



On-ground Course Syllabus– Study Abroad

Course Name and Number: *(Power of One - Israel and the West Bank: An exploration of identity, culture, and intersectionality)*

3 Credit Hours

Summer 2022

Course Introduction

Instructor:	The instructor will post this information in Week 1 welcome announcement.
Course Section #	Only one section for a Study Abroad Course
Course Meeting Day/Time	
Office and Hours:	
Phone:	424-272-1129
E-mail:	Btoubia@thechicagoschool.edu
Course Website:	

Official Course Description

This course will explore and examine how issues of culture, history, and politics influence the cognitive, social, and interpersonal experiences of the people and communities living in Israel and the West Bank. Students will begin the course by learning how to explore their own personhood through cultural self-exploration. Using cultural assessment skills, students will then participate in didactic exercises in-country exploring how the meaning and parameters of identity shape the lives of individuals in-country. They will also examine the systemic and cultural influences that shape contemporary life in the region. Through course readings and activities, students will explore the topics of gender, sexuality, ethnicity, race, immigration status, socioeconomic status, religious beliefs, political beliefs, disability. They will also examine tolerance, inclusivity, prejudice, bias, and trauma, in the context of contemporary therapeutic approaches in systemic treatment. The travel component of this course will include visiting cultural sites and interacting with individuals living in the region. We will meet students pursuing similar degrees in-country, and will participate in workshops where we will apply the course content to concepts of life in Israel and the West Bank. Finally, participants will integrate lessons learned from the in-country experience and course materials various cultural perspectives and cultural developmental models to develop culturally sensitive case conceptualizations and treatment plans. (3 credits) *A course with a study abroad component explores psychology within an international context and applies theoretical, practical, and professional knowledge related to working with diverse populations.*

Institutional Learning Outcome Addressed

Institutional Learning Outcomes

Scholarship

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

- [Research and Evaluation]
 - [Graduates will understand foundational and current knowledge in marriage and family therapy research and evaluation methods, especially within the context of biopsychosocial health across the lifespan in families, couples, and individuals.]

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

- CLO1: Identify, describe, explain, and demonstrate effective, empirically supported strategies to promote understanding of the impact of cultural trauma in the community and access to community resources as they relate to addressing diversity in all professional activities including research, training, supervision/consultation, and service.

- MLO1 – Students will identify, reflect, and discuss unique identity development models as they reflect on the multidimensional personhood of their interviewees.

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.

- [Individual and Cultural Differences]
 - [Graduates will develop competencies in understanding and applying knowledge of diversity, power, privilege, and oppression across all cultural contexts in domestic and international settings. This will facilitate the practice of marriage and family therapy in a culturally competent frame.]

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

- CLO2: Demonstrate knowledge of the worldview of the local culture within the context of culturally competent psychological and systemic practice.
 - MLO2 - Students will visit cultural heritage sites and discuss their meaning to the identities held by both Israeli and Palestinian citizens.
- CLO3: Analyze differences between host culture and own culture.
 - MLO3a – Students will engage in a cultural exploration of their identities, worldview, attitudes, and perceptions using identity development models.
 - MLO3b – Students will discuss how their US identity shapes their interest, curiosity, and determination when working with people from Israel and the West Bank.
 - MLO3c - Students will engage in a cultural assessment interview exploring the diverse cultural dimensions of local students they interview in Tel Aviv, Israel.
 - MLO3d – Students will engage in a cross-cultural analysis of how their personal and professional biases shape their professional presentation with Middle Eastern clients.
- CLO4: Examine global perspective in relation to their professional and academic goals.
 - MLO4 - Students will participate in conversations with one another, Israelis, and Palestinians, discussing the similarities and differences of their perspectives.
- CLO5: Explain personal, professional, and academic impact of their experience abroad.
 - MLO5a - Students will keep a professional and personal development journal, recording the impact of their study abroad experience on their cultural, professional, and personal growth.
 - MLO5b - Students will explore issues of transference and countertransference through journaling in-country.

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.

- [Ethics]
 - [Graduates will exhibit professional and ethical behavior and understand legal responsibilities consistent with professional standards and code of ethics in Clinical Psychology and Marriage and Family therapy.]

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

- CLO8: Recognize value of interacting with individuals with diverse backgrounds and perspectives.
 - MLO8 - Students will use their cultural interview and assessment skills to foster conversations about cultural issues relevant to both Israelis and Palestinians during their service-learning opportunities.
- CLO9: Demonstrate ability to tolerate ambiguity in complicated environments where clear cut answers or standard operating procedures are absent.
 - MLO9 - Students will examine how historical and current structures of privilege and power, and cultural differences between the United States, Israel, and Palestine impact their views on the lived experiences of individuals in-country.
- CLO10: Practice responsibility and accountability by making appropriate decisions on behavior and accepting the consequences of their actions.

- MLO10a - Students will attend all pre-orientation training and prepare for travel and in-country activities.
- MLO10b - Students will engage and actively participate throughout all online class activities to develop an understanding of how identity and culture shape contemporary Israeli/Palestinian relationships.
- MLO10c - Students will actively participate in all in-country activities and events.
- MLO10d - Students will communicate respectfully and use culturally sensitive approaches with all individuals while in-country.
- CLO11: Demonstrate ability to be self-reliant in non-classroom environment.
 - MLO11a - Students will actively participate in group processing conversations and be self-reliant during the entirety of the trip while traveling between cities and to various sites.
 - MLO11b - Students will complete all course Readings and assignments.
- CLO12: Demonstrate that they are knowledgeable of, and act in accordance with: 1) the relevant sections of the current version of the AAMFT, CAMFT, and APA ethics code; 2) relevant organizational, local, state, regional, and federal laws, regulations, rules and policies that govern health service psychology; and 3) relevant professional standards and guidelines, as related to appropriate clinical management of issues of human diversity and to accurately identify ethical issues related to cultural competence.
 - MLO12 - Students will reflect on their professional codes of ethics as well as their newfound cultural awareness to discuss the importance of holding space for the cultural diversity of their potential clients.

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.

- [Assessment and Diagnosis]
 - [Graduates will be able to provide effective diagnostic and assessment services to a diverse set of clients experiencing major mental health issues as well as common presenting problems utilizing a biopsychosocial, systems approach to family-oriented mental health care.]

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

- CLO13: Work effectively with diverse populations by demonstrating the requisite knowledge base, ability to articulate an approach to working effectively with diverse individuals and groups, and to apply this approach effectively in professional work.
 - MLO13 - Student will discuss how the course material, in-country experiences, and cultural proficiency will impact their professionalism and clinical treatment.

Required and Optional Texts and Electronic Reserves

Required Texts

Title (APA Format)	ISBN-13	Publisher's Price
Appiah, A. (2018). <i>The lies that bind: Rethinking identity, creed, country, color, class, culture</i> . Liveright Publishing Corporation.	978-1-63149-383-6	Approx. \$15 on Amazon
Hogan, M. (2013). <i>Four skills of cultural diversity competence: A process for understanding and practice</i> . Wadsworth.	978-0-8400-2862-4	Rent: \$18 on Amazon Buy: \$50 on Amazon

Required Readings on eReserve or Canvas

Check the files area in Canvas first before going to eReserves.

- Arwas, E., & Flum, H. (2020). "Pushing me ahead before I was ready was a serious mistake!"- School memories and identity development. *International Journal of Educational Research*, 103, N.PAG. <https://doi.org/10.1016/j.ijer.2020.101649>
- Baum, N. (2010). Standing tall: a look at the development of identity among Palestinian citizens of Israel. *Social Identities*, 16(1), 135–150. <https://doi.org/10.1080/13504630903465969>
- Chatty, D. (2014). The persistence of Bedouin identity and increasing political self-representation in Lebanon and Syria. *Nomadic Peoples*, 18(2), 16-33.
- Cohen, S. J. (2013). When Unconscious Wishes Become Laws: Policing Memory and Identity in Israel and Palestine. *International Journal of Applied Psychoanalytic Studies*, 10(2), 152–173. <https://doi.org/10.1002/aps.1319>
- Esensten, A. (2019). Yah's Exemplary Soldiers: African Hebrew Israelites in the Israel Defense Forces. *Religions*, 10(11), 614. <https://doi.org/10.3390/rel10110614>
- Flum, H., & Buzukashvili, T. (2018). Identity Development and Future Orientation in Immigrant Adolescents and Young Adults: A Narrative View of Cultural Transitions from Ethiopia to Israel. *New Directions for Child and Adolescent Development*, 2018(160), 15–30. <https://doi.org/10.1002/cad.20237>
- Gawerc, M. (2016). Constructing a Collective Identity across Conflict Lines: Joint Israeli-Palestinian Peace Movement Organizations. *Mobilization*, 21(2), 193–212. <https://doi.org/10.17813/1086-671X-20-2-193>
- Hobfoll, S. E., Palmieri, P. A., Johnson, R. J., Canetti-Nisim, D., Hall, B., & Galea, S. (2009). Trajectories of resilience, resistance, and distress during ongoing Psychology in an International Context: Israel terrorism: The case of Jews and Arabs in Israel. *Journal of Counseling and Clinical Psychology*, 77(1), 138-148.
- Leshem, S. (2020). Identity formations of doctoral students on the route to achieving their doctorate. *Issues in Educational Research*, 30(1), 169–186.
- Lev Ari, L., & Cohen, N. (2018). Acculturation Strategies and Ethnic Identity Among Second-Generation Israeli Migrants in the United States. *Contemporary Jewry*, 38(3), 345–364. <https://doi.org/10.1007/s12397-018-9258-5>
- Levenson, L., & Resnik, J. (2021). Between ethnonational and international curricula: competing identity discourses in the Armenian school in Jerusalem. *British Journal of Sociology of Education*, 42(2), 213–228. <https://doi.org/10.1080/01425692.2021.1877528>
- Nasser, R. (2019). Identity beyond borders: national identity and the post-colonial alternative. *Social Semiotics*, 29(2), 145–171. <https://doi.org/10.1080/10350330.2018.1425317>
- Nuttman-Shwartz, O., Karniel-Lauer, E. & Offir, S. (2002). "Group Therapy with terror injured persons in Israel: Societal impediments to successful working through" *Group*, 26(1), 49-59.
- Rapoport, A., & Yemini, M. (2020). Citizenship, identity, and education: Re-imagining the Contested Terrain. *Education, Citizenship & Social Justice*, 15(1), 3–9. <https://doi.org/10.1177/1746197919859211>
- Saba-Sa'di, S., & Sa'di, A. H. (2017). State power and the role of education in the constitution of natives' subjectivities: The Druze in Israel. *Social Identities*, 24(6), 817–835. <https://doi.org/10.1080/13504630.2017.1303371>
- Sagiv, T., & Yair, G. (2019). The end of ethnicity? Racism and ambivalence among offspring of mixed marriages in Israel. *Journal of Ethnic and Migration Studies*, 47(4), 861–877. <https://doi.org/10.1080/1369183x.2019.1654158>
- Schachter, E. P. (2018). Intergenerational, Unconscious, and Embodied: Three Underdeveloped Aspects of Erikson's Theory of Identity. *Identity*, 18(4), 315–324. <https://doi.org/10.1080/15283488.2018.1523731>
- Schachter, E. P., & Galliher, R. V. (2018). Fifty Years Since "Identity: Youth and Crisis": A Renewed Look at Erikson's Writings on Identity. *Identity*, 18(4), 247–250. <https://doi.org/10.1080/15283488.2018.1529267>
- Shenhav, Y. & Hever, H. (2012). 'Arab Jews' after structuralism: Zionist discourse and the (de)formation of an ethnic identity. *Social Identities*, 18(1), 101-118.
- Yadlin, S. A. (2021). Articulating Persian identities between Iran and Israel: On nationality, diasporas, and lived ethnicities in online media. *Nations & Nationalism*, 27(2), 347–362. <https://doi.org/10.1111/nana.12639>

Optional but Recommended Texts and Readings

[Cultural Awareness: Being a Good Guest in a Foreign Country](#)
[Pew Research Center: Israel's Religiously Divided Society](#)

Twose, G. (2009). Beyond Bullets, Bombs, and Grassroots. *Culture & Psychology*, 15(1), 134-144. <https://doi.org/10.1177/1354067X08096515>

Weblinks/Videos

- The Chicago School of Professional Psychology
 - [Know Before You Go- Pre-Departure Guide to International Programs.](#)
 - [Pre-Departure Orientation – Health & Safety](#)
 - [TCSPP - International Travel Registration](#)
- [Why Ethiopian Jews Are Building a Movement Against Racism in Israel](#)
- [Journey of Dreams: Ethiopian Aliyah Documentary](#)
- [Israeli Druze: How do you define your identity?](#)
- [LGBTQ Life in Israel: A Progressing Journey](#)
- [Armenians of Jerusalem](#)
- [Walking with Palestinian Christians in Bethlehem](#)
- [History of the Jews](#)
- [The Israel-Palestine conflict: a brief simple history](#)
- [Introduction to Judaism](#)

Course Rubric				
Program Learning Outcome Assessed	Demonstration Level 1	Demonstration Level 2	Demonstration Level 3	Demonstration Level 4
<p>Scholarship: Research and Evaluation Graduates will understand foundational and current knowledge in marriage and family therapy research and evaluation methods, especially within the context of biopsychosocial health across the lifespan in families, couples, and individuals</p>	<p>Does not demonstrate knowledge of sufficient ability to search for, identify, and apply empirically supported culturally sensitive literature and identity models to analyze self-of-therapist issues as well as identities held by local communities. Unable to apply psychological and cultural literature to self or to the local community without identifying personal biases and prejudices.</p>	<p>Demonstrates basic knowledge when searching for, identifying, and applying empirically supported culturally sensitive literature and identity models to analyze self-of-therapist issues as well as identities held by local communities. Demonstrates a basic to apply psychological and cultural literature to self or to local community but only minimally identifies personal biases and prejudices, omitting issues of intersectionality.</p>	<p>Demonstrates knowledge of searching for, identifying, and applying empirically supported culturally sensitive literature and identity models to analyze self-of-therapist issues as well as identities held by local communities. Correctly applies psychological and cultural literature to self or to local community while identifying personal biases and prejudices and addressing issues of intersectionality.</p>	<p>Demonstrates extensive knowledge of searching for, identifying, and applying empirically supported culturally sensitive literature and identity models to analyze self-of-therapist issues as well as identities held by local communities. Demonstrates an acute ability to think critically and proficiently about an identity as well as how it intersects with other identities. Correctly applies psychological and cultural literature to self or to local community and identifies personal biases and prejudices while addressing issues of intersectionality.</p>
<p>Diversity: Individual and Cultural Differences Graduates will develop competencies in understanding and applying knowledge of diversity, power, privilege, and oppression across all cultural contexts in domestic and international settings. This will facilitate the practice of marriage and family therapy in a culturally competent frame</p>	<p>Does not demonstrate knowledge of the world view of the local culture within the context of psychology. Unable to analyze differences between host culture and own culture. Unable to articulate global perspective in relation to their professional and academic goals; cannot explain personal, professional and academic impact of their experience abroad.</p>	<p>Demonstrates basic knowledge of the world view of the local culture within the context of psychology. Can analyze some basic differences between host culture and own culture. May not be able to articulate global perspective in relation to their professional and academic goals; when prompted can describe basic personal, professional and academic impacts of their experience abroad.</p>	<p>Demonstrates knowledge of the worldview of the local culture within the context of psychology. Can analyze several basic differences between host culture and own culture. Able to articulate general understanding of global perspective in relation to their professional and academic goals; can describe personal, professional and academic impacts of their experience abroad.</p>	<p>Demonstrates extensive knowledge of the world view of the local culture within the context of psychology. Can critically analyze several differences between host culture and own culture; Presents understanding of global perspective in relation to their professional and academic goals; can articulate and critically analyze personal, professional and academic impacts of their experience abroad.</p>
<p>Professional Behavior: Ethics Graduates will exhibit professional and ethical behavior and understand legal responsibilities consistent with professional standards and code of ethics (AAMFT, CAMFT, APA, ACA).</p>	<p>Unable to recognize value of interacting with individuals with backgrounds and/or perspectives different from their own; intolerant of ambiguity in complicated environments where clear cut answers or standard operating procedures are absent; Does not take responsibility or accountability by making appropriate decisions on behavior or accepting the consequences of their actions; Does not demonstrate self-reliance in non-classroom environment.</p>	<p>Basic recognition of value of interacting with individuals with backgrounds and/or perspectives different from their own; some tolerance of ambiguity in complicated environments where clear cut answers or standard operating procedures are absent; Takes responsibility or accountability by making appropriate decisions on behavior or accepting the consequences of their actions; Demonstrate self-reliance in non-classroom environment.</p>	<p>Recognizes value of interacting with individuals with backgrounds and/or perspectives different from their own; tolerant of ambiguity in complicated environments where clear cut answers or standard operating procedures are absent; Takes responsibility or accountability by making appropriate decisions on behavior or accepting the consequences of their actions; Demonstrate self-reliance in non-classroom environment.</p>	<p>Recognizes and critically evaluates value of interacting with individuals with backgrounds and/or perspectives different from their own; embraces opportunity to learn from ambiguity in complicated environments where clear cut answers or standard operating procedures are absent; takes responsibility or accountability by making appropriate decisions on behavior or accepting the consequences of their actions; Demonstrate self-reliance in non-classroom environment.</p>

<p>Professional Practice: Assessment and Diagnosis Graduates will be able to provide effective diagnostic and assessment services to a diverse set of clients experiencing major mental health issues as well as common presenting problems utilizing a biopsychosocial, systems approach to family-oriented mental health care</p>	<p>Does not demonstrate an acceptable understanding of culture and diversity theories and is not able to apply this to the client vignette and treatment plan. Use of research to inform the case formulation is minimal or non-existent. Demonstrates little to no understanding of diversity and its impact on the case.</p>	<p>Demonstrates minimal understanding of culture in relation to individual or family systems as they apply this to the case conceptualization and treatment plan. Integrates the theory into the vignette and case formulation. Demonstrates minimal understanding of diversity and its impact on the case.</p>	<p>Demonstrates an acceptable understanding of how culture and the psyche are integrated and can apply this to a case conceptualization and treatment plan. Can integrate research into the case formulation and some interventions. Demonstrates a moderate level understanding of diversity issues.</p>	<p>Demonstrates an advanced understanding of the theory of choice and applies this in a thorough and comprehensive manner to a case conceptualization and treatment plan. Integrates recent research into the case formulation and interventions. Demonstrates an understanding of the issues of diversity.</p>
<p>Professional Practice: Intervention Students will be able to integrate awareness and knowledge as well as develop culturally and community specific intervention strategies/treatment planning based on the intersection of cultural dimensions and needs of individualized populations</p>	<p>Does not demonstrate an acceptable understanding of culturally sensitive theoretical interventions and is not able to apply this to the client vignette, case conceptualization and treatment plan. Use of research to inform the case formulation is minimal or non-existent. Demonstrates little to no understanding of diversity and its impact on the case.</p>	<p>Demonstrates minimal understanding of culturally sensitive theoretical interventions and is not able to apply this to the client vignette, case conceptualization and treatment plan. Integrates the theory into the vignette and case formulation. Demonstrates minimal understanding of diversity and its impact on the case.</p>	<p>Demonstrates an acceptable understanding of how culturally sensitive theoretical interventions and is not able to apply this to the client vignette, case conceptualization and treatment plan. Can integrate research into the case formulation and some interventions. Demonstrates a moderate level understanding of diversity issues.</p>	<p>Demonstrates an advanced understanding of culturally sensitive theoretical interventions and applies this in a thorough and comprehensive manner to a case conceptualization and treatment plan. Integrates recent research into the case formulation and interventions. Demonstrates an understanding of the issues of diversity.</p>

Grading

Cultural Presentation	40 points
“My Culture” Presentation	40 points
Capstone Assignment	80 points
Cultural, Professional and Personal Development Journal	200 points: 20 points each; 10 total
Weekly Online Discussion	150 points: 25 points each; 6 total
Service-Learning Assignment	50 points
In-Country Attendance and Engagement	200 points
Professional Behavior and Comportment	80 points
Total	840 points

Class Schedule, Assignments, and Grading

Grading Rubrics can be found in the APPENDIX

1. Cultural Presentations (40 points) (Appendix D)

Students are required to explore a community of interest in Israel and the West Bank. Students will present on a community that we will visit in-country - a culture they are unfamiliar or uncomfortable with. Students will learn about the community and its culture through research (cite all references). Students will research both important historical aspects of the community as well as contemporary issues influencing the experiences of the individuals who are part of this community in Israel and the West Bank.

Summarize what you learned about the culture, and especially what you learned about yourself during this assignment.

Summarize how you explored the culture, and what you learned about the culture **and** yourself.

What was surprising? What was expected? What did you enjoy? What did you dislike? Did you step outside your comfort zone?

Students will create a 10–15-minute pre-recorded video and PowerPoint presentation (to be uploaded on CANVAS) on a population that lives in Israel and/or the West Bank. Presentations should include an introduction to the population, including their history, their history in the region, their current state in the region, how their identity intersects with other cultural factors in the region, how they are viewed from American and global perspectives, any development models created to explain the development of those identities, and any clinical information on how these populations present in treatment. A PPT presentation template will be provided so that students can provide material in a uniform manner. It will be imperative for students to watch these presentations prior to leaving abroad so they are familiar with the complexity of identities present in-country. **No paper is required –but students are required to upload a recorded video with PowerPoint (or similar applications such as Sway, Prezi, Keynote, Google slides, Canva, etc.)**

Presentations should address the following questions and requirements:

1. A description and basic information about the culture or identity that you picked: Definitions, Concepts, Biases, Respect, Strengths, Challenges
2. How do your identities interplay with this topic?
3. Literature review discussing this topic (use at least three sources in addition to your course text and cite)
4. What have you learned? What did you dislike and how comfortable were you before and are you now with the topic?
5. What did you expect and what surprised you?
6. What would you share with others about this topic that you think is important to know for clinical practice?
7. What have you learned about you after studying this topic?
8. Provide at least 5 resources for others to use if they would like to find more information about this topic.

Communities to present on:

Orthodox Jews in Israel and settlements
 Israeli Arabs
 Palestinians in West Bank and Gaza
 Armenian Christians
 Mizrahi Jews
 Christians in Israel and Palestine
 African Refugees
 LGBTQ individuals in Israel and Palestine
 Bahai Community
 Druze

2. “My Culture” Presentation and Genogram (40 points) (Appendix D)

Cultural Sharing Presentation (30 points) Each student will create a 20-minute personal video presentation about the cultures and identities that shape their lived experience. It is imperative that in this presentation you identify as many cultural identities that you hold that you believe are relevant and important to explore as you continue your professional development. Students will be evaluated on the level of depth they bring to the presentation and how it has impacted their development and not on the content of what has been shared – Please review grading rubric for more clarity.

Some helpful hints:

- a. The goal of this exercise is to share with your classmates the richness of your own personal culture using the ADDRESSING MODEL from Pamela Hays and ONE OTHER MODEL (samples to be provided) on yourself. Relate it to your culture. Think about the best way to describe who you are.
- b. Share your own family history by describing cultural and historical background. Did your family immigrate to the US? Where did your parents meet? Consider family histories that include slavery, First Nations people, and histories of trauma. Please explain how your family (or family of choice) cultural and historical background has shaped your personal development and its impact on your professional identity.
- c. Talk about how you developed some personal biases or prejudices within your culture. (What messages did you receive about age, disabilities, religion, ethnicity, sex, indigenous heritage, nationality, gender, race (African American, Mexican Americans, elders, etc.).
- d. Address times when you have experienced discrimination, bias, prejudice, exclusion, and injustice, and how those experiences have shaped your view of others and your ability to provide professional ethical and culturally competent care.
- e. Describe the lessons you learned about the mental health field from your culture. How did your culture influence your desire to get into the counseling field? What stuff you would want counselors to know if they were to work with “your people.”
- f. Identify and discuss your own racial and cultural identity development and the relevant impact on you as a counselor.
- g. You may find the task of discussing your cultural history and any trauma, or situating yourself in an identity model challenging. If so, please share your perspective and the challenge you have become aware of.
- h. If you have a challenging time sharing, please speak about the challenge rather than what it is exactly.
- i. (Note: You will be using the self-reflection from this assignment in your professional reflection in your capstone assignment. The more robust your presentation is the easier other assignments will be).

Cultural genogram (10 points) Construct a family genogram of at least 3 generations (or as many as you can capture). In addition to the drawing with relationships and history on it, you may include some written notes. Add other information that is relevant.

It is important for future clinicians to gain experience and comfort discussing themselves in a genuine and authentic way because that is often what we ask clients to do in therapy. Additionally, this assignment provides opportunities for students to learn from one another, and to engage in dialogue regarding these issues. The instructor will start with an example in the first week of class. Students will be required to watch their classmate’s presentation prior to going to Israel and the West Bank so that they can introduce themselves to one another and have a base familiarity with one another prior to having the deep meaningful cultural conversations in-country. In creating your genogram and presentation please also consider larger systemic social justice events and movements that have shaped your development.

“My Culture” Genogram Rubric 40 points total

1.	Addresses model from Pamela Hays. Identify and discuss your own racial and cultural identity development.	10 points
2.	Family history by describing cultural and historical background. Discuss personal biases or prejudices within your culture.	10 points
3.	Describe the lessons you learned about the mental health field from your culture. Identify clinical challenges and clinical implications.	10 points
4.	Cultural genogram	10 points

3. Capstone Assignment: (In-country and post-trip) (80 points) (Appendix G)

There are two parts that must be completed for this assignment. **Part 1:** Students will complete a cultural exploratory interview with someone in-country. **Part 2:** Students will complete a clinical reflection discussing how their personal view on the identities of the interviewee intersect with their own personal cultural identities and would impact their clinical work with the interviewee if they were the student's client.

To accomplish this task, you are expected to:

- A. Identify and interview an Israeli or Palestinian citizen and explore them as cultural beings.
- B. Describe the **existential and cultural** issues that influence the interviewees' lived experience.
- C. Describe how their cultural identities influence and surround the fictitious presenting problem that you have given them.
- D. Explore how this individual is situated within social, political, and cultural contexts.
- E. You will be expected to address the client and your relationship with the client in four distinct ways:
 - a. How does the client identify themselves? Discuss.
 - b. How do you identify yourself? Discuss.
 - c. How does your interviewee perceive you?
 - d. How do you perceive your interviewee?
 - e. At minimum you are to use the ADDRESSING MODEL (you can use this from your previous assignment) and ONE OTHER MODEL (samples will be provided); to discuss your identities as the clinician and to explore a major identity of the person you have interviewed (to prepare you for the CCE in Practicum.)
- F. Your reflection should be maximum 7 pages in length. APA7 style.

Part 1 - The Cultural Exploration Interview and Conversation (10 points)

Students will use their experience exploring their cultural self in the Cultural Genogram presentation to inform them how they will administer their cultural interview with an individual in-country. Students are encouraged to spend at least one hour with their interviewee assessing how the client self-identifies, what holding these identities mean to the client, their lived experience, and the systems within which they participate. Students are encouraged to explore all dimensions of identity with their interviewees but also prompt the client to offer other identities that they may feel they hold other than those that are easily observable. Students will then pick one prominent identity held by their interviewee and discuss it in the context of a relevant Identity Development Model. Students will submit the Cultural Assessment Interview with the questions and the interviewees answers. Please be mindful that these are not clinical interviews, and your interviewees are not required to share any information about their mental health.

Example interview questions:

1. How do you identify yourself? How do you feel others identify you? Explain any differences?
2. Which identities do you feel are most significant in your life or impactful on your lived experience?
3. Have any of the experiences you have had shaped your view of yourself, or how others view you? Have any of your experiences led to the development of a unique identity that you hold?
4. What roles do you occupy in your life?
5. How does your perception of yourself (your identity) change depending on the experiences you have and spaces you occupy?
6. Remember to explore as many cultural dimensions as possible. You can use the diversity wheel to help conceptualize what cultural identities you should explore AT MINIMUM.

Part 2 - Professional Reflection. (70 points)

For Part 2 each student will be asked to integrate information that they included in their "My Culture" presentation. As the clinician, please discuss how your initial impression of the interviewee was different or similar to how the interviewee self-identified. In this section you will reflect on your (professional and personal) identity and your biases and discuss how they relate to the personhood of the interviewee if they were your client. Where are your blind spots with this client? Where do you think you are aligned? How does your awareness of the potential alignment impact your ability to remain open to other parts of the client? Please discuss your comfort/discomfort working with this client. Include any biases, prejudices, and assumptions you may have had about the personhood of your interviewee prior to interviewing them and how those changed after the interview.

4. Cultural, Professional and Personal Development Journal (Online and In-Country) (200 points) (Appendix F)

Students will keep a journal through their in-country trip. Student will write a total of 10 journal entries (five online five in-country) reflecting on their personal, professional, and cultural development as they explore new dimensions of their personhood, interact, and discuss culture in a country where identities can be divisive, and apply their experiences to the creation and treatment of a fictitious clinical case. Journal entries will be a minimum word length of 600 words and be graded on the breadth and depth of their in-country experiences and not on the content of what they write. Every day students will be prompted by the instructor to write about something they have experienced in-country on that day.

The following will be the prompts for the 5 professional development journals online. In-country journal entries will be given during process groups in-country:

1. What is culture? Diversity? Identity? Bias? Privilege? And subjugation?
2. Exploring your preconceived judgements about those living in Israel and Palestine.
3. Discuss classmate "my culture" presentations.
4. Discuss challenges of culturally inclusive interview skills.
5. Define and discuss what competency means when thinking about providing culturally inclusive services.

5. Weekly Online Discussion (6 @ 25 points each = 150 points) (Appendix E)

We will approach the material utilizing the process of praxis, a synthesis of theory and clinical practice. Given that this is a graduate level class, the structure of the meetings will be collaborative. Each week students will participate in an online discussion about the readings, videos, and presentations covering topics pertinent to the course. Students are expected to post thoughtful contributions to the discussion and respond to the posts of at least two other students. Grading will include assessment of your input to weekly discussions and presentations. Participation is the key to successfully completing this course. Grades can be lowered for a lack of participation, preparedness, and professionalism. Please see Appendix for more detail.

- a. **Be sure to post your response and reply to TWO other students, before the end of each week.**
- b. **Disclaimer about grading:** you must make 1 initial post followed by at minimum 2 insightful responses to other classmates. Discussion posts made after the due date will not be counted towards your grade. The initial post and the 2 follow-up responses are due by midnight every Wednesday.
- c. The initial post should be a minimum of 400 words. Response posts should be a minimum of 200 words. **Posts not meeting the word count requirement will receive partial credit.**

6. Service-learning Experience (50 points) (Appendix H)

Students will complete a service-learning project in the West Bank, by volunteering at the Tent of Nations, an educational and environmental farm whose mission is to build bridges between peoples, and between people and the land. As part of their service-learning experience participants can participate in some of the following ways (exact volunteer experience to be decided by the Tent of Nations staff): greenhouse and farm gardening, tending to animals, housekeeping, and kitchen work, tending to the animals. The work requires physical exertion yet is unskilled in nature. Students will interact with staff, including religious and other community leaders. Students will have the opportunity to observe cultural practices, societal norms, and give back to the community. Students are expected to integrate their service-learning experience into their final reflection paper.

*** Protecting Student Confidentiality:** Disclosure of personal issues is not required for this course nor graded. Should a student feel conflicted about what to share and how to share anything personal please contact the instructor. *

Extra Assignments for a Study Abroad Course:

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

Modules PLO/CLO/MLOs addressed	Topic	Readings	Assignments / Points / Due Dates	Assessment Method / Tool
<p>Module 1 Overview: Orientation to Global Perspectives and Study Abroad in Israel and the West Bank</p> <p>Overview: Israel and the West Bank are one of the world’s oldest and most diverse regions of the world. Over the millennia, coexistence has been both beautiful and forbidding, as power over the region switched hands over time. Israeli’s and Palestinian citizens are warm and gracious to visitors but in a land where communities can trace back their lineage hundreds if not thousands of years, prospects of peaceful coexistence may be challenging to maintain. Throughout its history and despite many setbacks, this region has continually reinvented itself, making intentional choices to affect a deliberate culture, sometimes by turning toward progress, other times to tradition. What can any of us, as members of our own paradoxical nations, communities, and workplace and other organizations learn from the complexity and wonder of the Israeli and Palestinian region?</p> <p>Institutional Goals Addressed: Diversity Scholarship</p> <p>Course Learning Outcomes (CLO) Addressed: 1, 4, 5, 6</p> <p>Module Learning Outcomes (MLO) Addressed: 1, 4, 5, 6, 10, 11</p>	<p>Unit 1 Introduction & Preparation for Travel</p> <p>What is Culture? Competency vs Proficiency</p>	<p>Appiah, A. (2018). <i>Chapter 1</i></p> <p>Readings/Videos “What to Know Before You Go” TCSP Study Abroad Pre-Departure Handbook</p> <p>Please review the Helpful Link for CDC and Dept. of State travel information. - Centers for Disease Control Travel Alert – Israel and West Bank Travel Alert-</p> <p>Evans, H. (2016). <i>Global Citizenship: What does it mean to be a citizen of the world?</i></p> <p>Students will need to complete the International Travel Registration one month prior to travel at the latest.</p> <p>Video: The Israel-Palestine conflict: a brief simple history</p>	<p>Mandatory Auto-Attendance Discussion Post: Introduce Yourself Initial Post due Wednesday, the first week of class. (Opts, Due Week 1)</p> <p>Complete Pre-Survey: Global Perspectives Inventory (GPI): log information will be sent to you via email. Complete no later than Sunday, 11:59pm, CST</p> <p>Complete International Travel Registration: https://my.thechicagoschool.edu/community/studentresources/ie/Pages/Travel-Database.aspx Complete no later than Sunday, 11:59pm, CST</p> <p>MLOs Addressed: 4, 5, 6, 10, 11</p>	<p>n/a GPI Assessment; Travel Registration; Introductory post on Canvas</p>
<p>Unit 2 Ethical Cultural Exploration</p>	<p>Hogan, M. (2013). <i>Chapter 1</i></p> <p>Leshem, S. (2020). Identity formations of doctoral students on the route to achieving their doctorate. <i>Issues in Educational Research</i>, 30(1), 169–186.</p> <p>U.S. Department of State (2017). U.S. Relations with Israel</p>	<p>Discussion 1: What is your Global Perspective? Initial Post Due Wednesday, 11:59pm, CST Final post due no later than Sunday, 11:59pm, CST What has been the extent of your contact with the country in which we will travel? How do you anticipate this experience will impact your personal and professional life? In what ways? (Be specific about your expectations). What did you learn about yourself from completing the Global Perspectives Inventory? How do you anticipate your perspective will change after your international experience?</p> <p>Initial Post Due Wednesday, 11:59pm, CST Final post due no later than Sunday, 11:59pm, CST</p> <p>MLOs Addressed: 1, 3, 6, 7, 9, 11, 12, 13 (25 pts Due Week 1)</p>	<p>Discussion Grading Rubric</p>	

Modules PLO/CLO/MLOs addressed	Topic	Readings	Assignments / Points / Due Dates	Assessment Method / Tool
<p>Module 2 Overview: The most valuable tool in learning how to hold space for clients is for a clinician to first understand the complexity of their own identity. In this module students will be guided through a process of self-exploration and analysis. Students will work towards identifying both subjugated and privileged parts of themselves and reflect on how they would intersect with the identities of those individuals in-country. Students will reflect on how their American education and social participation has led them to have preconceived notions of Israeli's and Palestinians and how they can bring these biases to their awareness and bracket them.</p> <p>Institutional Goals Addressed: Diversity</p> <p>Course Learning Outcomes (CLO) Addressed: 3, 5, 6, 7</p> <p>Module Learning Outcomes (MLO) Addressed: 3, 5, 6, 7</p>	<p>Unit 3 Exploring the Self: Issues of Power, Privilege, and Bias</p>	<p>Appiah, A. (2018). <i>Chapter 2</i></p> <p>Hogan, M. (2013). <i>Chapter 2</i></p> <p>Lev Ari, L., & Cohen, N. (2018). Acculturation Strategies and Ethnic Identity Among Second-Generation Israeli Migrants in the United States. <i>Contemporary Jewry</i>, 38(3), 345–364. https://doi.org/10.1007/s12397-018-9258-5</p> <p>Yadlin, S. A. (2021). Articulating Persian identities between Iran and Israel: On nationality, diasporas, and lived ethnicities in online media. <i>Nations & Nationalism</i>, 27(2), 347–362. https://doi.org/10.1111/nana.12639</p>	<p>Journal Entry 1: Who am I really? For this assignment you will reflect on your current knowledge of diversity issues and how they have shaped your personal identity and how you view the world. Please reflect on the questions below but feel free to write beyond this prompt. What is Culture? What is Identity? Diversity? Bias? Privilege? And Subjugation? How to space and time influence individual and systemic cultural development?</p> <p>MLOs Addressed: 5, 6 (20 pts Due Week 2)</p>	<p>Journal Grading Rubric</p>
<p>Module 3 Overview: Erikson was the first to offer a human development model. Since then, development models have been created for all sorts of identities. Contemporary literature has built upon Erikson's work and added new dimensions to the developmental model. Systemic and postmodern thinking has made issues of identity more diverse and complex. In this model students will learn about contemporary development models and practice applying them to themselves as they prepare to present their cultural presentations to the class.</p>	<p>Unit 4 Exploring Systemic Issues of Power, Privilege, and Bias in Society</p>	<p>Hogan, M. (2013). <i>Chapter 3</i></p> <p>Chatty, D. (2014). The persistence of Bedouin identity and increasing political self-representation in Lebanon and Syria. <i>Nomadic Peoples</i>, 18(2), 16-33.</p> <p>Shenhav, Y. & Hever, H. (2012). 'Arab Jews' after structuralism: Zionist discourse and the (de)formation of an ethnic identity. <i>Social Identities</i>, 18(1), 101-118.</p> <p>Video: Journey of Dreams: Ethiopian Aliyah Documentary</p> <p>Video: History of the Jews</p>	<p>Discussion 2: What biases, prejudices, and assumptions do you currently hold about individuals living in Israel and the PalWest Banks? How has your impression of the region been shaped? Please reflect on your current knowledge of the region and discuss the systemic players that have been responsible for shaping that impression.</p> <p>Initial Post Due Wednesday, 11:59pm, CST Final post due no later than Sunday, 11:59pm, CST</p> <p>MLOs Addressed: 3, 6, 7 (25 pts Due Week 2)</p>	<p>Discussion Grading Rubric</p>
	<p>Unit 5 Identity Development and Intersectionality</p>	<p>Appiah, A. (2018). <i>Chapter 3</i></p> <p>Schachter, E. P. (2018). Intergenerational, Unconscious, and Embodied: Three Underdeveloped Aspects of Erikson's Theory of Identity. <i>Identity</i>, 18(4), 315–324. https://doi.org/10.1080/15283488.2018.1523731</p> <p>Schachter, E. P., & Galliher, R. V. (2018). Fifty Years Since "Identity: Youth and Crisis": A Renewed Look at Erikson's Writings on Identity. <i>Identity</i>, 18(4), 247–250. https://doi.org/10.1080/15283488.2018.1529267</p>	<p>Journal Entry 2: What experiences, spaces, and people have shaped my self-conceptualization?</p> <p>MLOs Addressed: 5, 6 (20 pts Due Week 3)</p>	<p>Journal Grading Rubric</p>

Modules PLO/CLO/MLOs addressed	Topic	Readings	Assignments / Points / Due Dates	Assessment Method / Tool
<p>Institutional Goals Addressed: Diversity Scholarship</p> <p>Course Learning Outcomes (CLO) Addressed: 1, 3, 5, 6, 7</p> <p>Module Learning Outcomes (MLO) Addressed: 1, 3, 5, 6, 7</p>	<p>Unit 6 Student "My Culture" Presentations</p>	<p>Arwas, E., & Flum, H. (2020). "Pushing me ahead before I was ready was a serious mistake!" - School memories and identity development. <i>International Journal of Educational Research</i>, 103, N.PAG. https://doi.org/10.1016/j.ijer.2020.101649</p>	<p>"My Culture" Presentations</p> <p>MLOs Addressed: 1, 6 (40 pts Due Week 3)</p> <p>Discussion 3: Please comment critically, thoughtfully, and respectfully to your fellow classmates' personal presentations. What surprised you about how they described themselves and their identities? What did you notice to be different or similar to what you expected? Were you surprised by anything you heard and how did that influence your view of the whole person? Reflecting on the personhood of the personal presentation, how do you think you would struggle to work with them as a client?</p> <p>Initial Post Due Wednesday, 11:59pm, CST Final post due no later than Sunday, 11:59pm, CST</p> <p>MLOs Addressed: 1, 3, 6, 7, (25 pts Due Week 3)</p>	<p>Presentation Rubric</p> <p>Discussion Grading Rubric</p>
<p>Module 4 Overview: Conducting a Culturally Inclusive clinical assessment and interview is essential for exploring the personhood of a client free from personal judgements and biases. The Wright-Constantine Structured Cultural Interview (WCSCI) is a structured interview tool to help evaluate the cultural context, development, and influences on an individual. It was developed around Pamela Hays' (2001) ADDRESSING framework for understanding cultural identity. The interview is meant to be utilized by trained clinicians (or those under supervision of trained clinicians) in the evaluation of individuals.</p> <p>Institutional Goals Addressed: Diversity Scholarship</p> <p>Course Learning Outcomes (CLO) Addressed: 1, 3, 5, 6, 7</p> <p>Module Learning Outcomes (MLO) Addressed: 1, 3, 5, 6, 7</p>	<p>Unit 7 Culturally Attuned Assessment Strategies Part 1</p> <p>Unit 8 Culturally Attuned Assessment Strategies Part 2</p>	<p>Appiah, A. (2018). <i>Chapter 4</i></p> <p>Hogan, M. (2013). <i>Chapter 4</i></p> <p><i>Please Visit:</i> https://steinhardt.nyu.edu/center-counseling-and-community-wellbeing/wcsci</p> <p>Hogan, M. (2013). <i>Chapter 5</i></p> <p><i>Please practice conducting this interview with someone you know:</i> <i>Please Visit:</i> https://steinhardt.nyu.edu/center-counseling-and-community-wellbeing/wcsci</p>	<p>Journal Entry 3: How does who I am blind me from seeing the true self-of others, or others as they want to be seen?</p> <p>MLOs Addressed: 5, 6 (20 pts Due Week 4)</p> <p>Discussion 4: Please discuss how you plan to transform the assessment process to incorporate a culturally attuned conversation? What does the interviewer need to be mindful of to be able to make sure they are leaving enough space for the interviewee to self-identify? What challenges do you anticipate when trying to make sure you do not inadvertently mis-identify your interviewee?</p> <p>Initial Post Due Wednesday, 11:59pm, CST Final post due no later than Sunday, 11:59pm, CST</p> <p>MLOs Addressed: 1, 3, 6, 7 (25 pts Due Week 4)</p>	<p>Journal Grading Rubric</p> <p>Discussion Grading Rubric</p>

Modules PLO/CLO/MLOs addressed	Topic	Readings	Assignments / Points / Due Dates	Assessment Method / Tool
<p>Module 5 Overview: Individual and systemic disregard or blindness to cultural diversity is the root of institutionalized and systemic oppression and subjugation. In Module 5 students will gain an understanding of how unawareness or disregard of cultural factors contributes to the development and maintenance of traumatic experiences. We will also cover how one may feel oppressed and subjugated in one respect yet resilient and privileged in another. Students will reflect on how these conversations affect the lived experiences of those living in-country in preparation for our trip.</p> <p>Institutional Goals Addressed: Diversity Scholarship</p> <p>Course Learning Outcomes (CLO) Addressed: 1, 2, 3, 5, 6, 7</p>	<p>Unit 9 Culture, Trauma, and Resiliency</p>	<p>Appiah, A. (2018). <i>Chapter 5</i></p> <p>Esensten, A. (2019). Yah’s Exemplary Soldiers: African Hebrew Israelites in the Israel Defense Forces. <i>Religions</i>, 10(11), 614. https://doi.org/10.3390/rel10110614</p> <p>Flum, H., & Buzukashvili, T. (2018). Identity Development and Future Orientation in Immigrant Adolescents and Young Adults: A Narrative View of Cultural Transitions from Ethiopia to Israel. <i>New Directions for Child and Adolescent Development</i>, 2018(160), 15–30. https://doi.org/10.1002/cad.20237</p> <p>Nuttman-Shwartz, O., Karniel-Lauer, E. & Offir, S. (2002). "Group Therapy with terror injured persons in Israel: Societal impediments to successful working through" <i>Group</i>, 26(1), 49-59.</p>	<p>Journal Entry 4: Which identities that I hold carry privilege and which are subjugated? Do the privilege and subjugation I experience change with the systems that I participate in?</p> <p>MLOs Addressed: 5, 6 (20 pts Due Week 5)</p>	<p>Journal Grading Rubric</p>
<p>Module Learning Outcomes (MLO) Addressed: 1, 2, 3, 5, 6, 7</p>	<p>Unit 10 Institutionalized oppression and its systemic impact on the self</p>	<p>Baum, N. (2010). Standing tall: a look at the development of identity among Palestinian citizens of Israel. <i>Social Identities</i>, 16(1), 135–150. https://doi.org/10.1080/13504630903465969</p> <p>Gawerc, M. (2016). Constructing a Collective Identity across Conflict Lines: Joint Israeli-Palestinian Peace Movement Organizations. <i>Mobilization</i>, 21(2), 193–212. https://doi.org/10.17813/1086-671X-20-2-193</p> <p>Hobfoll, S. E., Palmieri, P. A., Johnson, R. J., Canetti-Nisim, D., Hall, B., & Galea, S. (2009). Trajectories of resilience, resistance, and distress during ongoing Psychology in an International Context: Israel terrorism: The case of Jews and Arabs in Israel. <i>Journal of Counseling and Clinical Psychology</i>, 77(1), 138-148.</p> <p>Saba-Sa’di, S., & Sa’di, A. H. (2017). State power and the role of education in the Constitution of natives’ subjectivities: The Druze in Israel. <i>Social Identities</i>, 24(6), 817–835. https://doi.org/10.1080/13504630.2017.1303371</p>	<p>Discussion 5: Please discuss the potential harm that can be done to clients when we are overly confident about our cultural proficiency? What does competency mean in the context of cultural inclusivity?</p> <p>Initial Post Due Wednesday, 11:59pm, CST Final post due no later than Sunday, 11:59pm, CST</p> <p>MLOs Addressed: 1, 3, 6, 7 (25 pts Due Week 5)</p>	<p>Discussion Grading Rubric</p>

Modules PLO/CLO/MLOs addressed	Topic	Readings	Assignments / Points / Due Dates	Assessment Method / Tool
<p>Module 6 Overview: Prior to beginning the in-country portion of the trip students will reflect on how contemporary means of communicating culture and education shape our contemporary understanding and awareness of how people are perceived in various parts of the world. We will be reflecting on how an American lens transforms how we interpret the lived experiences of those living in other parts of the world and what the challenges and opportunities of highlighting this reality are on how treatment is conducted in a culturally sensitive manner.</p> <p>Institutional Goals Addressed: Diversity</p> <p>Course Learning Outcomes (CLO) Addressed: 1, 3, 5, 6, 7</p> <p>Module Learning Outcomes (MLO) Addressed: 1, 3, 5, 6, 7</p>	<p><u>Unit 11</u> <u>Culture and Identity in the 21st century:</u> <u>The Media and the Narrative</u></p>	<p>Video: LGBTQ Life in Israel: A Progressing Journey</p> <p>Appiah, A. (2018). <i>Chapter 6 & Coda</i></p> <p>Nasser, R. (2019). Identity beyond borders: national identity and the post-colonial alternative. <i>Social Semiotics</i>, 29(2), 145–171. https://doi.org/10.1080/10350330.2018.1425317</p> <p>Rapoport, A., & Yemini, M. (2020). Citizenship, identity, and education: Re-imagining the Contested Terrain. <i>Education, Citizenship & Social Justice</i>, 15(1), 3–9. https://doi.org/10.1177/1746197919859211</p>	<p>Journal Entry 5: How have my US and other cultural lenses influenced how I perceive the people of and events in Israel and Palestine?</p> <p>MLOs Addressed: 5, 6 (20 pts Due Week 6)</p>	<p>Journal Grading Rubric</p>
	<p><u>Unit 12</u> <u>Student Cultural Presentations</u></p> <p><u>Perspectives on Israeli / Palestinian cultural issues</u></p>	<p>Watch student presentations and thoughtfully discuss the information shared reflecting on how your personal identities and biases would influence your work with clients from the communities covered in the presentations.</p>	<p>Cultural Presentations</p> <p>MLOs Addressed: 3, 7, 9 (40pts Due Week 6)</p> <p>Discussion 6: Please discuss and comment thoughtfully, critically, and respectfully on the information shared in the cultural presentations.</p> <p>Initial Post Due Wednesday, 11:59pm, CST Final post due no later than Sunday, 11:59pm, CST</p> <p>MLOs Addressed: 1, 3, 6, 7 (25 pts Due Week 6)</p>	<p>Presentation Rubric</p> <p>Discussion Grading Rubric</p>

Modules PLO/CLO/MLOs addressed	Topic	Readings	Assignments / Points / Due Dates	Assessment Method / Tool
<p>Module 7 Overview: Local Community Customs & Etiquette: Being the Best Guest We are there! You now have a sense of all complexities the communities in the region have been through in their recent history and how it has affected them, and how they have preserved and transformed themselves and their culture. As our trip draws near, we will consider how to apply this knowledge to our actions and interactions as respectful visitors.</p> <p>Institutional Goals Addressed: Diversity Professional Behavior</p> <p>Course Learning Outcomes (CLO) Addressed: 9, 10, 11</p> <p>Module Learning Outcomes (MLO) Addressed: 9, 10, 11</p>	<p>Unit 13 Pre-Trip Preparations Part 1</p>	<p>Contemporary Identity Issues in Israel and the West Bank:</p> <p>Cohen, S. J. (2013). When Unconscious Wishes Become Laws: Policing Memory and Identity in Israel and Palestine. <i>International Journal of Applied Psychoanalytic Studies</i>, 10(2), 152–173. https://doi.org/10.1002/aps.1319</p> <p>Levenson, L., & Resnik, J. (2021). Between ethnonational and international curricula: competing identity discourses in the Armenian school in Jerusalem. <i>British Journal of Sociology of Education</i>, 42(2), 213–228. https://doi.org/10.1080/01425692.2021.1877528</p> <p>Sagiv, T., & Yair, G. (2019). The end of ethnicity? Racism and ambivalence among offspring of mixed marriages in Israel. <i>Journal of Ethnic and Migration Studies</i>, 47(4), 861–877. https://doi.org/10.1080/1369183x.2019.1654158</p>	<p>Discussion 7: Before we begin the in-country portion of the course please discuss any thoughts and emotions you may have related to what you are about to experience. What are you excited about? What are you curious about? What if any preconceived impressions do you have about the people and culture of the region? Please be as detailed as possible since you will be asked to reflect on this discussion post during your in-country journaling assignment.</p> <p>Initial Post Due Wednesday, 11:59pm, CST Final post due no later than Sunday, 11:59pm, CST</p> <p>MLOs Addressed: 1, 3, 6, 7, 9, 11, 12, 1</p> <p>(25 pts Due Week 7)</p>	
	<p>Unit 14 Pre-Trip Preparations Part 2</p>	<p>Video: Why Ethiopian Jews Are Building a Movement Against Racism in Israel</p> <p>Video: Israeli Druze: How do you define your identity?</p> <p>Video: Armenians of Jerusalem</p> <p>Video: Walking with Palestinian Christians in Bethlehem</p> <p>Video: Introduction to Judaism</p> <p>Please read: Cultural Awareness: Being a Good Guest in a Foreign Country</p>	<p>• Attend Pre-Departure Orientation: log in information will be sent to you via email.</p> <p>Discussion 8: Please View all the videos for the week and comment on <u>one fact from EACH of the five videos that is new to you or surprised you.</u> What did you learn that you did not know before? How does knowing this information about the community that you learned about change the way you thought about them previously? What are you excited about or anxious about now that you have learned this new information? What more are you curious about? What if any preconceived impressions have been changed after watching these videos? Please be as detailed as possible since you will be asked to reflect on this discussion post during your in-country journaling assignment.</p> <p>Initial Post Due Wednesday, 11:59pm, CST Final post due no later than Sunday, 11:59pm, CST</p> <p>MLOs Addressed: 1, 3, 6, 7, 9, 11, 12, 1</p>	

Modules PLO/CLO/MLOs addressed	Topic	Readings	Assignments / Points / Due Dates	Assessment Method / Tool
			(25 pts Due Week 7)	
<p>Module 8 Overview: 10-day trip to Israel and the West Bank.</p> <p>Institutional Goals Addressed: Diversity Scholarship Professional Behavior Professional Practice</p> <p>Course Learning Outcomes (CLO) Addressed: 1-13</p> <p>Module Learning Outcomes (MLO) Addressed: 1-13</p>	<p><u>Unit 15</u> <u>In-Country</u> <u>Experience</u></p>	n/a	<p>Journal 6-10: In-country journal prompts will be given during the trip. They will be in response to the process groups that are conducted every evening. (20 each) MLOs Addressed: 5, 6</p> <p>Cap. Assignment Part 1: Cultural Interview MLOs Addressed: 1, 7, 10, 12, 13</p> <p>In-Country Attendance & Engagement – We will meet regularly for discussions during our time together in Israel and the West Bank. Your Academic Journal should always be with you, as we will consider assorted topics and discuss them in small and large groups. Your ability to engage thoughtfully and in a well-informed matter around each topic will determine your grade. MLOs Addressed: 2, 3, 4</p> <p>Professional Comportment MLOs Addressed: 9, 10, 11</p> <p>Service-Learning Project MLOs Addressed: 8</p>	<p>Journal Rubric</p> <p>Cultural Interview Guidelines & Capstone Rubric</p> <p>A&E Rubric</p> <p>Professional Comportment Rubric</p> <p>Service-Learning Rubric</p>
<p>Post Trip</p> <p>Institutional Goals Addressed: Diversity Scholarship Professional Behavior Professional Practice</p> <p>Course Learning Outcomes (CLO) Addressed: 1- 13</p> <p>Module Learning Outcomes (MLO) Addressed: 9, 12, 13</p>	<p>Pot-Trip Final Assignments Due</p>	n/a	<p>Post-Trip Assignments:</p> <ul style="list-style-type: none"> • Complete Post-Survey: Global Perspectives Inventory (GPI): log information will be sent to you via email. <p>Cap. Assignment Part 2: Professional Competency Reflection</p>	<p>Capstone Assignment Rubric</p>

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.

Below appendixes are all the course rubrics

Appendix A – Tentative Itinerary –

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. *Students who need ADA assistance should contact the course instructor prior to registering for the course. While accommodations will always be sought in all sites and cities visited, they cannot be guaranteed due to historic nature of the cities we are visiting and the various terrains we will be traveling over.*

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

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

Date	Activity / Note for Exertion Level	Location
Students Must Arrive no later than: July 6, 2022	<p style="text-align: center;">Include:</p> <ul style="list-style-type: none"> • Book flights to Ben Gurion airport in Tel Aviv, Israel. • Transport from airport to accommodation is up to the student. 	
Day 1 Wednesday, July 6, 2022 (No Bus, No Guide)	<ul style="list-style-type: none"> • Arrive at Tel Aviv Ben Gurion Airport. Proceed through Customs and Immigration. After picking up your bag, make your way to the hotel (on your own) • 6PM local time - Enjoy a Welcome Dinner and In-Country Orientation including emergency response and safety orientation. <p>Exertion Level 1: Upon arriving in Tel Aviv, participants will commute to Jerusalem and check in to their accommodations where we will all meet for the Welcome Dinner and In-Country Orientation.</p>	Hostel: Jerusalem (D)
Day 2 Thursday, July 7 (No Bus, 1 Guide)	<ul style="list-style-type: none"> • 7:30–8:30 AM Required Breakfast and Orientation – Hotel Breakfast Area • 9:00–10:00 AM Presentation by guide – Identities in Israel/Palestine - exposing and discussing the various communities in this land • 10:30AM–12:00PM Tour of the Old City of Jerusalem • 12:00–2:00 PM Lunch on own • 2:00-5:00 PM Continue tour in the Old City, meet with a local Armenian Christian • 7:00 PM Dinner on your own <p>Exertion Level 3: Students will tour by foot, with steps, inclines, and bridges with no ADA accommodations.</p>	Hostel: Jerusalem (B)

<p>Day 3 Friday, July 8 (Public Transport, Guide 1)</p> <p>Exertion Level 3</p>	<ul style="list-style-type: none"> • 7:30–8:30AM Required Breakfast • 8:00AM–11:00PM Holocaust Museum • 11:00AM–12:00PM Tour Mt. Herzl and hear about the IDF's effects on the national identity *Also a good spot to discuss lone soldiers • 12:30PM–2:00PM Lunch on own at Shuk Machne Yehuda • 2:00PM–5:00PM Walking tour to the Musrara neighborhood, stopping through historical monuments to discuss the Mizrachi struggle / Israeli Black Panther movement • 7:00PM Home Hospitality Shabbat Dinner with local Jewish family <p>Exertion Level 3: Students will tour by foot, with steps, inclines, and bridges with no ADA accommodations.</p>	<p>Hostel: Jerusalem (B)</p>
<p>Day 4 Saturday, July 9 (Private Bus, 1 Guide)</p> <p>Exertion Level 4</p>	<ul style="list-style-type: none"> • 7:30AM–8:30AM Optional Breakfast • 9:00AM–12:00PM Tour Bethlehem; Manger square and Church of the Nativity, Security Barrier/Separation Wall • 12:30PM Lunch at the Tent of Nations • 1:30–5:00PM Service Learning: Volunteer work + Discussion at the Tent of Nations <p>Exertion Level 4: Students will tour by foot, with steps, inclines, and bridges with no ADA accommodations. Students will also be doing manual labor as a part of the service-learning assignment.</p>	<p>Hostel: Jerusalem (B, L)</p>
<p>Day 5 Sunday, July 10 (Private Bus, 1 Guide)</p> <p>Exertion Level 3</p>	<ul style="list-style-type: none"> • 7:30–8:30AM Optional Breakfast • 8:30–10:30AM Visit a Settlement • 11:30AM–1:30PM Food tour in Ramallah with a local guide • 1:30–3:00PM Tour Ramallah; Arafat's tomb, Mahmoud Darwish Museum <p>Exertion Level 3: Students will tour by foot, with steps, inclines, and bridges with no ADA accommodations.</p>	<p>Hostel: Tel Aviv (B, L)</p>
<p>Day 6 Monday, July 11 (Public transportation, 1 Guide)</p> <p>Exertion Level 3</p>	<ul style="list-style-type: none"> • 7:30–8:30AM Optional Breakfast and make your way to Tel Aviv-Jaffa • 9:00AM–12:00PM Tour of Jaffa • 12:00–2:00PM Lunch in Jaffa on own • 2:30–4:00PM Tour of South Tel-Aviv, meeting with ASAF (African Refugees) *Also a good spot to discuss gentrification in the area • 04:30–05:30PM End the day at Gan Meir, visiting the LGBTQ community center and discussing community issues today <p>Exertion Level 3: Students will tour by foot, with steps, inclines, and bridges with no ADA accommodations.</p>	<p>Hostel: Tel Aviv (B, L)</p>
<p>Day 7 Tuesday, July 12 (Private Bus, 1 Guide)</p> <p>Exertion Level 3</p>	<ul style="list-style-type: none"> • 7:30–8:30AM Optional Breakfast • 09:00AM–11:00AM Caesarea visit • 11:30AM–12:30PM Overview the Bahai gardens and talk about Haifa as an interfaith city • 1:00PM–2:30PM Home hospitality Druze meal • 4:00PM Return to Tel Aviv for a Free Afternoon <p>Exertion Level 3: Students will tour by foot, with steps, inclines, and bridges with no ADA accommodations.</p>	<p>Hostel: Tel Aviv (B, L)</p>

<p>Day 8 Wednesday, July 13 (Private Bus, 1 Guide)</p> <p>Exertion Level 3</p>	<ul style="list-style-type: none"> • 7:30-8:30AM Optional Breakfast • All Day - Ramle / Lod; Meet with speakers from the Religious Nationalist movement, Ethiopian community and Israeli Arab community • Lunch on your own in Ramle shuk • 4:00PM Return to Tel Aviv for a Free Afternoon <p>Exertion Level 3: Students will tour by foot, with steps, inclines, and bridges with no ADA accommodations.</p>	<p>Hostel: Tel Aviv (B)</p>
<p>Day 9 Thursday, July 14 (No Bus, No Guide)</p> <p>Exertion Level 1</p>	<ul style="list-style-type: none"> • 7:00-8:00AM Optional Breakfast • 9:00AM–1:00PM Service Learning; Meet with local students to discuss Identities in Israel/Palestine vs the USA • 1:00-2:30PM Lunch on own • 2:30-4:00PM Processing and closing session • 6PM Farewell dinner in Tel Aviv <p>Students are expected to spend the night of July 14th in-country and depart the following day at any time.</p>	<p>Hostel: Tel Aviv (B, D)</p>
<p>Day 10 Friday, July 15 (No Bus, No Guide)</p>	<p>Departure on own to Ben Gurion Airport, Tel Aviv</p>	<p>Flight Home</p>
<p>Post-trip assignments will be due 1-week after July 15th</p>	<ul style="list-style-type: none"> • All final assignments for the course will be due July 22nd, 2022, at 11:59pm. 	

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 the program. 0-60 points	Attends all required in-country activities. One occasion is not punctual. Requires some prompts or reminders. 60-79 points	Punctual and completely attends all required in-country activities without few prompts or reminders. 80-99 points	Punctual and completely attends all required in-country activities without any prompts or reminders- exhibits complete self-reliance. 100 points
Participation & Engagement	Does not prepare in advance for activities; does not actively listen, is distracted during program; does not contribute or advance knowledge of activity; does not engage with faculty and in-country partners. 0-60 points	Prepares in advance for a few activities; occasionally listens actively; during activities is present and occasionally engages and participates. 60-79 points	Prepares in advance for most activities; actively listens for most of program; contributes some knowledge to activity; professionally engages with faculty and in-country partners. 80-99 points	Fully prepares in advance for activities; actively listens throughout duration of program; contributes and advances knowledge of activity in respectful and appropriate manner; professionally engages with faculty and in-country partners. 100 points
Total				200 total points

Appendix C - Assignment Rubric- Professional Behavior & Comportment

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

Appendix D - Presentation Rubric

	Above Expectations 8	Meets Expectations 6	Approaching Expectations 4	Below Expectations 2-0
Organization <i>Information is presented in an organized and logical sequence in which the audience can follow.</i>	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable and is skillful and makes the content of the presentation cohesive.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is intermittently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is not observable within the presentation.
Language <i>Student speaks clearly, uses appropriate language choices, and ensures that all audience members can hear the presentation.</i>	Language choices are imaginative, memorable, and compelling, and enhance the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are thoughtful and generally support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are mundane and commonplace and partially support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are unclear and minimally support the effectiveness of the presentation. Language in presentation is not appropriate for the audience.
Delivery <i>Appropriate posture, gestures, eye contact, and vocal expressiveness displayed, and student seldom refers to notes.</i>	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation compelling, and speaker appears polished and confident.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation interesting, and speaker appears comfortable.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation understandable, and speaker appears tentative.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) detract from the understandability of the presentation, and speaker appears uncomfortable.
Supporting Material <i>Student uses a variety of types of supporting materials that explain and reinforce the screen text and presentation.</i>	A variety of types of supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that significantly supports the presentation or establishes the presenter's credibility/ authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that generally supports the presentation or establishes the presenter's credibility/ authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that partially supports the presentation or establishes the presenter's credibility/ authority on the topic.	Insufficient supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) refer to information or analysis that minimally supports the presentation or establishes the presenter's credibility/ authority on the topic.
Central Message <i>Student is knowledgeable re: topic and can present the central message in a sequence which the audience can follow.</i>	Central message is compelling (precisely stated, appropriately repeated, memorable, and strongly supported.)	Central message is clear and consistent with the supporting material.	Central message is basically understandable but is not often repeated and is not memorable.	Central message can be deduced but is not explicitly stated in the presentation.
				Total 40 points

Appendix E - Discussion Rubric

Post Type	Post-Performance				Points
	Exemplary	Proficient	Developing	Needs Improvement	
<p>Initial Post:</p> <p>Demonstration of Quality Content and Integration of Course Material</p>	<p>The first post for this discussion exhibits a strong statement to answer the main discussion question(s). The student's answer incorporates a concise statement backed by assigned readings from the class or another scholarly source and stimulates further discussion. APA Style is followed. (4 points statement; 2 points sources; 2 points discussion stimulation).</p> <p>10 points</p>	<p>The first post for this discussion exhibits a statement to answer the main discussion question(s). However, this answer does not demonstrate one of the following areas: a concise statement; backed by readings from the class or another source and stimulates further discussion. APA Style is followed.</p> <p>8 points</p>	<p>The first post for this discussion exhibits a statement to answer, or partially answer, the main discussion question(s). However, this answer does not demonstrate two of the following areas: a concise statement; backed by readings from the class or another source and stimulates further discussion. APA Style is missing an element.</p> <p>6 points</p>	<p>The first post for this discussion exhibits a statement that is partially incorrect, is fully incorrect, or does not answer, the main discussion question(s). If the initial post is missing, this warrants a zero. Further, this post is not a concise statement; it is not backed by readings from the class or another source and does not stimulate further discussion. APA Style is not followed.</p> <p>4 points or lower</p>	<p>/10 Points</p>
<p>Follow-Up Posts:</p> <p>Participation as Member of Learning Community</p>	<p>The student's feedback to a minimum of three (3) other initial posts exhibit substantive answers that address the posts, are supported by readings or other facts, and challenge/invite other participants to further explore the topic.</p> <p>10 points</p>	<p>The student's feedback to a minimum of two (2) other initial posts exhibit solid answers that address the posts adequately, are supported by readings or other facts, and challenge/invite other participants to further explore the topic.</p> <p>8 points</p>	<p>The student's feedback to the minimum of two (2) other initial posts exhibit answers that may fail to address the posts adequately, are not supported by readings or other facts, or fail to challenge/invite other participants to further explore the topic. In addition, replies were posted late in the week.</p> <p>6 points</p>	<p>Student did not give feedback to a minimum of two other initial posts, or the feedback constitutes simple agreement or a question that does not show evidence of effort, critical thought, or knowledge, or were posted too late in the week to have an impact.</p> <p>4 points or lower</p>	<p>/10 Points</p>
<p>Response to Feedback Received:</p> <p>Ongoing Participation throughout the week.</p>	<p>Student participates in the discussion forum at least (3) separate days of the week, writes substantial responses to all feedback received on student's initial post; and responds to instructor's feedback to initial post.</p> <p>5 points</p>	<p>Student participates in the discussion forum at least (3) separate days of the week; responds to all feedback received on student's initial post and responds to instructor's feedback to initial post. Responses are proficient but not as robust, in-depth, or substantive as the "exemplary" category.</p> <p>3 points</p>	<p>Student is missing two elements in the areas of: posting in at least (3) separate days of the week; responds to all feedback received on initial post, or response to instructor's feedback to initial post. Responses show attention to feedback received but are not substantive.</p> <p>2 points</p>	<p>Student does not adequately provide evidence of participating in the discussion forum throughout the week as evidenced by number of days, posting feedback received on initial post, or response to instructor's feedback to initial post.</p> <p>1-0 points</p>	<p>/5 Points</p>
					<p>/25 Total Points</p>

Appendix F - Journal Rubric

Grading Area	Demonstration Level 1 (unacceptable)	Demonstration Level 2 (minimal)	Demonstration Level 3 (expected)	Demonstration Level 4 (advanced)
Required Components	Response clearly includes less than 50% of assigned reading and video in both units of the module as assigned. Each assigned reading or video is thoughtfully included with 1 example of: annotated bibliography, bulleted notes, graphical organizers, mind maps, questions or ideas about the readings, reflective response ideas for future research, personal or real-world applications, connections to behavior analysis, connections with other classes, or anything else that piques your Interest and shows how well you read the materials. Did not send to peers for review. 0-1 points	Response clearly includes 50% of assigned reading and video in both units of the module as assigned. Each assigned reading or video is thoughtfully included with 1 example of: annotated bibliography, bulleted notes, graphical organizers, mind maps, questions or ideas about the readings, reflective response ideas for future research, personal or real-world applications, connections to behavior analysis, connections with other classes, or anything else that piques your Interest and shows how well you read the materials. Sent to peers for review. 2-3 points	Response clearly includes 75% of assigned reading and video in both units of the module as assigned. Each assigned reading or video is thoughtfully included with 1 example of: annotated bibliography, bulleted notes, graphical organizers, mind maps, questions or ideas about the readings, reflective response ideas for future research, personal or real-world applications, connections to behavior analysis, connections with other classes, or anything else that piques your Interest and shows how well you read the materials. Sent to peers for review. 3-4 points	Response clearly includes each reading and video in both units of the module as assigned. Each assigned reading or video is thoughtfully included with 1 example of: annotated bibliography, bulleted notes, graphical organizers, mind maps, questions or ideas about the readings, reflective response ideas for future research, personal or real-world applications, connections to behavior analysis, connections with other classes, or anything else that piques your Interest and shows how well you read the materials. Sent to peers for review. 5 points
Description of Knowledge Gleaned from Materials	Response demonstrates a lack of reflection on the theories, concepts, and/or strategies presented in assigned course materials. Viewpoints and interpretations are missing, inappropriate, and/or unsupported. 0-3 points	Response demonstrates a minimal reflection on, and personalization of, the theories, concepts, and/or strategies presented in assigned course materials. Viewpoints and interpretations are unsupported or supported with flawed arguments. 4-6 points	Response demonstrates a general reflection on, and personalization of, the theories, concepts, and/or strategies presented in assigned course materials. Viewpoints and interpretations are supported. Appropriate examples are provided, as applicable. 7-10 points	Response demonstrates an in-depth reflection on, and personalization of, the theories, concepts, and/or strategies presented in assigned course materials. Viewpoints and interpretations are insightful and well supported. Clear, detailed examples are provided, as applicable. 5 points
Writing	Writing is unclear and disorganized. Thoughts ramble and make little sense. There are more than 3 errors per page for spelling, grammar, or syntax errors throughout the writing. 0-1 points	Writing is unclear and/or disorganized. Thoughts are not expressed in a logical manner. There are more than two spelling, grammar, or syntax errors per page of writing. 2-3 points	Writing is mostly clear, concise, and well organized with good sentence/paragraph construction. Thoughts are expressed in a coherent and logical manner. There are no more than one spelling, grammar, or syntax errors per page of writing. 3-4 points	Writing is clear, concise, and well organized with excellent sentence/paragraph construction. Thoughts are expressed in a coherent and logical manner. There are no spelling, grammar, or syntax errors per page of writing. 10 points
Total 20 total points				

Appendix G – Capstone Assignment Rubric

Capstone Assignment Grading Criterion	Demonstration Level 1 Minimal	Demonstration Level 2 Unacceptable	Demonstration Level 3 Expected	Demonstration Level 4 Superior
Part 1 Grading Criterion Conduct Cultural Interview and provide Interview Transcript	Unacceptable execution of cultural interview and or no transcription provided. Interview questions were not open-ended and the interviewee did not respond to the question or expand on self-identity without being directed by the interviewer on what to think about or how to think. Interviewer was unable to capture cultural and developmental issues that influence the interviewee's perceptions, and interviewee's sense of self was not explored in detail. Transcription was not provided or was not based on an audio recording. 0-3	Adequate execution of cultural interview and basic transcription provided. Interview questions were minimally open-ended and the interviewee sometimes respond to the question or rarely expanded on self-identity without being directed by the interviewer on what to think about or how to think. Interviewer captured minimal cultural and developmental issues that influenced the interviewee's perceptions, and interviewee's sense of self was minimally explored in detail. Transcription was provided based on an audio recording but not formatted properly. 4-6	Good execution of cultural interview and good transcription provided. Interview questions were appropriately open-ended and the interviewee respond to the question or often expanded on self-identity without being directed by the interviewer on what to think about or how to think. Interviewer captured a good amount of cultural and developmental issues that influenced the interviewee's perceptions, and interviewee's sense of self was sufficiently explored in detail. Transcription was provided based on an audio recording and formatted properly. 6-8	Excellent execution of cultural interview assessment and transcription skills. Interview questions were open-ended allowing the interviewee to respond to the question but expand and self-identity without being directed by the interviewer on what to think about or how to think. Interviewer was able to capture cultural and developmental issues that influence the interviewee's perceptions, and interviewee's sense of self was explored in detail. Full transcription is provided with proper formatting. 8-10
Part 2 Grading Criterion Application: Student correctly identifies and applies relevant Identity Development Models to the interviewee's responses. 15 points	Unacceptable application and discussion of identity development models. Little or no depth. 0-3	Minimally applied and poorly developed discussion of identity development models. Discussion exhibits a superficial level of depth. 4-6	Good application and discussion of identity development models. Discussion exhibits expected level of depth. 7-9	Excellent application and discussion of identity development models. Discussion exhibits a superior level of depth. 10-15
Part 2 Grading Criterion Bias: Student discusses prior biases, assumptions, and prejudices prior to interview and explores how they have transformed post interview. 20 points	Unacceptable discussion of personal biases, assumptions, and prejudices prior to interview and little discussion of exploration of transformation post interview. Little or no depth. 0-4	Minimally developed discussion of personal biases, assumptions, and prejudices prior to interview and little discussion of exploration of transformation post interview. Discussion exhibits an expected level of depth. 4-10	Good discussion of personal biases, assumptions, and prejudices prior to interview and little discussion of exploration of transformation post interview. Discussion displays expected level of depth. 10-14	Excellent discussion of personal biases, assumptions, and prejudices prior to interview and little discussion of exploration of transformation post interview. Discussion displays a superior level of depth. 14-20
Part 2 Grading Criterion Professionalism: Student discussed how their clinical and cultural proficiencies would apply to this interviewee if they were a client. Envision the interviewee as your client. (Discuss the client's case along the 4 dimensions outlined above.) Discussion of how you would respond to this client based on the information explored in the interview. 20 points	Unacceptable discussion of how their clinical and cultural proficiencies would apply to this interviewee if they were a client. Little or no depth. 0-4	A well-developed discussion of how their clinical and cultural proficiencies would apply to this interviewee if they were a client. Discussion exhibits a superficial level of depth. 4-10	Good discussion of how their clinical and cultural proficiencies would apply to this interviewee if they were a client. Discussion displays expected level of depth. 10-14	Excellent discussion of how their clinical and cultural proficiencies would apply to this interviewee if they were a client. Discussion displays a superior level of depth. 14-20
Part 2 Grading Criterion Writing Style:	Unacceptable: the paper does not reflect appropriate APA7 style and contains multiple errors throughout.	Some of the paper does reflect appropriate APA7 style and contains a few errors. The writing is mostly	Majority of the paper reflects appropriate APA7 style. Few or no APA errors. The writing is clear, concise, and well	The entire of the paper reflects appropriate APA (6th ed) style. Few or no APA errors. The writing is clear,

<p>Reflection is 5 - 7 pages, APA style, grammatical and stylistic accuracy. Resources used to support cultural and clinical conceptualization and culturally informed and empirically supported treatment. 15 points</p>	<p>The writing is unclear and disorganized. Multiple errors throughout the paper render it difficult to read. Additional references are not made or are irrelevant. Paper is not a minimum of 5 pages. 0-6</p>	<p>clear, concise, and organized; however, it contains some errors (grammar, punctuation, sentence structure, etc.). Some errors throughout the paper however paper is mostly easy to read. Some additional references are made but not properly discussed or are irrelevant. Paper is 5 - 7 pages. 6-9</p>	<p>organized. Few, if any, errors throughout the paper. The paper is easy to read. Additional references are made are relevant Paper is 5 - 7 pages. 9-12</p>	<p>concise, and well organized. No errors in the paper. The paper is extremely easy to read. Additional references are made or are relevant. Paper is 5 - 7 pages. 12-15</p>
--	--	---	---	--

Appendix H – Service-Learning Rubric

Grading Area	Demonstration Level 1 (unacceptable) 0-34 points	Demonstration Level 2 (minimal) 35-40 points	Demonstration Level 3 (proficient) 40-45 points	Demonstration Level 4 (exemplary) 45-50 points
Attendance	Unexcused absences from required in-country activities. More than several occasions are not punctual. Requires many prompts or reminders and creates frequent delays for the group. Insistent on personal agenda rather than academic program	Attends most required in-country activities. Usually not punctual. Requires prompts or reminders about timeliness and schedule. Tendency to focus on personal agenda.	Usually, punctual. Completes most of the required in-country activities. Requires a few prompts or reminders about timeliness and schedule.	Consistently punctual. Attends all required program activities without any prompts or reminders. Exhibits self-reliance, serves as a positive role model for peers.
Participation & Engagement	Does not prepare in advance for activities. Does not actively listen and/or is distracted during program. Does not contribute or advance knowledge of activity. Does not engage with faculty and in-country partners. Is not open to faculty feedback. Consistently displays a negative attitude which undermines group morale.	Prepares in advance for a few activities. Occasionally listens actively. During activities, occasionally engages and participates. Resistant to feedback or rarely incorporates feedback Displays occasional negative attitude which undermines the group morale.	Prepares in advance for most activities. Actively listens most of the time. Usually incorporates feedback. Often able to integrate on-ground material with in-country experiences. Usually engages with faculty and in-country partners in a professional manner. Usually maintains a positive attitude.	Fully prepares in advance for activities. Actively listens throughout duration of program. Consistently integrates on-ground material into in-country discussions. Advances the experience in a respectful and appropriate manner. Consistently engages with faculty and in-country partners in a professional manner. Consistently maintains positive attitude
Total Possible Points = 50 Total				

POLICY	
CLICK HERE FOR SYLLABUS PART 2: POLICIES	
INTRODUCTION	
<ul style="list-style-type: none"> ● COMMITMENT TO DIVERSITY 	
ACADEMIC POLICIES AND PROCEDURES	
<ul style="list-style-type: none"> ● CLASS CANCELLATION ● CREDIT HOUR ● GRADING POLICIES <ul style="list-style-type: none"> ○ ADMINISTRATIVE GRADES <ul style="list-style-type: none"> ▪ INCOMPLETE ● LEAVE OF ABSENCE <ul style="list-style-type: none"> ○ MILITARY LEAVE OF ABSENCE 	
FINANCIAL AID AND STUDENT ACCOUNT POLICIES	
STUDENT RIGHTS AND RESPONSIBILITIES	
<ul style="list-style-type: none"> ● ACCESSIBILITY ACCOMMODATIONS ● STUDENT CONDUCT <ul style="list-style-type: none"> ○ ACADEMIC INTEGRITY ○ PROFESSIONAL COMPORTMENT ● RELIGIOUS ACCOMMODATIONS ● TECHNOLOGY <ul style="list-style-type: none"> ○ ELECTRONIC COMMUNICATION ETIQUETTE ○ USE OF COMPUTING RESOURCES 	
STUDENT SERVICES, HEALTH, AND SAFETY	

Student Academic Supports and Resources

STUDENT PORTAL FOR UNIVERSITY RESOURCES

my.thechicagoschool.edu

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

ACADEMIC CATALOG AND STUDENT HANDBOOK

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

BOOKSTORE

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

CANVAS SUPPORT

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

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

IT SUPPORT

Students may contact HelpDesk by:

Phone: (800) 747-8367

Email: helpdesk@tcsedsystem.edu

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

Hours

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

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

LIBRARY RESOURCES

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

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

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

WRITING CENTER

A. MA and Doctoral students:

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

B. BA students:

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

C. APA Style Hotline:

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

ONLINE RESOURCES

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