



**Online Course Syllabus Template**  
**Ethics and Professional Issues – Greece FO611A**  
**3.0 Credit Hours**  
**Fall 2 Term 2015**

**Course Introduction**

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<b>Course Website:</b>	<b>In Canvas</b>

**Official Course Description**

This course is a study abroad course. This course will assist with students' understanding of how our understanding of Western Ethics and moralistic thinking is derived from Ancient Greece. Students will review the status of current ethical standards in psychology, ethics codes, and laws applicable to the forensic mental health practitioner and scientist. Ethical and legal conflicts and dilemmas a forensic practitioner might encounter while working within the legal system are explored, as are ways to resolve such issues. The role of regulatory agencies and professional associations are reviewed. The American Counseling Association Code of Ethics is emphasized, however we will also review the American Psychological Association Ethics Code and the Forensic Specialty Guidelines.

In addition to the online curriculum, this study abroad course will provide an opportunity for students to learn about global citizenship through service-learning. Students will travel internationally and immerse themselves in a different culture and learn about the progression of Greek thought starting from Ancient Greece. Students will learn through observation and dialogue with local community members, while engaging in a community service initiative for METAction, an organization that assists traumatized refugees and torture victims. This site was chosen to demonstrate to students the effects of unethical behavior and the human cost and graphic nature of being a victim of such unethical and/or immoral actions. Students will be challenged to reflect upon their individual beliefs, personal biases, and judgments related to psychology practices and how their beliefs could impact individuals in a different culture than their own. (3 credits)

**Institutional Learning Goals Addressed**

**TCSPP Institutional Learning Goals Addressed: Include a minimum of two listed below with a brief description of how goal is addressed:**

- **Professional Behavior:** Students will be able to apply theoretical and practical knowledge about ethnic, racial, gender, sexual, cultural and religious, age, and disability difference in their professional work.
- **Diversity:** Students will be able to apply theoretical and practical knowledge about ethnic, racial, gender, sexual, cultural, and religious, age, and disability difference in their professional work.

**Program Competency Addressed: Include a minimum of two listed below with a brief description of how competency is addressed:**

- **Diversity:** Recognize and respect individual and group differences as well as practice with cultural competence.
- **Ethics:** Organize professional activities by ethical and professional codes, standards, guidelines, statutes, rules, regulations, and relevant case law.

**Program Learning Outcome: Include all outcomes listed below with a brief description of how outcome is addressed:**

- Knowledge acquisition, appreciation, and reflection of individual cultural differences within the context of psychology
  - Students learn through lectures, readings, and group conversations prior to departure. In country, students acquire knowledge first hand from the instructor, tour guide, and from the partner site. Students maintain a journal to promote cultural and self-reflection and at the end of the course while still in country, students share their growth experiences in a group format which promotes self and cultural reflections. The final project addresses integration of ethics and culture.
- Intellectual and Practical Skills which includes, but is not limited to inquiry and analysis, critical and creative thinking, written and oral communication, quantitative and information literacy, teamwork and problem solving.
  - Students engage in discussions and a group project to address these areas, as well as their final project. In country students will be interacting with various cultures.
- Personal and Social Responsibility which includes, but is not limited to local and global civil knowledge and engagement, intercultural knowledge and competence and ethical reasoning and action.
  - Students will engage with METAction on these efforts in country in a service learning capacity. They will partake in activities revolving around the ethical treatment of refugees and how to conduct an ethical forensic interview in accordance to Greek law.
- Integrative Learning which includes synthesize and application of personal ethics knowledge into better understanding societal ethics.
  - Students integrate research, ethical codes, laws, and cultural knowledge into their signature assignment.

**Forensic Psychology Program Learning Outcomes:**

- DIVERSITY: (4) Students will recognize and respect individual and group differences as well as practice with cultural competence.
  - D4: Apply ethical codes and professional standards relevant to diversity and cultural competence.
- ETHICS: (5) Students will organize professional activities by ethical and professional codes, standards, and guidelines; statutes, rules, and regulations; and relevant case law.
  - E1: Integrate ethical and professional codes, standards, and regulations into one's professional practice.
  - E2: Develop and internalize an effective ethical decision-making model.
  - E4: Form a collaborative, supportive, peer network to address ethical and/or legal dilemmas.
  - E5: Recognize, appreciate, and address conflicts among relevant codes, guidelines, laws, and personal values.
  - E6: Organize professional conduct to be consistent with categories of law, admissibility of evidence, and professional standards.

**Course Learning Outcomes:** By the end of the course, students will:

1. Demonstrate understanding of ethical issues, regulations and standards as described in the ACA and other ethical codes as they apply to professional practice.
2. Develop and internalize an effective decision making model.
3. Demonstrate the ability to apply effective ethical decision making to address and resolve ethical dilemmas.
4. Learn to recognize, analyze, appreciate and reconcile conflicts between relevant codes, guidelines, laws and personal values.
5. Apply ethical codes and professional standards relevant to cultural and individual differences.
6. Organize their professional conduct to be consistent with categories of law, ethical guidelines and professional standards.

### Scholarship

By completion of the program, students will be able to use scientific research and theory to inform their practices and be able to prepare scholarly work broadly defined.

### Diversity

By completion of the program, students will be able to apply theoretical and practical knowledge about ethnic, racial, gender, sexual, cultural and religious, age, and disability difference in their professional work.

### Professional Practice

By completion of the program, students will be able to conduct assessments, develop appropriate interventions, and implement interventions in their specialty area of professional psychology.

### Professional Behavior

By completion of the program, students will be able to function in a professional and ethical manner in classroom, off-site training, and work settings.

## Required and Optional Texts and Electronic Reserves

### Required Texts

Title (APA Format)	ISBN	Publisher's Price
Bersoff, Donald N. (2008) <i>Ethical Conflicts in Psychology (4th Edition)</i> Washington: APA.	978-1-4338-0353-6	\$49.95
APA Ethical Standards:		<a href="http://www.apa.org/ethics/code2002.pdf">http://www.apa.org/ethics/code2002.pdf</a>
ACA Ethical Standards		<a href="http://www.counseling.org/Resources/CodeOfEthics/TP/Home/CT2.aspx">http://www.counseling.org/Resources/CodeOfEthics/TP/Home/CT2.aspx</a>

### Required Readings put in Box.com (in preparation for Greece)

- FAQ about traveling in Greece
- Quick Guide to Greek Gods and Goddesses
- What to pack for Greece
- METAction overview
- METAction Interview Form
- Lectures:
  - Socrates
  - Greek Historical Timeline
- Recommended books for your trip to Athens
- Faculty deliverable: Greek Culture

### Required Readings on eReserve

Bonner, R. & Vandecreek, L. (2006). Ethical Decision Making for Correctional Mental Health Providers. *Criminal Justice and Behavior*, 33, 542-564.

Hartwig, M., Granhag, P. & Vrij, A. (2005). Police Interrogation from a Social Psychology Perspective. *Policing & Society*, 15(4), 379-399.

Weinberger, L. & Sreenivasan, S. (1994). Ethical and Professional Conflicts in Correctional Psychology. *Professional Psychology: Research and Practice*, 25(2), 161-167.

Ethical standards: Althouse, R. (2000). Standards for Psychology Services in Jails, Prisons, Correctional Facilities and Agencies. *Criminal Justice and Behavior*, 27(4), 433-494.

APA Ethical Standards: <http://www.apa.org/ethics/code2002.pdf>

ACA Ethical Standards: <http://www.counseling.org/Resources/CodeOfEthics/TP/Home/CT2.aspx>

**“TCSP Study Abroad: What to Know Before You Go”** TCSP Study Abroad Pre-Departure Guide: [Click for Weblink](#) - Review the information on this site thoroughly! Review Helpful Links for Travelers section, specifically Center for Disease Control – Traveler’s Health; Health Information and Vaccinations.

### **Optional but Recommended Texts and Readings**

Althouse, R. (2000). Standards for Psychology Services in Jails, Prisons, Correctional Facilities and Agencies. *Criminal Justice and Behavior*, 27(4), 433-494.

Bonner, R. & Vandecreek, L. (2006). Ethical Decision Making for Correctional Mental Health Providers. *Criminal Justice and Behavior*, 33, 542-564.

Brodsky, S. & Galloway, V. (2003). Ethical and Professional Demands for Forensic Mental Health Professionals in the Post-Atkins Era. *Ethics and Behavior*, 13(1), 3-9.

Butcher, J & Pope, K. (1993). Seven issues in conducting forensic assessments: Ethical Responsibilities in Light of New Standards and New Tests. *Ethics and Behavior*, 3(3 &4), 267-288.

Campbell, T. (2003). Sex Offenders and Actuarial Risk Assessments: Ethical Considerations. *Behavioral Sciences and the Law*, 21, 269-279.

Costa, L. & Altekruze, M. (1994). Duty-to-Warn Guidelines for Mental Health Counselors. *Journal of Counseling and Development*, 72, 346-350.

Covell, C. & Wheeler, J. (2006, fall). Expert Opinion: Revisiting the ‘Irreconcilable Conflict between Therapeutic and Forensic Roles’: Implications for sex offender specialists. *AP-LS News*, p. 6-8.

Division 19 (Society for Military Psychology) Comments on the Draft APA Council Resolution. March, 2007), Moratorium on Psychologist Involvement in Interrogations at US Detention Centers for Foreign Detainees. Paper presented at the meeting of the American Psychological Association, Washington, D.C. (<http://www.apa.org/ethics/pdfs/div19response.pdf>)

Gutheil, T. (2001). Moral Justification for Tarasoff-Type Warnings and Breach of Confidentiality: A Clinician’s Perspective. *Behavioral Sciences and the Law*, 19, 345-353.

Hartwig, M., Granhag, P. & Vrij, A. (2005). Police Interrogation from a Social Psychology Perspective. *Policing & Society*, 15(4), 379-399.

Helbok, C. (2003). The Practice of Psychology in Rural Communities: Potential Ethical Dilemmas. *Ethics and Behavior*, 13(4), 367-384.

Johnson, B., Bacho, R., Heim, M. & Ralph, J. (2006). Multiple-Role Dilemmas for Military Mental Health Care Providers. *Military Medicine*, 171, 311-315

Knapp, S., Berman, J., Gottlieb, M. & Handleson, M. (2007). When Laws and Ethics Collide: What Should Psychologists Do? *Professional Psychology: Research and Practice*, 38 (1), 54–59

Knapp, S. & VandeCreek, L. (2001). Ethical issues in Personality Assessment in Forensic Psychology. *Journal of Personality Assessment*, 77(2), 242-254.

Mapps, D., Robb, G. & Engels, D. (1985). Conflict between Ethics and Law in Counseling and Psychotherapy. *Journal of Counseling and Development*, 64, 246-252.

Report of the American Psychological Association Presidential Task Force. (2005). On Psychological Ethics and National Security (on-line), APA. Available:  
<http://www.apa.org/releases/PENSTaskForceReportFinal.pdf>

Rogers, R. (1987). Ethical Dilemmas in Forensics Evaluations. *Behavioral Sciences and the Law*, 5 (2), 149-160.

Stanard, R. & Hazler, R. (1995). Legal and Ethical Implications of HIV and Duty to Warn For Counselors: Does Tarasoff Apply? *Journal of Counseling and Development*, 73, 397-400.

Weinberger, L. & Sreenivasan, S. (1994). Ethical and Professional Conflicts in Correctional Psychology. *Professional Psychology: Research and Practice*, 25(2), 161-167.

### Course Rubric

Program Learning Outcomes Addressed	Demonstration Level 1 (Novice)	Demonstration Level 2 (Internship)	Demonstration Level 3 (Entry-level)	Demonstration Level 4 (Graduate)
<b>DIVERSITY</b> (4) Students will recognize and respect individual and group differences as well as practice with cultural competence.	Student rarely integrates diversity and cultural variables when applying ethical and professional standards. The student disregards cultural variables by applying codes to all cases while not attending to the cultural variables.	Student integrates diversity and cultural variables when applying ethical and professional standards into some work in professional practice. At times the student disregards cultural variables and applying codes to all cases while not attending to the cultural variables.	Student integrates diversity and cultural variables when applying ethical and professional standards in most areas, including scholarship and professional practice. Seeks consultation when needed.	Student intentionally and independently integrates diversity and cultural variables when applying ethical and professional standards in all aspects of scholarship and professional practice and seeks consultation when needed as well as for continuing professional education.
<b>D4: Apply ethical codes and professional standards relevant to diversity and cultural competence.</b>				
<b>ETHICS</b> (5) Students will organize professional activities by ethical and professional codes, standards, and guidelines; statutes, rules, and regulations;	Integration of ethical and professional codes is minimal to none. There is not a commitment to identify relevant codes. Student leaves 2+ pertinent codes out of the analysis and/or discusses codes in	Integrates ethical and professional codes, standards, and regulations into one's professional practice, however codes are not relevant or pertinent to the issues. Student leaves at least 1 pertinent code out. Does not	Commitment to integrating ethical and professional codes, standards, and regulations into one's professional practice. Inclusion of relevant applicable ethics. Student may leave one peripheral	Commitment to integrating ethical and professional codes, standards, and regulations into one's professional practice. Intentional inclusion of relevant applicable ethics. Displays ethical values and recognizes own

and relevant case law.	a vague or tangential manner. Does not display ethical values and/or does not recognize own moral attitudes.	consistently display highest ethical values and/or does not fully recognize own moral attitudes.	code out. Displays ethical values and recognizes own moral attitudes.	moral attitudes, such as accepting opposing viewpoints as valid despite disagreement.
<b>E1: Integrate ethical and professional codes, standards, and regulations into one's professional practice.</b>				
ETHICS (5) Students will organize professional activities by ethical and professional codes, standards, and guidelines; statutes, rules, and regulations; and relevant case law.	Does not demonstrate knowledge on identifying and applying an ethical decision making model effectively. Needs moderate to significant direction from supervisor/instructor (tutoring on 3+ occasions).	Demonstrates knowledge on identifying and applying an ethical decision making model, however not effectively. Needs minimal direction from supervisor/instructor (tutoring on 1-2 occasions).	Demonstrates knowledge on identifying and effectively applying an ethical decision making model. Uses the model appropriately by addressing all areas.	Spontaneously identifies, internalizes, and effectively applies an ethical decision making model. After research, the chosen ethical decision making model is appropriate to the case or situation and used thoroughly, noting the complexity of the dilemma.
<b>E2: Develop and internalize an effective ethical decision-making model.</b>				
ETHICS (5) Students will organize professional activities by ethical and professional codes, standards, and guidelines; statutes, rules, and regulations; and relevant case law.	Student does not develop a peer network to address ethical and/or legal dilemmas. Student does not see a need to develop a professional network.	Develops and consults with peers in forming a supportive network to address ethical and/or legal dilemmas. Seeks a network that may not be appropriate including individuals within the workplace or school who have not had experiences with similar ethical or legal dilemmas (e.g., family member).	Develops and consults with peers in forming a supportive network to address ethical and/or legal dilemmas. Seeks a network within the workplace or school.	Develops and consults with peers in forming a supportive network to address ethical and/or legal dilemmas. Seeks out a peer network outside of the workplace or classes, such as networking with others at conferences or workshops.
<b>E4: Form a collaborative, supportive, peer network to address ethical and/or legal dilemmas.</b>				
ETHICS (5) Students will organize professional activities by ethical and professional codes, standards, and	Student does not recognize 3 or more important and relevant codes, guidelines, laws. Student does not include an in-depth analysis of personal values related to	Student does not recognize 1-2 important and relevant codes, guidelines, laws. Student does not include an in-depth analysis of personal values related to	Recognition and application of relevant codes, guidelines, laws, and personal values related to ethical dilemmas.	Intentional and accurate recognition and detailed application of relevant codes, guidelines, laws, and personal values related to ethical dilemmas.

guidelines; statutes, rules, and regulations; and relevant case law.	ethical dilemmas or does not discuss personal values at all.	ethical dilemmas.		
<b>E5: Recognize, appreciate, and address conflicts among relevant codes, guidelines, laws, and personal values.</b>				
ETHICS (5) Students will organize professional activities by ethical and professional codes, standards, and guidelines; statutes, rules, and regulations; and relevant case law.	Manifests fair understanding of the relationship between laws, standards, and professional activities.	Manifests adequate understanding of the relationship between laws, standards, and professional activities.	Manifests good understanding of the relationship between laws, standards, and professional activities.	Manifests in-depth understanding of the relationship between laws, standards, and professional activities.
<b>E6: Organize professional conduct to be consistent with categories of law, admissibility of evidence, and professional standards.</b>				
ETHICS (5) Students will understand be able to communicate how ancient Greek Philosophy and culture informed the essential foundation of subsequent philosophy and systems of ethical conduct in the West.	Student most times does not demonstrate the ability to grasp the historical relevance of ancient Greece and is rarely able to communicate her/his recognition of the impact it had on our current system of ethical conduct.	Student occasionally demonstrates ability to grasp the historical relevance of ancient Greece and is occasionally able to communicate her/his recognition of the impact it had on our current system of ethical conduct.	Student demonstrates a developing ability to grasp the historical relevance of ancient Greece and is almost always able to communicate her/his recognition of the impact it had on our current system of ethical conduct.	Student demonstrates a well-developed ability to grasp the historical relevance of ancient Greece and is consistently able to communicate her/his recognition of the impact it had on our current system of ethical conduct.
<b>Understand and communicate how ancient Greek Philosophy and culture informed the essential foundation of subsequent philosophy and systems of ethical conduct in the West.</b>				

**Course Schedule, Assignments, and Grading**

<b>Week/Unit</b>	<b>Topic</b>	<b>Course Learning Outcomes</b>	<b>Readings and Assignments</b>	<b>Points / Due Date</b>	<b>Assessment Method / Tool</b>
	<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>
<b>Week 1</b> (Unit 1)	Morals, Ethics and the Law; Current Ethical Issues; Applying an Ethical Decision Making Model.	1,4,6	Discussion 1	Initial post due Wednesday 11:59pmCST; Final post due Sunday 11:59pmCST	Grading rubric
<b>Week 1</b> (Unit 2)		1,4,5	Discussion 2	Initial post due Wednesday 11:59pmCST; Final post due Sunday 11:59pmCST	Grading rubric
		NA	Additional: Pre-test: Global Perspective Inventory	Sunday 11:59pmCST	Pass/No Pass
<b>Week 2</b> (Unit 3)	The Law and Confidentiality	1,4,5,6	Discussion	Initial post due Wednesday 11:59pmCST; Final post due Sunday 11:59pmCST	Grading rubric
<b>Week 2</b> (Unit 4)					
<b>Week 3</b> (Unit 5)	Ethical Issues Relating to Competency; Identifying and Reducing Violations	1,3,4,5	Discussion	Initial post due Wednesday 11:59pmCST; Final post due Sunday 11:59pmCST	Grading rubric
<b>Week 3</b> (Unit 6)					
<b>Week 4</b> (Unit 7)	Therapy, Assessments and Research	1,3,4,5,6	Discussion	Initial post due Wednesday 11:59pmCST; Final post due Sunday 11:59pmCST	Grading rubric
<b>Week 4</b> (Unit 8)		1,3,4,5,6	Video Journal	Sunday 11:59pmCST	Pass/No Pass
<b>Week 5</b> Unit 9)	Record keeping, Fees, Advertising and Reporting Violations	1,2,3,4,5,6	Discussion	Initial post due Wednesday 11:59pmCST; Final post due Sunday 11:59pmCST	Grading rubric
<b>Week 5</b> (Unit 10)		NA	Complete International Travel Registration	Sunday 11:59pmCST	Pass/No Pass
<b>Week 6</b> (Unit 11)	Forensic Specific Guidelines/APA Stance on Interrogations.	1,4	Discussion	Initial post due Wednesday 11:59pmCST; Final post due Sunday 11:59pmCST	Grading rubric
<b>Week 6</b> (Unit 12)		1,2,3,6	Video assignment	Sunday 11:59pmCST	Pass/No Pass
<b>Week 7</b> (Unit 13)	Correctional Standards.	NA	Post-test	Sunday 11:59pmCST	Pass/No Pass



<b>Week/Unit</b>	<b>Topic</b>	<b>Course Learning Outcomes</b>	<b>Readings and Assignments</b>	<b>Points / Due Date</b>	<b>Assessment Method / Tool</b>
	<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>
<b><u>Week 7</u></b> (Unit 14)	Using an Ethical Decision Making Model.	2	Final assignment (Ethical Decision Making Model)	<b><u>Wednesday</u></b> 11:59pm,CST	Rubric

### **COURSE REQUIREMENTS**

PHASE I =	40 points
PHASE II =	30 points
<u>Additional Course Requirements =</u>	<u>30 points</u>
TOTAL =	100 points

### **Breakdown of points is as follows:**

#### **PHASE I**

- Class Assignments** **80 points**

NOTE: Students will complete the following assignments in the online Ethics FO611 course shell:

- Discussions (18 points):** There will be 6 online discussions, every week except for week 7. Please follow the discussion policies to earn full points on these activities. The discussion rubric is in the course shell. **Point breakdown:** 3 points each discussion (1 point for initial post, 1 point for two follow up posts, 1 point for monitoring their initial post).
- Video Journal and Video Assignment (2 points):** These assignments require the use of your computer's video capabilities. Please make sure to follow the individual directions during Weeks 4 and 6 for these assignments. **Point breakdown:** 1 point for the video journal, 1 point for the video assignment.
- Final Project (60 points):** This assignment is due Wednesday night of Week 7 (pre-departure).

The purpose of the signature assignment is to provide an assessment of your ability to integrate everything that you learned during the course and apply it to an ethical decision making model. Your instructor will provide a case to analyze using the ethical decision making model referenced in the following directions. The case will revolve around the Greek culture and possible dilemma that a student might encounter while working at METAction in Athens.

Students will apply an 8 step ethical decision making model to a case vignette provided by the instructor. The case will demonstrate the student's understanding of the steps of the ethical decision making model developed by Bush, S.S., Connell, M.A., and Denny, R.L. (2006). The grading will include the ability to use ethical resources (APA and ACA Ethical Codes, The Forensic Specialty Guidelines, The Mental Health Ethical Code for Corrections, state and federal laws, and any other appropriate references such as the international code of ethics for psychologists). Students must show understanding of the

steps of the model and to be able to demonstrate ethically appropriate decision making given an unclear dilemma. The paper is expected to follow APA format, use at least 5 appropriate citations and should be 6-8 pages (not including the cover, abstract or reference page). Further instructions are included on the grading rubric.

Source of Ethical Decision Making Model (provided in pdf format in the course shell)  
Bush, S.S., Connell, M.A., and Denny, R.L. (2006). Ethical practice in forensic psychology: A systematic model for decision making. Washington D.C: American Psychological Association.

#### 8 Steps: Ethical Decision Making Model

1. Identify the problem
2. Consider the significance of the context and setting
3. Identify and utilize ethical and legal resources
4. Consider personal beliefs and values
5. Develop possible solutions to the problem
6. Consider the potential consequences of various solutions
7. Choose and implement a course of action
8. Assess the outcome and implement changes as needed

## PHASE II:

### • In-Country Participation

**30 points**

- **Journal:** Students will maintain a journal throughout Phase II of this course. Each day of the international travel, including travel days, students will reflect on their thoughts about the preparation for the travel, the events scheduled on the travel, Greek culture, and application of the course lectures. These reflections includes: how the student will relate the curriculum and the international experience to his or her study in psychology, personal reactions to the events or occurrences on the travel experience, comments about the curriculum or instructor feedback. The journal is due within one week after the student's return to the United States in order to process grades. The journal may be typed or hand written (if hand written please write legibly, scan and email the instructor the journal or hand the journal to the instructor on the last in-country class date) (20 points).
- **Reflections:** On the last day full day of the travel, the class is meeting to discuss their reflections. Location will be determined. Students will be prepared to talk about how they can use this course and information learned on the international travel in their psychology careers. It is not required to write a paper. Grading is based on the use of critical thinking and depth of responses from reflecting on the lectures, travel experience and verbally presenting this information to the class (10 points).
- **Optional:** If a student wants to share his or her thoughts about the travel to future students who are interested in the travel, please provide a testimonial and a statement giving permission to use the testimonial in marketing materials.

### Additional Course Requirements

**30 points**

- Complete Student Rights and Responsibility Agreement (2 points)
- Global Perspectives Inventory Pre and Post Test (5 points)
- Class Attendance and Participation (10 points)
- International Travel Registration (3 points)
- Professional Contribution and Behavioral Comportment (10 points)

- Professional comportment is taken seriously. Students will maintain ethical behaviors at all times and present themselves as mature, mindful individuals in the foreign country. If there are any issues related to comportment, the instructor should be notified. The instructor will take action and provide redirection, tutoring or modeling as needed. Traveling in a foreign country can be difficult, especially when the culture is different from one's own. The instructor is basing the grade on taking comportment seriously and remediating any problematic behaviors that the instructor notes.

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.

## CLASS TIMELINE

Phase I: Academic Coursework/Classroom		
PERSONAL ETHICS		
Date	Topic	Assignments/Readings
Week One	Morals, Ethics and the Law;  Current Ethical Issues;  Applying an Ethical Decision Making Model.	<p><b><u>Assignments:</u></b></p> <p>Prior to registration, students must have completed the Student Rights and Responsibility Agreement. If you are uncertain if the form is completed, please contact <a href="mailto:studyabroad@thechicagoschool.edu">studyabroad@thechicagoschool.edu</a></p> <p><b>Pre-test:</b> Global Perspective Inventory (complete by Week 1: Sunday at 11:59PM CST). Code will be distributed by first week of class.</p> <p><b>Please click on the link to access the Global Perspective Inventory Post-Test:</b> <a href="https://gpi.central.edu/">https://gpi.central.edu/</a></p> <p><b>Post-Test Access Code:</b> TBA by the International Center at TCSPP upon arrival back to the USA.</p> <p><b>TCSPP Study Abroad:</b></p> <ul style="list-style-type: none"> <li>• “What to Know Before You Go” TCSPP Study Abroad Pre-Departure Guide</li> <li>• <a href="#">Click for Weblink</a> - Review the information on this site thoroughly!</li> <li>• Handbook for Students Traveling Abroad (<a href="#">Direct Link to Handbook</a>)</li> <li>• Please review the Helpful Links for Travelers section, specifically</li> <li>• Center for Disease Control – Traveler’s Health</li> <li>• Health Information and Vaccinations</li> </ul> <p><b>Discussion 1:</b> After completing the readings, students will explore the difference between morals, ethics, and laws (related to mental health), provide real-life examples and reflect on their peer’s examples.</p> <p><b>Discussion 2:</b> Students will explore the internet or local papers for news articles about current ethical issues in the field of psychology. Students will include the weblink(s) and provide an overview of the article/story. Ethical issues will be</p>

		<p>identified and critically addressed by the student.</p> <p><b>Readings:</b> Bersoff pages 31-37, 74-90, 109-115, 122-127, 132-157; Week 1 lecture notes (lecture notes are in the course shell).</p>
Week Two	<p>The Law and Confidentiality.</p> <p>Instructor will provide a Gotomeeting (GTM) to discuss the history of ethics and reasoning for traveling to Athens.</p> <p>The GTM will be taped for those students who cannot attend during the time the instructor presents.</p>	<p><b>Gotomeeting:</b> <b>*Required to be present. If a student cannot be present, the student will watch the taped meeting and write a 3 page summary of the meeting.</b></p> <p>It is important to know where the idea of Ethics and ethical decision making originated, which influenced how Western society developed Ethical decision making. Instructor will lecture on Socrates (Father of Western Ethics), Plato and Aristotle and how their thinking laid the foundation for our modern view of ethics. Will review important Greek history, Aristotle and Plato and how they continued their venture in ethics from Socrates' influence. We will go over the Socratic Method and how this teaching method shaped humans to think rationally and make solid educated decisions. This history ties into applying ethical dilemmas to an Ethical Decision Making Model in this class. Besides reviewing how Greek culture affected the thinking of the times and development of ethical thinking models, students will be asked to view the Greek architecture in terms of the Zeitgeist, and how the city surroundings reflected the productivity and efficiency of Greek thought.</p> <p><b>Assignments:</b></p> <p><b>Discussion:</b> Students will explore their own state law regarding confidentiality of the following topics: Duty-to-warn; Child abuse reporting by mental health professionals; Elderly abuse reporting by mental health professionals; Client's HIV status identified during a therapy session; Disclosure of past crimes during therapy sessions; Confidentiality of information obtained from minors (children). Students will include the links from their sources and talk about the pros and cons of their state laws in addressing these issues.</p> <p><b>Readings:</b> Bersoff, Chapter 4; Week 2 lecture notes <a href="#">APA Ethics Code - Standard 4</a> <a href="#">ACA Ethical Code - Section B</a></p>
Week Three	<p>Ethical Issues Relating to Competency;</p> <p>Identifying and Reducing Violations</p>	<p><b>Assignments:</b></p> <p><b>Discussion:</b> Students will identify at least one example of a violation of competency, supervision, education/training or multiple relationship standards that they have seen in their work environment. What could be done to help reduce these violations? If you have not experienced or seen any violations, research an example from current media reports, explain the violation, and what could have been done to reduce the violation. <b>How may culture play a part in recognizing or reporting ethical violations? Instructor will provide an example pertaining to Greek culture.</b></p> <p><b>Readings:</b> Bersoff Chapter 5; Week 3 lecture notes</p>
Week Four	<p>Therapy, Assessments and Research</p>	<p><b>Assignments:</b></p> <p><b>Discussion:</b> There are three video vignettes that students will be watching. After</p>

		<p>viewing each of the three cases, students will explore what the ethical issues are in each case and include the specific APA and ACA standards that relate to the cases. What should the mental health professional in each case do to prevent the ethical violations? What should the mental health professional do if they already committed an ethical violation? What may happen in your work environment if you met with these clients after the violations occurred? What impact could these violations have on your ability to do your job with the clients?  <b>How do you think that your steps to resolving ethical violations differ from the steps in other cultures (e.g., Greek)?</b></p> <p><b>Video Journal:</b> Students will create a video journal, reflecting on the first half of the course content. There are no set questions or format that you need to follow for this assignment. It should be a personal reflection and you can include anything in this journal about the course material. For those that are not sure where to start, below are some questions or ideas you may want to consider. However, you are not required to cover all the questions.</p> <ul style="list-style-type: none"> <li>• What standards seem difficult to apply in your current or future work environment?</li> <li>• What standards or laws surprised you?</li> <li>• What areas do you feel you would like additional information about?</li> <li>• What are your overall feelings about the material at this point?</li> <li>• What questions do you have about any of the material?</li> <li>• What are you hoping to see as we move into the second half of the course?</li> </ul> <p><b>Readings:</b>  Bersoff pages 271-275, 279-286, 329-338, 346-369, 385-414, 439-452; Week 4 lecture notes</p>
<p>Week Five</p>	<p>Record keeping, Fees, Advertising and Reporting Violations.</p> <p>Instructor will provide a GTM to discuss any questions before the international experience to Athens. The instructor will also provide hints on what to pack for the travel.</p>	<p><b>Assignments:</b>  Prior to traveling, students must complete International Travel Registration by no later than Sunday at 11:59PM CST</p> <p><b>Discussion:</b> Students will identify specific ethical dilemmas they could face if they work/worked/may work in a rural community. A minimum of 5 specific ethical dilemmas will be provided with the corresponding specific standard listed in ACA, APA or the Forensic Specialty Guidelines. When identifying these standards make sure to reflect on any cultural factors that may impact the ethical standards. <b>Instructor will relate several examples to students.</b></p> <p><b>Readings:</b>  Bersoff Chapter 1 &amp; 10; Week 5 lecture notes</p>
<p>Week Six</p>	<p>Forensic Specific Guidelines/APA Stance on Interrogations.</p> <p>In the discussion the instructor will talk about an organization (METAction) in Greece that is addressing rehabilitation of torture</p>	<p><b>Assignments:</b></p> <p><b>Discussion:</b> After reviewing the PENS report and the APA's resolution on torture, students will answer a list of questions provided in the course shell.</p> <p><b>Video assignment:</b> For this week's assignment students will complete a video presentation and a short self-reflection paper. Please review the video clip presented online and use the Forensic Specialty guidelines to answer the questions:</p> <ul style="list-style-type: none"> <li>• Were the forensic guidelines followed? If so, identify what guidelines were followed.</li> <li>• Were the guidelines violated? If so, identify what guidelines were</li> </ul>

	victims.	<p>violated.</p> <ul style="list-style-type: none"> <li>How do the standards apply to your current or future career goals?</li> </ul> <p><b>Readings:</b> Bersoff Chapter 9; Hartwig, M., Granhag, P. &amp; Vrij, A. (2005) on reserves; Week 6 lecture notes</p>
Week Seven	<p>Correctional Standards.</p> <p>Using an Ethical Decision Making Model.</p> <p>Students are encouraged to ask any last minute questions about the Athens travel prior to departure. Please email the instructor and if desired, set up a phone call with the instructor.</p>	<p><b>Assignments:</b> Post-test: Global Perspective Inventory (complete by Sunday at 11:59PM CST after your return from study abroad.</p> <p><b>Please click on the link to access the Global Perspective Inventory Post-Test:</b> <a href="https://gpi.central.edu/">https://gpi.central.edu/</a> <b>Post-Test Access Code:</b> TBA</p> <p>There will be an optional teleconference held this week if it was not held week 6. The date and time will be posted in the announcement section at the beginning of the week. The conference call will be your opportunity to ask any questions about the class or the upcoming travels.</p> <p><b><u>Final Project is due by midnight Wednesday of week 7</u></b></p> <p><b>Readings:</b> Bonner, R. &amp; Vandecreek, L. (2006); Weinberger, L. &amp; Sreenivasan, S. (1994); Ethical standards: Althouse, R. (2000).</p>

**\*\*\*Students please note:** It is highly recommended that students bring at least two pairs of comfortable walking/hiking shoes. We will be walking every day on various surfaces. December is the coldest month with an average about 53 degrees F. It frequently rains in December (light rain about 50% of the time), so bring a portable umbrella and a coat that you do not mind getting damp or soiled.

\*Please note, Per Greek law faculty are not permitted to lecture on the grounds of historical sites. We must hire a licensed tour guide for this lecturing.

## Phase II: Travel Itinerary (10 days including travel)

### SOCIETAL ETHICS

Date	Activity	Location - Include City and Address
<p><b>Day 1:</b> <b>Thursday</b> <b>(travel day)</b> <b>12/10/15</b></p> <p>Arrive</p> <p><b>Day 2:</b> <b>Friday</b> <b>12/11/15</b></p>	<p>Orientation: Review itinerary and safety in Athens. The time will be determined after student arrival times have been confirmed. Most students will arrive in the afternoon. Students may opt to arrive one day early in order to ward off jetlag. Students would be responsible for arranging their own accommodations if they arrive earlier than 12/11/14 (this can be done prior to departure with ISP the management company).</p> <p>Students are required to be present for the orientation. We will be speaking about</p>	<p>Arrival to hotel: Parthenon Hotel 6 Makri Street, Athens, Attiki 11742 Greece</p>

	<p>Greek culture and what to expect during travels in Athens and Delphi. Students will receive a packet with lecture notes. The lecture notes will include relating the history and travel experiences to the curriculum.</p> <p><b>Note:</b> The class will meet with professionals at METAction between Day 5 and Day 8 (Monday through Thursday) for service learning opportunities.</p>	<p><b>Afternoon:</b> Orientation meeting. Location TBA.</p>
<p><b>Day 3: Saturday 12/12/14</b></p> <p>TOTAL: 5 hours of lecture</p>	<ul style="list-style-type: none"> <li>• Breakfast Lecture Series: The Golden Age of Athens (1 hour). Rise of democracy and concept of responsibility to the political sphere.</li> <li>• In the afternoon, we will begin our tour of Athens (with tour guide) by walking through the Plaka to the Temple of Olympian Zeus and Hadrian's Arch. The Plaka is the general area that dominates the centrum of Athens with views of ancient ruins (the Plaka was the size of ancient Athens; walking the area provides a hands-on experience). Zeus was worshipped at The Temple of Olympian Zeus; we will discuss how logical analysis and the Socratic method of questioning threatened polytheistic thinking. Hadrian's Arch is part of a wall that is thought to symbolize the Ancient and new city of Athens. Tour Guide will lecture while we are on the walking tour of the center of Athens (3 hours).</li> <li>• Reflection with faculty</li> <li>• Free time in the late afternoon</li> </ul>	<p><b>Morning:</b> Orientation Part 2</p> <p>Breakfast Lecture Series (1 hour)</p> <p><b>Afternoon:</b> Temple of Olympian Zeus/ Hadrian's Arch.</p> <p>Tour Guide lecture (3 hours)</p> <p>Faculty meet with students after tour, lecture/reflection (1 hour)</p>
<p><b>Day 4: Sunday 12/13/14</b></p> <p>TOTAL: 2 hours of lecture</p>	<ul style="list-style-type: none"> <li>• Breakfast Lecture Series: Self-sacrifice. The concept of self-sacrifice for the greater good and resistance as an ethical decision. Brief history of the Greek resistance to Persians, Romans, Turks and Nazis will be discussed and related to the concept of ethics, war and trauma.</li> <li>• We will walk to the National Parliament Building and The Tomb of the Unknown Soldier. At 11am the change of the guard occurs. There is a special demonstration on Sundays. The tomb honors the Greeks who died for their country in the fight for independence from the Turks. The building was a palace and now represents the rule of the people. This is the location that you see on the news where there are demonstrations. If there are demonstrations during our travels, we may not visit this site.</li> <li>• Students can independently choose to go to the War Museum, National Gallery of Art, Museum of Cycladic Art, Byzantine Museum and/or Greek Musical Instruments, Museum visits show Greek culture and expressions of the Greek world view. This assists students to better appreciate the changes in world views from 3200 BC to Ancient Greece. Objects from Byzantine churches and monasteries show the divergent thinking hundreds of years past a more polytheistic view of religion during Ancient Greek times. Socrates was one person who contributed to questioning the compliancy of thinking during Ancient Greek times, which sets the stage to the philosophy of ethical and moralistic thinking rather than an "all for oneself" point of view. NOTE: Students will reflect on the day's lecture</li> </ul>	<p><b>Morning:</b> Breakfast Lecture Series (1 hour)</p> <p>Parliament building in Athens. Tour guide lecture (1 hour)</p> <p><b>Afternoon:</b> Open for choice Museum tour (students purchase the ticket on their own. Not included in budget since tickets vary in price and students</p>

	<p>while at the museum of their choice and will write an entry in their journal about how exhibits at the museum relate to the lecture material.</p>	<p>choose which activity they want)</p>
<p><b>Day 5: Monday 12/14/14</b></p> <p>TOTAL: 2 hours of lecture; 4 hours service learning</p>	<ul style="list-style-type: none"> <li>• Breakfast Lecture Series: Religion as a tool of teaching ethics. Will orient students to what they will see on Filopappos Hill and will review Socrates' influence on Plato. Will review Plato's Cave Analogy and how it relates to current ethical guidelines and one's willingness to integrate knowledge into ethical decision making.</li> <li>• Orientation at METAction</li> <li>• Lunch on your own</li> <li>• Walking tour of Filopappos Hill where we will see the prison of Socrates and the Pnyx, which was the birthplace of democracy. We will then walk over to and climb up Areopagus Rock (Mars Hill) where Socrates frequently lectured and the Council of Nobles met.</li> <li>• Optional: Roman Forum and Tower of the Winds. The Tower of Winds was thought to be Socrates' school or the prison of Socrates, but this was a false conception, which arose or prevailed during the Middle Ages. Students may also visit the Olympic stadium (take cab or tram).</li> </ul>	<p><b>Morning:</b> Breakfast Lecture Series (1 hour)</p> <p>Orientation at METAction (4 hours)</p> <p><b>Afternoon:</b> Filopappos Hill in Athens and Areopagus Rock (1 hour lecture)</p>
<p><b>Day 6: Tuesday 12/15/14</b></p> <p>TOTAL: 4 hours of lecture; 1-3 hours service learning</p>	<ul style="list-style-type: none"> <li>• Breakfast Lecture Series: The ethical and social issues of questioning authority (government, institutions, supervisors, instructors, etc.).</li> <li>• Guided walking tour of the Acropolis (with tour guide). Tour Greek ruins (the Parthenon and other ruins at the Acropolis), the Ancient Agora (Temple of Hephastus, Hephaiston) and the museum at the Agora. End tour at the Plaka. The start of the building of the Parthenon at the Acropolis began in 447 BC, and was used as a place to house the statue of Athena, keep weapons for war, and was used as a church and mosque. Walking in the footsteps of Ancient Greeks and where Socrates addressed the public gives students a first person aesthetic experience.</li> <li>• Lunch on your own</li> <li>• View the New Acropolis Museum as a group (with tour guide).</li> <li>• Opportunity for Service Learning at METAction or free time. Student opportunity to go to another museum of student's choice or other events (Central Market, Syntagma Square shopping district)</li> </ul>	<p><b>Morning:</b> Breakfast Lecture Series (1 hour)</p> <p>Acropolis in Athens (2 hour lecture)</p> <p>Ancient Agora in Athens (1 hour)</p> <p><b>Afternoon:</b> Museum (1 hour)</p> <p>Service Learning: 1-3 hours</p>
<p><b>Day 7: Wednesday 12/16/14</b></p> <p>TOTAL: 1 hours of lecture; 1-5 hours</p>	<ul style="list-style-type: none"> <li>• Breakfast Lecture Series: Ethical decision making in an unethical world. Difficult dialogue will bring up questions related to the challenge between personal and professional ethics, as well as any cognitive dissonance with institutional or societal ethics. Ethics applied in everyday life. Dialogue will revolve around personal and professional ethics, how to use an ethical decision making model when faced with unclear ethical dilemmas.</li> <li>• Opportunity for Service Learning at METAction</li> </ul>	<p><b>Morning:</b> Breakfast Lecture Series (1 hour)</p> <p>Service Learning: 1-3</p>



service learning	<ul style="list-style-type: none"> <li>Consider riding the funicular up Lykavittos Hill for another scenic view of Athens or visiting the National Archeology Museum, which is a well thought of museum that contains art pieces from various time periods in Greek history. This provides students an overall view of the progression of Greek thought reflected in art.</li> <li>Temple of Poseidon at Cape Sounion half day tour to see sunset. Bus ride. Discussion will include the importance in religion in Ancient Greece compared to current times.</li> </ul>	hours Open <b>Afternoon:</b> Cape Sounion trip
<b>Day 8: Thursday 12/17/14</b>  TOTAL: 6 hours of lecture	<ul style="list-style-type: none"> <li>Meet at breakfast and provide reflections to the class on the course and traveling so far.</li> <li>Day travel to Delphi and the Delphi Archaeological Museum (with tour guide). Delphi was thought to be the center of the world during Ancient Greek times. This was an important place for decision making or for those seeking guidance.</li> <li>We will stop at and tour the Ossios Loukas Monastery on the way back to Athens. This is one example of a monastery during the Byzantine era, which reflected the form of Christianity that prevailed over polytheistic beliefs. This monastery demonstrates the use of mosaic tiling during this time period and the self-imposed withdrawal from others. Named for "Holy Luke" who was known as a healer, Students must dress appropriately: business casual such as slacks, appropriate shirt or blouse, dress below the knees.</li> <li>Lunch will be on your own. Since events close at 3pm in the winter, you might want to bring snacks in case lunch is later than noon. Lunch will likely be held in Arahova, a town that hugs cliffs on the mountains. There will be time to walk in this historical and scenic town.</li> </ul>	<b>Morning:</b> Meet at breakfast  <b>All day:</b> Delphi, Greece and Ossios Loukas Monastery (minimum 6 hours lecturing)
<b>Day 9: Friday 12/18/14</b>	Open Day for individual exploration. Faculty will provide options for students. One example includes a travel to the Piraeus port by tram. Please be aware that at times there are union strikes and trains and busses can cease at any time. Have a backup plan and carry money in case you need to return to Athens by cab. Cabs are always around when there is a strike since they know they will get customers. Students can go on an all day boat tour to Hydra, Poros and Egina to further explore Ancient Greek civilization and historical landmarks. This boat tour is a more traditional view of the Greek islands and everyday life (such as see many fishing boats). I recommend using Viator.com and paying for the boat tour upfront when in the USA (you print out your voucher and the bus picks you up around the corner from the hotel).	<b>Open day</b>
<b>Day 10: Saturday 12/19/14</b>	Departures	

ITINERARY AGENDA AND SYLLABUS ARE SUBJECT TO CHANGES AT INSTRUCTOR'S DISCRETION (political climate and demonstrations may affect visiting specific historical sites on a particular day)

**Phase III: Taking Action Beyond...**

Students will complete a semester of academic study and a service/study abroad travel, 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 a similar local population 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 travel action planning for service continuation. Students will be asked upon return: "Now what?"

## **CREDIT HOUR REQUIREMENTS (FOR ONLINE 7 WEEK COURSES ONLY)**

### **Online Seven Week Courses**

In this online environment, synchronous and asynchronous components facilitate faculty-student and student-interaction (virtual classrooms, discussion boards, and chats) and independent learning components (readings, recorded lectures, written assignments, and quizzes).

Course time per week combines *instructional and student preparation time* and varies by degree level. Time for a typical three credit hour online course in 7 week format by degree level is described below:

<b>Degree Level</b>	<b>Total Time Per Week in Minutes</b>	<b>Total Time Per Week in Hours</b>
Bachelor's level courses	954 minutes	Approximately 16 hours
Master's level courses	1272 minutes	Approximately 21 hours
Doctoral level courses	1272 minutes plus additional dissertation preparation time	Approximately 21 hours

These are minimum requirements. Class time that is cancelled due to statutory holidays or instructor absence will be made up. Some classes may have more requirements during some weeks.

## **Program Policies**

### **Written Assignments**

- APA Style: All assignments are written in APA style using the Publication Manual of the American Psychological Association, 6<sup>th</sup> edition.
- Title and Reference Pages are required, as are inline citations.
- Papers will be graded using the Written Assignment Guidelines posted in the course.

### **Rework**

- Instructors may allow a student to resubmit an assignment if they believe that it would advance the student's learning and skill mastery. Instructors are directed to use this option with discretion.

### **Late Assignments:**

- Late assignments may be accepted only with prior permission.
  - Prior permission means that you make the request more than 24 hours before the assignment is due and that you justify the late submission to the instructor.
  - Permission to turn in an assignment late is given at the instructor's discretion.
  - Unless there is some extenuating circumstance, late papers must be turned in during the week following the due date.
  - Papers submitted late without permission will automatically lose one letter grade if submitted by the Wednesday following the due date.
  - Papers submitted four or more days past the due date will not be graded and you will receive a zero for that assignment.

### **Feedback**

- Please review how to read your feedback in your online course.
- Discussion forum feedback is provided within 48 hours of the end of the discussion (usually midnight Central Time of Sunday of the Week).
- Written assignment feedback is provided within 72 hours of the due date for the assignment (usually midnight Central Time of Sunday of the Week).

### **Class Presence, Participation, and Follow-Up**

- Active participation is crucial to the learning process.
- Unless you are notified that there is a school -wide systems problem, you are responsible to post on time, all the time. Plan to have back-up systems-computers at work, library, or commercial access point.

### Team Participation and Grading

For team projects, usually each team member will receive the same grade for the project, but team members may be assigned different grades if it is determined that one or more members is/are not fully participating.

- To receive credit for team assignments, students are to participate actively with the team and contribute to the project.
- Students are graded on the process of team interaction/cooperation as much as the final product that the team produces.
- As to process, students will want to review the Student Handbook on expected code of behavior, so that a safe and positive environment is maintained. If conflict occurs, please address it directly with the individual involved and avoid beyond the scenes conversations that usually only escalate conflict.
- Although there are no set requirements for number of postings and/or days for participation in the team, students will want to be considerate and check-in often, keeping fellow team members advised as to one's whereabouts, progress to date on each assignment, upcoming schedule conflicts, if any, etc. In addition, the team as a whole is responsible for all team assignments. Waiting an inordinate amount of time for contributions from a non-responsive team member, or putting forth that the final project was not completed due to "someone else's" mistake, lack of effort, miscommunication, is not acceptable.
- Team projects are to be treated like workplace projects: deadlines are to meet, and team members are to find a way to meet that deadline. In the workplace, one's paycheck depends upon that effort; in the classroom, one's grade is dependent upon same. Students are encouraged to dialogue in an asynchronous environment. If all team members agree that synchronous dialogue would be beneficial, they may opt to conduct such a meeting through GotoMeeting (provided by the school) telephone conference calls or instant messenger.
- If at any time it is perceived that any offline meetings are deliberately exclusionary, isolating a student who cannot participate, students will be required to conduct all team activities within the confines of the asynchronous team environment.

### Grade Point Classification

([http://catalog.thechicagoschool.edu/content.php?catoid=37&navoid=1705#Grade\\_Point\\_Classification](http://catalog.thechicagoschool.edu/content.php?catoid=37&navoid=1705#Grade_Point_Classification))

All academic work in courses, seminars, independent studies, and practicum/internship is evaluated by the instructor and is noted on the student's transcript. Instructors award one of the following grades:

A	94 – 100%	4.00	Superior
A-	90 – 93%	3.67	Excellent
B+	88 – 89%	3.33	Very Satisfactory
B	83 – 87%	3.00	Satisfactory
B-	80 – 82%	2.67	Marginally Satisfactory
C	70 – 79%	2.00	Below Expectations
F	69 and below		

### 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 Student ePortal.

### Institutional Policies from the Student Handbook

The Chicago School of Professional Psychology Policies are found in the TCSPP Catalog (Institutional, Academic, Student Rights and Responsibilities, and Financial Aid and Student Account Policy sections): <http://catalog.thechicagoschool.edu/content.php?catoid=37&navoid=1706>

POLICY	LINK
<b>STATEMENT OF ACADEMIC INTEGRITY</b>	<a href="http://catalog.thechicagoschool.edu/content.php?catoid=37&amp;navoid=1707#Statement_of_Academic_Integrity">http://catalog.thechicagoschool.edu/content.php?catoid=37&amp;navoid=1707#Statement_of_Academic_Integrity</a>
<b>ACCOMMODATION FOR STUDENTS WITH DISABILITIES</b>	<a href="http://catalog.thechicagoschool.edu/content.php?catoid=37&amp;navoid=1706#Accommodation_for_Students_with_Disabilities">http://catalog.thechicagoschool.edu/content.php?catoid=37&amp;navoid=1706#Accommodation_for_Students_with_Disabilities</a>
<b>STATEMENT OF COMMITMENT TO DIVERSITY</b>	<a href="http://catalog.thechicagoschool.edu/content.php?catoid=37&amp;navoid=1704#Statement_of_Commitment_to_Diversity">http://catalog.thechicagoschool.edu/content.php?catoid=37&amp;navoid=1704#Statement_of_Commitment_to_Diversity</a>
<b>USE OF COMPUTING RESOURCES</b>	<a href="http://catalog.thechicagoschool.edu/content.php?catoid=37&amp;navoid=1707#Use_of_Computing_Resources">http://catalog.thechicagoschool.edu/content.php?catoid=37&amp;navoid=1707#Use_of_Computing_Resources</a>
<b>CONCERNS ABOUT ACADEMIC PERFORMANCE AND PROFESSIONAL COMPORMENT</b>	<a href="http://catalog.thechicagoschool.edu/content.php?catoid=37&amp;navoid=1707#Concerns_about_Academic_Performance_and_Professional_Compoment">http://catalog.thechicagoschool.edu/content.php?catoid=37&amp;navoid=1707#Concerns_about_Academic_Performance_and_Professional_Compoment</a>
<b>INCOMPLETE GRADE POLICY</b>	<a href="http://catalog.thechicagoschool.edu/content.php?catoid=37&amp;navoid=1705#Incomplete_Grade_Policy">http://catalog.thechicagoschool.edu/content.php?catoid=37&amp;navoid=1705#Incomplete_Grade_Policy</a>
<b>PROFESSIONAL COMPORMENT</b>	<a href="http://catalog.thechicagoschool.edu/content.php?catoid=37&amp;navoid=1707#Professional_Compoment">http://catalog.thechicagoschool.edu/content.php?catoid=37&amp;navoid=1707#Professional_Compoment</a>
<b>RELIGIOUS ACCOMMODATIONS</b>	<a href="http://catalog.thechicagoschool.edu/content.php?catoid=37&amp;navoid=1706#Religious_Observance">http://catalog.thechicagoschool.edu/content.php?catoid=37&amp;navoid=1706#Religious_Observance</a>

### Recommended Best Practices

#### **MILITARY ACCOMMODATION**

While a policy is being drafted, TCSPP will treat the need for such absences to be on a par with the institutional plan we have in place for religious accommodations.

Students are expected to notify their professor(s) in writing during the first two weeks of a semester (or as far in advance as possible) of the dates when they will need to be away and with such notification in place will work with their professor to agree on out of class assignments that can be undertaken to make up for the missing class time. For online students, notification is required by the end of the first week of the 7-week term. Timely notification according to the parameters set forth in this policy will allow time for reasonable alternative arrangements convenient to both students and faculty to be made.

All such absences will be treated as excused absences.

#### **ELECTRONIC COMMUNICATION ETIQUETTE**

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

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

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

## Student Academic Supports and Resources

### **NATIONAL CENTER FOR ACADEMIC & DISSERTATION EXCELLENCE (NCADE)**

#### **A. Dissertation and Applied Research Project (ARP) Support**

- Dissertation Support – Contact: [ncade@thechicagoschool.edu](mailto:ncade@thechicagoschool.edu)  
(*Writing, APA, Methodology, Editorial help with IRB, Copyediting, etc.*)
- Applied Research Project Support– Contact: Your ARP Instructor  
(*Writing, APA, etc.*)

#### **B. Academic Success Programs - Contact: [kmitova@thechicagoschool.edu](mailto:kmitova@thechicagoschool.edu)**

- Onboarding and Orientation
- Writing Assessment and Academic Writing Seminar
- One-on-one writing consultations (on-the-ground and online)
- Time management and learning style consultations
- Presentations on APA writing style and formatting

### **LIBRARY RESOURCES**

Access to The Chicago School Library and additional resources is found at:

- <http://chi.librarypass.org/>
- <http://la.librarypass.org/>
- <http://dc.librarypass.org/>

Here patrons can access articles via the Search our Databases portal or search for books, test kits, and videos via the Search our Catalog portal.

**BOOKSTORE**

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

**IT SUPPORT**

Students may contact HelpDesk at: 800-747-8367.

**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: 800-747-8367.
  - c. Have a live IM chat with a HelpDesk representative.

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