



TheChicagoSchool[®]

of Professional Psychology

The Chicago School of Professional Psychology
Department: Center for International Studies
The Power of One- Austria
IS610- P
3 Credit Hours
Semester/Term- Spring, 2015 (online)

Course Introduction

Instructor: Jeane Rhodes, PhD
Virtual/In-Person Office Hours: By appointment
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Class Times: Course begins March 9, 2015

Course Description:

This course will provide opportunities for students to learn about global citizenship through service-learning. Students will travel abroad and immerse themselves in a different culture. Students will learn through observation, dialogue with local community members, and engaging in a variety of community service initiatives. Students will be challenged to reflect upon their individual beliefs, personal biases, and judgments related to psychology practices. This course will delve into the formation and dissolution of the Vienna Psychoanalytic Society in order to explore the group dynamics involved and the relevance of these dynamics for current professional organizations. This course will endeavor to deepen understanding of the individuals who were involved in the Vienna Psychoanalytic Society in order to more fully understand the group dynamics. During ten days in Vienna, this course will visit relevant sites in the city and meet regularly to discuss psychoanalysis, with the viewpoints of individual members of the Vienna Psychoanalytic Society represented by the student who has chosen that individual for in depth study prior to traveling to Vienna.

Institutional Learning Goals Addressed

TCSPP Institutional Learning Goals Addressed

- **Scholarship:** Students will complete assigned readings and submit discussion question responses, one APA style research paper, and one reflection paper demonstrating their learning
- **Professional Practice:** Through the study of interpersonal dynamics, students will be able to articulate the relevance of this learning for their personal and professional lives.

- **Professional Behavior:** Through increased understanding of the formation and dissolution of the Vienna Psychoanalytic Society, students will be able to apply this understanding to the group dynamics of and own their participation in current professional associations.
- **Diversity:** Through discussion of psychoanalytic concepts, students will be able to articulate the relevance of these concepts in varied cultural contexts.

Program Competency Addressed

- **Relationship:** This course specifically focuses on group dynamics and the interpersonal relationships that make up these group dynamics. This will be explored by recreating Freud's inner circle and learning how these individuals came together and how they broke apart.
- **Intervention:** The class will explore the relevance of what is learned about the formation and dissolution of the Vienna Psychoanalytic Society for professional groups today and put forward suggestions as to how what has been learned can improve the functioning in these groups.
- **Ethics:** The class will explore differences in ethical practices between the early 20th century and the early 21st century.

Program Learning Outcome

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

1. Prepare for and travel abroad for purposes of learning. **(Demonstrating personal and social responsibility)**
2. Discuss The Vienna Psychoanalytic Society and be familiar with each member and a "specialist" on one member. **(Demonstrating Intellectual and Practical Skills)**
3. Speak with the "voice" of an individual from one century ago as a result of in-depth study of that individual. **(Demonstrating Integrative Learning)**
4. Discuss with insight the formation and dissolution of the Vienna Psychoanalytic Society. **(Demonstrating Integrative Learning)**
5. Write clearly about the experience of time and geographic travel and the relevance of this in their personal and professional lives going forward. **(Demonstrating Intellectual and Practical Skills)**
6. Apply the learning from this course to their individual roles as members of professional groups and in their roles as members of society, both regionally and worldwide. **(Demonstrating personal and social responsibility)**

Scholarship

Scholarship, defined here as the acquisition and demonstration of learning through reading, discussion, and writing about specific theories and concepts, will be demonstrated through completion of all written assignments and participation in discussions, both online and in person.

Diversity

Diversity, defined here as the condition of having or being composed of differing elements, will be addressed and highlighted both from the perspective of finding the differences between seemingly similar individuals and through exploring the relevance of psychoanalytic theories for widely diverse cultures.

Professional Practice

Professional practice, defined here broadly as the practice of one's professional, will be addressed both from the perspective of the relevance of psychoanalytic thought and theories for the varied cultures of the world and more narrowly will address the practice of the profession of Psychology and the impact of psychoanalytic theories on this specific profession.

Professional Behavior

Students will incorporate the learning about psychoanalytic thought and group dynamics into their daily professional lives, using the broader perspective gained from in-depth experience of another culture and time period.

Required and Optional Texts and Electronic Reserves

Title (APA Format)	ISBN	Publisher's Price
1. Grosskurth, P. (1991). <i>The secret ring: Freud's inner circle and the politics of psychoanalysis</i> .	0-201-63220-9	\$12.95
2. Biography and other materials selected by each student for in-depth study of one member of The Vienna Psychoanalytic Society (Freud's inner circle).		
3.		
4.		
5.		

Required Readings on eReserve

- "TCSPP Study Abroad:
 - **What to Know Before You Go**" TCSPP Study Abroad Pre-Departure Guide
 - [Click for Weblink](#) - Review the information on this site thoroughly!
 - Handbook for Students Traveling Abroad ([Direct Link to Handbook](#))
 - Please review the Helpful Links for Travelers section, specifically
 - Center for Disease Control – Traveler's Health

- Health Information and Vaccinations

Course Rubric

Learning Outcomes Addressed	Demonstration Level 1	Demonstration Level 2	Demonstration Level 3	Demonstration Level 4
<p>Speak with the “voice” of an individual from one century ago as a result of in-depth study of that individual. (Integrative Learning)</p> <p>2,3,4</p>	<p>Inadequate written paper, demonstrating little or no research done. Poor or little participation in on-site (in Vienna) meetings.</p>	<p><i>Minimally acceptable written paper. Attendance at all meetings on-site (in Vienna), but little direct participation</i></p>	<p><i>Well-written research paper on chosen member of The Vienna Psychoanalytic Society. Good participation in on-site (in Vienna) meetings.</i></p>	<p><i>Excellent written paper and above average portrayal and representation of chosen member of The Vienna Psychoanalytic Society in group meetings in Vienna.</i></p>
<p>Discuss with insight the formation and dissolution of the Vienna Psychoanalytic Society. (Integrative Learning) 2,3,4</p>	<p>No participation in final (reflective) meeting in Vienna and poor or missing final reflection paper</p>	<p><i>Fair participation in final (reflective) meeting in Vienna and minimally acceptable final reflection paper</i></p>	<p><i>Good participation in final (reflective) meeting in Vienna and well-written reflective paper.</i></p>	<p><i>Excellent participation in final (reflective) meeting in Vienna and exceptional reflection paper</i></p>
<p>Write clearly about the experience of time and geographic travel and the relevance of this in their personal and professional lives going forward. (Intellectual and Practical Skills) 5</p>	<p>Poor or missing final reflective paper and little or no participation in post-travel online dialog with fellow students.</p>	<p><i>Fairly well-written final reflective paper and coherent participation in post-travel online dialog with fellow students</i></p>	<p><i>Well-written reflective paper and very good participation in post-travel online dialog with fellow students</i></p>	<p><i>Excellent reflective paper and exceptional participation in post-travel online dialog with fellow students.</i></p>
<p>Apply the learning from this course to individual roles as members of professional groups and in their roles as members of society, both regionally and worldwide. (Personal and social responsibility) 6</p>	<p>Minimal or no participation in online discussions prior to and after travel abroad</p>	<p><i>Fair participation in online discussions prior to and after travel abroad</i></p>	<p><i>Good participation in online discussions prior to and after travel abroad.</i></p>	<p><i>Excellent participation in online discussions prior to and after travel abroad. Especially, giving supportive and clear feedback to fellow students</i></p>

<p>On location in Vienna (Integrative Learning) 2,4</p> <p>Prepare for Travel, including pre- & post-test, (Personal and social responsibility) 1</p>	<p>Poor or no participation in the recreated Vienna Psychoanalytic Society</p> <p>NA - Pass/Fail</p>	<p><i>Adequate participation in the recreated Vienna Psychoanalytic Society</i></p>	<p><i>Enthusiastic participation in the recreated Vienna Psychoanalytic Society</i></p>	<p><i>Unique contribution and participation in the recreated Vienna Psychoanalytic Society</i></p>
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Course Schedule, Assignments, and Grading					
Week/Unit	Topic	Course Learning Outcomes	Readings and Assignments	Points / Due Date	Assessment Method / Tool
	<i>Chapter or Unit Title</i>	<i>List learning outcomes</i>	<i>Name of assignment and how it will help students achieve this learning outcome</i>	<i>Include points available for this assignment, your grading rubric, and any submission instructions</i>	<i>Grading rubric or other tool</i>
<u>Week 1</u> (Unit 1)	Prepare for study abroad	1, 6	Prior to registration, students must have completed the Student Rights and Responsibility Agreement. If you are uncertain if the form is completed, please contact studyabroad@thechicagoschool.edu	2 Points Due prior to registration	Pass/Fail

Week/Unit	Topic	Course Learning Outcomes	Readings and Assignments	Points / Due Date	Assessment Method / Tool
	Chapter or Unit Title	List learning outcomes	Name of assignment and how it will help students achieve this learning outcome	Include points available for this assignment, your grading rubric, and any submission instructions	Grading rubric or other tool
<u>Week 1</u> (Unit 2)	Prepare for study abroad	1, 6	<p>Pre-test: Global Perspective Inventory (complete by Week 1: Sunday at 11:59PM CST). Obtain code and insert here for students. Code can be obtained from Jennifer Fullick prior to the first day of class</p> <p>Please click on the link to access the Global Perspective Inventory Pre-Test:</p> <p>https://gpi.central.edu/</p> <p>Pre-Test Access Code: TBA</p> <ul style="list-style-type: none"> • TCSPP Study Abroad: <ul style="list-style-type: none"> ○ What to Know Before You Go” TCSPP Study Abroad Pre-Departure Guide ○ Click for Weblink - Review the information on this site thoroughly! ○ Handbook for Students Traveling Abroad (Direct Link to Handbook) ○ Please review the Helpful Links for Travelers section, specifically <ul style="list-style-type: none"> ▪ Center for Disease Control – Traveler’s Health ▪ Health Information and Vaccinations 	2.5 Points No later than Sunday, March 15, 2015, 11:59 PM CST	Pass/Fail

Week/Unit	Topic	Course Learning Outcomes	Readings and Assignments	Points / Due Date	Assessment Method / Tool
	<i>Chapter or Unit Title</i>	<i>List learning outcomes</i>	<i>Name of assignment and how it will help students achieve this learning outcome</i>	<i>Include points available for this assignment, your grading rubric, and any submission instructions</i>	<i>Grading rubric or other tool</i>
<u>Week 2</u> (Unit 3)	Freud's inner circle	2, 3	Reading: Grosskurth, 1991, pages xv - 23	NA	NA
<u>Week 2</u> (Unit 4)	Timeline & People	2, 3	Discussion Question: Select one of the individuals from the following list (also provided in Attachment A of this syllabus) and post a paragraph or two on the discussion thread stating your reasons for this choice. You will be studying this person in depth, write a paper, and represent this individual's voice in our meetings in Vienna. Sigmund Freud Otto Rank Karl Abraham Ernest Jones Carl Jung Sandor Ferenczi Isidor Isaak Sadger Victor Tausk Hanns Sachs Sabina Spielrein Margarete Hilferding Max Eitingon	2 Points Due by 11:59 pm CST Sunday, March 22, 2015	rubric
<u>Week 3</u> (Unit 5)	Freud's inner circle: Formation	2, 3, 4	Reading: Grosskurth, pages 25-111	NA	NA
<u>Week 3</u> (Unit 6)	Freud's inner circle: Formation	2, 3, 4	Discussion Question: Post a brief description of how your chosen member of the inner circle met Freud and was brought into the circle Submit: Potential reading list for your research paper	2 Points Due by 11:59 pm CST Sunday, March 30, 2015	rubric

Week/Unit	Topic	Course Learning Outcomes	Readings and Assignments	Points / Due Date	Assessment Method / Tool
	<i>Chapter or Unit Title</i>	<i>List learning outcomes</i>	<i>Name of assignment and how it will help students achieve this learning outcome</i>	<i>Include points available for this assignment, your grading rubric, and any submission instructions</i>	<i>Grading rubric or other tool</i>
<u>Week 4</u> (Unit 7)	Freud's inner circle: Dissolution	2, 3, 4	Reading: Grosskurth, pages 112-220	NA	NA
<u>Week 4</u> (Unit 8)	Freud's inner circle: Dissolution	2, 3, 4	Discussion Question: Post brief description of the philosophical stance of your chosen member of the inner circle and how this may have contributed to that person leaving (or staying).	2 points Due by 11:59 pm CST Sunday, April 5, 2015	rubric
<u>Week 5</u> (Unit 9)	Individual Focus	2, 3, 4	Reading: Background material for your research paper	NA	NA
<u>Week 5</u> (Unit 10)	Individual Focus	2, 3, 4	Draft/outline research paper	NA	NA
<u>Week 6</u> (Unit 11)	Individual Focus	2, 3, 4, 5	Submit research paper as an attachment on the course online discussion page. Post a brief introduction to your paper	20 points Due by 11:59 pm CST Sunday, April 12, 2015	rubric
<u>Week 6</u> (Unit 12)	Individual Focus	2, 3, 4	Begin reading fellow students' papers	NA	NA
<u>Week 7</u> (Unit 13)	Individual Focus	2, 3, 4	Complete reading fellow students' papers	NA	NA
<u>Week 7</u> (Unit 14)	Discussion	2, 3, 4, 5	Post supportive critiques of at least two fellow students' papers	4 Points Due by 11:59 pm CST Sunday, April 19, 2015	rubric

Course Requirements

- Complete Student Rights and Responsibility Agreement 2 points
- Global Perspectives Inventory Pre and Post Test 5 points
- Class Attendance and Participation 10 points
- Class Assignments: Faculty Provide Breakdown here 40 points
 - Discussion Postings (4) 10 Points total
 - Research Paper - 20 points
 - Reflection Paper - 10 points
- International Travel Registration 3 points
- In-Country Participation 30 points
- Professional Contribution and Behavioral Compportment 10 points

Class Assignments

- **Discussion Questions** (*10 points total*): There will be discussion questions posted in the online discussion area prior to international travel. Answers should be posted before midnight on Sunday night of the week the question is assigned. It is important that you complete all readings assigned for the week prior to answering the discussion questions.
- **Research Paper** (20 points) Each student will submit a research paper containing a brief biographical sketch and delineating the theories of their chosen member of the Vienna Psychoanalytic Society. This will be submitted prior to travel to Vienna and shared with fellow students so that all class members have some acquaintance with all perspectives. This paper should be 4-6 pages in length, double spaced, APA format. Instructor will supplement as necessary so that all members of the Vienna Psychoanalytic Society are introduced.
- **Reflection paper** (*10 points total*): The reflection paper will reflect on the study abroad experience. This paper should be 3-6 pages in length, double spaced, APA format. To reflect on service learning means to think critically about and analyze emotional responses to service activities in the context of course content and the learning objectives of a particular course or curriculum. Through reflection, students can expand their knowledge beyond concrete facts, reach a new understanding of social problems, interpret real-life situations, propose practical and meaningful solutions to societal problems, and take informed action.
- **Video/Photo Upload** (*10 points total*): Students will participate in online discussion and share photos, and/or video on the course website after travel is completed.

Grading:

The point system below will be used as a guideline for determining final grades. Use these guidelines as an indication of performance throughout the term.

Letter Grade	Percentage Cutoff
A	93-100%

A-	90-92%
B+	87-89%
B	83-86%
B-	80-82%
C	70-79%
F	<69%

If it is determined that a student is failing a core course or is demonstrating professional comportment problems that warrant an Academic Development Plan, it is at the discretion of the Faculty Leader to NOT allow a student to engage in the study abroad experience. If a student's grade is a B- or lower as of the last assignment prior to travel, the student will not be permitted to travel abroad.

Phase II: Travel Itinerary

Date	Activity	Location- Include City and Address
Sunday, April 26, 2013	Depart U.S.	
Monday, April 27, 2015	Arrivals, settling in, Guided tour of Vienna Group dinner.	Vienna, Austria – site to be announced
Tuesday, April 28, 2015	Morning: Academic content (4 hours): First meeting of our recreated Vienna Psychoanalytic Society. Discuss timeline of Society members' first meeting with Freud. 4 hours Group Lunch Afternoon: Cultural Event – Austrian Art Dinner on your own	Hotel Conference Room Public Transport/walk
Wednesday, April 29, 2015	Full Day: Academic Content (8 hours): Orientation and Lecture at Sigmund Freud University	Sigmund Freud University Public Transportation
Thursday, April 30, 2015	Morning: Academic Content (4 hours): Second meeting of recreated Vienna Psychoanalytic Society. Focus on what brings these individual Society members together. Group Lunch Afternoon: Cultural Event – Austrian History Dinner on your own	Hotel Conference Room Public Transport/walk
Friday, May 1, 2015	Free Time for sightseeing & shopping Optional excursion to Salzburg	

Saturday, May 2, 2015	Morning: Academic Content (4 hours): Visit Freud's home, museum: Make notes for later discussion. Group Lunch and discussion time: Academic Content (2 hours) The relevance of location and culture in the development of the Vienna Psychoanalytic Society. Cultural Event: Vienna Woods Dinner on your own	Public Transit/walk Bus/walk
Sunday, May 3, 2015	Free time for sightseeing & shopping	
Monday, May 4, 2015	Morning: Academic Content (4 hours): Third meeting of recreated Vienna Psychoanalytic Society. Philosophical differences. Dissolution. Group Lunch Afternoon: Meeting continues/free time Dinner on your own	Hotel Conference Room
Tuesday, May 5, 2015	Morning: Academic Content (4 hours): Class meets to discuss what has been learned and the relevance of this learning for the individuals in the group and its relevance to group dynamics in other settings. Lunch on your own Afternoon: Free Time Group Farewell Dinner	Hotel Conference Room
Wednesday, May 6, 2015	Debriefing and departure.	

Phase III: Taking Action Beyond...

Students will complete a semester of academic study and a service/study abroad trip, but will also be encouraged to continue their work with the material upon return. Traveling abroad and serving in another country often leaves students with a desire and interest to continue their work and learning in some form. Phase III, will not only offer students the space to reflect but also the opportunity to meet with fellow students to discuss ways in which service to local populations could be realized. Early in the course, students will be encouraged to form relationships with other students for support through their travels in an unfamiliar land, re-entry into their local culture, and post trip action planning for service continuation. Students will be asked upon return: "Now what?"

Post Travel Activities: Due no later than May 15, 2015	Learning Goals Addressed 1,6	Post-test: Global Perspective Inventory (complete by Sunday at 11:59PM CST after your return from study abroad. Obtain code and insert here for students. Code can be obtained from Jennifer Fullick prior to the first day of class Please click on the link to access the Global Perspective Inventory Post-Test:
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		<p style="text-align: center;">https://gpi.central.edu/</p> <p style="text-align: center;">Post-Test Access Code: TBA</p> <p>Reconnecting online. Post reflections on the travel experience, photos, and/or videos on the course discussion page.</p> <p>Submit your reflections paper to instructor.</p>
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Late Assignments

No assignments will be accepted as late unless negotiated with the instructor at least 24 hours before the assignment is due. The decision rests with the professor as to whether he/she will accept the late assignments (or not).

Feedback

The instructor will provide students with timely feedback within 7-10 days of assignment submission.

Confidentiality Requirement

In accordance with the American Psychological Association's Ethical Principles of Psychologists and Code of Conduct, reasonable precautions must be taken to protect confidential information.

“Psychologists do not disclose in their writings, lectures, or other public media confidential, personally identifiable information concerning their client/patients, students, research participants, organizational clients, or other recipients of their services that they obtained during the course of their work, unless 1) they take reasonable steps to disguise the person or organization, 2) the person or organization has consented in writing, or 3) there is legal authorization for doing so (APA Ethics Code 202, 4.07).”

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

Institutional Classroom Policies

Students are expected to have read and to adhere to the TCS Student Handbook. The following policies especially pertinent for student learning are listed below:

- Accommodation for Students Disabilities
- Statement of Academic Integrity and Plagiarism
- Professional Comportment
- Ethical, Legal and Professional Conduct

- Use of Computing Resources

Statement on Academic Honesty:

Academic work entails a contract of sorts that students are on their honor to abide by. Students come expecting that professor(s) will teach them what they need to know, and grade their work fairly and objectively. Professor(s) come expecting that students will make their best effort to learn what they need to know, and will do the work required for the class conscientiously and honestly. This entails deeper expectations though.

Academic honest is the foundation for professional integrity and should be taken seriously by students. If professor(s) have reason to think a student(s) has behaved dishonestly, professor(s) will speak with student(s). If professor(s) concerns about dishonesty prove true, then professor(s) will award student(s) zero points for that assignment, and refer student(s) to Student Affairs Committee for a deeper investigation into the matter. A range of disciplinary actions are available to students.

This process, even if it turns out not to be a case of dishonesty, is anxiety provoking for students, but also rather unpleasant for the faculty. It is strongly suggested that students come to professor(s) whenever they have any questions about something.

Technology and Privacy (from the Student Handbook):

Data files and messages traversing the school's network are not private communications. A user's privacy is superseded by the school's requirement to maintain the network's integrity and the rights of all network users. For example, should the security of the network be in danger, user files and messages may be examined under the direction of the Vice President of Administration, or the Director of Information Technology. The school reserves its right, as owner of the network and the computers in question, to examine, log, capture, archive, and otherwise preserve or inspect any messages transmitted over the network and any data files stored on school-owned computers, should circumstances warrant such actions. All members of the community must recognize that electronic communications are by no means secure, and that during the course of ordinary management of computing and networking services, network administrators may inadvertently view user files.

Policy on Disability Accommodation (from the Student Handbook):

The Chicago School complies with all laws and regulations regarding the access of disabled individuals to education and works to insure that no qualified student with a disability is denied the benefits of, or excluded from participation in, any school program or activity. Disabled students may request reasonable accommodations including but not limited to adaptations in the way specific course requirements are accomplished, the use of auxiliary equipment and support staff, and other modifications including testing procedures. This request must be accompanied by appropriate documentation that establishes that the student has a specific disability and that supports the accommodation(s) requested. The school reserves the right to select the specific aids and services it provides, as long as it deems they will be effective for the student and do not fundamentally alter the Program or academic standards. Such aids and services are determined on a case-by-case basis in consultation with the student who has identified the need for accommodation. Please see the Director of Student Services regarding requests for accommodation or talk with the professor in charge of the course

Attachment A

Prominent members of the Vienna Psychoanalytic Society

Students are to choose one of the following prominent members of the Vienna Psychoanalytic Society for in-depth study.

- Sigmund Freud
- Otto Rank
- Karl Abraham
- Ernest Jones
- Carl Jung
- Sandor Ferenczi
- Isidor Isaak Sadger
- Victor Tausk
- Hanns Sachs
- Sabina Spielrein
- Margarete Hilferding
- Max Eitingon