

Online Course Syllabus
CM 655 Counseling: Global Perspectives Peru
3 Credit Hours
Spring 2019: 4/21/19 to 4/30/19

Course Introduction

Instructor:	Instructor will post this information in Week 1 welcome announcement.
Office and Hours:	
Phone:	
E-mail:	

Official Course Description

This course is provided as a general elective for students wishing to enroll in a study abroad opportunity offered through the program or other Chicago School programs. Integration of international perspectives in the counseling field will be addressed.

Counseling: Global Perspectives Lima, Peru

In our Counseling: Global Perspectives course students will explore international mental health and substance abuse initiatives, policies and resources designed to improve the mental health care of citizens around the globe. An examination of the United Nations and the World Health Organization’s mental health action plan and the role of mental health counselors and psychologist as advocates, leaders, and facilitators of change will be the foundation for our experiential activities in Peru. In April we will travel to the capital of Peru, Lima, where we will immerse ourselves in the Peruvian culture, including historical sites, architecture, museums, and food. We will meet with psychology faculty and students at the Universidad of Piura and learn about the public health and mental health needs within the city and surrounding areas. While on site, students will complete the Mental Health Facilitator (MHF) trainers program and then provide the culturally sensitive MHF program to community organizations. This training will assist community resources in recognizing and supporting people with mental disabilities. In addition to the training, students will provide in Peru, upon the completion of the course you will be listed as an MHF trainer in the national registry and certified to train others within our democratic communities. Finally, as a 3-day optional tour, we will visit Machu Picchu for an exploration of this sacred site high in the Andes mountains.

Technology

BlueJeans

Blue Jeans is approved recording and live meeting conferencing system that will be utilized within all CMHC online courses. The program meets the physical requirements for HIPAA and FERPA compliance. Students are expected to review the provided BlueJeans tutorial in order to comprehend how to navigate through the web based communications system. Within the BlueJeans tutorial, students will learn how to schedule meetings, about account default settings, how to join meetings from the BlueJeans App on a computer, how to join the meeting from other devices, and how to optimize the overall meeting experience. Please visit BlueJeans.com/support for additional videos, guides, and solutions. For any issues or troubleshooting needs, please contact The Chicago School’s BlueJeans contact, Sabrina Gray.

BlueJeans Support:
SabrinaG@BlueJeans.net
(805) 705-6595

Canvas Tech Support:
(800) 747-8367
<https://community.canvaslms.com/community/answers>

Institutional Learning Goals, Competencies and Outcomes

Institutional Learning Goals

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

Diversity

Graduates will respect the value and dignity of individuals and groups across all cultural contexts, and advocate for inclusion and equity. They will demonstrate intercultural competence in domestic and international contexts with people who have ideas, beliefs, worldviews, experiences, and behaviors that are different from their own.

Diversity and Advocacy

PLO 1: Graduates will demonstrate the knowledge, skills, and practices to deliver culturally appropriate counseling services, advocate for clients, and understand how to influence policy to enhance the practice of clinical mental health counseling.

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

CLO1: Students will demonstrate knowledge of the role cultural context plays in the practice of professional counseling and apply culturally relevant skills for working with diverse populations (CACREP 2.F.2).

MLO 1.1.1: Students will analyze research addressing multicultural and pluralistic characteristics of Peruvian society. Identify theories and models of multicultural counseling, identity development, and social justice and advocacy, as well as discuss strategies for identifying and eliminating barrier, prejudices, and processes of intentional and unintentional oppression and discrimination in the Peruvian culture. (CACREP 2.F.2.a,2.F.2.b, 2.F.2.h)

MLO 1.1.2: Students will reflect on self in relation to the Global Perspectives Inventory and discuss learning activities that foster students' self-understanding of the impact of their heritage, attitudes, beliefs, understandings, and acculturative experiences on their views of Peruvian culture (CACREP 2.F.2.d).

MLO 1.1.3: Students will engage in and discuss learning activities that foster students' understanding of the help-seeking behaviors in Peru. (CACREP 2.F.2.f).

MLO 1.1.4: Students will demonstrate an awareness of understanding of the impact of spiritual beliefs on clients' and counselors' worldviews, and discuss multicultural competencies and strategies for working with and advocating optimum wellness for citizens of Peru (CACREP 2.F.2.c, 2.F.2.e, 2.F.2.g)

Professional Behavior

Graduates will be able to demonstrate by their values, beliefs and behaviors adherence to the highest ethical and professional standards in their personal and professional lives.

- Foundations

PLO 2: Graduates will show a commitment to their identity as counselors through membership and activities in professional organizations, and through ethical behavior in their work with clients and other professionals.

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

CLO 2: Students will demonstrate knowledge of and skills related to ethical professional counseling practice (CACREP II.F.1).

- a. MLO 2.2.1: Student will discuss the history and philosophy of global initiatives in the counseling profession including its role in meeting the mental health need of diverse cultures (CACREP 2.F.1.a., CMHC 1.a).
- b. MLO 2.2.7: Students will identify the ethical standards of professional organizations and credentialing bodies, and discuss the applications of ethical and legal considerations in professional counseling, and technology's impact on the counseling profession (CACREP 2.F.1.h, 2.F.1.i., 2.F.1.j., 2.F.5.e.).
- c. MLO 2.2.13: Students will recognize and apply legal and ethical considerations specific to clinical mental health counseling (CMHC 2.I.).

Professional Practice

Graduates will be able to demonstrate attainment in the areas of competency (as reflected in knowledge, skills and attitudes) required by their area of education and training. Examples include evaluation, intervention, consultation, teaching, and supervision.

- Counseling, Prevention, and Intervention
 - PLO 3: Graduates will demonstrate the knowledge, skills, and practices of culturally appropriate diagnosis, treatment, referral, and prevention of mental and emotional disorders.

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

1. CLO 5: Students will demonstrate knowledge and skills regarding the helping process; counseling theories and techniques; prevention, education, consultation, and wellness models; counselor self-understanding; and the change process (CACREP 2.F.5.).
 - a. MLO 3.5.1: Students will differentiate and apply theories and models of effective counseling and wellness programs related to clinical mental health counseling and the Peruvian culture (CACREP 2.F.5.a., CMHC 1.b.).
 - b. MLO 3.5.4: Students will describe and utilize ethical and culturally relevant strategies for developing helping relationships (CACREP 2.F.5.d.).

Required and Optional Text and Electronic Reserves

Title	ISBN/website	Publisher's Price
Required Text		
American Psychological Association. (2009). <i>Publication manual of the American Psychological Association</i> (6th ed.). Washington, DC: Author.	1433805618	\$29.95
Hinkle, S. J. & Henderson, D. (2014). <i>Mental health facilitator training of trainer's manual</i> . NBCC International. Greensboro: North Carolina.		No purchase included with MHF training
Hohenshil, T. H., Amundson, N. E., & Niles, S. G. (2013). <i>Counseling around the world: An international handbook</i> . Alexandria, VA: American Counseling Association.	9781119026419	\$47.99
Optional Text		
Moodley, R., & American Counseling Association. (2015). <i>International counseling case studies handbook</i> . Alexandria, VA: American Counseling Association.	978111909827	\$47.99

Required Readings on eReserve

Unit 1

Evans, H. (2016). [Global Citizenship: What does it mean to be a citizen of the world?](#)

Hohenshil, T. H., Amundson, N. E., & Niles, S. G. (2013). *Counseling around the world: An international handbook*. Alexandria, VA: American Counseling Association.

Nassar-McMillan, S., Morre, J.L., Warfield, H. A., Mayes, R. D. (2015). *Global diversity issues in counseling*. In counseling around the world: An international handbook. Alexandria, VA: American Counseling Association.

The Chicago School of Professional Psychology

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

Unit 2

Campbell, C. (2018). My Peru. (video coming).

davesupertrap. (2014). [Road to Machu Picchu - Peru in 4K.](#)

Kozuch, A. (2016). [Be A Bridge.](#)

U.S. Relations with Peru (2017). [Bureau of Western Hemisphere Affairs Fact Sheet.](#)

Unit 3

Chandwani, R., Agrawal, N. M., & Kedia, B. L. (2016). [Mindfulness: Nurturing Global Mind-set and Leadership.](#) *Thunderbird International Business Review*, 58, 6, 617-625.
doi: 10.1002/tie.21760

Torres, R. (2013). [What it takes to be a great leader.](#)

Unit 4

American Counseling Association (2014). [Code of ethics.](#)

World Health Organization (2013). [Mental Health Action Plan 2013-2020.](#)

Unit 5

The Chicago School of Professional Psychology

- [Know Before You Go- Pre-Departure Guide to International Programs.](#)

U.S. Department of State (2017). [Travel.State.Gov](#)

Unit 6

No readings

Unit 7

FluentFlix (2017). [11 Awesome Channels to Learn Spanish on YouTube](#).

Unit 8

FluentFlix (2017). [11 Awesome Channels to Learn Spanish on YouTube](#).

Unit 9

Robertson, C. J., & Guerrero, C. N. S. (May 01, 2009). [An empirical test of Peruvian subcultural values](#). *Cross Cultural Management: an International Journal*, 16, 2, 215-229. doi: 10.1108/13527600910953946

Wood, D. C. (2008). [Basic needs and expenditure on health care in a shanty town of Lima](#). In *Economics of Health and Wellness: Anthropological Perspectives*. (pp. 173 – 198) Amsterdam: JAI Press Inc.

Unit 9 Optional Text

Moodley, R., & American Counseling Association. (2015). *International counseling case studies handbook*. Alexandria, VA: American Counseling Association.

Unit 10

American Counseling Association (2014). [ACA Code of Ethics](#). Alexandria, VA: American Counseling Association.

Gallo, C., & Tohen, M. (2010). [Current status and future perspectives for psychiatry/mental health research in Latin America](#). *International Review of Psychiatry*, 22, 4, 382-93. doi:10.3109/09540261.2010.500875.

Toyama, M., Castillo, H., Galea, J. T., Brandt, L. R., Mendoza, M., Herrera, V., Mitrani, M., ... Miranda, J. J. (2017). [Peruvian mental health reform: A framework for scaling-up mental health services](#). *International Journal of Health Policy and Management*, 6, 9, 501-508. <http://dx.doi.org/10.15171/ijhpm.2017.07>

Unit 11

U.S. Passports & International Travel (2017). [Traveler's Checklist](#)

Unit 12

FluentFlix (2017). [11 Awesome Channels to Learn Spanish on YouTube](#).

Unit 13

American Counseling Association (2014). [ACA Code of Ethics](#). Alexandria, VA: American Counseling Association.

Ratts, M. J., Singh, A. A., Butler, K. S., Nassar-McMillan, S., McCullough, J. R. (2015). [Multicultural and Social Justice Counseling competencies](#).

Unit 14

Hinkle, S. J. & Henderson, D. (2014). *Mental health facilitator training of trainer's manual*. NBCC International. Greensboro: North Carolina. (distributed on site)

Methods of Instruction

The CMHC program at the Online Campus is an accelerated graduate program with 60 credit 667 hours. Students will need to invest approximately 21 hours each week per class. All but two of the courses are offered in a fully online format through Canvas. Two courses (CM 528 – Helping Relationships and Skill Development and CM 543 – Group Counseling) are hybrid courses, each containing a four-and-a-half-day residency. The online and hybrid courses have seven modules and each week students complete a series of learning activities (such as readings, media, or small group activities) and assessments (such as discussions, exams, case studies, or presentations). Every course has a minimum of two synchronous live discussions. After successful completion of the CM 543 – Group Counseling, students may begin the fieldwork portion of their program, which includes Practicum, Internship 1, and Internship 2 and constitutes course work and a minimum of 700 hours of fieldwork experience (100 hours during practicum and 600 hours during internship). Students who wish to be licensed in states requiring 1,000 hours of fieldwork may complete Advanced Internship for the remaining 300 hours of fieldwork experience.

Grading Rubrics

The faculty utilizes grading rubrics to provide formative feedback to students on weekly discussion and written assignments. These are point-focused and measure if the student met the expectations of the specific discussion or assignment. The point value and narrative of the rubric inform students how well the student met the specific expectations in each discussion or assignment. These are formative assessments, so the faculty member(s) provide students feedback as the students are learning the material to help shape knowledge, skills, and dispositions. The syllabus section entitled, Course Schedule, Assignments, and Grading, identifies the specific grading rubric for every graded discussion or assignment.

To view many of the common grading rubrics used in the CMHC (Online Campus), click the link below:

<https://tcs1.box.com/v/cmhcgradingrubrics>

Course Rubric

Program Learning Outcome Assessed	Demonstration Level 1	Demonstration Level 2	Demonstration Level 3	Demonstration Level 4
(CLO1) Students will demonstrate knowledge of the role cultural context plays in the practice of professional counseling and apply culturally relevant skills for working with diverse populations	Student is unable to demonstrate knowledge of the role cultural context plays in the practice of professional counseling and/or does not apply culturally relevant	Student demonstrates a limited knowledge of the role cultural context plays in the practice of professional counseling and can occasionally	Student demonstrates adequate knowledge of the role cultural context plays in the practice of professional counseling and applies culturally	Student demonstrates a detailed knowledge of the role cultural context plays in the practice of professional counseling and applies culturally

(CACREP II.F.2).	skills for working with diverse populations.	apply culturally relevant skills for working with diverse populations.	relevant skills for working with diverse populations consistently.	relevant skills for working with diverse populations in a sophisticated manner
(CLO3) Students will demonstrate knowledge and application of human growth and development, as well as related contextual dimensions, to the practice of professional counseling (CACREP II.F.3.).	Student is unable to demonstrate knowledge and application of human growth and development, as well as related contextual dimensions, to the practice of professional counseling.	Student demonstrates limited knowledge and application of human growth and development, as well as an inadequate understanding of contextual dimensions related to the practice of	Student demonstrates adequate knowledge and application of human growth and development, as well as an adequate understanding of contextual dimensions related to the practice of	Student demonstrates a sophisticated knowledge and application of human growth and development, as well as a strong understanding of contextual dimensions related to the practice of professional
(CLO5) Students will demonstrate knowledge and skills of the helping process; counseling theories and techniques; prevention, education, consultation, and wellness models; counselor self-understanding; and the change process (CACREP II.F.5.).	Student is unable to demonstrate knowledge and skills of the helping process; counseling theories and techniques; prevention, education, consultation, and wellness models; counselor self-understanding; and the change process.	Student demonstrates limited knowledge and skills of the helping process; counseling theories and techniques; prevention, education, consultation, and wellness models; counselor self-understanding; and the change process.	Student demonstrates adequate knowledge and skills of the helping process; counseling theories and techniques; prevention, education, consultation, and wellness models; counselor self-understanding; and the change process.	Student demonstrates comprehensive knowledge and skills of the helping process; counseling theories and techniques; prevention, education, consultation, and wellness models; counselor self-understanding; and the change process.

Assignment Rubric- In Country Attendance & Engagement

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

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

Assignment Rubric – Professional Behavior & Comportment

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

Discussion Forum Scoring Rubric

1. Initial Posts are due time-stamped by 11:59pm, Central Time, Wednesday or Thursday (as indicated in the discussion prompt).
2. 1 point will be deducted for each day the initial post is late.
3. Responsive posts to peers are due on Friday and Saturday of the week (as indicated in the discussion prompt). Responses to faculty feedback need to be made within 48 hours. Post made later than Saturday have an adverse impact on the quality of the learning community. Posting all or the majority of your contribution on last day of the week will result in decreased points due to the fact that you have not been effective in participating in the discussion across the week.
4. Interaction is key to a rigorous discussion: participation over three (3) separate days each week is optimal, as described below.
5. The quality of the discussion is dependent on everyone in the course; therefore, points are gained through posts that stimulate further conversation.

Post Type	Discussion Post Performance Rubric				Points
	Exemplary	Proficient	Developing	Needs Improvement	

<p>Initial Post: Demonstration of Quality Content and Integration of Course Material</p>	<p>The first post for this discussion exhibits a strong statement to answer the main discussion question(s). The student's answer incorporates a concise statement backed by assigned readings from the class or another scholarly source, and stimulates further discussion. APA Style is followed. (4 points statement; 2 points sources; 2 points discussion stimulation). 8 points</p>	<p>The first post for this discussion exhibits a statement to answer the main discussion question(s). However, this answer doesn't demonstrate one of the following areas: a concise statement; backed by readings from the class or another source, and stimulates further discussion. APA Style is followed. 7 points</p>	<p>The first post for this discussion exhibits a statement to answer, or partially answer, the main discussion question(s). However, this answer doesn't demonstrate two of the following areas: a concise statement; backed by readings from the class or another source, and stimulates further discussion. APA Style is missing an element. 6 points</p>	<p>The first post for this discussion exhibits a statement that is partially incorrect, is fully incorrect, or doesn't answer, the main discussion question(s). If the initial post is missing, this warrants a zero. Further, this post is not a concise statement; is not backed by readings from the class or another source, and does not stimulate further discussion. APA Style is not followed. 5 points or lower</p>	<p>/8 Points</p>
<p>Follow-Up Posts: Participation as Member of Learning Community</p>	<p>The student's feedback to a minimum of two (2) other initial posts exhibit substantive answers that address the posts, are supported by readings or</p>	<p>The student's feedback to a minimum of two (2) other initial posts exhibit solid answers that address the posts adequately, and at least one post</p>	<p>The student's feedback to the minimum of two (2) other initial posts exhibit answers that may fail to address the posts adequately, are not supported</p>	<p>Student did not give feedback to a minimum of two other initial posts, or the feedback constitutes simple agreement or a question</p>	<p>/8 points</p>

	<p>other facts, and challenge/invite other participants to further explore the topic.</p> <p>8 points</p>	<p>is adequately supported by readings or other facts, and challenge/invite other participants to further explore the topic.</p> <p>7 points</p>	<p>by readings or other facts, or fail to challenge/invite other participants to further explore the topic and/or replies were posted late in the week.</p> <p>6 points</p>	<p>that does not show evidence of effort, critical thought or knowledge, or were posted too late in the week to have an impact.</p> <p>5 points or lower</p>	
<p>Response to Feedback Received:</p> <p>Ongoing Participation throughout the week.</p>	<p>Student participates in the discussion forum at least (3) separate days of the week, writes substantial responses to all feedback received on student's initial post; and responds to instructor's feedback to initial post.</p> <p>4 points</p>	<p>Student participates in the discussion forum at least (3) separate days of the week; responds to all feedback received on student's initial post, and responds to instructor's feedback to initial post. Responses are proficient but not as robust, in-depth, or substantive as the "exemplary" category.</p> <p>3 points</p>	<p>Student is missing two elements in the areas of: posting in at least (3) separate days of the week; responds to all feedback received on initial post, or response to instructor's feedback to initial post. Responses show attention to feedback received but are not substantive.</p> <p>2 points</p>	<p>Student does not adequately provide evidence of participating in the discussion forum throughout the week as evidenced by number of days, posting to feedback received on initial post, or response to instructor's feedback to initial post.</p> <p>1-0 points</p>	<p>/4 Points</p>
					<p>/20 Total Points</p>

Assignment Rubric – Writing Assignments

Criteria	Assignment Performance				Points
	Exemplary	Proficient	Developing	Needs Improvement	
Demonstration of Quality Content	<p>The assignment exhibits a strong response to the assigned task and is completed in full. The response demonstrates synthesis and application of the course content.</p> <p>15-13 points</p>	<p>The assignment exhibits response to the assigned task and is completed in full. The response demonstrates knowledge of and some application of the course content.</p> <p>12-9 points</p>	<p>The assignment exhibits response to the assigned task and is mostly complete. The response demonstrates knowledge of the course content.</p> <p>8-5 points</p>	<p>The student's response is inaccurate and/or incomplete.</p> <p>4 points or lower</p>	/15 Points
Integration of Course Material	<p>The student's response demonstrates an integration of assigned course materials from the class and at least one other scholarly source.</p> <p>10-9 points</p>	<p>The student's response demonstrates an integration of the assigned course materials but no other scholarly sources.</p> <p>8-7 points</p>	<p>The student's response mentions the assigned course materials from the class but no other scholarly sources. However, the response does not demonstrate an integration of the course materials. Response may rely on direct quotations or demonstrates a lack of analysis of materials.</p>	<p>The student's response does not utilize the assigned course materials or any other scholarly sources.</p> <p>3 points or lower</p>	/10 points

			6 - 4 points		
Writing Quality	The student's response reflects current APA format guidelines, including paper layout and grammar. The response is well organized and utilizes headings, where appropriate. The response has no spelling errors or typos. 5 points	The student's response reflects current APA format guidelines, including paper layout and grammar. The response is organized and utilizes headings, where appropriate. The response has a few APA format errors, spelling errors, and/ typos. 4 points	The student's response mostly reflects current APA format guidelines, including paper layout and grammar. The response is somewhat organized. The response has a few APA format errors, spelling errors, and/ typos. 3 points	The student's response does not reflect current APA format guidelines, including paper layout and grammar. The response is poorly organized and may contain extraneous material. The response has numerous spelling errors and/or typos. 2-0 points	/5 Points
					/30 Total Points

Academic and Professional Integrity

Students at the CMHC (Online Campus of The Chicago School of Professional Psychology (TCSPP) must adhere to professional behaviors expected of professional counselors at all times. Students and graduates from the CMHC (Online Campus) should be role models within our profession and in all four essential threads of our program: practical application, professional identity, multicultural competence, and ethical decision making. As such, students and graduates need to abide by the [Academic Integrity standards](#) in the TCSPP Student Rights and Responsibilities, the [2016 CACREP Standards](#), the [2014 American Counseling Association's Code of Ethics](#), and the [2015 Multicultural and Social Justice Counseling \(MSJC\) Competencies](#).

Campus Resources

[CMHC \(Online Campus\) Student Handbook](#) (Links to external site)

Personal Counseling Support

The Chicago School utilizes an external organization, GuidanceResources.com, which offers students personal counseling services, with the first three sessions at no cost. Faculty within the Clinical Mental Health Counseling program are not affiliated with the organization, and as such, do not have the ability to counsel students. Students have access to [Guidance Resources](#) online or they may call 855-460-6668. Prior to utilizing the services, students register with the Company Web ID: TCSPP.

Accessibility Services

In pursuit of its mission and in accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990*, The Chicago School of Professional Psychology is committed to providing all students with equal access to academic courses, programs, and school activities. For more information, contact access@thechicagoschool.edu or 800-684-2890, option 6.

Course Schedule, Assignments, and Grading					
Week/ Unit	Topic	Learning Outcomes	Readings	Assignments	Points / Assessment Method
Week 1 (Unit 1)	Unit 1 Introduction and Preparation for Travel	MLOs: 1.1.1 1.1.2 1.1.3	<p>“What to Know Before You Go” TCSPP Study Abroad Pre- Departure Handbook</p> <p>Evans, H. (2016). Global Citizenship: What does it mean to be a citizen of the world?</p> <p>Hohenshil, T. S., Amundson, T. H., Niles, S. G. (2015). Counseling around the world: An international handbook. Alexandria, VA: American Counseling Association. Chapter 1 Chapter 2</p>	<p>Unit 1 Discussion</p> <ul style="list-style-type: none"> Introduce Yourself (Required for Attendance Purposes) Initial Post due Wednesday, 11:59 pm, CT, of the first week of class. Complete Pre-Survey: Global Perspectives Inventory (GPI): log information will be sent to you via email. Complete no later than Sunday, 11:59pm, CT Complete International Travel Registration: https://my.thechicagoschool.edu/community/studentresources/ie/Pages/Travel-Database.aspx Complete no later than Sunday, 11:59pm, CT Unit 1 Discussion 1: Are you a Global Citizen? <p>Part I What did you learn about yourself from completing the Global Perspectives Inventory? How do you anticipate your perspective on mental health counseling change after your</p>	<p>C/NC, 10 points</p> <p>20 points if completed by due date. No points if completed after the due date.</p> <p>20 points Discussion Rubric.</p>

Week/ Unit	Topic	Learning Outcomes	Readings	Assignments	Points / Assessment Method
				<p>international experience? How do you anticipate this experience will impact your personal and professional life? In what ways?</p> <p>Part II Respond to three peers by providing feedback, suggestions or resources to assist them in increasing their knowledge and understanding of the topic. Initial Post Due Thursday, 11:59 pm, CT Final post due no later than Sunday, 11:59 pm, CT</p>	
<u>Week 1</u> <u>(Unit 2)</u>	Unit 2 Getting to Know Peru	MLO 1.1.1 1.1.2 1.1.3 1.1.4	<p>Road to Machu Picchu - Peru in 4K</p> <p>Campbell, C (2017). My Peru</p> <p>Kozuch, A. (2016). Be A Bridge.</p> <p>U.S. Relations with Peru (2017). Bureau of Western Hemisphere Affairs Fact Sheet.</p>	<p>Unit 2 Written Assignment: Getting to Know Peru Global Perspectives in Counseling requires the counselor to understand the community in which they serve. Counselors should be familiar with the environment, social conditions, economics and political concerns. The counselor must also focus on community strengths and resiliency.</p> <p>In a 3- 5-page paper, discuss the following:</p> <p>What demographic characteristics (i.e., census information, socioeconomic, cultural and religious groups) make up the city of Lima and its surrounding community?</p> <p>What significant aspects of the culture are you challenged with overcoming</p>	30 Points Written Assignment Rubric

Week/ Unit	Topic	Learning Outcomes	Readings	Assignments	Points / Assessment Method
				<p>while serving the community of Lima? For instance, not understanding the language, high crime rate in some areas of the city, navigating social norms, or sensitive to (i.e., historical factors, societal norms, economics, and political issues).</p> <p>How will you begin to address these concerns while taking the course (i.e., learning Spanish, becoming familiar with the city or the culture)?</p> <p>Now write three SMART goals to assist you in being better prepared for your visit to Peru.</p> <p>Written Assignment is due Sunday, 11:59 pm, CT.</p>	
<p>Week 2 (Unit 3)</p>	<p>Unit 3 Leadership as a Global initiative</p>	<p>MLO 2.2.1 3.5.1 3.5.4</p>	<p>Chandwani, R., Agrawal, N. M., & Kedia, B. L. (2016). Mindfulness: Nurturing Global Mind-set and Leadership. <i>Thunderbird International Business Review</i>, 58, 6, 617-625.</p> <p>Torres, R. (2013). What it takes to be a great leader.</p>	<p>Unit 3 Discussion Leadership as a Global initiative</p> <p>As part of your training for the Mental Health Facilitator training program, you will take on a leadership role during the training and afterward. How comfortable are you as a leader?</p> <p>Part I In this discussion you will present your position on global leadership and competency by addressing the following:</p> <p>What are critical global leadership skills? How will you inspire confidence and</p>	<p>20 points Discussion Rubric</p>

Week/ Unit	Topic	Learning Outcomes	Readings	Assignments	Points / Assessment Method
				<p>motivate the staff and volunteers you will be training to be Mental Health Facilitator program? What will you do to ensure you are a globally competent and an effective teacher?</p> <p>Part II Respond to two peers by providing feedback, suggestions or resources to assist them in increasing their knowledge and understanding of the topic.</p> <p>Initial Post Due Thursday, 11:59 pm, CT Final post due no later than Sunday, 11:59 pm, CT</p>	
<p><u>Week 2</u> (Unit 4)</p>	<p>Unit 4 Ethical Consideration in a Global Context</p>	<p>MLOs 2.2.1 2.2.7 2.2.13</p>	<p>American Counseling Association (2014). Code of ethics.</p> <p>World Health Organization (2013). Mental Health Action Plan 2013-2020.</p>	<p>Unit 4: Written Assignment Ethical Consideration in a Global Context</p> <p>Review the case of Miguel then in 3 – 5 pages compare and contrast what counseling might entail in the USA as compared to Peru. What are his strengths and challenges and how might you address these concerns from a culturally sensitive perspective? What resources does Peru offer Miguel and how might those be different than what he might receive in the United States? Finally, what ethical concerns might be a factor for an American counselor working with Miguel in Peru?</p>	<p>Written Assignment Rubric 30 points</p>

Week/ Unit	Topic	Learning Outcomes	Readings	Assignments	Points / Assessment Method
				Written Assignment is due Sunday, 11:59 pm, CT	
Week 3 (Unit 5)	Unit 5 Travel Checklist		U.S. Department of State (2017). Travel.State.Gov “ What to Know Before You Go ” TCSPP Study Abroad Pre- Departure Handbook	<p>Unit 5: Discussion Travel Checklist</p> <p>Part 1</p> <p>In the Study Abroad Pre-Departure Handbook, you reviewed the travel checklist. Using this documentation and the U.S. Department of State travel website, discuss your timeline for preparation.</p> <p>Have you completed all items on the checklist? If not, what areas are you attempting to finish in the next few weeks?</p> <p>What are your challenges? What information on the US travel.state.gov website did you find helpful to ensure you are well informed when traveling internationally?</p> <p>Part II</p> <p>Respond to two peers by providing feedback, suggestions or resources to assist them in increasing their knowledge and understanding of the topic.</p> <p>Initial Post Due Thursday, 11:59 pm, CT Final post due no later than Sunday, 11:59 pm, CT</p>	20 points Discussion Rubric

Week/ Unit	Topic	Learning Outcomes	Readings	Assignments	Points / Assessment Method
Week 3 (Unit 6)	Unit 6 Spanish Accountability Partner	MLOs 1.1.2	No readings	<p>Unit 6 Discussion: Spanish Accountability Partner</p> <p>Create a dyad with a peer who you will meet with for 20 – 30 minutes in weeks 3, 4, and 6 to practice simple words and phrases in Spanish. Note the members of your dyad and days and times you will practice your Spanish in the discussion forum.</p> <p>Initial Post Due Thursday, 11:59 pm, CT Final post due no later than Sunday, 11:59 pm, CT</p>	10 points Discussion Assignment
Week 4 (Unit 7)	Unit 7 How is Your Spanish?	MLOs 1.1.1 1.1.2 2.2.1	FluentFlix (2017). 11 Awesome Channels to Learn Spanish on YouTube.	<p>Unit 7: Discussion: How is Your Spanish?</p> <p>Part I</p> <p>Discuss challenges you will experience expressing yourself in Spanish. For instance, if you are unfamiliar with the language or have a basic understanding of terms, what will you do to improve your ability to communicate? Remember, we will have translators with us at all times; however, you may need to express a need or desire and not have someone to communicate it to you. What efforts are you making to be self-sufficient as much as possible?</p> <p>Also, as you consider your trepidations or your ability to communicate well in a second language, what emotions are</p>	20 points Discussion Assignment

Week/ Unit	Topic	Learning Outcomes	Readings	Assignments	Points / Assessment Method
				<p>you experiencing? How might your communication skills impact your ability to acculturate and adapt to the Peruvian culture?</p> <p>Part II Respond to two peers by providing feedback, suggestions or resources to assist them in increasing their knowledge and understanding of the topic.</p> <p>Initial Post Due Thursday, 11:59 pm, CT Final post due no later than Sunday, 11:59 pm, CT</p>	
<p>Week 4 (Unit 8)</p>	<p>Building Spanish Resources</p>	<p>MLOs 1.1.2 1.1.3 3.5.1 3.5.4</p>	<p>FluentFlix (2017). 11 Awesome Channels to Learn Spanish on YouTube.</p>	<p>Unit 8: Group Written Assignment Building Spanish Resources</p> <p>Develop a list of resources including websites, apps, books, and videos that can assist you in improving or practicing your Spanish before arriving in Peru. Share your resources with your accountability partner and plan a 30-minute practice session where you will use everyday phrases and words used in your resource list. You will meet one additional time in Unit 12 to discuss challenges and improvements.</p> <p>List your resources in an annotated bibliography format and submit it by Sunday at 11:59 pm CT.</p>	<p>30 points Written Assignments</p>

Week/ Unit	Topic	Learning Outcomes	Readings	Assignments	Points / Assessment Method
<p>Week 5 Unit 9)</p>	<p>Unit 9 Developing An Interactive training experience.</p>	<p>MLOs 2.2.1 2.2.7 2.2.13 3.5.1 3.5.4</p>	<p>Robertson, C. J., & Guerrero, C. N. S. (May 01, 2009). An empirical test of Peruvian subcultural values. <i>Cross Cultural Management: an International Journal</i>, 16, 2, 215-229. doi: 10.1108/13527600910953946</p> <p>Wood, D. C. (2008). Basic needs and expenditure on health care in a shanty town of Lima. In <i>Economics of Health and Wellness: Anthropological Perspectives</i>. (pp. 173 – 198) Amsterdam: JAI Press Inc.</p>	<p>Unit 9: Discussion: Developing an Interactive Training Experience.</p> <p>The Mental Health Facilitator training will provide community members with information related to mental health disorders, symptoms, and challenges. Community members will develop and connect with resources in their area to assist those with mental health needs.</p> <p>As part of the training, you will be teaching basic counseling and engaging the learning through activities that practice “real-life” situations and cases unique to Peru.</p> <p>Part I</p> <p>In this discussion develop one case scenario (role play) you could use in training participants.</p> <p>For instance, a teenage girl approaches an office worker at a local clinic saying she is sad all the time because she cannot take care of her children. They are hungry, she cannot find a job, and her husband has not come home in the last two days. She does not know what to do. A situation such as this could easily occur in Peru. Your role as a trainer is to make your case relevant to participants and increase their ability to apply what they are learning.</p> <p>Role plays should be:</p> <ul style="list-style-type: none"> • Realistic to the Peruvian culture 	<p>20 Points Discussion</p>

Week/ Unit	Topic	Learning Outcomes	Readings	Assignments	Points / Assessment Method
				<ul style="list-style-type: none"> • A scenario we can use as a part of the training • Assist participants in communicating necessary skills, not focusing on solving the problem. <p>Part II Respond to your three peers with feedback, suggestions or resources, to assist them in increasing their knowledge and understanding of the topic.</p> <p>Initial Post Due Thursday, 11:59 pm, CT Final post due no later than Sunday, 11:59 pm, CT</p>	
<p>Week 5 (Unit 10)</p>	<p>Unit 10 Video Presentation on Culturally Sensitive Effective Presentation</p>	<p>1.1.1 1.1.2 1.1.3 1.1.4 2.2.1 3.5.1 3.5.4</p>	<p>American Counseling Association (2014). ACA Code of Ethics. Alexandria, VA: American Counseling Association.</p> <p>Gallo, C., & Tohen, M. (2010). Current status and future perspectives for psychiatry/mental health research in Latin America. <i>International Review of Psychiatry</i>, 22, 4, 382-93. doi:10.3109/09540261.2010.500875</p> <p>Toyama, M., Castillo, H., Galea, J. T., Brandt, L. R., Mendoza, M., Herrera, V., Mitrani, M., ... Miranda, J. J. (2017). Peruvian mental health</p>	<p>Unit 10 Assignment: Video Presentation on Culturally Sensitive Effective Presentation</p> <ul style="list-style-type: none"> • Create a 5 – 10 minute video conveying the critical components of culturally sensitive presentations • Cultural considerations specific to Peru • Discuss how you will use the components of a quality presentation, the 4Ds (discuss, demonstrate, do (practice) and debrief (get feedback)) 	<p>30 points Assignment Rubric</p>

Week/ Unit	Topic	Learning Outcomes	Readings	Assignments	Points / Assessment Method
			reform: A framework for scaling-up mental health services. <i>International Journal of Health Policy and Management</i> , 6, 9, 501-508.	Due Sunday, 11:59 pm, CT.	
Week 6 (Unit 11)	Unit 11 What are your travel plans?		U.S. Passports & International Travel (2017). Traveler's Checklist	<p>Unit 11 Discussion: What are your travel plans?</p> <p>Part I Share your travel plans with your peers. When will you be leaving your city and turning home? Include any additional information that may help us to coordinate departure or arrival times. Also, if you are having any traveling challenges (i.e., packing, international cell phone or exchanging funds), feel free to share with the group so others may provide feedback that may assist you or generate useful ideas.</p> <p>Part II Respond to your three peers with feedback, suggestions or resources, to assist them in increasing their know and understanding of the topic.</p> <p>Initial Post Due Thursday, 11:59 pm, CT Final post due no later than Sunday, 11:59 pm, CT</p>	10 points Discussion Rubric

Week/ Unit	Topic	Learning Outcomes	Readings	Assignments	Points / Assessment Method
Week 6 (Unit12)	Unit 12 Practice your Spanish	MLOs 1.1.2	FluentFlix (2017). 11 Awesome Channels to Learn Spanish on YouTube.	<p>Group Assignment: Practice your Spanish</p> <p>You will meet for 30 minutes to 1 hour to practice your Spanish including essential phrases from the list you developed in week 4 to assist you in improving your language skills.</p> <p>Submit a one-page reflection on your practice session and your progress.</p> <p>Written Assignment is due Sunday, 11:59 pm, CT</p>	30 points Written Assignment Rubric
Week 7 (Unit 13)	Unit 13 Journal Reflections Letter to Self	MLOs 1.1.1 1.1.2 3.5.1	<p>American Counseling Association (2014). ACA Code of Ethics. Alexandria, VA: American Counseling Association.</p> <p>Ratts, M. J., Singh, A. A., Butler, K. S., Nassar-McMillan, S., McCullough, J. R. (2015). Multicultural and Social Justice Counseling competencies.</p>	<p>Unit 13 Written Assignment: Journal Reflections Letter to Self</p> <p>Write a letter to self-discussing your fears, concerns, and desires while in Peru. How do you hope you will change during your trip? What do you want to learn about the culture and yourself during your time in Peru?</p> <p>Written Assignment is due Sunday, 11:59 pm, CT</p>	30 points Written Assignment Rubric
Week 7 (Unit 14)	Unit 14 Using the Mental Health Facilitator Training Domestically	MLOs 1.1.3 1.1.4 2.2.13 3.5.1 3.5.4	Hinkle, S. J. & Henderson, D. (2014). Mental health facilitator training of trainers manual. NBCC International. Greensboro: North Carolina.	<p>Final Project: Using the Mental Health Facilitator Training Domestically</p> <p>The Mental Health Facilitator training will provide community members with information related mental health disorders, symptoms, and challenges. Community members will develop and connect with resources in their area to assist those with mental health needs.</p>	100 Points Final Project Written Assignment Rubric

Week/ Unit	Topic	Learning Outcomes	Readings	Assignments	Points / Assessment Method
				<p>Once you have completed the training, you will be able to provide the training to communities across the nation. For your final project you will:</p> <p>Three community agencies, emergency response agencies, or school systems in need of a better understanding and support for people with mental illness. You will:</p> <ol style="list-style-type: none"> 1. provide information about the organization, the community, and 2. choose 3 mental health challenges experienced in the community. 3. Now apply the STPC model presented in training to address one or two of the challenges noted. For instance, if the problem is a lack of mental health resources follow the STPC model to develop a plan to build resources and improve access. <p>Present a PowerPoint or Prezi to convey how you will apply the STPC model and impact positive change in the community.</p> <p>Complete Global Perspectives Inventory Post-test</p> <p>Friday of Week 9 at 11:59 pm CT</p>	<p>10 points</p>

Grading Distribution

Assignments	Points
Global Perspectives Inventory Pre-Test	10
Global Perspectives Inventory Post-Test	10
International Travel Registration- full points awarded if complete by due date. No points awarded if not complete by due date.	20
Discussions (2 @ 10 points each)	20
Discussion (5 @ 30 points each)	150
Writing Assignments (6 @ 20 points each)	40
Pre-Departure Orientation Attendance	20
In-Country Attendance & Engagement	200
Professional & Behavioral Comportment	80

Final Project: Using the Mental Health Facilitator Training	100
Total	1270

Please refer to “Syllabus Part 2: Policies” for additional important information. Click the link below to access.

[CLICK HERE FOR SYLLABUS PART 2: POLICIES](#)

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**Tentative Itinerary
Spring II, 2019**

4/21/19 – 4/30/19

CM 655AS Counseling Global Perspectives Lima, Peru

<p>Students Must arrive no later than: 5:00 pm</p> <p>Day 1 4/21/19</p>	<ul style="list-style-type: none"> • Day: Arrive into Lima and transfer to accommodations • Evening: Welcome dinner and orientation • Transportation: Airport to accommodations (one group transfer via private coach); 	<p>Lima, Peru</p>
<p>Day 2 4/22/19</p>	<ul style="list-style-type: none"> • Morning: Language lesson (How is your Spanish Games with Peruvian prizes) • Enjoy a guided walking tour of the “Garden City” Miraflores District and Boardwalk • Afternoon: Tour cultural museums “Museo Laro, Museo Oro Del Peru (“Gold of Peru” Museum) • Centro Historico de Lima to explore the cathedrals, history and architecture of Lima • Meals: Breakfast • Lunch on your own • Dinner: “Cultural Immersion Meal” at Central Restaurant 	<p>Lima Miraflores District Museum Tours Activity Level: Light</p>
<p>Day 3 4/23/19</p>	<ul style="list-style-type: none"> • Day: Academic visit to the Universidad de Piura to learn more about the history of Peru and meet with Peruvian Psychology Students to discuss Global Perspectives in Counseling and Psychology • Academic Workshop: Mental Health in Peruvian Culture, Universidad de Piura • Transportation: Accommodations to visits (public transportation and walking) • Meals: Breakfast • Lunch and Dinner on your own: 	<p>Lima Universidad de Piura Activity Level: Light</p>

<p>Day 4 4/24/19</p>	<ul style="list-style-type: none"> • Morning: Mental Health Facilitator Training Workshop (Academic) • Afternoon: Mental Health Facilitator Training Workshop (Academic) • Meals: Breakfast • Dinner and Lunch on your own 	<p>Lima Conference Room</p>
<p>Day 5 4/25/19</p>	<ul style="list-style-type: none"> • Morning: Visit Cima (serves homeless boys 9 – 16) • Mid-day: Service Learning: Train CIMA staff and volunteers using the Mental Health Facilitator program • Lunch and Dinner on your own • Circuito Magico del Aqua (magical water circuit) exploring the park • Transportation: Accommodations to visits (public transportation and walking) • Meals: Breakfast • Dinner and Lunch on your own 	<p>Lima Cima (Centro de Integración de Menores en Abandono) Activity level: Light</p>
<p>Day 6 4/26/19</p>	<ul style="list-style-type: none"> • Day: Villa La Paz Center for Destitute and Sick Children - Service Learning • Evening: on your own individual activities • Meals: Breakfast • Lunch and dinner on your own 	<p>Lima Activity Level: Moderate</p>
<p>Day 7 4/27/19</p>	<ul style="list-style-type: none"> • Day: Cultural Tour Inca Ruins and Cathedrals (Church of San Francisco) • Afternoon: Cultural Tour of the Government Palace and Plaza de Armas • Meals: Breakfast • Lunch and Dinner on your own 	<p>Lima Tour of Inca Ruins and Government Palace Activity Level: Light to Moderate</p>

<p>Day 8 4/28/19</p>	<ul style="list-style-type: none"> • Day: Service the community activities “Building Homes” with local Universidad de Piura students and faculty • Transportation: Accommodations to visits (walking and public transportation) • Meals: Breakfast and lunch provided • Dinner on your own 	<p>Lima Universidad de Piura Activity level: Moderate to Heavy</p>
<p>Day 9 4/29/19</p>	<ul style="list-style-type: none"> • Full day Small Group Debriefing, Workshop, and Reflection • Transportation: Accommodations to visits (walking and public transportation) • Meals: Breakfast and Group farewell dinner • Lunch on your own 	<p>Lima Conference Center</p>
<p>Day 10 4/30/19</p>	<ul style="list-style-type: none"> • Morning: Check out of accommodations and transfer to airport (LIM) for flights home or to Cusco • Meals: Breakfast • Transportation: Accommodations to airport (one group airport transfer) 	<p>Lima Conference Center</p>
<p>Students Have Officially Completed the Program: 4/30/19 at 12:00 noon</p>		
<p>Optional Three-Day Tour of Cusco and Machu Picchu</p>	<p>Travel from Lima to Cusco to Machu Picchu from 4/30/19 to 5/3/19</p>	