

Online Course Syllabus

IS610 Power of One – A study of China

3 Credit Hours

Travel Dates: 12/12/2020-12/21/2020

Course Introduction

Instructor:	This information will be included in the first week announcement.
Office and Hours:	
Phone:	
E-mail:	
Course Website:	

Official Course Description

This interdisciplinary course explores how behavioral analysis and related fields in psychology develop applied solutions to complex, challenging, and meaningful social problems within the socio-cultural contexts of China and our own communities. We will analyze behavioral analysis and cross-disciplinary interventions for issues such as inter-cultural communication, public health, adoption, organizational policy, organizational structure, and education of learners with special needs. Students consider inter-professional ethics related to creating meaningful changes through clinical practice, policy-making and community interventions. While in China, students will visit varied communities, meet learners with special needs in schools and talk with educational experts, learn about educational and organizational histories within the culture, explore clinical treatments for individuals with mental health diagnoses, discuss topics with organizational and educational leaders and university students in China, and experience a variety of cultural events.

Institutional Learning Competencies and Outcomes

Institutional Learning Outcomes

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 psychology.
 - Describe how community strengths of Chinese culture could contribute to successful development and resolution of socially significant issues.
 - Develop program design and evaluation while preserving communities, individual, and cultural traditions.
- CLO2: Analyze differences between host culture and own culture.
 - Describe how community concerns and culture may differ between your community and China.
- CLO3: Examine global perspective in relation to their professional and academic goals.
 - [Specify at least one related Module Learning Outcome: Describe what students will be doing within a specific module or unit to demonstrate their learning towards CLO listed above in an observable and measurable way.]
- CLO4: Explain personal, professional and academic impact of their experience abroad.

- Summarize the most important or transformative personal, professional and academic impact of their experience abroad.

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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.
 - Describe how you anticipate your professional perspective will change after your international experience.
- CLO6: Demonstrate ability to tolerate ambiguity in complicated environments where clear cut answers or standard operating procedures are absent.
 - 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.
- CLO7: Practice responsibility and accountability by making appropriate decisions on behavior and accepting the consequences of their actions.
 - Demonstrates expected professional behavior and comporment for entire duration of program and in all interactions with students, faculty, administrators and all in-country partners.
- CLO8: Demonstrate ability to be self-reliant in non-classroom environment.
 - Punctually and completely attends all required in-country activities without few prompts or reminders.

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: Demonstrate ethical decision-making processes related to resolving social problems in diverse and complex community environments.
 - Identify characteristics, resources, and barriers in complex community systems in diverse cultures.
 - Identify or select culturally appropriate targets for change, outcomes of service delivery, and behavior change within which are functional within the context of the community.
 - Assess the impact of cultural, social, and economic variables on community-based behavioral intervention.
 - Demonstrate competence with inter-professional collaboration to resolve community issues.

Required and Optional Texts and Electronic Reserves

Required Texts

There are no required textbooks for this course.

Required Readings

- Anastasiou, D., & Keller, C. (2011). International differences in provisions for exceptional learners. In J. M. Kauffman & D. P. Hallahan (Eds.), *Handbook of special education* (pp. 773–787). New York, NY: Routledge.
- Campbell, A., & Uren, M. (2011). 'The invisibles'... Disability in China in the 21st century. *International Journal of Special Education*, 26, 12–24.
- Chiang, L. H., & Hadadian, A. (2007). Chinese and Chinese-American families of children with disabilities. *International Journal of Special Education*, 22, 19–23.
- Chiang, L. H., & Hadadian, A. (2010). Raising children with disabilities in China: The need for early interventions. *International Journal of Special Education*, 25, 113–118.
- Clark, E., & Zhou, Z. (2005). Autism in China: From acupuncture to applied behavior analysis. *Psychology in the Schools*, 42(3), 285–

295.

- Ellsworth, N. J., & Chun, Z. N. J. (2016). Progress and challenges in China's special education development. *Remedial and Special Education, 28*(1), 58-64.
- Fong, E. H., & Tanaka, S. (2013). Multicultural alliance of behavior analysis standards for cultural competence in behavior analysis. *International Journal of Behavioral Consultation and Therapy, 8*(2), 17-19.
- Li, G., Gutheil, T. G., & Hu, Z. (2016). Comparative study of forensic psychiatric system between China and America. *International Journal of Law and Psychiatry, 47*, 451, 164-170.
- McCabe, H. (2013). Bamboo shoots after the rain: Development and challenges of autism intervention in China. *Autism, 17*, 510–526. doi:10.1177/1362361312436849
- McCabe, H., & Barnes, R. E. (2012). Autism in a family in China: An investigation and ethical consideration of sibling issues. *International Journal of Disability, Development & Education, 59*, 197–207.
- Mcloughlin, C. S., Zhou, Z., & Clark, E. (2005). Reflections on the development and status of contemporary special education services in China. *Psychology in the Schools, 42*(3), 273-283.
- Skinner, B. F. (1976). The ethics of helping people. *Humanist (The), 36*(1), 7-11.
- Tan, T. X. (2004). Wanting a daughter, Needing a son: Abandonment, adoption, and orphanage care in China, by Kay Ann Johnson. *Adoption Quarterly, 8*(1), 61-62.
- Wang, H. B., Rule, S., Latham, G., & Fiechtl, B. (1993). Legal foundations of special education: A comparison of the United States public law 94–142 and the China compulsory education law. *The Division of International Special Education and Services, 2*, 5–9.
- Xiang, Y.-T., Yu, X., & Chiu, H. F. K. (2010). Compulsory admission to psychiatric hospitals in China. *The Lancet, 376*, 9747, 1145-1146.
- Xiong, N., Yang, L., Yu, Y., Hou, J., Li, J., Li, Y., ... Jiao, Z. (2011). Investigation of raising burden of children with autism, psychical disability and mental disability in China. *Research in Developmental Disabilities, 32*, 306–311. doi:10.1016/j.ridd.2010.10.003
- Yang, H., & Wang, H. B. (2016). Special education in China. *The Journal of Special Education, 28*(1), 93-105.
- Zhang, D. X., & Spencer, V. G. (2015). Addressing the needs of students with Autism and other disabilities in China: Perspectives from the field. *International Journal of Disability, Development and Education, 62*(2), 168-181, doi: 10.1080/1034912X.2014.998175

Optional but Recommended Texts and Readings

None

Weblinks/Videos

- The Chicago School of Professional Psychology
 - [Know Before You Go- Pre-Departure Guide to International Programs.](#)
 - [Pre-Departure Orientation – Health & Safety](#)
 - [TCSPP - International Travel Registration](#)

[SBS Dateline]. *Children of the Stars*. [Video file]. Retrieved from <https://www.youtube.com/watch?v=wKsJvCZOg3k>.

[Behavior babe]. *Ethics for Behavior Analyst*. [Video File]. Retrieved from

<https://www.youtube.com/watch?v=eHh7evEyE8E>.

[Blue Ocean Network]. *Inside Chinese Mental Health Care*. [Video file]. Retrieved from

https://www.youtube.com/watch?v=J8jOqKVKh_w

[Kelly, A. M.]. *Ethics for Behavior Analyst*. [Video File]. Retrieved from

<https://www.youtube.com/watch?v=eHh7evEyE8E>.

[Lacroix, J.]. *27 Evidence-based Practices for Autism Spectrum Disorder*. [Video file]. Retrieved from

<https://www.youtube.com/watch?v=YOFe5tFVRNc>

[MelmarkPa]. *The Ethical Code for Behavior Analysis: Key Themes and Examples of Applications*. [Video File]. Retrieved from https://www.youtube.com/watch?v=mmK_shPRJeY.

The Central People's Government of The People's Republic of China: <http://english1.english.gov.cn/>

[CGTN]. *A Reason to Live: A Documentary for Disabled Chinese*. [Video file]. Retrieved from

<https://www.youtube.com/watch?v=KIO-GgpBJJc>

China Disabled Person's Federation: <http://www.cdpcf.org.cn/english/>

Chinese Psychological Society: <http://www.cpsbeijing.org/en/>

Peking University Sixth Hospital: <http://www.pkuh6.cn/>

PKUCare Brain Health Industry: http://en.pkucare.com/content/details23_53.html

The State Council The People's Republic of China: <http://english.gov.cn/>

[Thomson Reuters Foundation]. *Shanghai Tulip: Breaking China's Mental Health Taboo*. [Video file]. Retrieved from <https://www.youtube.com/watch?v=MafNnwbK7fQ>

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>

In-Country Attendance & Engagement

While in China, 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

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, Central 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	

Writing Assignment Rubric

Grading Area	Demonstration Level 1 (unacceptable)	Demonstration Level 2 (minimal)	Demonstration Level 3 (expected)	Demonstration Level 4 (advanced)
Required Components	Response excludes essential components and/or does not address the requirements indicated in the instructions. Many parts of the assignment are addressed minimally, inadequately, and/or not at all. 0-1 points	Response is missing some components and/or does not fully meet the requirements indicated in the instructions. Some questions or parts of the assignment are not addressed. 2-3 points	Response includes all components and meets all requirements indicated in the instructions. Each question or part of the assignment is addressed. 3-4 points	Response includes all components and meets or exceeds all requirements indicated in the instructions. Each question or part of the assignment is addressed thoroughly. 5 points
Description of Knowledge Gleaned from Materials	Response demonstrates a lack of reflection on the theories, concepts, and/or strategies presented in assigned course materials. Viewpoints and interpretations are missing, inappropriate, and/or unsupported. 0-3 points	Response demonstrates a minimal reflection on, and personalization of, the theories, concepts, and/or strategies presented in assigned course materials. Viewpoints and interpretations are unsupported or supported with flawed arguments. 4-6 points	Response demonstrates a general reflection on, and personalization of, the theories, concepts, and/or strategies presented in assigned course materials. Viewpoints and interpretations are supported. Appropriate examples are provided, as applicable. 7-10 points	Response demonstrates an in-depth reflection on, and personalization of, the theories, concepts, and/or strategies presented in assigned course materials. Viewpoints and interpretations are insightful and well supported. Clear, detailed examples are provided, as applicable. 10 points
Structure & APA (Title page with header, reference page, double-spaced, 1" margins, consistent 12-point Times New Roman font, 3 pages)	Writing is unclear and disorganized. Thoughts ramble and make little sense. There more than 3 errors per page for APA, spelling, grammar, or syntax errors throughout the writing. 0-1 points	Writing is unclear and/or disorganized. Thoughts are not expressed in a logical manner. There are more than two APA, spelling, grammar, or syntax errors per page of writing. 2-3 points	Writing is mostly clear, concise, and well organized with good sentence/paragraph construction. Thoughts are expressed in a coherent and logical manner. There are no more than one APA, spelling, grammar, or syntax errors per page of writing. 3-4 points	Writing is clear, concise, and well organized with excellent sentence/paragraph construction. Thoughts are expressed in a coherent and logical manner. There are no APA, spelling, grammar, or syntax errors per page of writing. 10 points
Total				20 total points

Assignment Rubric - Pair and Share Journal

Grading Area	Demonstration Level 1 (unacceptable)	Demonstration Level 2 (minimal)	Demonstration Level 3 (expected)	Demonstration Level 4 (advanced)
Length	.25 page or more 0-1 points	.5 page or more 2-3 points	.75 page or more 4 points	1 page or more 5 points
Content	Journal entry has notes (any format) that show less than 50% reading, viewing, and reflection of readings and videos in the module, or the citations are not clearly indicated (ex: Smith (2002)) 0-3 points	Journal entry has notes (any format) that shows basic reading, viewing, and reflection for at least 50-75% of readings and videos in the module, clearly indicated by citation (ex: Smith (2002)) 4-6 points	Journal entry has notes (any format) that show basic reading, viewing, and reflection for every reading and video in the module, clearly indicated by citation (ex: Smith (2002)) 7-9 points	Journal entry has notes (any format) that show thorough reading, viewing, and reflection for every reading and video in the module, clearly indicated by citation (ex: Smith (2002)) 10 points
Sharing	There is no evidence of group collaboration with each member of group (ex: a copy of emails, use of discussion forum with peer responses or log of time spent on calls)	There is evidence of group collaboration with at least one member of group (ex: a copy of emails, use of discussion forum with peer responses or log of time spent on calls)	There is evidence of group collaboration with each member of group (ex: a copy of emails, use of discussion forum with peer responses or log of time spent on calls)	There is evidence of repeated group collaboration with each member of group (ex: a copy of emails, use of discussion forum with peer responses or log of time spent on calls)

	0-1 points	2-3 points	4 points	5 points
	Total			20 total points

Capstone Assignment Rubric

	Demonstration Level 4 (advanced)	Demonstration Level 3 (expected)	Demonstration Level 2 (minimal)	Demonstration Level 1 (unacceptable)
Research	<p>6+ Scholarly sources are correctly cited in the text for both assessment and intervention.</p> <p>A reference section is included and APA formatted.</p> <p>100 points</p>	<p>4 Scholarly sources are correctly cited in the text for both assessment and intervention.</p> <p>Sources are mostly correctly cited in the text.</p> <p>A reference section is included but has APA formatting errors.</p> <p>80-100 points</p>	<p>2 Scholarly sources are used.</p> <p>Sources are incorrectly cited in the text.</p> <p>The reference section section is not formatted in APA style.</p> <p>60-79 points</p>	<p>No scholarly sources are used.</p> <p>No sources are cited in the writing.</p> <p>The reference section is missing.</p> <p>0-59 points</p>
Plan of Action	<p>Detailed, thoughtful analysis clearly describes the issue and its connection to a behavioral relation in a complex community environment.</p> <p>Plan of action is clearly based on a logical, evidenced-based claim about the issue and how it should be solved, demonstrating deep understanding of the problem.</p> <p>Plan is fully consistent with our discipline and feasible.</p> <p>100 points</p>	<p>Analysis competently describes the issue and its connection to a behavioral issue in a relation in a complex community environment.</p> <p>Plan of action is based on a logical claim, but not fully evidence-based claim about the issue and how it should be solved, demonstrating understanding of the problem.</p> <p>Plan is mostly consistent with our discipline and mostly feasible.</p> <p>0-59 points</p>	<p>Analysis generally describes the issue and its connection to a behavioral relation in a complex community environment, but the description may be too vague or broad.</p> <p>Plan of action is generally connected to the issue, demonstrating familiarity with the problem.</p> <p>Plan is somewhat consistent with our discipline or slightly feasible.</p> <p>0-59 points</p>	<p>Analysis does not adequately describe the issue or its connection to a behavioral relation in a complex community environment.</p> <p>Plan is not consistent with our discipline or not feasible.</p> <p>0-59 points</p>
Motivation & Action	<p>Detailed, thoughtful reflection demonstrates clearly motivation to take action in the community.</p> <p>Reflection includes a thoughtful exploration of possible further actions directly connected to this community change goal.</p>	<p>Reflection slide demonstrates a basic motivation to take action in the community.</p> <p>Reflection includes an exploration of possible further actions.</p> <p>20-24 points</p>	<p>Reflection slide demonstrates a little motivation to take action in the community.</p> <p>Reflection mentions possible further actions.</p> <p>20-23</p>	<p>Reflection slide demonstrates no motivation to take action in the community.</p> <p>No future actions mentioned.</p> <p>0-19</p>
Group	<p>Student, according to peer feedback, was always focused and on-task during group or partner work time, encouraging group members to do the same. Student may act as group facilitator.</p> <p>75 points</p>	<p>Student, according to peer feedback, was focused and on-task during group or partner work time.</p> <p>60-74 points</p>	<p>Student's share of the project may be smaller than is fair, according to peer feedback,</p> <p>Student, according to peer feedback, is occasionally unfocused or briefly off-task during group or partner work time.</p>	<p>Student's share of the project is too small.</p> <p>Student, according to peer feedback, was frequently unfocused or off-task during group or partner work time.</p> <p>0-49 points</p>
	Total			300 total points

Course Schedule, 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
<p>Module 1</p>	<p>Readings "What to Know Before You Go" TCSP Study Abroad Pre-Departure Handbook</p> <p>Please review the Helpful Link for CDC travel information. Centers for Disease Control – Traveler’s Health</p> <p>Thoroughly explore the China Government web site: http://english1.english.gov.cn/ and http://english.gov.cn/</p>	<p>UNIT 1 Introduction & Preparation for Travel</p>	<p>CLOs Addressed: 3 5 6 7</p> <p>MLO 3a 5a 6a 7a</p>	<p>Unit 1 Activities & Interactions</p> <p>Introduce Yourself (Required for Attendance Purposes) Initial Post due Wednesday, 11:59pm, CST, of the first week of class. MLO 7a</p> <p>Complete Pre-Survey: Global Perspectives Inventory (GPI): log information will be sent to you via email. Complete no later than Sunday, 11:59pm, CST MLO 3a</p> <p>Complete International Travel Registration: https://my.thechicagoschool.edu/community/studentresources/ie/Pages/Travel-Database.aspx Complete no later than Sunday, 11:59pm, CST MLO 6a</p> <p>Unit 1 Discussion 1: What is your Global Perspective? What has been the extent of your contact with China?</p> <p>How do you anticipate this experience will impact your personal and professional life? In what ways?</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>Initial Post Due Wednesday, 11:59pm, CST Final post due no later than Sunday, 11:59pm, CST MLO 3a MLO 5a</p>	<p>Mandatory for attendance</p> <p>CR/NC, 10 points</p> <p>20 points awarded if complete by due date. No points awarded if not complete by due date. Mandatory for travel.</p> <p>Rubric, 20 points</p>

	<p>Fong, E. H., & Tanaka, S. (2013).</p> <p>Skinner, B. F. (1976).</p> <p>Video: [Kelly, A. M.]. <i>Ethics for Behavior Analyst</i>. [Video File]. Retrieved from https://www.youtube.com/watch?v=eHh7evEyE8E.</p> <p>Optional Video: [MelmarkPa]. <i>The Ethical Code for Behavior Analysis: Key Themes and Examples of Applications</i>. [Video File]. Retrieved from https://www.youtube.com/watch?v=mmK_shPRJeY</p>	<p>UNIT 2 The Ethics of Helping People</p>	<p>CLOs Addressed: 9</p> <p>MLO 1a 9c 9d</p>	<p>Unit 2 Activities & Interactions</p> <p>Academic Journal Pair and Share</p> <p>Making time to thoughtfully read the articles and books and watch the videos is critical to your success and transformational learning! For this reason, a meaningful part of your grade comes from carefully demonstrating thorough reading, viewing, and reflection. You will also bring the journal to China and use it during our guided discussion and field trips. Quotes and references from it will be used for your Capstone Project, too.</p> <p>This regularly repeated assignment includes creating a weekly academic “journal” entry. The journal should include notes or reflections for every reading and video in the course, clearly indicated by citation (ex: Smith (2002).)</p> <p>As you read each week, you will create an annotated bibliography, write bulleted notes, create graphical organizers, make mind maps, or reflective responses to each reading in both units of the module as assigned. Responses can include questions or ideas about the readings, ideas for future research, personal or real-world applications, connections to behavior analysis, connections with other classes, or anything else that piques your interest and shows how well you read the materials. The format is completely up to you, as long as you engage with each assigned reading and clearly indicate by author and year.</p> <p>You will be assigned 2-3 partners to whom you email your academic journal each week for a review and comment. You will meet your small group in person to explore your academic journey while in China. You are welcome to talk on the phone or by GoToMeeting during the week, too!</p> <p>The goal is to create a contingency to help you commit to a meaningful academic goal, on time, as well as to help you connect closely with classmates in your social community around meaningful topics.</p> <p>Here are key areas to ponder that will help you with the final project, too:</p> <ul style="list-style-type: none"> • Make cross cultural connections between your culture and China. • Note ideas of how you can apply what you are learning in our greater society. • Carefully consider how the ethics of professional practice impact how we solve problems in complex community systems. • Think critically about the research available. How does it fit with other disciplines? <p>Develop at least 1-page of writing for each module, but you are welcome to write more if it helps you process and learn.</p> <p>Submit your journal entry and evidence of group collaboration here (ex: a copy of emails or log of time spent on calls).</p> <p>Complete no later than Sunday, 11:59pm, CST MLO 1a</p>	<p>Rubric, 20 points</p>
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Module/ Unit	Module Readings	Topic	Learning Outcomes	Assignments	Points / Assessment Method
				MLO 9c and 9d	
Module 2	<p>Readings</p> <p>Peking University Sixth Hospital: http://www.pkuh6.cn/</p> <p>Videos</p> <p>[Aubrey Daniels]. <i>Behavioral Minute: Productivity and the Premack Principle</i>. [Video file]. Retrieved from https://www.youtube.com/watch?v=tDUOvof_V5U.</p> <p>[Thomson Reuters Foundation]. <i>Shanghai Tulip: Breaking China's Mental Health Taboo</i>. [Video file]. Retrieved from https://www.youtube.com/watch?v=MafNnwbK7fQ</p> <p>Li, G., Gutheil, T. G., & Hu, Z. (2016).</p> <p>Xiang, Y.-t., Tu, X., & Chiu, H.F. K. (2010).</p> <p>Chinese Psychological Society: http://www.cpsbeijing.org/en/</p> <p>Videos</p> <p>[Blue Ocean Network]. <i>Inside Chinese Mental Health Care</i>. [Video file]. Retrieved from https://www.youtube.com/watch?v=J8jOqKVKh_w</p>	UNIT 3 Mental Health Issues	<p>CLOs Addressed:</p> <p>1 2 6 9</p> <p>MLOs Addressed:</p> <p>2a 3b 6a</p>	<p>Unit 3 Activities & Interactions</p> <p>Attend Pre-Departure Orientation: Log in information will be sent to you via email. MLO 6a</p> <p>Discussion Forum Reflect on our pre-departure orientation. Revisit the China Government websites: http://english.gov.cn/ and http://english1.english.gov.cn/ and explore current 'hot topics' in China by doing some current events searches online.</p> <p>How do current community concerns and cultural practices appear to differ between your community and China? What shared issues do you recognize?</p> <p>What suggestions do we have for etiquette while abroad in China, ways to enhance group dynamics and best practices for travelling in our group? What questions do we have?</p> <p>Initial Post Due Wednesday, 11:59pm, CST Final post due no later than Sunday, 11:59pm, CST MLO 2a and 3b</p>	<p>20 if you attend, 0 if you do not. Mandatory for travel.</p> <p>20, rubric</p>
			UNIT 4 Mental Health Treatment	<p>CLOs Addressed:</p> <p>9</p> <p>MLOs Addressed:</p> <p>2a 9c and 9d 10a</p>	<p>Complete Academic Journal Pair and Share Remember to make a relevant and thoughtful entry to show that you read and watch each assignment. Make connections between ethical issues of practice and culture. Consider how this social issue is similar and different to your own community. How could you apply your science to affect change? Share with your group and talk it over! Submit your journal entry and evidence of group collaboration here (ex: a copy of emails or log of time spent on calls).</p> <p>Complete no later than Sunday, 11:59pm, CST MLO 2a MLO 9c and 9d MLO 10a</p>

Module/ Unit	Module Readings	Topic	Learning Outcomes	Assignments	Points / Assessment Method
Module 3	PKUCare Brain Health Industry: http://en.pkucare.com/content/details23_53.html Chiang, L. H., & Hadadian, A. (2007) McCabe, H., & Barnes, R. E. (2012). Xiong, N., Yang, L., Yu, Y., Hou, J., Li, J., Li, Y., ... Jiao, Z. (2011).	UNIT 5 Diagnosis and Rehabilitation	CLOs Addressed: 9 10 MLOs Addressed: 9c 9d	Unit 5 Activities & Interactions Compare and Contrast Table Create a 1 -page table or chart that compares and contrasts the diagnosis and rehabilitation of individuals with Autism and other diagnoses in the U.S. and China's. What are common procedures and strategies? What unique barriers or cultural factors exist in the process? Consider how each system may have a variety of settings (urban, rural, private), outcomes, challenges and strengths. Information for the chart, as well as citations, should be solely drawn from assigned readings. End the assignment by writing a 200-word reflective response exploring your motivation to help understand issues in diagnosis and rehabilitation. What steps could you take right now to make a difference? How would behavioral science or psychology help you to create change? Complete no later than Sunday, 11:59pm, CST MLO 9c MLO 9d	
		UNIT 6 Family Issues	CLOs Addressed: 9 MLOs Addressed: 2a 9c 9d 10a	Complete Academic Journal Pair and Share Remember to make a relevant and thoughtful entry to show that you read and watch each assignment. Make connections between ethical issues of practice and culture. Consider how this social issue is similar and different to your own community. How could you apply your science to affect change? Share with your group! Submit your journal entry and evidence of group collaboration here (ex: a copy of emails or log of time spent on calls).	20, rubric

Module/ Unit	Module Readings	Topic	Learning Outcomes	Assignments	Points / Assessment Method
Module 4	Readings Tan, T. X. (2004). Videos [SBS Dateline]. Children of the Stars. [Video file]. Retrieved from https://www.youtube.com/watch?v=wKsJvCZOg3k . Readings Anastasiou, D., & Keller, C. (2011) Wang, H. B., Rule, S., Latham, G., & Fiechtl, B. (1993)	UNIT 7 Adoption	CLOs Addressed: 1 2 9 MLOs Addressed: 2a 9c 9d 10a	Unit 7 Activities & Interactions Complete Academic Journal Pair and Share Remember to make a relevant and thoughtful entry to show that you read and watch each assignment. Make connections between ethical issues of practice and culture. Consider how this social issue is similar and different to your own community. How could you apply your science to affect change? Share with your group and talk it over! Submit your journal entry and evidence of group collaboration here (ex: a copy of emails or log of time spent on calls). Complete no later than Sunday, 11:59pm, CST MLO 2a MLO 9c and 9d MLO 10a	20, rubric
		UNIT 8 Special Education: Similarities and Differences	CLOs Addressed: 9 MLOs Addressed: 3a 5d	Unit 8 Discussion 1: How is special education in China different from the U.S.? In your initial post, describe one similarity and one difference on how special education is provided in China versus the U.S. Initial Post Due Wednesday, 11:59pm, CST Final post due no later than Sunday, 11:59pm, CST MLO 3a MLO 5a	20, rubric
Module 5	Readings Campbell, A., & Uren, M. (2011) China Disabled Person's Federation: http://www.cdpf.org.cn/english/ Videos	UNIT 9 Disabilities in China	CLOs Addressed: 1 2 9 MLOs Addressed: 1a 2a 9c and 9d	Complete Academic Journal Pair and Share Remember to make a relevant and thoughtful entry to show that you read and watch each assignment. Make connections between ethical issues of practice and culture. Consider how this social issue is similar and different to your own community. How could you apply your science to affect change? Share with your group and talk it over! Submit your journal entry and evidence of group collaboration here (ex: a copy of emails or log of time spent on calls). Complete no later than Sunday, 11:59pm, CST MLO 1a MLO 2a MLO 9c and 9d	20, rubric

Module/ Unit	Module Readings	Topic	Learning Outcomes	Assignments	Points / Assessment Method
	<p>[CGTN]. <i>A Reason to Live: A Documentary for Disabled Chinese</i>. [Video file]. Retrieved from https://www.youtube.com/watch?v=Kl0-GgpBJc</p> <p>Readings</p> <p>Chiang, L. H., & Hadadian, A. (2010)</p>	UNIT 10 Early Intervention	<p>CLOs Addressed: 9</p> <p>MLOs Addressed: 2a 9c and 9d 10a</p>	<p>Reading and Video Quiz:</p> <p>The 10 question quiz will include both multiple choice and short answer questions. Students will have one attempt and 10 minutes to complete the quiz.</p>	20 points
Module 6	<p>Readings</p> <p>Ellsworth, N. J., & Chun, Z. N. J. (2016)</p> <p>Mcloughlin, C. S., Zhou, Z., & Clark, E. (2005)</p> <p>Yang, H., & Wang, H. B. (2016)</p>	UNIT 11 Special Education Development	<p>CLOs Addressed: 9</p> <p>MLOs Addressed: 1a 2a</p>	<p>Complete Academic Journal Pair and Share</p> <p>Remember to make a relevant and thoughtful entry to show that you read and watch each assignment. Make connections between ethical issues of practice and culture. Consider how this social issue is similar and different to your own community. How could you apply your science to affect change? Share with your group and talk it over!</p> <p>Submit your journal entry and evidence of group collaboration here (ex: a copy of emails or log of time spent on calls).</p> <p>Complete no later than Sunday, 11:59pm, CST</p> <p>MLO 2a MLO 9c and 9d MLO 10a</p>	20, rubric
		UNIT 12 Contemporary Special Education	<p>CLOs Addressed: 9</p> <p>MLOs Addressed: 2a 9c and 9d 10a</p>	<p>Reading and Video Quiz:</p> <p>The 10 question quiz will include both multiple choice and short answer questions. Students will have one attempt and 10 minutes to complete the quiz.</p> <p>MLO 9a and 9c</p>	20 points

Module/ Unit	Module Readings	Topic	Learning Outcomes	Assignments	Points / Assessment Method
Module 7	<p>Readings</p> <p>McCabe, H. (2013)</p> <p>Zhang, D. X., & Spencer, V. G. (2015)</p> <p>Readings</p> <p>Clark, E., & Zhou, Z. (2005)</p> <p>Videos</p> <p>[Kids in the House]. <i>Treating Autism with Chinese Medicine</i>. [Video file]. Retrieved from https://www.youtube.com/watch?v=E3SoNGaFI6A</p> <p>[Lacroix]. <i>27 Evidence-based Practices for Autism Spectrum Disorder</i>. [Video file]. Retrieved from https://www.youtube.com/watch?v=YOFe5tFVRNc</p>	UNIT 13 Development and Challenges of Autism Intervention	<p>CLOs Addressed: 9</p> <p>MLOs Addressed: 9b 9c</p>	<p>Complete Academic Journal Pair and Share (Note, only Unit 13 readings are required for this journal entry!) Remember to make a relevant and thoughtful entry to show that you read and watch each assignment. Make connections between ethical issues of practice and culture. Consider how this social issue is similar and different to your own community. How could you apply your science to affect change? Share with your group and talk it over!</p> <p>Submit your journal entry and evidence of group collaboration here (ex: a copy of emails or log of time spent on calls).</p> <p>Complete no later than Sunday, 11:59pm, CST</p> <p>MLO 2a MLO 9c and 9d MLO 10a</p>	20, rubric
Module 8	None	UNIT 15 Development and Challenges of Autism Intervention	<p>CLOs Addressed: 1 3 4 6 7 8</p> <p>MLOs Addressed: 1a 4a 6a 8a</p>	<p>Complete Post-Survey: Global Perspectives Inventory (GPI): log information will be sent to you via email.</p> <p>Complete no later than Monday, 11:59pm, CST</p> <p>MLO 3a</p> <p>Capstone Small Group Assignment: "Taking Action Plan" (See description after Course Schedule, below)</p> <p>In-Country Attendance & Engagement – We will meet regularly for discussions during our time together in China. Your Academic Journal should be with you at all times, as we will consider various Unit topics and discuss in small and large groups. Your ability to engage thoughtfully and in a well-informed matter around each topic will determine your grade.</p> <p>MLO 1a MLO 4a MLO 6a MLO 8a</p> <p>Professional Compartment MLO 7a</p>	<p>20 points if completed on time, 0 if late</p> <p>300, rubric</p> <p>200, rubric</p>

Module/ Unit	Module Readings	Topic	Learning Outcomes	Assignments	Points / Assessment Method

Below Appendixes are All for study abroad course only

Appendix A – Tentative Itinerary

Days of in-country must be no less than 8 and no greater than 12 excluding travel time.

Travel dates and days in country must occur during official school breaks.

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

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

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

Date	Activity / Note for Exertion Level	Location
Day 1 12/12/2020	<ul style="list-style-type: none"> • Travel to Beijing (PEK)/Exertion Level: 3 • Each day must specify time and location students are required to arrive at the start of the day. • Each day must specify if attendance at breakfast, lunch, dinner is required/provided or if each meal is 'on your own' 	There are multiple ways to get to Beijing from major airports in the US. The time different will be 12 hours. Students should plan for two days for traveling (for example, if students leave on Friday, they will get to Beijing on Saturday).
Day 2 12/13/2020	<ul style="list-style-type: none"> • Arrive in Beijing (PEK) and reception (in country orientation)/ Exertion Level 3 	5:30pm – Meeting the group at PEK airport and then head to hotel 7pm – Arrive at hotel and check-in 8pm – Welcome dinner

Students Must Land in Beijing no later than 3pm (Beijing time) on 12/13/2020	<ul style="list-style-type: none"> Group will meet at 5:30PM (Beijing Time) to travel to hotel together. 	Free evening
Day 3 12/14/2020	<ul style="list-style-type: none"> Sightseeing/ Exertion Level: Exertion Level 4 	9am – Breakfast at hotel 10am – Leave for forbidden city 12pm – Lunch 2pm-4pm – Visit the Beihai park 5pm – Back at hotel Free evening
Day 4 12/15/2020	<ul style="list-style-type: none"> Visit Peking University No. 6 Psychiatric Hospital/ Exertion Level 3 	8am – Breakfast at the hotel 9am – Leave for No. 6 Psychiatric Hospital 10am – Welcome from the hospital and presentation 12pm – Lunch 1-3pm – Hospital tour and follow-up discussion 5pm – Arrive back at hotel and free evening
Day 5 12/16/2020	<ul style="list-style-type: none"> Visit to Early Intervention Center/ Exertion Level 3 	8am – Breakfast at the hotel 9am – Leave for Peking University Medical Brain Care 10am – Welcome from the center and presentation 12pm – Lunch 1-3pm – Center tour and follow-up discussion 5pm – Arrive back at hotel and free evening
Day 6 12/17/2020	<ul style="list-style-type: none"> Orphanage/community based psychiatric care center/ Exertion Level 3 	8am – Breakfast at the hotel 9am – Leave for Hope Orphanage Center 10am – Welcome from the center, tour, and interacting with kids 12pm – Lunch 1-3pm – Tour at community based-psychiatric care center 5pm – Arrive back at hotel and free evening
Day 7 12/18/2020	<ul style="list-style-type: none"> Public special schools/ Exertion Level 3 	8am – Breakfast at the hotel 9am – Leave for Haidian Public Special School 10am – Welcome from the school and presentation 12pm – Lunch 1-3pm – Tour, class observation, and follow-up discussion 5pm – Arrive back at hotel and free evening
Day 8 12/19/2020	<ul style="list-style-type: none"> Public schools vitation/ Exertion Level 3 	8am – Breakfast at the hotel 9am – Leave for People’s elementary school 10am – Welcome from the school and presentation 12pm – Lunch

		1-3pm – Tour, class observation, and follow-up discussion 5pm – Arrive back at hotel and free evening
Day 9 12/20/2020	<ul style="list-style-type: none"> Sightseeing/ Exertion Level 5 	7am – Breakfast at hotel 8am – Leave for the Great Wall 12pm – Lunch 1pm-3pm – Visit the Ming tomb 5pm – Back at hotel Free evening
Day 10 12/21/2020	<ul style="list-style-type: none"> Travel back to the US/ Exertion Level 3 	Depart Beijing from PEK (group transportation to the airport or arrange own way to get to the airport)

NOTE: There will be walking involved daily so comfortable footwear is recommended. During the trip to the Great Wall on the last day of the program, there will be some hiking involved and students are recommended to bring bottled water with them on the hike.

Capstone:

Our small group capstone assignment has two parts. First is to create an action plan to bring about positive changes in complex community settings. Psychology and behavior analysis have a responsibility to better society, as do you as an engaged practitioner. For this small group project, you will assess a community need and propose a potential evidenced-based intervention in either China or your own communities. You will analyze the issue through the lens of behavioral science, and propose a plan to take action. Finally, you will present your plan to the group and reflect on your motivation to take action.

First, identify a community, issue, and existing evidenced-based behavioral interventions for members of the community. Then, develop an idea for **action** in forms such as:

1. A more in-depth behavioral assessment within the community
2. Implement and monitor established, 'proven' interventions to change community behavior
3. Disseminate research-based strategies to community leaders or those in need
4. Increase access of marginalized groups to existing effective services and care
5. Develop trainings or presentations for change agents in the community
6. Engage with policy makers to facilitate a change
7. Create a social media campaign to educate people on a problem and the possible solution
8. Write and share an article or report
9. Create a community group to work on the problem
10. Develop a plan to educate the TCSP community about the issue of interest
11. Develop a research question and plan to investigate the problem further

12. Apply for a grant to secure funds for your idea
13. Plan a service learning project or volunteering experience
14. Develop a special interest group in your professional association
15. Use technology to solve a problem or deliver an intervention or coaching
16. Immerse yourself in a new community to connect with stakeholders and plan a solution together
17. Get creative!

You will find helpful resources at the [KU Community Toolbox](#). Here are some requirements:

The assessment, intervention, training, or dissemination methods you recommend or implement must be fully consistent with your discipline and be feasible. References and sources should be reputable, peer reviewed, and drawn mainly from your primary discipline. Best practice sources such as [Database of Best Practices](#) may be helpful. All activities and plans must align with your ethical and conduct guideline codes and be culturally appropriate.

This is the suggested presentation template and order of slides:

1. Title and group members
2. Identify the community or population of interest
3. Briefly describe the makeup and history of the community (e.g., demographic, historical, cultural, political, economic, etc.)
4. Describe one important issue people in the community care about, the perceived importance and consequences for the community.
5. State 2 methods the group could use to listen to the community to learn more.
6. Describe resources and strengths the community has, and context or situations that might make it easier or more difficult to address this issue
7. Select a priority problem or goal to be addressed. Include key points such as:
 - a. How often does the problem occur (or is the goal attained)?
 - b. How many people are affected?
 - c. How severe (significant) is the effect?
 - d. How important is the problem or goal perceived to be by others?
 - e. How effective are efforts to address it likely to be?
8. Who is affected by the problem or goal?
 - a. What types of people are affected? (e.g., children, parents, neighbors, service providers)
9. When and where did the condition or problem behavior first occur, or when did it become significant?
 - a. Is the problem new or old? Is it increasing or decreasing?

- b. Where is it prevalent (in what places or groups)? Why?
10. State a positive outcome that would benefit the community (e.g., more youth should graduate from high school; all should be safe in their neighborhoods)
11. Assess the level of the problem or goal. Some types of assessment include:
 - a. Direct observation of the problem or goal
 - b. Conducting behavioral surveys
 - c. Interviewing key people in the community
 - d. Reviewing archival or existing records
 - e. Research
12. Which specific behaviors need to change in what specific people? To address the immediate problem? To change the conditions that contribute to the problem or goal?
13. Which environmental conditions and related behaviors that might contribute to the problem or goal.
 - a. Knowledge and skill
 - b. Experience and custom
 - c. Health
 - d. Support and services
 - e. Access, barriers, and opportunities

The second part of the capstone project include a professionally prepared letter written to the contact person of one of the organizations that we visited. This letter should include:

- One or two interesting issues that were observed during the visitation.
- A description of at least 2 ways members of the organization are successfully addressing the issue
- Generate another 2 meaningful and feasible strategies the members of the organizations, communities or relevant policy makers could consider in their practices, based on the research and your own learning experiences during the course.
 - The recommendations should each be consistent with values, philosophy, and methods of both positive psychology and behavior analysis, with a goal to enhance subjective wellbeing of individuals, families, or communities.
 - At least 2 articles or resources related to the strategies
- A final personal statement from each student that shares an important or transformative personal, professional and academic impact experienced while visiting the organization.
- The students should submit to the instructor a version of the letter that has footnotes with peer-reviewed behavioral science or psychology literature sufficient to support their findings and recommendations.
- Student may also suggest ideas for further collaborations (research and practice) to enhance quality of services for individuals in China.

Appendix B - Assignment Rubric- In Country Attendance & Engagement

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

Appendix C - Assignment Rubric- Professional Behavior & Comportment

Grading Area	Demonstration Level 1 (unacceptable)	Demonstration Level 2 (minimal)	Demonstration Level 3 (expected)	Demonstration Level 4 (advanced)
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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

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](#)