the interplay between modern and traditional. Or Visit Ben Tre province to learn about sustainability efforts and agricultural diversification or meet with climate change experts from Cần Thơ University. • Afternoon: free time to explore on your own • Transportation: Accommodations to visits (walking and private transportation) • Dinner: Farewell dinner with a local cooking class 	<p>Mekong Delta 3</p>
<p>Day 9 5/2/23</p>	<ul style="list-style-type: none"> • Morning: Check out of homestay and transfer to HCMC for evening or night flights home • En route, visit a traditional Cham weaving village • Meals: Breakfast • Lunch on your own • Transportation: Accommodations to airport (one group airport transfer) 	<p>Mekong Delta to HCMC 3</p>
<p>Students Have Officially Completed the Program: 5/2/23 at 12:00 noon</p>		

Appendix B

Course Rubrics

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Course Rubric

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>	Does not demonstrate knowledge of the world-view of the local culture within the context of psychology; did not demonstrate global dexterity through adaptation of cultural behaviors. Unable to analyze differences between host culture and own culture; Unable to articulate global perspective in relation to their professional and academic goals; cannot explain personal, professional and academic impact of their experience abroad.	Demonstrates basic knowledge of the world-view of the local culture within the context of psychology;; some basic demonstration of global dexterity through adaptation of cultural behaviors. Can analyze some basic differences between host culture and own culture; May not be able to articulate global perspective in relation to their professional and academic goals; when prompted can describe basic personal, professional and academic impacts of their experience abroad.	Demonstrates knowledge of the world-view of the local culture within the context of psychology; ; expected demonstration of global dexterity through adaptation of cultural behaviors. Can analyze several basic differences between host culture and own culture; Able to articulate general understanding of global perspective in relation to their professional and academic goals; can describe personal, professional and academic impacts of their experience abroad.	Demonstrates extensive knowledge of the world-view of the local culture within the context of psychology; outstanding demonstration of global dexterity through adaptation of cultural behaviors. 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>Professional Behavior A graduate will be able to function in a professional and ethical manner in classroom, off-site training, and work settings.</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.	Basic recognition of value of interacting with individuals with backgrounds and/or perspectives different from their own; some tolerance of ambiguity in complicated environments where clear cut answers or standard operating procedures are absent; Generally takes responsibility or accountability by making appropriate decisions on behavior or accepting the consequences of their actions; Demonstrate self-reliance in non-classroom environment.	Recognizes value of interacting with individuals with backgrounds and/or perspectives different from their own; tolerant of ambiguity in complicated environments where clear cut answers or standard operating procedures are absent; Takes responsibility or accountability by making appropriate decisions on behavior or accepting the consequences of their actions; Demonstrate self-reliance in non-classroom environment.	Recognizes and critically evaluates value of interacting with individuals with backgrounds and/or perspectives different from their own; embraces opportunity to learn from ambiguity in complicated environments where clear cut answers or standard operating procedures are absent; takes responsibility or accountability by making appropriate decisions on behavior or accepting the consequences of their actions; Demonstrate self-

				reliance in non-classroom environment.
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Assignment Rubric- In Country Attendance & Engagement

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

Grading Area	Demonstration Level 1 (unacceptable)	Demonstration Level 2 (minimal)	Demonstration Level 3 (expected)	Demonstration Level 4 (advanced)
Attendance	Unexcused absences from required in-country activities. More than several occasions are not punctual. Requires many prompts or reminders and creates inexcusable delays for program. 0-60 points	Attends all required in-country activities. One occasion is not punctual. Requires some prompts or reminders. 60-79 points	Punctual and completely attends all required in-country activities without few prompts or reminders. 80-99 points	Punctual and completely attends all required in-country activities without any prompts or reminders- exhibits complete self-reliance. 100 points
Participation & Engagement	Does not prepare in advance for activities; does not actively listen, is distracted during program; does not contribute or advance knowledge of activity; does not engage with faculty and in-country partners. 0-100 points	Prepares in advance for a few activities; occasionally listens actively; during activities is present and occasionally engages and participates. 200 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. 300 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. 400 points
Total				500 total points

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. 0-800 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. 800 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. 900 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. 1000 points
Total				1000 total points

Assignment Rubric- Activities

Grading Area	Demonstration Level 1 (unacceptable)	Demonstration Level 2 (expected)	Demonstration Level 3 (advanced)
Completion	Less than ½ assignment completed. 0-5 points	More than 50% of elements of assignment completed. 6-9 points	All elements of assignment completed. 10 points
References	No connection or reference to the readings or materials. 0-2 points	References provided are loosely related to the readings and materials. 3-4 points	All required references or citations are included and directly related to the readings and materials. 5 points
Application to practice	Application to practice is not related to readings or activity and there grammatical or writing errors that impede reader’s understanding. 0-2 points	Application to practice is loosely related to readings or activity and there are many grammatical or writing errors. 3-4 points	Application to practice is directly related to readings or activity and there are very few grammatical or writing errors. 5 points
Total			20 total points

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	

Assignment Rubric- Interdisciplinary Journal Pair and Share

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Grading Area	Demonstration Level 1 (unacceptable)	Demonstration Level 2 (minimal)	Demonstration Level 3 (expected)	Demonstration Level 4 (advanced)
Required Components	Response clearly includes all elements required . 0-1 points	Response clearly includes 50% of elements required . 2-3 points	Response clearly includes 75% of elements required . 3-4 points	Response clearly includes all elements required . 5 points
Description of Knowledge Gleaned from Materials	Response demonstrates a lack of reflection on the theories, concepts, and/or strategies presented in assigned course materials. Viewpoints and interpretations are missing, inappropriate, and/or unsupported. 0-3 points	Response demonstrates a minimal reflection on, and personalization of, the theories, concepts, and/or strategies presented in assigned course materials. Viewpoints and interpretations are unsupported or supported with flawed arguments. 4-6 points	Response demonstrates a general reflection on, and personalization of, the theories, concepts, and/or strategies presented in assigned course materials. Viewpoints and interpretations are supported. Appropriate examples are provided, as applicable. 7-10 points	Response demonstrates an in-depth reflection on, and personalization of, the theories, concepts, and/or strategies presented in assigned course materials. Viewpoints and interpretations are insightful and well supported. Clear, detailed examples are provided, as applicable. 10 points
Writing	Writing is unclear and disorganized. Thoughts ramble and make little sense. There more than 3 errors per page for spelling, grammar, or syntax errors throughout the writing. 0-1 points	Writing is unclear and/or disorganized. Thoughts are not expressed in a logical manner. There are more than two spelling, grammar, or syntax errors per page of writing. 2-3 points	Writing is mostly clear, concise, and well organized with good sentence/paragraph construction. Thoughts are expressed in a coherent and logical manner. There are no more than one spelling, grammar, or syntax errors per page of writing. 3-4 points	Writing is clear, concise, and well organized with excellent sentence/paragraph construction. Thoughts are expressed in a coherent and logical manner. There are no spelling, grammar, or syntax errors per page of writing. 10 points
Total				20 total points

Signature Capstone Assignment Rubric – Cultural Competence Development Plan

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Grading Area	Demonstration Level 1 (unacceptable)	Demonstration Level 2 (minimal)	Demonstration Level 3 (expected)	Demonstration Level 4 (advanced)
Area and Rationale	Area unrelated to course or no rationale expressed. 0	An insignificant area of development is selected, or rationale is poorly aligned with course materials and topic. 20	Area of development is related to the course, meaningful, and a logical rationale is provided. 35	Area of development is related to the course, meaningful, and a logical rationale is provided. Rationale includes or citation and link to ILOs. 50

Goal	No goal stated. 0	Goal is stated but is not relevant to course or instructions. 20	Relevant goal, but not formatted as SMART. 35	Highly relevant and logical SMART goal. 50
Methods	No strategies suggested. 0	Generated 1-2 evidenced-based method will use to move forward to achieve the goal – with citations of scholarly sources that support ideas. 20	Generated 3 evidenced-based methods to move forward to achieve the goal – with citations of scholarly sources that support ideas. 35	Generated and synthesized 3 evidenced-based methods to move forward to achieve the goal – with citations of scholarly sources that support ideas. 50
Completion	No step completed. 0	Step initiated. 20	Step partially complete. 35	1 st step complete, with evidence. 50
Evaluation	No evaluation. 0	Culturally insensitive evaluation of Vietnam’s reputation the next Asian Tiger, poised for explosive economic growth but facing critical issues of a changing culture. overall evaluation of the material in the course – what was the value of material and methods presented for improving your personal success? Or, numerous writing errors present. 20	Brief, culturally appropriate evaluation of Vietnam’s reputation as the next Asian Tiger, poised for explosive economic growth but facing critical issues of a changing culture - overall evaluation of the material in the course – what was the value of material and methods presented for improving your personal success? Well written. 35	Thoughtful and culturally sensitive evaluation of Vietnam’s reputation the next Asian Tiger, poised for explosive economic growth but facing critical issues of a changing culture. and overall evaluation of the material in the course – what was the value of material and methods presented for improving your personal success? Well written. 50
Personal Impact	No reflection on collaboration or impact. 0	Reflected on what was learned about interdisciplinary collaboration in small groups or summarized the most important or transformative personal, professional and academic impact of experience abroad. Or, numerous writing errors present. 20	Reflected on what was learned about interdisciplinary collaboration in small groups or summarized the most important or transformative personal, professional and academic impact of experience abroad. Well written. 35	Reflected on what was learned about interdisciplinary collaboration in small groups and summarized the most important or transformative personal, professional and academic impact of experience abroad. Well written. 50
Total				300

Appendix C

Student Academic Support and Resources

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

LIBRARY RESOURCES

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

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

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

WRITING CENTER

A. MA and Doctoral students:

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

B. BA students:

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

C. APA Style Hotline:

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

ONLINE RESOURCES

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

- [Grammar Girl](#)
- [Guide to Grammar & Writing](#)

ONLINE CAMPUS WRITING CENTER (OCWC)

The OCWC offers several resources and services to online students:

- 1:1 Writing consultations for course work, master's theses, and dissertation proposal chapters
- 1:1 Dissertation/capstone chapter reviews for students who have completed their core course work
- Workshops and seminars on academic and professional writing
- A comprehensive website offering resources on academic and professional writing
- Customized support and resources for multilingual students
- Academic Success Programs:
- Academic Writing Seminar
- Graduate Student Success Program

Email: onlinewritingcenter@thechicagoschool.edu

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