

Online Course Syllabus

Power of One: Livingstone, Zambia IS610 *(Academic Affairs will assign the section letter)*

3 Credit Hours

Summer I 2021

Course Introduction

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Official Course Description

A course with study abroad component explores psychology within an international context and applies theoretical, practical, and professional knowledge related to working with diverse populations.

Power of One: Zambia will explore the effects of international volunteerism (voluntourism) with Non-Governmental Organizations (NGOs) and local volunteer programs as they impact the people and institutions of Zambia. Students will experience a unique look at the daily life of international volunteers and those they are serving by engaging in observation through on-site shadowing of both volunteers and local community members who partner with them. They will also have the opportunity to spend time talking with and interviewing both international volunteers and local community members. Students will also have the unique opportunity to visit with local schools, health clinics, restaurants, and local businesses to gain an understanding of the local perspective on how NGOs and international volunteerism affects their communities. This will be achieved through an investigation of the historical, cultural, and experiential perspectives.

Institutional Learning Competencies and Outcomes

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.

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

- CLO1: Demonstrate knowledge of the world-view of the local culture within the context of Non-Governmental Organizations (NGOs) and International Volunteering.
 - Overview historical perspective of culture and how it influences everyday life.
 - Gain understanding of local perspective of benefits and/or harm of local Non-Governmental Organizations (NGOs) and International Volunteer programs.
 - Discuss strategies to provide culturally sensitive services.
 - Research culturally sensitive practices and discuss them through discussion posts.
- CLO2: Analyze differences between host culture and own culture.
 - Demonstrate basic understanding of Zambian culture, people, and traditions through course readings, thoughtful participation in online discussion forums, and additional writing and reflective activities.
 - Discuss acculturation experiences that may/did occur during in-country time. Discussions & capstone assignment will compare and contrast the two cultures.
- CLO3: Examine global perspective in relation to their professional and academic goals.
 - Evaluate the provision of health/social services in developing countries such as Zambia, as well as understand economic, social, political, and health issues.

- Identify areas of growth to further develop global competency. Global Perspectives Inventory will examine impact of adjusted global perspective.
- CLO4: Explain personal, professional and academic impact of their experience abroad.
 - Critically examine global issues that cross geographical borders and cross cultural exchange of ideas.
 - Articulate changes to perception from course experience. Students will reflect on changes during group discussions.

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.

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

- CLO5: Recognize value of interacting with individuals with backgrounds and/or perspectives different from their own.
 - Learn steps involved in participating in shadowing and interviewing international volunteers and local community members/leaders.
 - Explore concept of global citizenship. Discuss outcomes of interactions with those from different backgrounds and how they have contributed to personal growth.
- CLO6: Demonstrate ability to tolerate ambiguity in complicated environments where clear but answers or standard operating procedures are absent.
 - Develop strategies to increase cultural competence when working when working with individuals from different cultural backgrounds. Research and discuss cultural norms and practices both before travel & during travel.
- CLO7: Practice responsibility and accountability by making appropriate decisions on behavior and accepting the consequences of their actions.
 - Experience the outcomes of actions both in classroom and during travel. Each academic deadline and in-country check-in times will be assigned graded point values. Any actions deemed inappropriate by the guidelines of the in-country briefing will be assigned set graded point deductions.
- CLO8: Demonstrate ability to be self-reliant in non-classroom environment. .
 - Students will function independently and in groups, participate in self and group reflection, accept feedback from peers and colleagues, and exhibit proactive ideas for problem-solving and critical thinking.
 - Unguided time in-country will be scheduled to explore the local communities. Unguided times will be followed by group discussions of experiences.

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.

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

- CLO9: Demonstrates knowledge of the NGOs and volunteerism
 - Students will research and discuss concepts of NGOs and volunteerism during coursework.
 - Students will observe and interact with a variety of volunteer organization and the communities they serve.
- CLO10: Adequately assesses impacts of NGO practices on served communities
 - Students will interact with both organizations and community members to witness comprehensive observations.
 - Students will collaborate through live discussion about observations of services provided and effects
- CLO11: Articulates observations of volunteerism to relation of their professional and academic goals
 - Students practice applying observations and experience towards professional and goals through live discussion.

Required and Optional Texts and Electronic Reserves**Required Readings**

- Ahmed, S. (2011). The impact of NGOs on international organizations: Complexities and considerations. *Brooklyn J. Int'l L*, 36.
- Akyere, M., Agyeiwaah, E., & Dimache, A. (2017). Will their absence make a difference? The role of local volunteer NGOs in home-stay intermediation in Ghana's Garden City. *International Journal of Tourism Cities*, 3(1), 69-86.
- Butt, M., Hou, Y., Soomro, K., & Maran, D. (2017). The ABCE model of volunteer motivation. *Journal of Social Service Research*, 43(5), 593-608.
- Filund, R. (2015). Teasing the boundaries of 'volunteer tourism': Local NGOs looking for global workforce. *Current Issues in Tourism*, 21(4), 35-386.
- Keese, J. (2011). The geography of volunteer tourism: Place matters. *Tourism Geographies*, 13(2), 257-279.
- Marberg, A., Kranenburg, H., & Korzilius, H. (2016). NGOs in the news: The road to taken-for-grantedness. *International Society for Third-Sector Research*, 27, 2734-2763.
- McAllum, K., & Zahra, A. (2017). The positive impact of othering in voluntourism: The role of the relational other in becoming another self. *Journal of International and Intercultural Communication*, 10(4), 291-308.
- McGehee, N. (2014). Volunteer tourism: Evolution, issues and futures. *Journal of Sustainable Tourism*, 22(6), 847-854.
- McGloin, C., & Georgeou, N. (2016). 'looks good on your cv': The sociology of voluntourism recruitment in higher education. *Journal of Sociology*, 52(2), 403-403.

Web links/Videos

- The Chicago School of Professional Psychology
 - [Know Before You Go- Pre-Departure Guide to International Programs.](#)
 - [Pre-Departure Orientation – Health & Safety](#)
 - [TCSPP - International Travel Registration](#)
 - History of Zambia: <https://www.youtube.com/watch?v=xRYt3Lnfusw>
 - Language in Zambia: <https://www.youtube.com/watch?v=HPIGX1Zw4JI>
 - Voluntourism: <https://www.youtube.com/watch?v=qNch2WwBnh8>
 - What's Wrong with Volunteer Travel?: <https://www.youtube.com/watch?v=oYWl6Wz2NB8>

All rubrics will be in line and consistent with the Rubrics below. Graduate level work is expected.

Course Rubric				
Program Learning Outcome Assessed	Demonstration Level 1	Demonstration Level 2	Demonstration Level 3	Demonstration Level 4
<p>Diversity A graduate will be able to apply theoretical and practical knowledge about ethnic, racial, gender, sexual, cultural and religious, age, and ability difference in professional work.</p>	<p>Does not demonstrate knowledge of the world-view of the local culture within the context of psychology; Unable to analyze differences between host culture and own culture; Unable to articulate global perspective in relation to their professional and academic goals; cannot explain personal, professional and academic impact of their experience abroad.</p>	<p>Demonstrates basic knowledge of the world-view of the local culture within the context of psychology; Can analyze some basic differences between host culture and own culture; May not be able to articulate global perspective in relation to their professional and academic goals; when prompted can describe basic personal, professional and academic impacts of their experience abroad.</p>	<p>Demonstrates knowledge of the world-view of the local culture within the context of psychology; Can analyze several basic differences between host culture and own culture; Able to articulate general understanding of global perspective in relation to their professional and academic goals; can describe personal, professional and academic impacts of their experience abroad.</p>	<p>Demonstrates extensive knowledge of the world-view of the local culture within the context of psychology; Can critically analyze several differences between host culture and own culture; Presents understanding of global perspective in relation to their professional and academic goals; can articulate and critically analyze personal, professional and academic impacts of their experience abroad.</p>
<p>Professional Behavior A graduate will be able to function in a professional and ethical manner in classroom, off-site training, and work settings.</p>	<p>Unable to recognize value of interacting with individuals with backgrounds and/or perspectives different from their own; intolerant of ambiguity in complicated environments where clear cut answers or standard operating procedures are absent; Does not take responsibility or accountability by making appropriate decisions on behavior or accepting the consequences of their actions; Does not demonstrate self-reliance in non-classroom environment</p>	<p>Basic recognition of value of interacting with individuals with backgrounds and/or perspectives different from their own; some tolerance of ambiguity in complicated environments where clear cut answers or standard operating procedures are absent; Generally takes responsibility or accountability by making appropriate decisions on behavior or accepting the consequences of their actions; Demonstrate self-reliance in non-classroom environment.</p>	<p>Recognizes value of interacting with individuals with backgrounds and/or perspectives different from their own; tolerant of ambiguity in complicated environments where clear cut answers or standard operating procedures are absent; Takes responsibility or accountability by making appropriate decisions on behavior or accepting the consequences of their actions; Demonstrate self-reliance in non-classroom environment.</p>	<p>Recognizes and critically evaluates value of interacting with individuals with backgrounds and/or perspectives different from their own; embraces opportunity to learn from ambiguity in complicated environments where clear cut answers or standard operating procedures are absent; takes responsibility or accountability by making appropriate decisions on behavior or accepting the consequences of their actions; Demonstrate self-reliance in non-classroom environment.</p>
<p>Professional Practice 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.</p>	<p>Does not demonstrate knowledge of the NGOs and volunteerism; Unable to assess impact of NGO practices on served communities; Unable to articulate observations of volunteerism to relation of their professional and academic goals.</p>	<p>Basic demonstration of knowledge towards NGOs and volunteerism; Can minimally assess impacts of NGO practices on served communities; Basic ability to articulate observations of volunteerism to relation of their professional and academic goals.</p>	<p>Demonstrates knowledge of the NGOs and volunteerism; Adequately assesses impacts of NGO practices on served communities; Articulates observations of volunteerism to relation of their professional and academic goals.</p>	<p>Demonstrates extensive knowledge of the NGOs and volunteerism; Effectively assesses impacts of NGO practices on served communities and peripheral communities; Eloquently articulates observations of volunteerism to relation of their professional and academic goals.</p>

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Assignment Rubric- In Country Attendance & Engagement

While in Zambia, we will visit numerous sites and have targeted, instructor led and small group discussions. 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 by 11:59pm, Wednesday, Pacific Time.
2. 1 point will be deducted for each day the initial post is late.
3. Posting Replies on Thursday and Friday of the week is a good practice; any later than the Saturday decreases your impact on the discussion.
4. Interaction is key to a rigorous discussion: participation over 3 separate days each week is optimal, as described below.
5. 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.

Posting Type	Posting Performance				Points
	Exemplary	Proficient	Developing	Needs Improvement	
Initial Post: Demonstration of Quality Content and Integration of Course Material	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 it should stimulate further discussion. APA Style is followed. (4 points statement; 2 points sources; 2 points discussion stimulation). 4 points	The first post for this discussion exhibits a statement to answer the main discussion question(s). However, this answer fails to provide evidence in at least one of the following areas: a concise statement, backed by readings from the class or another source, and it should stimulate further discussion. APA Style is followed. 3.5 points	The first post for this discussion exhibits a statement to answer, or partially answer, the main discussion question. However, this answer fails to provide evidence in at least two of the following areas: a concise statement, backed by readings from the class or another source, and it should stimulate further discussion. APA Style is missing an element. 3 points	The first post for this discussion exhibits a statement to answer, or partially answer, the main discussion question. However, this answer fails to provide evidence in two or more of the following areas: a concise statement, backed by readings from the class or another source, and it should stimulate further discussion. APA Style is not followed. 2.5 points or lower	4 Points
Follow-Up Posts: Participation as Member of Learning Community	Each student's feedback to a minimum of three (3) other initial posts exhibit good answers that address the posts, are supported by readings or other facts, and challenge other participants to further explore the topic. 4 points	Each student's feedback to a minimum of two (2) other initial posts exhibit solid answers that address the posts adequately, are supported by readings or other facts, and challenge other participants to further explore the topic. 3.5 points	Each student's feedback to the minimum of two (2) other initial posts exhibit solid answers that may fail to address the posts adequately, are not supported by readings or other facts, or fail to challenge other participants to further explore the topic. In addition, replies were posted late in the week. 3 points	Student did not give feedback to a minimum of two other initial posts, or the feedback constitutes simple agreement or a question that does not show evidence of effort, critical thought or knowledge, or were posted too late in the week to have an impact (after 6pm Central Time on Sundays). 2.5 points or lower	2 Points Each (minimum of two posts)
Response to Feedback Received: Ongoing Participation throughout the week.	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. 2 points	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 substantive as the "exemplary" category. 2 points	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. 2 points	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. 2-0 points	2 Points
Max Points - 10	10 points	9 points	8 points	7 points or lower	

Assignment Rubric Capstone Assignment

Personal Ethnography Project (160 points)

One of the most important skills for intercultural learning is developing observational skills that make use of all the physical and psychological senses. Developing increased awareness of visual, verbal, nonverbal, hearing, feeling, sensation, and thinking senses will increase your ability to adjust and “read” culture.

- For this activity, you will be asked to practice your ethnographic skills by entering a public or semi-public space in the community (e.g., a meeting place, a local shop, a school, a restaurant); using as many observational skills as possible to create a physical, mental, and psychological map of the space. You will present your findings in an oral presentation during dinner debriefs. In your 10 to 15-minute presentation you should be prepared to give specific and detailed answers to the questions below. **Presentations will be given while in Zambia, grades will be submitted after the trip.**
 - First, during the designated and/or free time, you will find a location where you and up to one project partner can observe a Zambian activity without being particularly conspicuous. Attempt to stay in one spot for a while, but feel free to move around the space if your behavior seems unnatural for the setting. At some point in the observation period, you may want to participate in an activity or task associated with the nature of this space (in some cases, it may be necessary in order to avoid looking more conspicuous than you otherwise might). Attempt to act in a manner that is consistent with the cues you have picked up so far. You should plan on about one hour for the observation period. Note: Please plan ahead and make sure that you are setting aside time to devote to this project. Your presentation should expand on observations you had outside of the normally scheduled group activities and provide additional insight to your peers.
 - Second, immediately upon concluding the observation, you need to write out as much as you can about the situation or location. The following questions should guide your write-up:
 1. What behaviors and interaction patterns are prominent in this location? What behaviors did you notice first? Describe the major activities that occur in this space. Be as specific as possible.
 2. Who uses the space and how? Who is “allowed” or invited to use this space?
 3. What are the rules of interaction? What are the formal or informal rules about dress, nonverbal behavior etc.?
 4. What communication patterns are present? Who talks to whom? What characteristic phrases are used? If you detect repeated verbal phrases, write several of them down.
 5. What nonverbal behaviors are displayed and by whom? More specifically, how is eye contact used? What are the implicit rules about physical distance and/or proximity? How (if relevant) is touch used? What body gestures/motions are used? What tone of voice is used? How do the nonverbal behaviors match verbal behaviors?
 6. Are patterns associated with authority or status relevant to this space? If so, how? What implicit rules about gender and/or age are associated with this setting?
 7. How does the organization of this space facilitate interaction, or the goals associated with the space?
 8. What do the specific behaviors seem to mean? What values or assumptions seem to be associated with communication patterns?
 9. In order to further enhance your understanding of this space, draw a diagram of the space and the interactions that occur in it.
 - Third, consider your responses to this space and its interactions and write them down as well. The following questions will guide your write up on this part of the assignment:
 1. How do you feel while being in this space? What new sensations are you aware of?
 2. What behaviors of others were expected and/or unexpected?
 3. What is your role as an observer? How do you feel as an observer? What is your “positionality” and “status” in this environment?
 4. How did/does the environment or interactions change in response to your presence or your observation?
 5. How do you find yourself behaving? (similarly or differently from your typical patterns?)

6. If relevant, how did people in the environment seem to respond to your presence or your efforts to communicate?
 7. What behaviors or patterns might you adopt to enhance the likelihood of fitting into this setting? What cues would you need to be especially sensitive to?
 8. What behaviors and rules of this space appear to be consistent with high context or low context communication?
 9. What might the interactions in this location tell you about other social interactions you are likely to encounter in Bali?
 10. In general, step back and consider your own characteristic nonverbal and verbal communication styles. How are your typical behavior patterns consistent or inconsistent with the patterns you have observed in this setting?
 11. How might this space relate to any future space you see yourself working in within your career?
 12. How might the activity, behaviors, and or/interactions you witnessed relate to any clinical experience you may encounter in the future in your profession?
 13. After completing this observation, what do you think was the biggest take away related to your future clinical career in terms of working with diverse populations?
- Fourth, using the notes you have taken in response to the questions provided, develop a presentation that describes the setting of your observation(s), the situation(s) you observed and how it relates to the topics we have covered thus far in the course. Have you encountered a new experience that you were not expecting? Were your observations in line with the research we have done? If so/not, explain how. Your presentation should clearly articulate the situation and help your peers to feel as if they shared the experience. Pictures and/or diagrams are not required as you should do your best to respect the cultural boundaries, but feel free to include them to support your presentation if it will not be disrespectful to those you are observing.

Grading Area	Demonstration Level 1 (unacceptable)	Demonstration Level 2 (minimal)	Demonstration Level 3 (expected)	Demonstration Level 4 (advanced)
Appropriate behavior in the environment	Demonstrates unprofessional behavior during exercise. This includes but is not limited to inappropriate altercations and removal from environment during observation. 0-15 points	Demonstrates expected professional behavior and comporment for most of exercise. This includes but is not limited to inappropriate altercations and removal from environment during observation. 15-25 points	Demonstrates expected professional behavior for entire duration of exercise. Altercations are absent or are handled appropriately. 26-39 points	Demonstrates exemplary and model professional behavior for entire duration of exercise. Behavior described is in-line with local customs of the environment. Altercations are absent handled appropriately. 40 points
Demonstration of quality content and link to professional practice	Presentation partially responds to the prompts or just responds to the prompts without elaboration on the experience. Struggled to establish link to professional practice. 0-15 points	Presentation responds to all the prompts and fails to elaborate on the experience or professional practice. 15-25 points	Presentation responds to all the prompts and elaborates on the experience. Able to articulate at least one implication for professional practice. 26-39 points	Presentation responds to all the prompts. The elaboration on the experience provides audience with a sense of being a part of the experience themselves. Relates the experience to multiple facets of professional practice 40 points
Analyze differences between host culture and own culture	Absence of adequate comparison of individual's culture and that of the local culture. Inability to demonstrate insight to the effects of the differences on interpersonal interactions. 0-15 points	Minimal comparison of individual's culture and that of the local culture. Inadequate demonstration of insight to the effect of the differences on interpersonal interactions. 15-25 points	Adequate comparison of individual's culture and that of the local culture. Demonstrates ability to show the effect of the differences on interpersonal interactions. 26-39 points	Exemplary comparison of individual's culture and that of the local culture. Demonstrates contemplation about the effect of the differences have on interpersonal interactions. 40 points
Organization and preparation of presentation	Presentation lacks organization and is difficult for audience to understand or follow. 0-15 points	Presentation demonstrates some organization and is partially understood or followed by audience. 15-25 points	Presentation demonstrates intentional organization. The audience is able to easily understand and follow. 26-39 points	Presentation demonstrates practiced intentional organization. The audience is engaged, able to easily understand and follow. 40 points
Total				160 total points

Course Schedule, Tentative Itinerary, Assignments, and Grading
Extra Assignments for a Study Abroad Course:

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

Module/ Unit	Module Readings	Topic	Learning Outcomes	Assignments	Points / Assessment Method
<u>Module 1</u>	<p style="text-align: center;">“What to Know Before You Go”</p> <p style="text-align: center;">TCSPP Study Abroad Pre-Departure Handbook</p> <p>Students will need to complete International Travel Registration: https://my.thechicagoschool.edu/community/studentresources/ie/Pages/Travel-Database.aspx</p>	<p style="text-align: center;">UNIT 1 Introduction</p> <p>Review Pre-departure information.</p> <p>Complete travel registration.</p>	<p>CLO’s Addressed:</p> <ul style="list-style-type: none"> - Examine global perspective in relation to their professional and academic goals. <p>Module Learning Outcomes (MLO):</p> <ul style="list-style-type: none"> - Identify areas of growth to further develop global competency. Global Perspectives Inventory will examine impact of adjusted global perspective. 	<p>Introduce Yourself (Required for Attendance Purposes) Initial Post due Wednesday, 11:59pm, PDT, of the first week of class.</p> <p>Complete Pre-Survey: Global Perspectives Inventory (GPI): log information will be sent to you via email. Complete no later than Sunday, 11:59pm, PDT</p> <p>Make sure to locate your passport and that it is up-to-date.</p> <p>Unit 1 Discussion: What is your Global Perspectives? Initial Post Due Wednesday, 11:59pm, PDT Final post due no later than Sunday, 11:59pm, PDT What has been the extent of your</p>	<p>See grading distribution chart above for point values.</p> <p>Discussion Rubric Found Below</p>

				<p>contact with the country in which we will travel?</p> <p>How do you anticipate this experience will impact your personal and professional life? In what ways? (Be specific about your expectations).</p> <p>What did you learn about yourself from completing the Global Perspectives Inventory? How do you anticipate your perspective will change after your international experience?</p>	
<p>Module 1 Continued</p>	<p>Articles you research</p>	<p>UNIT 2 Historical Perspective of Practices</p>	<p>CLO's Addressed:</p> <ul style="list-style-type: none"> - Examine global perspective in relation to their professional and academic goals. <p>Module Learning Outcomes (MLO):</p> <ul style="list-style-type: none"> - Overview historical perspective of culture and how it influences everyday practices 	<p>Find a historical event article on Zambia on your own. Articles may include new reports, historical context/textbook retelling, etc.</p> <p>Unit 2 Discussion: Historical Perspective Initial Post Due Wednesday, 11:59pm, PDT Final post due no later than Sunday, 11:59pm, PDT</p> <p>Post a brief description of the event and the impact it had on the Zambian people. In your post also discuss a significant historical event you have experienced and how it has impacted the way the people around you interact with each other. Think about how the</p>	<p>See grading distribution chart above for point values.</p> <p>Discussion Rubric Found Below</p>

				event effected those immediate to you and the changes to the larger cultural mores.	
Module 2	Orientation: log in information will be sent to you via email.	UNIT 3 Orientation	<p>CLO's Addressed:</p> <ul style="list-style-type: none"> - Analyze differences between host culture and own culture. - Recognize value of interacting with individuals with backgrounds and/or perspectives different from their own. - Demonstrate ability to tolerate ambiguity in complicated environments where clear cut answers or standard operating procedures are absent. <p>MLO's Addressed:</p> <ul style="list-style-type: none"> - Discuss acculturation experiences that may/did occur during in-country time. - Explore concept of global citizenship. Discuss outcomes of interactions with those from different backgrounds & how they have contributed to personal growth. 	<p>Unit 3 Discussion: Initial Post Due Wednesday, 11:59pm, PDT Final post due no later than Sunday, 11:59pm, PDT</p> <p>After the departure orientation, research appropriate etiquette in Zambia. Post your findings and come up with one thoughtful question you have about your findings.</p>	<p>See grading distribution chart above for point values.</p> <p>Discussion Rubric Found Below</p>

			<ul style="list-style-type: none"> - Develop strategies to increase cultural competence when working with individuals from different cultural backgrounds. Research and discuss cultural norms & practices both before travel & during travel. 		
<p>Module 2 Continued</p>	<p>Review research you find on Zambian Cultural Norms</p>	<p>UNIT 4 Zambian Cultural Norms</p>	<p>CLO's Addressed:</p> <ul style="list-style-type: none"> - Analyze differences between host culture and own culture. - Recognize value of interacting with individuals with backgrounds and/or perspectives different from their own. - Demonstrate ability to tolerate ambiguity in complicated environments where clear cut answers or standard operating procedures are absent. <p>MLO's Addressed:</p> <ul style="list-style-type: none"> - Discuss acculturation experiences that may/did occur during in-country time. - Explore concept of global citizenship. Discuss 	<p>Research Zambian Etiquette and social norms Unit 4: Written/Activity</p> <p>Based off your research write at least one page on Zambian etiquette and your reaction/thoughts to the cultural norms.</p>	<p>See grading distribution chart above for point values.</p> <p>View canvas assignment for assignment rubric.</p>

			<p>outcomes of interactions with those from different backgrounds & how they have contributed to personal growth.</p> <ul style="list-style-type: none"> - Develop strategies to increase cultural competence when working with individuals from different cultural backgrounds. Research and discuss cultural norms & practices both before travel & during travel. 		
Module 3	<p>Video: History of Zambia: https://www.youtube.com/watch?v=xRYt3Lnfusw</p>	<p>UNIT 5 Zambian History</p>	<p>CLO's Addressed:</p> <ul style="list-style-type: none"> - Analyze differences between host culture and own culture. <p>MLO's Addressed:</p> <ul style="list-style-type: none"> - Discuss acculturation experiences that may/did occur during in-country time. 	<p>Unit 5 Discussion: Initial Post Due Wednesday, 11:59pm, PDT Final post due no later than Sunday, 11:59pm, PDT</p> <p>After viewing the video, describe your ideas on how the Zambian culture may have been formed by its history. How does it relate to the way you would describe your own culture and its history?</p>	<p>See grading distribution chart above for point values.</p> <p>Discussion Rubric Found Below.</p>
	<p>Video: Language in Zambia: https://www.youtube.com/watch?v=HPIGX1Zw4JI</p>	<p>UNIT 6 Zambian Culture</p>	<p>CLO's Addressed:</p> <ul style="list-style-type: none"> - Demonstrate ability to tolerate ambiguity in complicated environments where clear cut answers or standard operating 	<p>Unit 6 Discussion: Initial Post Due Wednesday, 11:59pm, PDT Final post due no later than Sunday, 11:59pm, PDT</p> <p>After viewing the video, discuss your thoughts about the struggles with languages and how</p>	<p>See grading distribution chart above for point values.</p> <p>Discussion Rubric Found Below</p>

			<p>procedures are absent.</p> <p>MLO's Addressed:</p> <ul style="list-style-type: none"> - Develop strategies to increase cultural competence when working with individuals from different cultural backgrounds. Research and discuss cultural norms & practices both before travel & during travel. 	<p>you plan to navigate this while in country.</p>	
Module 4	<p>Ahmed, S. (2011). The impact of NGOs on international organizations: Complexities and considerations. <i>Brooklyn J. Int'l L</i>, 36.</p>	<p>UNIT 7 Overview: NGOs</p>	<p>CLO's Addressed:</p> <ul style="list-style-type: none"> - Demonstrate knowledge of the world-view of the landscape of NGOs <p>MLO's Addressed:</p> <ul style="list-style-type: none"> - Discuss strategies to provide culturally sensitive business & psychological services. 	<p>Unit 7 Discussion: Initial Post Due Wednesday, 11:59pm,PDT Final post due no later than Sunday, 11:59pm, PDT</p> <p>What were your expectations of NGO practices before reading the articles? Anything about the article that surprises you? How will you use this new information?</p>	<p>See grading distribution chart above for point values.</p> <p>Discussion Rubric Found Below</p>
Module 4 continued	<p>Marberg, A., Kranenburg, H., & Korzilius, H. (2016). NGOs in the news: The road to taken-for-grantedness. <i>International Society for Third-Sector Research</i>, 27, 2734-2763.</p>	<p>UNIT 8 NGOs continued</p>	<p>CLO's Addressed:</p> <ul style="list-style-type: none"> - Demonstrate knowledge of the world-view of the landscape of NGOs - Demonstrates knowledge of the NGOs and volunteerism <p>MLO's Addressed:</p> <ul style="list-style-type: none"> - Discuss solution focused approaches to address 	<p>Unit 8: Written/Activity</p> <p>Write a 1 page paper on how you would address struggles NGOs are facing. Conduct your own research to enhance your points. (Remember to use APA guidelines for citations, references, & formatting).</p>	<p>See grading distribution chart above for point values.</p> <p>View canvas assignment for assignment rubric.</p>

			struggles of organizations.		
Module 5	<p>Butt, M., Hou, Y., Soomro, K., & Maran, D. (2017). The ABCE model of volunteer motivation. <i>Journal of Social Service Research, 43</i>(5), 593-608.</p> <p>Akyere, M., Agyeiwaah, E., & Dimache, A. (2017). Will their absence make a difference? The role of local volunteer NGOs in home-stay intermediation in Ghana's Garden City. <i>International Journal of Tourism Cities, 3</i>(1), 69-86.</p>	<p>UNIT 9 Overview: Volunteers</p>	<p>CLO's Addressed:</p> <ul style="list-style-type: none"> - Demonstrate knowledge of the world-view of context of psychology & volunteerism. <p>MLO's Addressed:</p> <ul style="list-style-type: none"> - Exploring motivating factors for volunteerism. 	<p>Unit 9 Discussion: Initial Post Due Wednesday, 11:59pm, PDT Final post due no later than Sunday, 11:59pm, PDT</p> <p>What were your ideas about motivations for volunteering? Is this different than what was presented in the article? Provide a clear description of your perception before and after reading the article.</p>	<p>See grading distribution chart above for point values.</p> <p>Discussion Rubric Found Below</p>
Module 5 continued	<p>McGlorin, C., & Georgeou, N. (2016). 'looks good on your cv': The sociology of voluntourism recruitment in higher education. <i>Journal of Sociology, 52</i>(2), 403-403.</p>	<p>UNIT 10 Overview: Role of Volunteers</p>	<p>CLO's Addressed:</p> <ul style="list-style-type: none"> - Demonstrate knowledge of the world-view of volunteerism <p>MLO's Addressed:</p> <ul style="list-style-type: none"> - Discuss the impact volunteers have on NGOs 	<p>Unit 10 Discussion: Initial Post Due Wednesday, 11:59pm, PDT Final post due no later than Sunday, 11:59pm, PDT</p> <p>What is your opinion about the impact of volunteers leaving NGOs? Provide suggestions on how to effect the impact.</p>	<p>See grading distribution chart above for point values.</p> <p>View assignment discussion for assignment rubric.</p>
Module 6	<p>Voluntourism: https://www.youtube.com/watch?v=gNch2WwBnh8</p> <p>What's Wrong with Volunteer Travel?: https://www.youtube.com/watch?v=oYWI6Wz2NB8</p> <p>A Filund, R. (2015). Teasing the boundaries of 'volunteer tourism': Local NGOs looking</p>	<p>UNIT 11 Overview: Volunteer Tourism</p>	<p>CLO's Addressed:</p> <ul style="list-style-type: none"> - Demonstrate knowledge of the world-view of the volunteerism. <p>MLO's Addressed:</p> <ul style="list-style-type: none"> - Overview various aspects of volunteer tourism. - Discuss culture of volunteer tourism 	<p>Unit 11 Discussion: Initial Post Due Wednesday, 11:59pm,PDT Final post due no later than Sunday, 11:59pm, PDT</p> <p>Post a review of the videos and your view the impact of volunteer tourism.</p>	<p>See grading distribution chart above for point values.</p> <p>Discussion Rubric Found Below</p>

<p>Module 6 continued</p>	<p>for global workforce. <i>Current Issues in Tourism</i>, 21(4), 35-386.</p> <p>McAllum, K., & Zahra, A. (2017). The positive impact of othering in voluntourism: The role of the relational other in becoming another self. <i>Journal of International and Intercultural Communication</i>, 10(4), 291-308.</p> <p>Keese, J. (2011). The geography of volunteer tourism: Place matters. <i>Tourism Geographies</i>, 13(2), 257-279.</p> <p>Research the impact of volunteer tourism</p>	<p>UNIT 12 Overview: NGOs & Volunteer Tourism</p>	<p>CLO's Addressed:</p> <ul style="list-style-type: none"> - Demonstrate knowledge of the world-view of the local culture within the context of psychology & business. <p>MLO's Addressed:</p> <ul style="list-style-type: none"> - Overview historical perspective of culture and how it influences everyday practices. - Discuss strategies to provide culturally sensitive business & psychological services. 	<p>Unit 12: Written/Activity: 1 page APA paper Due Sunday 11:59pm, PDT Based off articles and videos reviewed to date, what responsibility do you think NGOs have for those who are volunteer tourists and to those in the community in which the NGOs serve?</p>	<p>See grading distribution chart above for point values.</p> <p>View canvas assignment for assignment rubric.</p>
<p>Module 7</p>	<p>Review suggested items list posted on canvas page.</p> <p>Review syllabus and assignments while in country.</p>	<p>UNIT 13 Preparation for Zambia</p>	<p>CLO's Addressed:</p> <ul style="list-style-type: none"> - Demonstrate ability to tolerate ambiguity in complicated environments where clear cut answers or standard operating procedures are absent. - Practice responsibility and accountability by making appropriate decisions on behavior and accepting the consequences of their actions. 	<p>Unit 13 Activity: Trip Preparation: Prepare all paperwork needed included flight information and insurance, locate your passport, & pack any donations you plan to bring.</p>	<p>Points: None</p> <p>Rubric None</p>

			<ul style="list-style-type: none"> - Demonstrate ability to be self-reliant in non-classroom environment. <p>MLO's Addressed:</p> <ul style="list-style-type: none"> - Develop strategies to increase cultural competence when working when working with individuals from different cultural backgrounds. Research and discuss cultural norms & practices both before travel & during travel. - Experience the outcomes of actions both in classroom & during travel. Each academic deadline & in-country check-in times will be assigned graded point values. Any actions deemed inappropriate by the guidelines of the in-country briefing will be assigned set graded point deductions. 		
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**Tentative Itinerary
Summer I, 2021
8/06/21 -8/15/21**

Students who need ADA assistance should review the information and resources at [Accessibility Accommodations](#)
Please fill out the [ADA Abroad Form](#) and email it to accommodations@thechicagoschool.edu

Date	Activity / Note for Exertion Level	Location
Students Must Arrive no later than: 2PM on 8/06/2021	<ul style="list-style-type: none"> • Harry Mwanga Nkumbula International Airport (LVI) is the airport you need to use to fly into. • Transportation will be provided from airport to Livingstone Accommodation on 8/06/2021 • Anyone not arriving at the airport on 8/06/2021 will have to arrange transportation on own. 	Livingstone Accommodation TBD
Day 1 8/06/2020	<ul style="list-style-type: none"> • Exertion for the day = 2 (heat and humidity, shared rooms, van transportation, light walking on uneven terrain, food variety available) • In-Country Orientation, emergency response, and safety orientation. • Settle into accommodations/ free time • Meet at accommodations lobby by 5PM • Dinner as a group (included) 	Livingstone Accommodation TBD
Day 2 8/07/2020	<ul style="list-style-type: none"> • Exertion for the day = 3 (heat and humidity, shared rooms, van transportation, bike riding, light walking on uneven terrain, food variety limited) • Meet at accommodation lobby by 8:30am • Breakfast at hotel as group (included) • Local Bike Tour • Dambwa Market • Lunch as a group (included) • Group Story Telling Activity • Free time/ Dinner on own 	Livingstone Accommodation TBD
Day 3 8/08/2020	<ul style="list-style-type: none"> • Exertion for the day = 2 (heat and humidity, shared rooms, van transportation, walking on uneven and loose terrain, food variety available) • Meet at accommodation lobby by 9AM • Breakfast at hotel as group (included) • Morning at Linda Community School • Lunch (included) 	Livingstone Accommodation TBD

	<ul style="list-style-type: none"> • Afternoon interviewing Local Businesses • Dinner as group (included) 	
<p>Day 4 8/09/2020</p>	<ul style="list-style-type: none"> • Exertion for the day = 2 (heat and humidity, shared rooms, van transportation, walking on uneven and loose terrain, food variety limited) • Meet at accommodation lobby by 9AM • Breakfast as group (included) • Cultural Day at Linda Community School • Traditional Lunch with community members (included) • Afternoon free time • Meet at accommodation lobby by 5PM • Dinner as group (included) 	<p>Livingstone Accommodation TBD</p>
<p>Day 5 8/10/2020</p>	<ul style="list-style-type: none"> • Exertion for the day = 4 (heat and humidity, shared rooms, van transportation, heavy walking on uneven terrain, food variety available) • Meet at accommodation lobby by 8AM • Breakfast as group (included) • Visit Okodwela (NGO) in Meloni and Kabila Village - SERVICE LEARNING: Deliver Donations to center and assist with TBA activity with NGO. • Lunch as group (included) • Visit with Melbourne Mudenda at Mental Health Clinic • Dinner as group (included) 	<p>Livingstone Accommodation TBD</p>
<p>Day 6 8/11/2020</p>	<ul style="list-style-type: none"> • Exertion for the day = 3 (heat and humidity, shared rooms, van transportation, moderate walking on uneven terrain and sand, food variety available) • Meet at accommodation lobby by 8AM • Breakfast as group (included) • Victoria Falls National Park • Lunch on own • Maramba Village Cultural Dancing • Sunset Safari Cruise – Optional • Dinner on own/free time 	<p>Livingstone Accommodation TBD</p>
<p>Day 7 8/12/2020</p>	<ul style="list-style-type: none"> • Exertion for the day = 1 (heat and humidity, shared rooms, van transportation, light walking on uneven terrain, food variety available) 	<p>Livingstone Accommodation TBD</p>

	<ul style="list-style-type: none"> • Meet at accommodation lobby by 9AM • Breakfast as group (included) • Lubasi Home Orphanage • Lunch on own • Meet with African Impact Volunteer Group • Group Dinner (included) • Pack for overnight Safari in Botswana 	
<p>Day 8 8/13/2020</p>	<ul style="list-style-type: none"> • Exertion for the day = 2 (heat and humidity, shared tent, van and safari truck transportation, moderate walking on uneven terrain, food variety available) • Meet at accommodation lobby by 6AM • Meet in lobby for group Breakfast (included) • Leave for overnight trip to Chobe, Botswana at 7AM • Boat Safari in Chobe National Park • Lunch on Safari (included) • Game Drive Safari in Chobe National Park • Group Dinner (included) & Overnight Camping 	<p>Accommodation: Chobe National Parking — Camping Botswana</p>
<p>Day 9 8/14/2020</p>	<ul style="list-style-type: none"> • Exertion for the day = 1 (heat and humidity, shared rooms, van transportation, moderate walking/hiking on uneven terrain, food variety limited) • 7AM for Breakfast (included) • Depart Botswana at 8am • Travel back to Zambia • Lunch on own • Free afternoon for activities • Evening group presentations • Group Dinner (included) • Packing to leave following day 	<p>Livingstone Accommodation TBD</p>
<p>Students Have Officially Completed the Program: Noon on 8/15/2020</p>	<ul style="list-style-type: none"> • Harry Mwanga Nkumbula International Airport (LVI) is the airport you need to use to fly out of • Transportation will be provided to airport only on last day 8/15/2020. • Anyone not going to the airport on 8/15/2020 will have to arrange accommodations and transportation on own. 	

Grading Distribution

Assignments	Points
Global Perspectives Inventory Pre-Test	2
Global Perspectives Inventory Post-Test	2
International Travel Registration- full points awarded if complete by due date. No points awarded if not complete by due date.	4
Discussions (8 @ 10 points each)	80
Pre-Departure Activities & Assignments 1-4 (4 @ 20 points each)	80
Pre-Departure Orientation Attendance	20
In-Country Attendance, Engagement, & Service Learning Activity	200
Professional & Behavioral Comportment	80
Capstone Assignment	160
Total	628

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

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

Student Academic Supports and Resources

STUDENT PORTAL FOR UNIVERSITY RESOURCES

my.thechicagoschool.edu

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

ACADEMIC CATALOG AND STUDENT HANDBOOK

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

BOOKSTORE

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

CANVAS SUPPORT

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

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

IT SUPPORT

Students may contact HelpDesk by:

Phone: (800) 747-8367

Email: helpdesk@tcsedsystem.edu

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

Hours

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

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

LIBRARY RESOURCES

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

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

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

WRITING CENTER

A. MA and Doctoral students:

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

B. BA students:

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

C. APA Style Hotline:

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

ONLINE RESOURCES

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