



FO 643SA Correctional Counseling & Rehabilitation in the United States and Germany  
3 Credit Hours  
Summer 2022

### Course Introduction

Instructor	Ryan Tobiasz, Psy.D., LPC
Course Meeting Day/Time	Thursdays 9am-3:50pm
Office and Hours	Virtual Office Hours by Appointment
Phone	202-706-7068
E-mail	<a href="mailto:ryantobiasz@thechicagoschool.edu">ryantobiasz@thechicagoschool.edu</a>
Course Website	Canvas

### Official Description of Course

This course introduces students to the unique culture of working in a correctional environment. This course will provide an overview of the history and evolution of corrections in the United States and Germany, the development of prisons in the United States and in Germany, and the ideological and theoretical underpinnings of corrections in the United States and Germany. Students will become knowledgeable about the history, structure, theories, techniques, and interventions of correctional counseling and rehabilitation across the United States and Germany. This course will cover the basic dimensions of correctional treatment and rehabilitation, including the role of correctional counselors, the assessment and classification of criminal offenders, and the effective strategies and challenges in correctional treatment within the United States and Germany. The course will examine how various counseling techniques and interventions are employed to help treat and rehabilitate offenders, including special needs offenders, within the United States and Germany. Ethical, legal, and multicultural considerations will be addressed within the United States and Germany. The course will consist of both on campus and in country learning, including a study abroad trip to various correctional settings in Germany.

### Institutional Learning Outcomes, Program Learning Outcomes, and Course Learning Outcomes Addressed

**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. (ILO)

- **Assessment:** Students will be able to demonstrate fundamental knowledge of psychometric theory, assessment techniques, and forensic literature to evaluate various dimensions of human experience, outcomes of interventions, and psycholegal issues. (PLO)

## FO643SA Correctional Counseling and Rehabilitation in the United States and Germany

1. Students will further learn the techniques of assessment and diagnosis, emphasizing mental health disorders most commonly found in corrections within the United States and Germany. (CLO)
  2. Students will further their understanding and assessment of risk to self and others in correctional settings within the United States and Germany. (CLO)
- **Intervention:** Students will be able to integrate a basic knowledge of theory, research, and professional literature to guide interventions and promote optimal mental health and well-being. (PLO)
    1. Students will further their understanding of the counseling process, the different types of correctional counseling within the United States and Germany, and the effectiveness of offender counseling and treatment within the United States and Germany. (CLO)
    2. Students will learn how to manage mental health problems associated with disruptive institutional behavior both within the United States and Germany. (CLO)

**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. (ILO)

- **Diversity:** Students will be able to recognize and respect individual and group differences as well as practice with cultural competence. (PLO)
  1. Students will learn about the prison subculture for both inmates and correctional officers, comparing and contrasting those of the United States and Germany. (CLO)
  2. Students will appreciate individual and cultural differences of those within corrections across the United States and Germany and understand the cross-cultural dynamics associated with the therapeutic relationship. (CLO)

**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. (ILO)

- **Ethics:** Students will be able to organize professional activities by ethical and professional codes, standards, and guidelines; statutes, rules, and regulations; and relevant case law. (PLO)
  1. Students will learn about legal and ethical issues related to mental health assessment within correctional settings, comparing and contrasting those of the United States and Germany. (CLO)

**Scholarship:** Graduates will be able to integrate scientific research and theory, as broadly defined, to enhance their professional and scholarly endeavors. (ILO)

- **Research:** Students will be able to demonstrate an understanding of the research methods in the social and behavioral sciences, the benefits and limitations of research, and the scientific and professional literature relevant to the field of forensic psychology. (PLO)
  1. Students will learn about the similarities and differences between punishment and corrections within the United States and Germany. (CLO)
  2. Students will integrate the philosophical underpinnings associated with correctional processes, types of sanctions, sentencing schemes, and criminological theories to develop a multifaceted understanding of corrections within the United States and Germany. (CLO)

## Required and Optional Texts and Electronic Reserves

### Required Texts

Title (APA Format)	ISBN-13	Publisher's Price
American Psychiatric Association. (2013). <i>Diagnostic and statistical manual of mental disorders (5<sup>th</sup> ed.)</i> .	978-1433805615	\$31.30 <a href="#">Free eBook</a>
American Psychological Association. (2019). <i>Publication manual of the American Psychological Association (7<sup>th</sup> ed.)</i> . American Psychological Association.	978-1433832161	\$18.00
Correia, K. M. (2009). <i>A handbook for correctional psychologists: Guidance for the prison practitioner (2<sup>nd</sup> ed.)</i> . Springfield, IL: Charles C Thomas Pub Ltd.	978-0398078508	\$38.95 <a href="#">Free eBook</a>
Roth, A. (2018). <i>Insane: America's criminal treatment of mental illness</i> . New York: Basic Books.	978-0465094196	\$28.00

### Required Readings in Canvas

Althouse. R. (2000). Standards for psychology services in jails prisons, correctional facilities, and agencies. *Criminal Justice and Behavior*, 27(4), 433-494.

Applegate, B. K., Smith, H. P., Sitren, A. H., & Springer, N. F. (2009). From the inside: The meaning of probation to probationers. *Criminal Justice Review*, 34(1), 80-95.

Applegate, B. K. & Sitren, A. H. (2008). The jail and the community: Comparing jails in rural and urban contexts. *The Prison Journal*, 88(2), 252-269.

Blumstein, A. (2007). The roots of punitiveness in a democracy. *Journal of Scandinavian Studies in Criminology and Crime Prevention*, 8, 2-16.

- Boers, K., Walburg, C., & Kanz, K. (2017). Crime, crime control and criminology in Germany. *European Journal of Criminology*, 14(6), 654-678,
- Boes, M. R. (2013). *Crime and punishment in early modern Germany: Courts and adjudicatory practices in Frankfurt Am Main, 1562-1696*. Routledge.
- Bonner, R. & Vandecreek, L. (2006). Ethical decision making for correctional mental health providers. *Criminal Justice and Behavior*, 33, 542-564.
- Boothby, J., & Clements, C. B. (2002). Job satisfaction of correctional psychologists' implications for recruitment and retention. *Professional Psychology: Research and Practice*, 33(3), 310-315.
- Chammah, M. (2015). *Can German prisons teach America how to handle its most violent criminals?* <https://www.themarshallproject.org/2015/06/18/can-german-prisons-teach-america-how-to-handle-its-most-violent-criminals>
- Chammah, M. (2015). *Germany's kinder, gentler, safer prisons.* <https://www.themarshallproject.org/2015/06/17/germany-s-kinder-gentler-safer-prisons>
- Chammah, M. (2015). *How Germany does prison.* <https://www.themarshallproject.org/2015/06/16/how-germany-does-prison>
- Chammah, M. (2015). *How Germany treats juveniles.* <https://www.themarshallproject.org/2015/06/19/how-germany-treats-juveniles>
- Chammah, M. (2015). *Prison without punishment.* <https://www.themarshallproject.org/2015/09/25/prison-without-punishment>
- Chammah, M. (2015). *The stiff competition to work in German prisons.* <https://www.themarshallproject.org/2015/06/22/the-stiff-competition-to-work-in-german-prisons>
- Cunningham, M., & Vigen, M. (2002) Death row inmate characteristics, adjustment, and confinement: A critical review of the literature. *Behavioral Sciences and the Law*, 20, 191-210.
- Denda, K. (2012). Study abroad programs: A golden opportunity for academic library engagement. *The Journal of Academic Librarianship*, 39(2), 155-160.
- Dietz, E. F., O'Connell, D. J., & Scarpitti, F. R. (2003). Therapeutic communities and prison management: An examination of the effects of operating an in-prison therapeutic community on levels of institutional disorder. *International Journal of Offender Therapy and Comparative Criminology*, 47(2), 210-233.

- Dighton, D. (2003). Minority overrepresentation in the criminal and juvenile justice system. *The Compiler: Illinois Criminal Justice Information Authority*, 22(1), 1-8.
- Dignam, J.T. (2003). Correctional mental health ethics revised. In T.J. Fagan & R.K. Ax's (Eds.): *Correctional mental health handbook*. Sage Publications.
- Dunkel, F. (2017). European penology: The rise and fall of prison population rates in Europe in times of migrant crises and terrorism. *European Journal of Criminology*, 14(6), 629-653.
- Edney, R. (2004). To keep me safe from harm? Transgender prisoners and the experience of imprisonment. *Deakin Law Review* 9(2), 327-338.
- Elger, S., Ritter, C., & Stover, H. (2017). *Emerging issues in prison health*. Springer.
- Fegley, T. (2015). Land of the free, home of the imprisoned: A comparison of incarceration rates among the U.S. and other industrialized nations. *Political Dialogues*, 19, 21-32.
- Germany World Prison Brief. <http://www.prisonstudies.org/country/germany>
- Greenfield, L.A., & Snell, T. L. (1999, December; Revised 2000, October). *Women offenders. Bureau of Justice Statistics: Special report*. U.S. Department of Justice: Washington, D.C.
- Hall, E. A., Prendergast, M. L., Wellisch, J., Patten, M., & Cao, Y. (2004). Treating drug-abusing women prisoners: An outcomes evaluation of the forever free program. *The Prison Journal*, 84(1), 81-105.
- Hawk, K. M. (1997). Personal reflections on a career in correctional psychology. *Professional Psychology: Research and Practice*, 28(4), 335-337.
- Hochhausen, N. M., Lorenz, A. R., & Newman, J. P. (2002). Specifying the impulsivity of female inmates with borderline personality disorder. *Journal of Abnormal Psychology*, 111(3), 495-501.
- Hutchingson V., Keller, K., & Reid, T. (2005). Inmate behavior management: The core of jail operations. *American Jails*, 9-13.
- Jiang, S. & Fisher-Giorlando. (2002). Inmate misconduct: A test of the deprivation, importation, and situational models. *The Prison Journal*, 82(3), 335-358.
- Jiang, S. & Winfree, Jr., L. T. (2006). Social support, gender, and inmate adjustment to prison life: Insights from a national sample. *The Prison Journal*, 86(1), 32-55.
- Johnston, N. (2010). Early Philadelphia prisons: Amour, alcohol, and other forbidden pleasures. *The Prison Journal*, 90(1), 12-23.

- Johnston, N. (2004). The world's most influential prison: Success or failure? *The Prison Journal*, 84(4 supplemental), 205-405.
- Kenis, P., Kruyen, P. M., Baaijens, J., & Barneveld, P. (2010). The prison of the future? An evaluation of an innovative prison design in the Netherlands. *The Prison Journal*, 90(3), 313-330.
- Krajewski, K. (2014). Different penal climates in Europe. *Kriminologijos Studijos*, 86-111.
- Kuhlmann, R., & Ruddell, R. (2005). Elderly jail inmates: Problems, prevalence, and public health. *Californian Journal of Health Promotion*, 3(2), 49-60.
- Kuhn, A. (1996). Incarceration rates: Europe versus USA. *European Journal on Criminal Policy and Research*, 4(3), 46-73.
- Kuhn, C. (1991). Geldern Prison, Federal Republic of Germany. In R. Whitfield (Ed.), *The state of prisons – 200 years on*. New York, NY: Taylor and Francis.
- Langford, M., Fisher, A. D., Schaffer, J. K., & Pareus, F. (2017). The view from elsewhere: Scandinavian penal practices and international critique. In P. Scharff Smith & T. Ugelvik (Eds.), *Scandinavian penal history, culture and prison practice*. Palgave Studies in Prisons and Penology.
- Lutze, F. E., Johnson, W. W., Clear, T. R., Latessa, E. J., & Slate, R. N. (2011). The future of community corrections is now: Stop dreaming and take action. *Journal of Contemporary Criminal Justice*, 28(1), 42-59.
- Moore, L. D. & Padavic, I. (2010). Racial and ethnic disparities in girls' sentencing in the juvenile justice system. *Feminist Criminology*, 5(3), 263-285.
- National Center for Lesbian Rights (NCLR). (2006). *Rights of transgender prisoners*.
- National Commission on Correctional Health Care. (2016). Position Statement: Solitary Confinement.
- National Institute of Corrections (2000). Topics in community corrections - Annual issue 2000: Responding to women offenders in the community.
- Nellis, A. (2016). The color of justice: Racial and ethnic disparity in state prisons. The Sentencing Project. Washington, D. C.
- Packer, I., & Borum, R. (2003). Forensic training and practice. In A.M. Goldstein & I.B. Weiner (Eds.), *Handbook of psychology: Volume 11 forensic psychology*. John Wiley and Sons, Inc.

- Payne, B. K. & Gainey, R. R. (2004). The electronic monitoring of offenders released from jail or prison: Safety, control, and comparisons to the incarceration experience. *The Prison Journal*, 84(4), 413-435.
- Perkinson, R. (2009). "Hell exploded": Prisoner music and memoir and the fall of convict leasing in Texas. *The Prison Journal*, 89(1), 54-69.
- Petersilia, J. (2001). Prisoner reentry: Public safety and reintegration challenges. *The Prison Journal*, 81(3), 360-375.
- Schalast, N. & Laan, J. M. (2017). Measuring social climate in German prisons using the Essen Climate Evaluation Schema. *The Prison Journal*, 97(2), 166-180.
- Stevens, K. D. (2010). Addressing gender issues among staff in community corrections. *Corrections Today*, 72(5), 1-4.
- Stohr, M. K., Hemmens, C., Kifer, M., & Schoeler, M. (2000). We know it, we just have to do it: Perceptions of ethical work in prisons and jails. *The Prison Journal*, 80(2), 126-150.
- Subramanian, R. & Shames, A. (2013). *Sentencing and prison practices in Germany and the Netherlands: Implications for the United States*. Center on Sentencing and Corrections.
- Suhling, S. (2003). Factors contributing to rising imprisonment figures in Germany. *The Howard Journal*, 42(1), 55-68.
- Tartaro, C. & Levy, M. P. (2007). Density, inmate assaults, and direct supervision jails. *Criminal Justice Policy Review*, 18(4), 395-417.
- Titterton, V. B. & Grundies, V. (2007). An exploratory analysis of German and U.S. youthful homicide offending. *Homicide Studies*, 11(3), 189-212.
- Tonry, M. (2009). Explanations of American punishment policies: A national history. *Punishment & Society*, 11(3), 377-394.
- Tonry, M. (2001). *Penal reform in overcrowded times*. New York: Oxford University Press.
- Tseng, W, Matthews, D., & Elwyn, T.S. (2004). Correctional psychiatry: culturally relevant care and treatment. In (Eds.), *Cultural competence in forensic mental health*. New York: Brunner-Routledge.
- Turner, N. & Travis, J. (2015). *What we learned from German prisons*. <https://www.nytimes.com/2015/08/07/opinion/what-we-learned-from-german-prisons.html>

- U.S. Department of Justice (2007). Mental health screens for corrections. Office of Justice Programs.
- U.S. Department of Justice. (2004). Bureau of justice statistics. A BJS statistical profile, 1992-2002: American Indians and crime. Office of Justice Programs.
- U. S. Department of Justice (2004). Correctional health care: Addressing the needs of elderly, chronically ill, and terminally ill inmates. Washington, DC: National Institute of Corrections
- U.S. Department of Justice (2004). Program statement: Religious beliefs and practices.
- Viehmann, K. (2009). *Prison round trip*. PM Press.
- Wachsmann, N. (2004). *Hitler's prisons: Legal terror in Nazi Germany*. Yale University Press.
- Weinberger, L.E., & Sreenivasan, S. (1994). Ethical and professional conflicts in correctional psychology. *Professional Psychology: Research and Practice*, 25(2), 161-167.
- White, M. D., Saunders, J., Fisher, C., & Mellow, J. (2012). Exploring inmate reentry in a local jail setting: Implications for outreach, service use, and recidivism. *Crime & Delinquency*, 58(1), 124-146.
- Young, V. D. (2001). All the women in the Maryland state penitentiary: 1812-1869. *The Prison Journal*, 81(1), 113-132.

### Recommended Texts

- Allen, B. & Bosta, D. (1981). *Games criminals play: How you can profit by knowing them*. Rae John Publishers.
- Fagan, T. J. & Ax, R. K. (2011). *Correctional mental health: From theory to best practice*. Sage Publications, Inc.
- Gideon, L. (2013). *Special needs offenders in correctional institutions*. Sage Publications, Inc.
- Hanser, R. D. (2013). *Introduction to corrections*. Sage Publications, Inc.
- Scott, C. L. (2010). *Handbook of correctional mental health (2<sup>nd</sup> ed.)*. American Psychiatric Publishing, Inc.
- Siegel, L. J. (2018) *Corrections today (4<sup>th</sup> ed.)*. Cengage Learning.
- Stohr, M., Walsh, A., & Hemmens, C. (2013). *Corrections (2<sup>nd</sup> ed.)*. Sage Publications, Inc.



Van Voorhis, P. & Salisbury, E. J. (2016). Correctional counseling and rehabilitation (9th ed.). Anderson Publishing.

### Weblinks/Videos

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

Get answers to your questions about visas, immunizations, and more on the International Programs and Services [resource page](#), Tab to Handbook & Resources.

### Course Assignments and Affiliated Rubrics

This syllabus is a guide and every attempt is made to provide an accurate overview of the course. However, circumstances and events may make it necessary for the instructor to modify the syllabus during the semester and may depend, in part, on the progress, needs, and experiences of the students. Any changes to the syllabus will be made with advance notice.

#### 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 an American citizen, you won't need a visa for your program to Germany 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 Germany 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. Attendance and Participation

Attendance at each class is required for the entire class session. Students are expected to complete all readings prior to scheduled class times and to be ready for discussion. Students are expected to arrive on time, regularly participate in class, engage with the instructor and classmates, and demonstrate respect and courtesy towards others. For classes that meet virtually, students are to have their web cameras on throughout the duration of the entire class meeting. The instructor has the right to reduce the student's final grade for tardiness and/or lack of participation. In the case of an absence, professional practice requires that the student must inform the course instructor at least 24 hours prior to or following the absence. Arriving late for class may result in being marked absent for class.

It is within the instructor of record for the course's discretion to determine whether an absence is excused or unexcused. Reasons for granting an excused absence may include but are not limited to:

- a) Student illness or injury;
- b) Death, injury, or serious illness of an immediate family member;
- c) Religious observance;

d) Jury duty or other government obligation.

The instructor of record for the course must notify the Student Support Counselor in writing when granting an excused absence. A student is required to provide written documentation substantiating an excused absence. Acceptable forms of documentation include medical documentation, copy of a jury summons, or a copy of a memorial service program. Documentation must be submitted to the Student Support Counselor. The student is responsible for making arrangements to complete coursework missed due to an absence. The student must demonstrate mastery of the material covered during the missed class time through an additional assignment at the discretion of the instructor. An excused absence and an additional assignment assigned for an absence do not meet attendance requirements. Please refer to the [Attendance and Excused Absence policy](#) within the Academic Catalog for greater details regarding this.

**Traditional on ground 14-week (fall and spring) or 7-week (summer) courses:** Two absences will result in one-half final course letter grade reduction (e.g., a “B” would become a “B-”). Three absences will result in failure of the course (e.g., a letter grade of “F”). Arriving late for class may result in being marked absent for class.

**Weekend blended courses:** Students may miss a maximum of 3 hours of face-to-face instruction time during the semester. Missing more than 3 hours of face-to-face instruction will result in the reduction of the final grade for the course by one-half a letter grade. Missing more than 6 hours of face-to-face instruction will result in failure of the course. Arriving late for class may result in being marked absent for class.

### 3. Auto Attendance Assignment (10 points)

Students will complete the Global Perspectives Inventory Pre-Test (Pre-GPI). Additionally, students should read the Denda (2013) to familiarize themselves with study abroad programs and library services.

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 may be a required part of your study abroad course grade! The deadline for your class is by **XXX (TBD)**.

To access GPI, click here: [\(include updated link here\)](#)

The survey requires you to create a student ID number. Please follow these steps to create your ID:

- First letter of your mother’s first name
- First letter of your mother’s last name
- Last 4 digits of your primary phone number

For example, Toby Smith's mother's name is Trudy Johnson and his primary phone number is 312-329-5575 so Toby's ID is TJ5575. You will use your student ID again when you complete your study abroad program.

Once you have determined your ID, complete the following steps:

Step 1: Read the information on the first page. Check the 'I Agree' box, and click next.

Step 2: Enter the ID you have created following the instruction above.

Step 3: Complete the survey.

Step 4: Screen Shot the last page of the survey, and email it to your faculty lead

#### **4. 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 **XXX (TBD)**

#### **5. 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 Summer 2018 is Monday, June 18<sup>th</sup>, 2018. 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](#).

#### **6. Field Excursion Reflection Paper: Eastern State Penitentiary (100 points)**

Students will partake in three field excursions prior to traveling abroad: Eastern State Penitentiary, the United States Holocaust Memorial Museum, and a jail/prison in the DMV area. The purpose of these excursions is to further enhance understanding and knowledge of the content covered in class, apply the material to practical situations and/or work environments, and to further develop insight and self-awareness as one embarks into this field.

Opened in 1829 as part of a controversial movement to change the behavior of inmates through "confinement in solitude with labor," Eastern State Penitentiary quickly became one of the most expensive and most copied buildings in the young United States. Eastern State Penitentiary was once the most famous and expensive prison in the world, but stands today in ruin, a haunting world of crumbling cellblocks and empty guard towers. Known for its grand architecture and strict discipline, this was the world's first true "penitentiary," a prison designed to inspire penitence, or true regret, in the hearts of prisoners. Its vaulted, sky-lit cells once held many of America's most notorious criminals, including bank robber "Slick Willie" Sutton and Al Capone.

After touring Eastern State Penitentiary, please write a 5-to-7-page reflection paper on your thoughts regarding the experience, focusing on the following questions:

## FO643SA Correctional Counseling and Rehabilitation in the United States and Germany

- What are your reactions to Eastern State Penitentiary (and the evolution of corrections) through this experience?
- Overall, what portion of the tour did you find most interesting and/or surprising, and why?
- From a historical context, thinking about the structure of the facility and conditions of confinement, what are your thoughts about how correctional facilities were developed and how the structure and conditions could have impacted the mental health of those confined? Take into consideration cell size and structure, effects of isolation, and mental health resources. Were you surprised to learn what you did regarding psychiatry and mental health within the hospital? How would you have approached mental health if you were employed during the time Eastern State was open?
- Discuss your reactions to rates of incarceration for the United States compared to all other countries, specifically how the rates disproportionately impact the poor, the disenfranchised, and racial and ethnic minority groups.
- Did any specific artist installation evoke any feelings within you? If so, please explain.
- Given what you know so far, have conditions improved within corrections, specifically mental health care? What still needs to be reformed, and how can it be done?
- Make sure to also include a discussion about female offenders and juvenile offenders somewhere within the above and your thoughts about what you learned about those specific groups.

Please discuss any other areas not addressed above that resonated with you regarding the experience.

FO643SA Correctional Counseling and Rehabilitation in the United States and Germany

Points	Does Not Meet Criteria	Somewhat Lacking	Meets Criteria
<p>Reactions to Experience (30 pts)</p>	<p>Overall reactions to Eastern State Penitentiary and the evolution of corrections are limited or not discussed. The most interesting and surprising elements of the tour are limited or not discussed. Feelings related to artist installation are limited or not discussed. (0-23)</p>	<p>Overall reactions to Eastern State Penitentiary and the evolution of corrections are discussed but lack some details. The most interesting and surprising elements of the tour are discussed but lack some details. Feelings related to artist installation are discussed but lack some details. (24-26)</p>	<p>Overall reactions to Eastern State Penitentiary and the evolution of corrections are thoroughly discussed. The most interesting and surprising elements of the tour are thoroughly discussed. Feelings related to artist installation are thoroughly discussed. (27-30)</p>
<p>Conditions of Confinement and Mental Health (30 pts)</p>	<p>Structure of facility and conditions of confinement and their impact on mental health are limited or not discussed. Mental health resources provided within facility are limited or not discussed. Approach to mental health services if employed while facility was open is limited or not discussed. Current state of mental health services within corrections is limited or not discussed. (0-23)</p>	<p>Structure of facility and conditions of confinement and their impact on mental health are discussed but lack some details. Mental health resources provided within facility are discussed but lack some details. Approach to mental health services if employed while facility was open is discussed but lacks some details. Current state of mental health services within corrections is discussed but lacks some details. (24-26)</p>	<p>Structure of facility and conditions of confinement and their impact on mental health are thoroughly discussed. Mental health resources provided within facility are thoroughly discussed. Approach to mental health services if employed while facility was open is thoroughly discussed. Current state of mental health services within corrections is thoroughly discussed. (27-30)</p>
<p>Diversity Variables and Incarceration (30 pts)</p>	<p>Reactions to rates of incarceration for the United States compared to all other countries, specifically how the rates disproportionately impact the poor, the disenfranchised, and racial and ethnic minority groups, are limited or not discussed. (0-23)</p>	<p>Reactions to rates of incarceration for the United States compared to all other countries, specifically how the rates disproportionately impact the poor, the disenfranchised, and racial and ethnic minority groups, are discussed but lack some details. (24-26)</p>	<p>Reactions to rates of incarceration for the United States compared to all other countries, specifically how the rates disproportionately impact the poor, the disenfranchised, and racial and ethnic minority groups, are thoroughly discussed. (27-30)</p>
<p>Grammar/ Organization (10 points)</p>	<p>Lack of structure detracts from the points of the paper. Text and references are not in APA style. Paragraphs, topic sentences, and transitions are disjointed. Paper contains numerous grammatical, punctuation, and spelling errors. Overall, errors interfere greatly with the readability of the paper. (0-7)</p>	<p>Structure of the paper is somewhat hard to follow. APA style with several errors in text and/or references. Paragraphs, topic sentences, and transitions need improvement. Paper contains some grammatical, punctuation, and spelling errors. Overall, errors interfere somewhat with the readability of the paper. (8)</p>	<p>Structure of the paper is clear. APA style with minimal errors in text and/or references. Paragraphs, topic sentences, and transitions are logical and flow well. Minimal grammatical, punctuation, and spelling errors. Overall, errors do not interfere with the readability of the paper. (9-10)</p>

**7. Field Excursion Reflection Paper: United States Holocaust Memorial Museum (130 points)**

Students will partake in three field excursions prior to traveling abroad: Eastern State Penitentiary, the United States Holocaust Memorial Museum, and a jail/prison in the DMV area. The purpose of these excursions is to further enhance understanding and knowledge of the content covered in class, apply the material to practical situations and/or work environments, and to further develop insight and self-awareness as one embarks into this field.

The Holocaust was the systematic, bureaucratic, state-sponsored persecution and murder of six million Jews by the Nazi regime and its collaborators. Holocaust is a word of Greek origin meaning "sacrifice by fire." The Nazis, who came to power in Germany in January 1933, believed that Germans were "racially superior" and that the Jews, deemed "inferior," were an alien threat to the so-called German racial community. During the era of the Holocaust, German authorities also targeted other groups because of their perceived "racial inferiority": Roma (Gypsies), the disabled, and some of the Slavic peoples (Poles, Russians, and others). Other groups were persecuted on political, ideological, and behavioral grounds, among them Communists, Socialists, Jehovah's Witnesses, and homosexuals.

Spanning three floors of the United States Holocaust Memorial Museum, the Permanent Exhibition, *The Holocaust*, offers a chronological narrative of the Holocaust through historical artifacts, photographs, and film footage. Throughout the exhibition, you will also encounter personal objects and the eyewitness testimonies of individual survivors.

After touring the United States Holocaust Memorial Museum, please write a 5-to-7-page reflection paper on your thoughts regarding the experience, focusing on the following:

- *"The Nazi Assault"*: During the Holocaust people's rights were taken away by the government and also by ordinary citizens, such as neighbors, teachers, doctors, lawyers, ministers, policemen, and others. Reflect upon how the powerful tools of a totalitarian state—propaganda, terror, violence, and state-sponsored racism—allowed persecution to escalate. From a psychological viewpoint, how could this have happened? Discuss your own personal reactions to what you saw and read. Within your discussion define propaganda and how it may be seen in today's society, whether in the United States and/or abroad, providing examples.
- *"The Final Solution"*: As Germany expanded its territory across Europe, Nazi officials segregated Europe's Jews from the rest of the population through laws, special markings, and relocation to ghettos. In 1941, with the invasion of the Soviet Union, Germany embarked on the path of genocide, the physical annihilation of an entire people—which the Nazis euphemistically termed the "Final Solution of the Jewish Question." When World War II ended in 1945, the Nazis and their collaborators had killed some six million Jews in Europe, representing two-thirds of the Jewish population in prewar Europe. The Nazis established thousands of camps, holding hundreds of thousands of inmates—Jews, Soviet prisoners of war, Poles, political prisoners, Jehovah's Witnesses, Roma (Gypsies), homosexuals, and others—who were subject to dehumanizing treatment, forced labor,

and death. Discuss your own personal reactions to what you saw and read, including your thoughts on conditions of confinement and imprisonment.

- *“The Last Chapter”*: The issue of individual responsibility toward fellow human beings in danger is a recurring theme on this floor. Thousands of courageous non-Jews risked death or imprisonment to save their Jewish neighbors, and others—Jews and non-Jews—joined in the underground war against the Nazis. Still others joined the killers, becoming perpetrators or enablers of genocide. The vast majority of Europeans, however, were bystanders who did little to deter the Nazis or to aid Jews or other victims of Nazi persecution. Discuss your own personal reactions to what you saw and read, including how the bystander effect may have influenced decisions individuals made.
- One of the most famous studies of obedience in psychology was carried out by Stanley Milgram, a psychologist at Yale University. He conducted an experiment focusing on the conflict between obedience to authority and personal conscience. Milgram (1963) examined justifications for acts of genocide offered by those accused at the World War II, Nuremberg War Criminal trials. Their defense often was based on "obedience" - that they were just following orders from their superiors. The experiments began in July 1961, a year after the trial of Adolf Eichmann in Jerusalem. Milgram devised the experiment to answer the question: “Could it be that Eichmann and his million accomplices in the Holocaust were just following orders? Could we call them all accomplices?” (Milgram, 1974). Please watch the Milgram’s Experiment video here for reference: <https://www.youtube.com/watch?v=yr5CjyokVUs#action=share>. Discuss your own personal reactions to this, how this relates to the Holocaust, how it relates to conditions of confinement and imprisonment from a historical standpoint and currently, and to how it may be seen in today’s society, whether in the United States and/or abroad, providing examples.

Please discuss any other reactions you had that may not be related to any of the content above. Please include any relevant resources/references in your paper as needed to answer any of the above questions. Please refer to the “Learn About the Holocaust” resources on the Museum website here <https://www.ushmm.org/learn> including the “Information for Students” resources on the Museum website here <https://www.ushmm.org/learn/students>.

FO643SA Correctional Counseling and Rehabilitation in the United States and Germany

Points	Does Not Meet Criteria	Somewhat Lacking	Meets Criteria
Nazi Assault Reflection (30 pts)	Personal reactions to what you saw and read regarding exhibit are limited or not discussed. Definition of propaganda is thoroughly defined. The tools of a totalitarian state and how this state may have occurred from a psychological viewpoint—propaganda, terror, violence, and state-sponsored racism— are limited or not discussed. How propaganda may be seen in today’s society including examples, whether in the United States and/or abroad, are limited or not discussed. (0-23)	Personal reactions to what you saw and read regarding exhibit are discussed but lack some details. Definition of propaganda is thoroughly defined. The tools of a totalitarian state and how this state may have occurred from a psychological viewpoint—propaganda, terror, violence, and state-sponsored racism—are discussed but lack some details. How propaganda may be seen in today’s society including examples, whether in the United States and/or abroad, are discussed but lack some details. (24-26)	Personal reactions to what you saw and read regarding exhibit are thoroughly discussed. Definition of propaganda is thoroughly defined. The tools of a totalitarian state and how this state may have occurred from a psychological viewpoint—propaganda, terror, violence, and state-sponsored racism—are thoroughly discussed. How propaganda may be seen in today’s society including examples, whether in the United States and/or abroad, are thoroughly discussed. (27-30)
The Final Solution Reflection (30 pts)	Personal reactions to what you saw and read related to the treatment of non-majority groups, including your thoughts on conditions of confinement and imprisonment, are limited or not discussed. (0-23)	Personal reactions to what you saw and read related to the treatment of non-majority groups, including your thoughts on conditions of confinement and imprisonment, are discussed but lack some details. (24-26)	Personal reactions to what you saw and read related to the treatment of non-majority groups, including your thoughts on conditions of confinement and imprisonment, are thoroughly discussed. (27-30)
The Last Chapter Reflection (30 pts)	Personal reactions to what you saw and read, including how the bystander effect may have influenced decisions individuals made, are limited or not discussed. (0-23)	Personal reactions to what you saw and read, including how the bystander effect may have influenced decisions individuals made, are discussed but lack some details. (24-26)	Personal reactions to what you saw and read, including how the bystander effect may have influenced decisions individuals made, are thoroughly discussed. (27-30)
Milgram Experiment Reflection (30 points)	Personal reactions to the Milgram Experiment, how this relates to the Holocaust, how it relates to conditions of confinement and imprisonment from a historical standpoint and currently, and to how it may be seen in today’s society, whether in the United States and/or abroad, including examples, are limited or not discussed. (0-23)	Personal reactions to the Milgram Experiment, how this relates to the Holocaust, how it relates to conditions of confinement and imprisonment from a historical standpoint and currently, and to how it may be seen in today’s society, whether in the United States and/or abroad, including examples, are discussed but lack some details. (24-26)	Personal reactions to the Milgram Experiment, how this relates to the Holocaust, how it relates to conditions of confinement and imprisonment from a historical standpoint and currently, and to how it may be seen in today’s society, whether in the United States and/or abroad, including examples, are thoroughly discussed. (27-30)
Grammar/ Organization (10 points)	Lack of structure detracts from the points of the paper. Text and references are not in APA style. Paragraphs, topic sentences, and transitions are disjointed. Paper contains numerous grammatical, punctuation, and spelling errors. Overall, errors interfere greatly with the readability of the paper. (0-7)	Structure of the paper is somewhat hard to follow. APA style with several errors in text and/or references. Paragraphs, topic sentences, and transitions need improvement. Paper contains some grammatical, punctuation, and spelling errors. Overall, errors interfere somewhat with the readability of the paper. (8)	Structure of the paper is clear. APA style with minimal errors in text and/or references. Paragraphs, topic sentences, and transitions are logical and flow well. Minimal grammatical, punctuation, and spelling errors. Overall, errors do not interfere with the readability of the paper. (9-10)



**8. Field Excursion Reflection Paper: Correctional Facility Tour (100 points)**

Students will partake in three field excursions prior to traveling abroad: Eastern State Penitentiary, the United States Holocaust Memorial Museum, and a jail/prison in the DMV area. The purpose of these excursions is to further enhance understanding and knowledge of the content covered in class, apply the material to practical situations and/or work environments, and to further develop insight and self-awareness as one embarks into this field.

During the past 30 years there has been a dramatic rise in the number of incarcerated individuals in the United States. Current estimates are that more than 2.3 million individuals are housed in U.S. prisons and jails with an additional 5 million people on probation and/or parole (Glaze & Bonczar, 2009; Harrison & Beck, 2006; Sabol, West, & Cooper, 2009). In fact, the United States incarcerates more of its citizens per capita than any other country in the world (Hartney, 2006). Embedded in these figures are a growing number of mentally ill individuals who find themselves in correctional settings rather than community-based mental health treatment facilities. Reasons for this dramatic increase in the number of mentally ill criminal offenders are rooted in a series of social and legislative policy initiatives including the deinstitutionalization movement of the 1950s, the underfunded community mental health movement of the 1960s, the war on drugs that began in the 1970s, the “get tough on crime” legislative actions of the 1980s, and the increased legislation regarding sexual predators of the 1990s and 2000s.

Collectively, these initiatives have produced a prison population that now contains a significant number of mentally troubled individuals. Current estimates are that 20% of incarcerated individuals have a serious mental illness (e.g., schizophrenia, major mood disorders; James & Glaze, 2006), and 30% to 60% have substance abuse problems (Karberg & James, 2005). When other, less debilitating mental illnesses (e.g., anxiety disorders) and personality disorders (e.g., antisocial personality disorder or borderline personality disorder) are considered, these percentages grow significantly. As a result, any discussion of persons with serious mental illness must also include a discussion of corrections, and no discussion of corrections is complete without considering mentally ill criminal offenders. Correctional facilities have become major mental health care settings despite their primary missions of punishment, deterrence, and protecting the public.

Throughout the tour of your chosen correctional facility, be cognizant of the environment. Please write a 5-to-7-page reflection paper on your thoughts regarding the experience, focusing on the following:

- Provide an overview of the entrance of the facility and your feelings as you entered. Provide an overview of all security measures in place for visitors.
- Provide a clear description of the structure of the facility toured, including overall population and demographic variables, security level(s), living quarters (cell halls, cell blocks, units, pods, etc.), special housing units, and any other relevant aspects of the facility that you found noteworthy.

## FO643SA Correctional Counseling and Rehabilitation in the United States and Germany

- For each individual living quarter toured within the facility (such as cell hall, segregation unit, specialized housing unit, etc.), include a description of the population and demographic variables of that individual living quarter.
- Provide a clear description of the intake process at the facility. Include how many inmates enter the facility (daily, weekly, etc.) and how mental health staff screen those who enter.
- Provide statistics of mental health disorders found within the correctional facility. Provide a clear description of the mental health services provided at the correctional setting. This should include the number of mental health staff, the caseloads per mental health staff member, and the mental health services provided (assessment and treatment).
- Provide a description of how disruptive or aggressive inmates are managed at the facility. To what degree are mental health staff involved in the process?
- Provide a description of how suicide prevention and risk assessment are managed at the facility.
- Provide a description of the reintegration and reentry process at the facility.
- Provide a clear description of the strengths and limitations of the facility's environment, including your personal reaction to possibly working in the facility. Provide a clear description of possible recommendations to improve the facility
- Provide a clear description of any proven or dispelled preconceived notions that you had about correctional facilities prior to entering the facility now that you have toured the facility.

Please discuss any other areas not covered above and/or reactions you had that may not be related to any of the content above. Please include any relevant resources/references in your paper as needed to answer any of the above questions.

FO643SA Correctional Counseling and Rehabilitation in the United States and Germany

Points	Does Not Meet Criteria	Somewhat Lacking	Meets Criteria
<p>Overview of Facility (30 points)</p>	<p>Overview of the entrance of the facility and feelings as you entered are limited or not discussed. Overview of all security measures in place for visitors is limited or not discussed. Structure of the facility toured, including overall population and demographic variables, security level(s), living, special housing units, and any other relevant aspects of the facility that you found noteworthy is limited or not discussed. Each individual living quarter toured within the facility, including a description of the population and demographic variables of that individual living quarter, is limited or not discussed. A description of the intake process at the facility, including how many inmates enter the facility and how mental health staff screen those who enter, is limited or not discussed. Description of the reintegration and reentry process at the facility is limited or not discussed. (0-23)</p>	<p>Overview of the entrance of the facility and feelings as you entered are discussed but lacks some details. Overview of all security measures in place for visitors is discussed but lacks some details. Structure of the facility toured, including overall population and demographic variables, security level(s), living, special housing units, and any other relevant aspects of the facility that you found noteworthy is discussed but lacks some details. Each individual living quarter toured within the facility, including a description of the population and demographic variables of that individual living quarter, is discussed but lacks some details. A description of the intake process at the facility, including how many inmates enter the facility and how mental health staff screen those who enter, is discussed but lacks some details. Description of the reintegration and reentry process at the facility is discussed by lacks some details. (24-26)</p>	<p>Overview of the entrance of the facility and feelings as you entered are thoroughly described. Overview of all security measures in place for visitors are thoroughly described. Structure of the facility toured, including overall population and demographic variables, security level(s), living, special housing units, and any other relevant aspects of the facility that you found noteworthy are thoroughly described. Each individual living quarter toured within the facility, including a description of the population and demographic variables of that individual living quarter, are thoroughly described. A description of the intake process at the facility, including how many inmates enter the facility and how mental health staff screen those who enter, is thoroughly described. Description of the reintegration and reentry process at the facility is thoroughly discussed. (27-30)</p>
<p>Mental Health Reflection (30 points)</p>	<p>Statistics of mental health disorders found within the correctional facility are limited or not discussed. Mental health services provided at the correctional setting is limited or not discussed. How disruptive or aggressive inmates are managed at the facility and the degree mental health staff are involved in the process is limited or not discussed. How suicide prevention and risk assessment are managed at the facility is limited or not discussed. (0-23)</p>	<p>Statistics of mental health disorders found within the correctional facility are discussed but lack some details. Mental health services provided at the correctional setting is discussed but lacks some details. How disruptive or aggressive inmates are managed at the facility and the degree mental health staff are involved in the process is discussed but lacks some details. How suicide prevention and risk assessment are managed at the facility is discussed but lacks some details (24-26)</p>	<p>Statistics of mental health disorders found within the correctional facility are thoroughly discussed. Mental health services provided at the correctional setting is thoroughly discussed, including the number of mental health staff, the caseloads per mental health staff member, and the mental health services provided. How disruptive or aggressive inmates are managed at the facility and the degree mental health staff are involved in the process is thoroughly discussed. How suicide prevention and risk assessment are managed at the facility is thoroughly discussed (27-30)</p>

FO643SA Correctional Counseling and Rehabilitation in the United States and Germany

<p>Strengths, Limitations, and Recommendations (30 points)</p>	<p>Strengths and limitations of the facility's environment, including your personal reaction to possibly working in the facility, is limited or not discussed. Possible recommendations to improve the facility are limited or not discussed. (0-23)</p>	<p>Strengths and limitations of the facility's environment, including your personal reaction to possibly working in the facility, is discussed but lacks some details. Possible recommendations to improve the facility are discussed but lacks some details. (24-26)</p>	<p>Strengths and limitations of the facility's environment, including your personal reaction to possibly working in the facility, are thoroughly discussed. Possible recommendations to improve the facility are thoroughly discussed. (27-30)</p>
<p>Grammar/ Organization (10 points)</p>	<p>Lack of structure detracts from the points of the paper. Text and references are not in APA style. Paragraphs, topic sentences, and transitions are disjointed. Paper contains numerous grammatical, punctuation, and spelling errors. Overall, errors interfere greatly with the readability of the paper. (0-7)</p>	<p>Structure of the paper is somewhat hard to follow. APA style with several errors in text and/or references. Paragraphs, topic sentences, and transitions need improvement. Paper contains some grammatical, punctuation, and spelling errors. Overall, errors interfere somewhat with the readability of the paper. (8)</p>	<p>Structure of the paper is clear. APA style with minimal errors in text and/or references. Paragraphs, topic sentences, and transitions are logical and flow well. Minimal grammatical, punctuation, and spelling errors. Overall, errors do not interfere with the readability of the paper. (9-10)</p>

**9. Special Needs Offenders Presentation (200 points)**

This course requirement will give each student the opportunity to engage in scholarly research by developing a model prison program. Each student will develop a mental health treatment program or service for a specified prison population. Students must provide historical and current perspectives on the population and the need to be addressed. Students will think critically about current prison policies and create innovative prison based mental health programs. Students are encouraged to consider developing their programs based upon a prison issue or topic for which they have a specific passion; however, the programmatic need must be grounded in research or evidenced-based treatment. The program will be developed based on a level 2 or level 3 service as outlined in Chapter 2 (Fagan & Ax, 2011).

Students must have at least 10 scholarly references that do not include the course textbooks dated no earlier than the past 5 years for publication. References older than the past 5 years may be used but do not count for the required 10 scholarly references. Students will present their model prison programs to the class. The presentation is to be professional in nature to include a PowerPoint presentation and relevant handouts and is not to exceed 30 minutes.

FO643SA Correctional Counseling and Rehabilitation in the United States and Germany

Points	Does Not Meet Criteria	Somewhat Lacking	Meets Criteria
Literature Review (50 pts)	There is no discussion of the subject matter, programmatic need/problem, related programs, or limitations. Cites 4 or fewer peer reviewed references. (0-39)	The subject matter and programmatic need/problem is not clearly documented or poorly discussed. There is minimal documentation regarded to existing programs or contextual information. Cites 5-9 peer reviewed references. (40-44)	The subject matter and programmatic need/problem is clearly discussed. There is strong evidence to support the program as well as limitations (e.g., outcome data). There is a link between previously implemented programs and the proposed program. Cites at least 10 peer reviewed references.(45-50)
Goals and Objectives (20 pts)	The goals and objectives are not clear. There are 2 or less measurable objectives. (0-15)	The goals are clear, but the objectives are not measurable (cannot meet the expected goals). There are 3-4 measurable objectives. (16-17)	The goals convey what the program will achieve (general). The objectives indicate what will be done to obtain the goals (measurable). There are at least 4 or more measurable objectives. (18-20)
Project Activities (40 pts)	There are either vague or no program activities provided. The program parameters are minimally discussed. (0-31)	The program activities are either vague and/or include less than 10 specific examples. Only topic areas are discussed. (32-35)	There is clarity and specific program activities listed (10 or more). All program parameters are included (e.g. duration, # of participants, staffing needs, location, etc.). (36-40)
Program Evaluation (30 pts)	Program effectiveness is not assessed using a rating form, the objectives are not consistent with the questions on the rating form, and/or the language is difficult to understand. (0-23)	The program's effectiveness is vague, some of items are inconsistent with the objectives, and/or the language is written in a somewhat simplified manner. (24-26)	The program's effectiveness is clearly assessed, consistent with the program objectives, and is written in a simplified manner. (27-30)
Creativity & Innovation (10 pts)	The proposal is a summary of an existing program. (0-7)	The proposal offers either a new topic area or is applied with a new population. (8)	The proposed program offers a completely new topic area and is applied with a new population.(9-10)
Oral Presentation (50 points)	Presentation lacks many of the content areas above. Presentation is disorganized throughout. Presentation generates questions from class and student cannot answer and/or requires assistance from instructor. Copy of PowerPoint not submitted or submitted late via Canvas. PowerPoint lacks creativity (design, format, etc.), lacks attention to detail, and contains multiple errors and typos. References are not provided or provided with incorrect format. Copies of presentation are not provided to class. (0-39)	Presentation covers some, but not all, of content areas above. Presentation is slightly disorganized and at times difficult to follow. Presentation generates questions from class and student has some difficulty generating answers. Copy of PowerPoint is submitted late via Canvas. PowerPoint lacks creativity (design, format, etc.), lacks attention to detail, and contains some errors and typos. References are provided with incorrect format. Copies of presentation are not provided to class. (40-44)	Presentation covers all content areas above. Presentation is professional, organized, and easy to follow. Presentation generates questions from class and student answers questions easily. Copy of PowerPoint submitted on time via Canvas. PowerPoint shows creativity (design, format, etc.), attention to detail, and is free of errors and typos. References provided where appropriate and with correct format. Copies of presentation provided to class. (45-50)

**10. In-Country Assignment: Topography of Terror Presentations (50 points)**

The terrain known today as the "Topography of Terror" was the central site for the planning and management of most of the Nazi regime's crimes. Here, on Prinz-Albrecht-Straße (now Niederkirchnerstraße) and Wilhelmstraße, stood the headquarters of the most important institutions of the Nazi terror apparatus between 1933 and 1945: The Secret State Police Office, the Reich SS Leadership, and the Reich Security Main Office. The desks of Heinrich Himmler, Reinhard Heydrich, and other key figures of the SS state were located in these buildings. The "Topography of Terror" documentation traces the main features of the history of this "site of the perpetrators," the headquarters of Nazi terror once located here, and the crimes initiated here and committed in Germany and the European countries occupied by the Third Reich.

Students will start with a guided tour through the exhibition giving the students an overview of the terror apparatus of SS and Police, its personnel and their crimes. In working groups, students will be invited to analyze more deeply the structures of the perpetrators and their crimes. Students will then present their findings to the class as a whole.

Points	Does Not Meet Criteria	Somewhat Lacking	Meets Criteria
Oral Presentation (50 points)	In assigned group, student minimally researches specific Topography of Terror content area topic. In assigned group, student presents limited information related to specific Topography of Terror content area topic. Presentation is unprofessional and/or disorganized. (0-39)	In assigned group, student researches specific Topography of Terror content area topic. In assigned group, student presents specific Topography of Terror content area topic but some details are lacking. Presentation is professional, organized, and easy to follow. (40-44)	In assigned group, student thoroughly researches specific Topography of Terror content area topic. In assigned group, student thoroughly presents specific Topography of Terror content area topic. Presentation is professional, organized, and easy to follow. (45-50)

**11. Comprehensive Study Abroad Course Video (100 points)**

Students will work collaboratively to create a video about the impact of this study abroad course on them. Students will incorporate all components of the course, with an emphasis on the in-country experience. Components to consider domestically and internationally include classroom presentations, field excursions, and personal interviews of each other and those they come in contact with throughout the course. This video will be shown to The Chicago School DC Campus in a colloquium format following the conclusion of the course.

FO643SA Correctional Counseling and Rehabilitation in the United States and Germany

Course Rubric

Program Learning Outcome (PLO)	Performance Level 1 (Novice)	Performance Level 2 (Internship)	Performance Level 3 (Entry-level)	Performance Level 4 (Graduate)
<p><b>Assessment:</b> Students will be able to demonstrate a fundamental knowledge of psychometric theory, assessment techniques, and forensic literature to evaluate various dimensions of human experience, outcomes of interventions, and psycho-legal issues.</p>	<p>Student is inconsistent and needs supervisor/instructor intervention when applying theoretical knowledge and assessment when evaluating clients/consumers. Student does not adequately gather, organize, and/or communicate information regarding diagnostic impressions, clinical opinions, and treatment recommendations. Student needs significant education on the assessment measures. Student requires tutoring (more than 3+ prompts) on assessment techniques as it pertains to the client, including diversity variables. Student demonstrates difficulty understanding ethical codes relevant to the assessment process.</p>	<p>Student applies theoretical knowledge and assessment when evaluating clients/consumers, however needs more than minimal (2 prompts) direction from the supervisor/instructor. Student does gather and organize information from few sources, and/or provides vague reasoning regarding diagnostic impressions, clinical opinions, and treatment recommendations. Student needs a moderate amount of education (2 prompts) on the assessment measures and/or ethical codes relevant to the case. Student may require some tutoring by instructor and/or supervisor on the assessment technique as it pertains to the client, including diversity variables.</p>	<p>Student applies theoretical knowledge and assessment when evaluating clients/consumers with minimal supervision. Student gathers and organizes information from some sources to provide adequate support of diagnostic impressions, clinical opinions, and treatment recommendations. Student evaluates assessment technique as it pertains to the population to be assessed, including diversity variables. Student demonstrates understanding and routinely applies ethical codes/professional standards to evaluations, with occasional supervisor assistance. Student is responsive to any additional ethical dilemmas in the assessment process.</p>	<p>Student is conscientious and independently applies theoretical knowledge and assessment when evaluating clients/consumers. Student gathers and organizes information from multiple sources and provides strong support for diagnostic impressions clinical opinions, and treatment recommendations. Student evaluates assessment technique as it pertains to the population to be assessed, including diversity variables. Student demonstrates understanding and routinely applies ethical codes/professional standards to evaluations. Student is responsive to and anticipates additional ethical dilemmas and is proactive regarding conduct of the assessment process.</p>

FO643SA Correctional Counseling and Rehabilitation in the United States and Germany

Program Learning Outcome (PLO)	Performance Level 1 (Novice)	Performance Level 2 (Internship)	Performance Level 3 (Entry-level)	Performance Level 4 (Graduate)
<p><b>Intervention:</b> Students will be able to integrate a basic knowledge of theory, research, and professional literature to guide interventions and promote optimal mental health and well-being.</p>	<p>Student may have trouble working with other professionals/clients in devising treatment plans that offer reasonable promise of success and are consistent with the abilities, temperament, developmental level, and circumstances of the client, however student requires moderate assistance in devising this plan. Student requires significant consultation in devising plan. Student fails to adequately integrate data to inform intervention, service plan strategy and/or treatment goals appropriate to client/consumers and degree program. Significant information is missing, including the requested number of relevant resources (4+ missing). Neglects to integrate major diversity variables. Student may need at least moderate direction from supervisor on avoiding imposing their own values, attitudes, and beliefs and behaviors.</p>	<p>Student works with other professionals/clients in devising treatment plans that offer reasonable promise of success and are consistent with the abilities, temperament, developmental level, and circumstances of the client, however student requires moderate assistance in devising this plan. Student may need moderate consultation in devising plan. Student integrates some forms of information, but does not effectively use the data or professional literature to inform intervention or service plan strategy and/or treatment goals appropriate to client/consumers and degree program. Student chose 3 resources that were not relevant. Student neglects to integrate minor diversity variables. Student needs some direction from supervisor on avoiding imposing their own values, attitudes, and beliefs and behaviors.</p>	<p>Student works collaboratively with other professionals/clients in devising treatment plans that offer reasonable promise of success and are consistent with the abilities, temperament, developmental level, and circumstances of the client. Student integrates data from multiple sources and uses professional literature and integrates diversity variables to inform intervention or service plan strategy and treatment goals appropriate to client/consumers and degree program. Student chose 1-2 resources that were not relevant. Student may need minimal consultation in devising plan. Student is aware of and avoids imposing their own values, attitudes, and beliefs and behaviors.</p>	<p>Student works collaboratively with other professionals/clients in devising treatment plans that offer reasonable promise of success and are consistent with the abilities, temperament, developmental level, and circumstances of the client. Student independently researches appropriate treatments for consumers. Student habitually/independently integrates data from multiple relevant sources and uses significant evidence from professional literature and integrates diversity variables to clearly explain/inform intervention strategy, treatment goals, and/or service plan appropriate to client/consumers and degree program. Irrelevant resources were not discovered. Student is aware of and avoids imposing their own values, attitudes, and beliefs and behaviors.</p>



FO643SA Correctional Counseling and Rehabilitation in the United States and Germany

Program Learning Outcome (PLO)	Performance Level 1 (Novice)	Performance Level 2 (Internship)	Performance Level 3 (Entry-level)	Performance Level 4 (Graduate)
<p><b>Diversity:</b> Students will be able to recognize and respect individual and group differences as well as practice with cultural competence.</p>	<p>Student has significant difficulty working with individuals from other cultures. Student behaves in a culturally insensitive manner most times (e.g., misattributes cultural nonverbal communication as an individual difference, or is insensitive when using language. Student is not insightful or is resistant to evaluate the student's or other's value system, biases, worldviews, and stereotypes independently in comparison to other worldviews (e.g., student disregards other worldviews and conducts practice through his/her perspective only), and/or does not integrate appropriate ethical standards.</p>	<p>Student behaves mostly in a culturally sensitive manner but may make an error in judgment occasionally (e.g., misattributes cultural nonverbal communication as an individual or group difference, uses unintended profanities or gestures). Student is able to evaluate one's own value system, biases, worldviews, and stereotypes in comparison to other worldviews, however shows some resistance to accept that others have different values, tries to convince others to have his/her perspective, and/or does not integrate appropriate ethical standards.</p>	<p>Student demonstrates respect for individual and group differences (e.g., maintains professional boundaries, adapts behaviorally in cultures, seeks clarification if there may be a misunderstanding, integrates knowledge on diversity into interactions with others from different backgrounds). Student is able to evaluate one's own value system, biases, worldviews, and stereotypes independently in comparison to other worldviews and integrate appropriate ethical standards (e.g., student is insightful about his/her worldview that affects behaviors and stereotyping).</p>	<p>Student has a solid base of knowledge on diversity variables. Student demonstrates respect for individual and group differences (e.g., maintains professional boundaries, adapts behaviorally to different cultures, seeks clarification if there may be a misunderstanding, integrates knowledge on diversity into interactions with others from different backgrounds). Student is able to evaluate one's own value system, biases, worldviews, and stereotypes independently in comparison to other worldviews and integrate appropriate ethical standards (e.g., student is insightful about his/her worldview that affects behaviors and stereotyping).and behaviors.</p>

FO643SA Correctional Counseling and Rehabilitation in the United States and Germany

Program Learning Outcome (PLO)	Performance Level 1 (Novice)	Performance Level 2 (Internship)	Performance Level 3 (Entry-level)	Performance Level 4 (Graduate)
<p><b>Ethics:</b> Students will be able to organize professional activities by ethical and professional codes, standards, and guidelines; statutes, rules, and regulations; and relevant case law.</p>	<p>Student's integration of ethical and professional codes is minimal to none. There is not a commitment to identify relevant codes. Student leaves 2+ pertinent codes out of the analysis and/or discusses codes in a vague or tangential manner. Student does not display ethical values and/or does not recognize own moral attitudes. Student does not demonstrate knowledge on identifying and applying an ethical decision making model effectively and needs significant direction from supervisor/ instructor (tutoring on 3+ occasions). Student manifests little to no understanding of the relationship between laws, standards, and professional activities. Student needs moderate to significant direction to appreciate and resolve ethical conflict between codes and laws.</p>	<p>Student integrates ethical and professional codes, standards, and regulations into professional practice, however code sections are not relevant or pertinent to the issues. Student omits at least 1 pertinent code section. Student does not fully recognize own moral attitudes. Student demonstrates knowledge on identifying and applying an ethical decision making model, however not effectively and needs moderate direction from supervisor/ instructor (tutoring on 2+ occasions). Student manifests adequate understanding of the relationship between laws, standards, and professional activities. Student needs minimal to moderate direction to appreciate and resolve ethical conflict between codes and laws.</p>	<p>Student is committed to integrating ethical and professional codes, standards, and regulations into professional practice. Student may leave one peripheral code section out but displays ethical values and recognizes own moral attitudes. Student demonstrates knowledge on identifying and effectively applying an ethical decision making model. Student manifests good understanding of the relationship between laws, standards, and professional activities. Student is able to appreciate and resolve ethical conflict between codes and laws satisfactorily.</p>	<p>Student is committed to integrating ethical and professional codes, standards, and regulations into professional practice. Student recognizes own moral attitudes, such as accepting opposing viewpoints as valid despite disagreement. Student spontaneously identifies, internalizes, and effectively applies an ethical decision making model. Student manifests in-depth understanding of the relationship between laws, standards, and professional activities. Student is able to appreciate and resolve ethical conflict between codes and laws at the advanced level.</p>

FO643SA Correctional Counseling and Rehabilitation in the United States and Germany

Program Learning Outcome (PLO)	Performance Level 1 (Novice)	Performance Level 2 (Internship)	Performance Level 3 (Entry-level)	Performance Level 4 (Graduate)
<p><b>Research:</b> Students will be able to demonstrate an understanding of the research methods in the social and behavioral sciences, the benefits and limitations of research, and the scientific and professional literature relevant to the field of forensic psychology.</p>	<p>Student did not produce scholarship consistent with degree being sought. If scholarship was produced, the research methods chosen and/or literature review was not rigorous and only vaguely addressed the research question. The literature was minimally relevant to the topic in forensic psychology. Student shows little to no understanding of the links between research, evaluation, and practice.</p>	<p>Student needed moderate guidance choosing appropriate research methods and/or left out critical limitations of the research and/or professional literature in scholarship assignment. Student required moderate guidance (3-4 times) from instructor/supervisor on finding appropriate relevant literature. Student shows a vague understanding of the links between research, evaluation, and practice.</p>	<p>Student demonstrated understanding of the research methods, identified limitations of the research, and included peer-reviewed references in the professional literature relevant to the field of forensic psychology. Student required minimal guidance (1-2 times) from instructor/supervisor on finding appropriate relevant literature. Student understands the links between research, evaluation, and practice.</p>	<p>Student independently demonstrated understanding of benefits and limitations of the research methods and literature reviewed. Student included recent, extensive literature review from multiple journals, books, and other resources beyond the curriculum. Student is highly conscientious, recognizes and appreciates the links between research, evaluation, and practice.</p>

FO643SA Correctional Counseling and Rehabilitation in the United States and Germany

Class Schedule, Assignments, and Grading

Week/Date	Topic	Course Learning Outcomes	Readings and Assignments
Week 1	<p>Program Specific Orientation</p> <p>History and Evolution of Punishment and Corrections within the United States</p> <p>The Development of Prisons in the United States</p> <hr/> <p>Ideological and Theoretical Underpinnings of Corrections in the United States</p> <hr/> <p>Jails and the Inmate Experience in the United States</p> <p>Probation and Community Corrections in the United States</p> <p>Prisons and the Inmate Experience in the United States</p> <p>Understanding Prison Subculture within the United States</p> <p>Parole and Reintegration in the United States</p>	<p>Research 1-2</p> <p>Diversity 1-2</p>	<p>Scott Chapter 1</p> <p>Blumstein (2007)</p> <p>Fegley (2015) Article</p> <p>Johnston (2010) Article</p> <p>Johnston (2004) Article</p> <p>Tonry (2009) Article</p> <p>Tonry (2001) America Article</p> <hr/> <p>Scott Chapter 2</p> <p>Van Voorhis &amp; Salisbury Chapter 7</p> <p>Applegate et al. (2009) Article</p> <p>Applegate &amp; Sitren (2008) Article</p> <p>Jiang &amp; Fisher-Giorlando (2002)</p> <p>Jiang &amp; Winfree (2006) Article</p> <p>Payne &amp; Gainey (2004) Article</p> <p>Petersilia (2001) Article</p> <p>Tartaro &amp; Levy (2007) Article</p> <p>White et al. (2012) Article</p> <p><b>Auto Attendance Assignment Due:</b>  <a href="#">Pre-Departure Global Perspective Inventory Survey-SU18</a></p> <p><b>Denda (2013) Article</b></p>
Week 2	<p>Field Excursion: Eastern State Penitentiary (all day trip)</p>	<p>Research 1-2</p> <p>Diversity 1-2</p>	<p><a href="#">Eastern State Penitentiary</a></p>

FO643SA Correctional Counseling and Rehabilitation in the United States and Germany

<p>Week 3</p>	<p>History and Evolution of Punishment and Corrections within Germany</p> <p>The Development of Prisons in Germany</p> <p>Ideological and Theoretical Underpinnings of Corrections in Germany</p> <p>Jails and the Inmate Experience in Germany Prisons and the Inmate Experience in Germany</p> <p>Understanding Prison Subculture within Germany</p> <p><b>Films:</b>  <a href="#">Escape from Colditz</a></p> <p><a href="#">Where Birds Don't Sing: The Ravensbruck and Sachsenhausen Concentration Camps</a></p> <p><a href="#">Germany: Frontiers</a></p> <p><a href="#">The Unification of Germany</a></p> <p><a href="#">Something To Do With The Wall</a></p> <p><a href="#">60 Minutes Presents: Behind Bars</a></p> <p><a href="#">This Is Prison? 60 Minutes Goes to Germany</a></p> <p><a href="#">Privacy, Weekend Leave, Keys...This Is Prison?</a></p> <p><a href="#">Germany: Low Crime, Clean Prisons, Lessons for America</a></p>	<p>Research 1-2 Diversity 1-2</p>	<p><b>Eastern State Penitentiary Field Excursion Reflection Due</b></p> <p>Boers et al. (2017) Article</p> <p>Boes (2013) Article</p> <p>Chammah (2015) Articles (read in order)  <a href="#">Prison Without Punishment</a></p> <p><a href="#">How Germany Does Prison</a></p> <p><a href="#">Germany's Kinder, Gentler, Safer Prisons</a></p> <p><a href="#">Can German Prisons Teach America How To Handle Its Most Violent Criminals?</a></p> <p><a href="#">How Germany Treats Juveniles</a></p> <p><a href="#">The Stiff Competition to Work in German Prisons</a></p> <p>Dunkel (2017) Article</p> <p>Germany World Prison Brief:  <a href="http://www.prisonstudies.org/country/germany">http://www.prisonstudies.org/country/germany</a></p> <p>Krajewski (2014) Article</p> <p>Kuhn Articles</p> <p>Langford et al. (2017) Article</p> <p>Schalast &amp; Laan (2017) Article</p> <p>Subramanian &amp; Shames (2013) Article</p> <p>Suhling (2003) Article</p> <p>Titterington &amp; Grundies (2007) Article</p> <p>Tony (2001) Germany Article</p> <p>Turner &amp; Travis (2015) Article:  <a href="#">What We Learned from German Prisons</a></p> <p>Viehmann Article:  <a href="#">Prison Round Trip</a></p> <p>Wachsmann Article  <a href="#">Hitler's Prisons: Legal Terror in Nazi Germany</a></p>
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FO643SA Correctional Counseling and Rehabilitation in the United States and Germany

	<p><a href="#">What We Can Learn From German Prisons</a></p> <p><a href="#">The Culture of Punishment: The Difference Between American and German Prison Systems</a></p>		
Week 4	Field Excursion: United States Holocaust Memorial Museum	Research 1-2 Diversity 1-2	<p><a href="#">United States Holocaust Memorial Museum</a></p> <p><a href="#">Pre-Departure Orientation-Health &amp; Safety</a> <b>Due</b></p>
Week 5	<p>Criminal Justice and Mental Health Systems in the United States and Germany</p> <p>Racial and Ethnic Disparity</p> <p>Correctional Mental Health Services in the United States and Germany</p> <p><b>Podcast:</b> <a href="#">Insane: America's 3 Largest Psychiatric Facilities Are Jails</a></p> <p><b>Film:</b> <i>13<sup>th</sup></i></p> <hr/> <p>Ethical Issues in Correctional Mental Health Services in the United States and Germany</p> <p>The Corrections Experience for Staff in the United States and Germany</p>	Research 1-2 Assessment 1 Intervention 1-2 Ethics 1 Diversity 1-2	<p><b>United States Holocaust Memorial Museum Field Excursion Reflection Due</b></p> <p><a href="#">International Travel Registration</a> <b>Due</b></p> <p>Allen &amp; Bosta pages 1-32, 78-92 Correia Chapters 1-3, 8 Fagan &amp; Ax Chapters 1-2, 4-5, 8 Scott Chapters 4-6 Van Voorhis &amp; Salisbury Chapters 1 &amp; 6-7 Althouse (2000) Article Boothby &amp; Clements (2002) Article Dietz et al. (2003) Article Hawk (1997) Article Hutchinson et al. (2005) Article Elger et. al (2017) Article Lutze et al. (2011) Article Mental Health Screens in Corrections Article Moore &amp; Padavic (2010) Article NCCHC (2016) Article Nellis (2016) Article Packer &amp; Borum (2003) Article Perkinson (2009) Article <a href="#">Prison Policy Initiative</a> Roth (2018) Article <a href="#">The Sentencing Project</a> Young (2001) Article</p>

FO643SA Correctional Counseling and Rehabilitation in the United States and Germany

<p>Week 6</p>	<p>Crisis Intervention in Jails and Prisons</p> <p>Working with Mentally Ill Offenders</p> <p>Working with Culturally Diverse Jail and Prison Populations</p> <p><b>Film:</b> <i>Bellevue Inside Out</i></p>	<p>Assessment 1-2 Intervention 1-2 Diversity 1-2</p>	<p>Allen &amp; Bosta pages 33-77 Fagan &amp; Ax Chapters 6, 9, 14, 15 Scott Chapters 7-9 Van Voorhis &amp; Salisbury Chapters 3-5, 8-11 Dighton (2003) Article Holton (2003) Article Tseng et al. (2004) Article US DOJ BJS (2004) Article</p>
<p>Week 7</p>	<p>Special Needs Offenders: Incarcerated Females Juveniles Chronically Ill Older and Geriatric LGBTQ Religion and Spirituality Veterans Under Protective Custody Death Row Inmates</p> <p>Future Trends in Corrections</p>	<p>Research 1-2 Ethics 1 Assessment 1-2 Intervention 1-2 Diversity 1-2</p>	<p><b>Presentations</b></p> <p>Fagan &amp; Ax Chapter 10 Scott Chapters 16-20 Van Voorhis &amp; Salisbury Chapters 4-5, 8-10, 13, 15-16 Cunningham &amp; Vigen (2002) Article Edney (2004) Article Greenfield &amp; Snell Article Hall et al. (2004) Article Hochhausen (2002) Article Kenis et al. (2010) Article Kuhlmann &amp; Ruddell (2005) Article NCLR (2006) Article NIC (2000) Article US DOJ Articles Wagaman (2003) Article</p> <p><b>Film:</b> <i>Girls Incarcerated: Young and Locked Up</i></p>
<p>Week 8</p>	<p>Special Needs Offenders: Incarcerated Females Juveniles Chronically Ill Older and Geriatric LGBTQ Religion and Spirituality Veterans Under Protective Custody Death Row Inmates</p> <p>Future Trends in Corrections</p>	<p>Research 1-2 Ethics 1 Assessment 1-2 Intervention 1-2 Diversity 1-2</p>	<p><b>Correctional Facility Tour Field Excursion Reflection Due</b></p> <p><b>Presentations</b></p> <p>Fagan &amp; Ax Chapter 10 Scott Chapters 16-20 Van Voorhis &amp; Salisbury Chapters 4-5, 8-10, 13, 15-16 Cunningham &amp; Vigen (2002) Article Edney (2004) Article Greenfield &amp; Snell Article Hall et al. (2004) Article Hochhausen (2002) Article Kenis et al. (2010) Article Kuhlmann &amp; Ruddell (2005) Article NCLR (2006) Article NIC (2000) Article US DOJ Articles Wagaman (2003) Article</p>

FO643SA Correctional Counseling and Rehabilitation in the United States and Germany

			<b>Film:</b> <i>Girls Incarcerated: Young and Locked Up</i>
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[Appendix A – Tentative Itinerary](#)

NO SPOUSES, SIGNIFICANT OTHERS, PARTNERS, FAMILY OR FRIENDS WILL BE ALLOWED TO ATTEND THE TRAVEL PORTION OF THIS COURSE.

The reasons for this request include:

1. The students in this course are an intentional learning community and represent the profession of psychology. This community will be compromised by the addition of non-students.
2. 2. Because the students will be in contact with organizations on many levels, this process will be compromised by people on the “outside” of this group.

The immersion portion of the program requires walking for extended periods of time during cultural tours. We will also be using public transportation (e.g., train) for many visits.

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](mailto:accommodations@thechicagoschool.edu).



FO643SA Correctional Counseling and Rehabilitation in the United States and Germany

Date	Activity	
<p>Day 1 Thursday July 7</p>	<p>Morning</p>	<p>Student arrivals to Germany  <b>Motel One</b>, Leipziger Platz 12 (Mall of Berlin), Berlin. Phone +49 30 20670780  <a href="https://www.motel-one.com/en/hotels/berlin/berlin-potsdamer-platz/">https://www.motel-one.com/en/hotels/berlin/berlin-potsdamer-platz/</a></p> <p>From the airport, take a cab (ask if credit cards are accepted). Taxis are metered and take approx. 20 minutes to the hotel. Keep receipt. Fare is approx.. 25 Euro.</p>
	<p>4:30pm</p>	<p>Meeting in Hotel Lobby for Program Orientation</p> <p>Recommendations for short orientation walks for those arriving early:</p> <ul style="list-style-type: none"> <li>• Jewish Memorial</li> <li>• Brandenburg Gate</li> <li>• Unter den Linden Promenade</li> <li>• Mall of Berlin</li> <li>• Checkpoint Charlie</li> </ul> <p>The hotel receptionist will mark the nearby sites in a map for you.</p> <p>(Exertion level 1-2, leisurely walking)</p>
	<p>6:00pm</p>	<p><b>Welcome Dinner</b>  at Lindenbräu Restaurant (Sony Center), Potsdam Square</p>
<p>Day 2 Friday July 8</p>	<p>Morning</p>	<ul style="list-style-type: none"> <li>• Breakfast on the 3<sup>rd</sup> floor of hotel</li> <li>• Meet in hotel lobby (ground level) at 8:15 am, ready to go</li> <li>• 9:00-10:30 Cross-Cultural Communication Session</li> <li>• 10:45-12:30 German History</li> </ul> <p>SRH University,  Ernst-Reuter-Platz 10, Berlin  Please prepare to give a brief presentation of your research projects / interests</p>
	<p>Afternoon</p>	<p>Moabit Prison Tour</p> <p>(Exertion level 1-2, leisurely walking)</p>

FO643SA Correctional Counseling and Rehabilitation in the United States and Germany

Day 3 Saturday July 9	Morning	Heidering Prison Tour  (Exertion level 1-2, leisurely walking)
	Afternoon	Jewish Museum Berlin  (Exertion level 1-2, leisurely walking)
	Evening	Kreuzberg Food Market (voluntary)  (Exertion level 1-2, leisurely walking)
Day 4 Sunday July 10	10:00am-3pm	9:30 Meet in lobby (ground floor), ready to go  Workshop and Exhibition: Topography of Terror (Dr. Kemmelmeyer): Nazi Germany from the perpetrator's perspective  Walking distance from the hotel  (Exertion level 1-2, leisurely walking)
	Evening	German Spy Museum Leipziger Platz 9, 10117 Berlin <a href="https://www.deutsches-spionagemuseum.de/en">https://www.deutsches-spionagemuseum.de/en</a>
Day 5 Monday July 11	Morning	8:15am: Meet in lobby (ground floor), ready to go  Hohenschönhausen Stasi Prison Site <a href="http://en.stiftung-hsh.de/">http://en.stiftung-hsh.de/</a> (guided tour 9-11am) Gedenkstätte Berlin-Hohenschönhausen Genslerstraße 66 D-13055 Berlin Phone +49 30 986082-30  (Exertion level 1-2, leisurely walking)
	Afternoon	Justizvollzugsanstalt für Frauen Berlin Berlin women prison – social- therapeutic institution  (Exertion level 1-2, leisurely walking)

FO643SA Correctional Counseling and Rehabilitation in the United States and Germany

Day 6 Tuesday July 12	Morning	Sachsenhausen Concentration Camp Memorial Site Strasse der Nationen 22, 16515 Oranienburg Guided tour  (Exertion level 1-2, leisurely walking)
	Afternoon	Debrief and Dinner
Day 7 Wednesday July 13	Depart Morning	Trip to Potsdam <a href="#">Potsdam Sites</a> <a href="#">Potsdam Sites</a>
	Return Evening	
Day 8 Thursday July 14	Morning	
	Afternoon	
	6:00pm	Farewell Dinner
Day 9 Friday July 15		Departures

Appendix B - Assignment Rubric - In Country Attendance & Engagement

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

Appendix C - Assignment Rubric - Professional Behavior & Comportment

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

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.

Grade	Percentages	Points	Description
A	94 – 100%	4.00	Superior
A-	90 – 93%	3.67	Outstanding
B+	88 – 89%	3.33	Very Satisfactory
B	83 – 87%	3.00	Satisfactory
B-	80 – 82%	2.67	Marginally Satisfactory
C	70 – 79%	2.00	Unacceptable
F	69 and below	0.00	Unacceptable
W			Withdrawal
AU			Audit
I			Incomplete

## Policies

The Chicago School of Professional Psychology Policies are found in the [TCSP 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>Policies found in the <a href="#">Student Handbook and Academic Catalog</a></b>
INTRODUCTION
COMMITMENT TO DIVERSITY
ACADEMIC POLICIES AND PROCEDURES
ATTENDANCE
CLASS CANCELLATION
GRADING POLICIES
LEAVE OF ABSENCE
REGISTRATION
SATISFACTORY ACADEMIC PROGRESS (SAP)
WITHDRAWAL
FINANCIAL AID AND STUDENT ACCOUNT POLICIES
STUDENT RIGHTS AND RESPONSIBILITIES
ACCESSIBILITY ACCOMMODATIONS
PREGNANCY AND RELATED CONDITIONS
SEXUAL MISCONDUCT
STUDENT CONDUCT CODE OF CONDUCT ACADEMIC INTEGRITY PROFESSIONAL CONDUCT
STUDENT AFFAIRS COMMITTEE (SAC)
RELIGIOUS ACCOMMODATIONS
STUDENT PROFILE (UPDATING YOUR PERSONAL INFORMATION)
TECHNOLOGY ELECTRONIC COMMUNICATION ETIQUETTE USE OF COMPUTING RESOURCES
STUDENT SERVICES, HEALTH, AND SAFETY

## Additional Program Policies

### Dispositional Assessment

Continued personal assessment is essential to a counselor-in-training's constant growth and development. The program engages in the Disposition, Skills, Knowledge, and Competency Assessments (DSKCA) as part of that process. Every semester, course instructors will complete a DSKCA for each student. At the conclusion of every semester, each student will receive a student review letter that incorporates the DSKCA responses from course instructors. A student may review their student review letter and DSKCA with their academic advisor at any time. A student who scores a two or lower on any area in the DSKCA will receive notice from their academic advisor to discuss the student review.

### Netiquette Policy

Students must attend classes for which they are registered for and must arrive to class on time. Students joining more than 10 minutes after the start of a class may be counted as absent.

Students must be fully present (on video and audio) in a secure, confidential, and appropriate location and engaged for all class meetings.

- This means a private, not public space.
- Students must appear on camera in a stationary and secure location, maintaining confidentiality for the duration of the class meeting.
- Students may not be operating a moving vehicle during class sessions.
- Individuals, other than the student, should not be present during class meetings, including children, coworkers, site supervisors, family, or friends.
- Students should refrain from using phones and other electronic devices that distract them from class meetings.
- Students should refrain from multi-tasking (cooking, cleaning, etc.) during class meetings.
- Students are not to consume alcoholic beverages during class meetings.
- Students should be in a location that is appropriate for a class meeting, such as a desk, table, or another stable surface. Students will want to avoid sitting on beds or having their laptop on their legs, which results in an unsteady video feed.

Students should be appropriately dressed for class.

Students should be cautious of what they share on their desktops and the personal use of the chat features of the online platform. Any chat dialogue via the online platform can be seen and used by all those present in class.

Students must fully participate in the class meeting. Students should actively express ideas in class that include thought, depth, and relevance. Further, students should effectively initiate dialogue and contributions, while respecting other viewpoints.

[Electronic Communication Etiquette](#) policy within our Academic Catalog and Student Handbook:

Learning and working online means that communication often lacks the benefit of visual support of body language and tone of voice. This can easily lead to misunderstandings or unintentional offense. Reviewing what is written in an email or posted in a discussion forum will serve to better support a student's successful online participation.

A student is advised to observe the below guidelines when participating in an online course or communicating virtually with others. Encouraging professional behavior is an institutional learning goal, and all students are expected to behave as professionals in all aspects of communication.

- Be respectful, professional, and careful about what is said and how it is said.
- Be aware of the image being projecting online. Use clear writing and good form.
- As message recipients cannot read nonverbal cues such as facial expressions or easily interpret the tone of written communication, words and manners of expression must clearly indicate the intended meaning. This is particularly important when using humor (e.g. sarcasm may not be apparent in words alone).
- Respect the time of others. Keep communication short, to the point, and on topic.
- With disagreeing, be polite and gracious.
- On message boards or in discussion forums, use the subject line appropriately, employing meaningful and succinct labels so that recipients may immediately grasp the topic being advanced.
- When someone else errs and/or does not follow proper protocol, consider whether it is necessary to provide correction. If correction is in order, be polite and, if discretion is advised, address the issue privately rather than in a public way.
- Avoid using ALL CAPS, especially when disagreeing. This is perceived as shouting and considered rude.
- Comply with all copyright laws.
- Be mindful of compatibility concerns. Be sure that files uploaded to online platforms can be viewed by others.
- Be aware of issues that might arise due to cultural and languages differences.
- Do not to violate the privacy of others. Do not send commercial advertisements or SPAM to other students, faculty members, or staff.
- Respect the chain of command when seeking assistance, raising questions, or sharing concerns.

### [Auto Attendance](#)

Auto attendance is the automatic posting of course attendance through the use of Canvas, the online learning management system, and CampusVue, the student information system. Student course attendance will be tracked through both required participation in the online Canvas classroom and required attendance at face-to-face course sessions. Auto attendance will augment learning by helping students engage with courses both in the online classroom and through attending face-to-face course sessions. Also, participation in the assigned academic activity in Canvas will ensure an accurate accounting of attendance, a primary factor in financial

aid eligibility. Faculty members for each course will determine the assigned academic activity that must be completed in Canvas in order to have attendance count. Some examples of assigned academic activities are posting an introduction, posting in a graded discussion forum, or submitting a written assignment or quiz. A student's assigned academic activity in each course is due by 11:59pm on the first Wednesday of the semester. This is true for all courses regardless of when face-to-face classes meet. If a student does not complete the assigned academic activity in a course, the student may be unregistered from the course which could impact financial aid eligibility. If a student does not complete the assigned academic activity in all courses, the student may be withdrawn from the school and become ineligible for financial aid. If a student does not complete the assigned academic activity in Canvas but does attend a face-to-face course session, the faculty member will mark the student as present in the Academic Portal per TCSP's historical practice. However, not completing the assigned academic activity in Canvas will have consequences as outlined by the attendance policy. If a student completes the assigned academic activity in Canvas by the due date but does not attend a face-to-face course session, this will substantiate enrollment and allow a student to stay in the course. However, non-participation in the face-to-face course session will have consequences as outlined by the faculty member according to the attendance policy.

### Assignment Policy

Late assignments will not be accepted and result in zero points for the assignment unless approved by the instructor in advance. No assignments will be accepted as late unless negotiated with the instructor and accepted by the instructor at least 24 hours before the assignment is due. Instructor discretion and judgment is reserved for emergencies/illnesses and will be handled on a case-by-case basis. Appropriate documentation may be required. The assignment grade may be reduced. The decision rests with the instructor.

No assignment may be redone. All assignments must be done to the best of the student's ability the first time. Allowing assignments to be redone encourages students to turn in less than their best work the first time and creates inconsistency across courses and course sections. This does not include drafts submitted to an instructor as part of an assignment. No extra credit assignments may be given to students to raise a poor or failing grade.

### Group Assignments and Grading

For group assignments, usually each group member will receive the same grade for the assignment, but group members may be assigned different grades if it is determined that one or more members is/are not fully participating. To receive credit for group assignments, students are to participate actively with the group and contribute to the assignment. Students are graded on the process of group interaction/cooperation as much as the final product that the group produces.

### LockDown Browser

To maintain academic integrity across the program, LockDown Browser will be implemented for all online quizzes and exams in Canvas. LockDown Browser is a custom browser that locks down



the testing environment in Canvas. When students use LockDown Browser to access a quiz or exam, they are unable to print, copy, visit other websites, access other applications, or close a quiz or exam until it is submitted for grading. Quizzes and exams created for use with LockDown Browser cannot be accessed with standard browsers. Please know that quizzes and examinations only require LockDown Browser and NOT Respondus Monitor. Please review all of the information below, including viewing the Introduction to LockDown Browser for Students video to better understand this system. Please also download and install LockDown Browser. Please ensure all of this is completed before taking your online quiz or examination.

[Watch this brief video to get a basic understanding of LockDown Browser.](#)

[Download and install LockDown Browser here.](#)

Once installed, start LockDown Browser, log into to Canvas, and navigate to the quiz and/or examination. Students will not be able to access a quiz or examination that requires LockDown Browser with a standard web browser. If this is tried, an error message will indicate that the test requires the use of LockDown Browser. Simply start LockDown Browser and navigate back to the quiz or examination to continue.

Several resources are available if you encounter problems with LockDown Browser:

- The Windows and Mac versions of LockDown Browser have a "Help Center" button located on the toolbar. Use the "System & Network Check" to troubleshoot issues.
- Respondus has a Knowledge Base available from support.respondus.com. Select the "Knowledge Base" link and then select "Respondus LockDown Browser" as the product.
- If you're still unable to resolve a technical issue with LockDown Browser, go to support.respondus.com and select "Submit a Ticket". Provide detailed information about your problem and what steps you took to resolve it.

### [Use of Electronic and Wireless Devices](#)

Electronic and wireless devices allow for ready access to knowledge and continuous connectivity. The use of electronic and wireless devices during class is restricted to in-class activities and is at the discretion of the instructor. Please be respectful to your instructor and your peers when using these devices.

### [Confidentiality Requirement](#)

Students may and are often required to relate course content to real world and work experiences. Whenever these experiences are brought into the learning process, students are to protect the confidentiality and privacy of any persons or organizations included in their coursework. Students shall not disclose any information about a person or an organization that enables their identity unless otherwise approved or authorized as noted in the ACA Code of Ethics. Failure to do so may result in referral to the Student Affairs Committee.

## Student Academic Supports and Resources

### COMMUNITY SITE FOR UNIVERSITY RESOURCES

The Community Site is where students can access additional university resources. The Community Site also links to the Student Gateway where students can view their personal information, access their student records, pay a bill, and complete other tasks.

### Bookstore

### CANVAS SUPPORT

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

- Search the [Canvas Guides](#) which have a plethora of detailed videos, step-by-step instructions, and links
- Access the community user boards and discussions.
- Ask HelpDesk:
  - Submit a ticket with your question or issue by filling out the form provided in the course.
  - Contact the HelpDesk by phone at 855-745-8169
  - 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)

### IT Website

### IT Hours

Weekdays 8:00 am to 10:00 pm

Weekends 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 by clicking on “Find Help” in the menu under “University Library.” Patrons can access articles via the search portal on the Library Home Page.

### 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 Services](#)

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)

### [Zoom Premium for Students](#)

Students have access to some of the premium Zoom features when setting up their own meetings, such as the recording feature which can be utilized for a variety of assignments and activities, such as role plays and group project meetings. Students have access to Zoom through <https://tcsedsystem.zoom.us> utilizing their Chicago School username and password.