Online Course Syllabus

OTRP online
office of teaching resources in PSYCHOLOGY

BA409 Psychology in an International Context
3 credit hours

Course Introduction

Instructor: **Office and Hours:** **Phone:** **E-mail:**	**Kelley Haynes-Mendez, PsyD** **Office Hours: Wednesdays 10am-12pm CST** **Khaynes-mendez@thechicagoschool.edu**

Official Course Description

Prerequisite(s): None. As part of The Chicago School's International Programming, specific course content and study abroad location varies and will be announced prior to the semester in which it is offered. (3 credits)

This course will be an online 1 term course, of which the travel portion will be in Costa Rica. This course unfolds in two distinct phases for an integrated experience:

- **Phase One:** A study of international and cross cultural topics in psychology. Also, application of those topics within various cultural contexts and analysis/evaluation of the connections between individual personal experiences and theoretical concepts of cross cultural psychology.

- **Phase Two:** Travel to Costa Rica. As part of the course, the class will spend time with the Central American Spanish Academy (ACCE) as well as local charity organizations in Grecia, Costa Rica.

  - ACCE provides Spanish language immersion classes alongside specialized community service and cultural activities. The school allows learners to advance at their own pace and provides classes to allow attendees to immerse themselves in the Latino culture through living in Costa Rica and participating in and engaging in community activities.
  - The project goals include:
    - Improve Spanish language skills
    - Enhance cultural competency of attendees by offering lectures regarding the Latin culture
    - Provide attendees opportunities to interact with local families in order to enhance cultural understanding
    - Provide attendees with information about the psychology professional in Central America with visits to local agencies and programs

○ You can find much more information about ACCE and its specialized programs at: http://www.acce.co.cr/
○ If you would like to read more information about the country of Costa Rica in general, please visit: http://www.costarica-embassy.org/index.php?q=node/19

If it is determined that a student is failing the online portion of the course, or is failing a core course in their home programs, or is demonstrating professional comportment problems that warrant an Academic Development Plan, it is at the discretion of the Course Instructors or your Department Chair to NOT allow you to engage in the study abroad experience. If you are not allowed to travel abroad, an alternative assignment will be provided to insure your has an opportunity to earn all points in the course.

Institutional Learning Competencies and Outcomes

Institutional Learning Please refer to the 2014-2015 Statement of Values for a description of how our Institutional Learning Outcomes are derived.

Scholarship
A graduate will be able to use scientific research and theory to inform practice and to prepare scholarly work broadly defined.

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.

Professional Behavior
A graduate will be able to function in a professional and ethical manner in classroom, off-site training, and work settings.

Professional Practice A graduate will be able to conduct assessments, develop appropriate interventions, and implement interventions in a specialty area of professional psychology.

Institutional Goals	APA Goals	Program Learning Outcomes (PLOs)	Course Learning Outcomes (CLOs)	Module Learning Outcomes (MLOs)
Scholarship	APA Goal 1: Knowledge Base in Psychology	**PLO 1 –** You will demonstrate an in-depth understanding of the field of psychology, including major theories, empirical findings, and historical and current trends.	**CLO1: Review and identify major theoretical concepts from the fields of international and cross-cultural psychology.**	**MLO1: Compare and contrast cross-cultural research methods.** **MLO2: Describe the different aspects of culture and enculturation.**
Professional Practice	APA Goal 3: Ethical and Social Responsibility in a Diverse World	**PLO 7 –** You will be able to participate in their diverse communities through their knowledge of individual and group behaviors as well as their civic understanding.	**CLO2: Apply international and cross cultural psychology concepts in their context, in a way that promotes appreciation for human diversity.**	**MLO3: Describe and identify the impact of culture among multiple psychology processes including developmental, cognitive, personality and emotional variants.**
Diversity		**PLO 6 –** You will be able to recognize, understand and respect sociocultural, international, interdisciplinary, and cognitive diversity, especially in regard to its impact on psychology.	**CLO3: Analyze aspects of social diversity and how they affect domestic and global societies.**	**MLO4: Identify social categories of cultural diversity and how they impact domestic and global society.** **MLO5: Explain how culture, gender, health, language and social behavior impact the self and identity.**
			CLO4: Explain how social categories affect the individual.	**MLO6: Identify social categories of culture, gender, health, language and social behavior.** **MLO7: Explain how culture, gender, health, language and social**

				behavior impact organizations.
Professional Behavior		**PLO 11** – You will be able to analyze personal issues and questions by applying psychological and ethical principles.	**CLO5: Execute critical reflection about the impact of one's own diversity on cross cultural knowledge and relationships**	**MLO8: Apply critical reflection in order to identifying one's own aspects of multiple identities.** **MLO9: Apply critical reflection techniques in analyzing how multiple identities impact cross cultural knowledge and relationships.**
	APA Goal 5: Professional Development		**CLO6: Analyze and evaluate the connections between individual personal experiences and theoretical concepts**	**MLO10: Apply critical reflection techniques to consideration of how one's past experiences might impact one's current cultural understanding and knowledge.**

Required and Optional Texts and Electronic Reserves

Required Texts

Title	ISBN	Publisher's Price
Matsumoto, D. and Juang, L. (2013). *Culture and psychology* (5th ed.). Independence, KY: Cengage Learning.	**ISBN-10:** 1111344930 | **ISBN-13:** 9781111344931	$34.49 USD

Required Readings on eReserve
None.

Optional but Recommended Texts and Readings
None.

Course Rubric

Program Learning Outcome Assessed	Demonstration Level 1	Demonstration Level 2	Demonstration Level 3	Demonstration Level 4
PLO1 – You will demonstrate and in-depth understanding	You do not meet the expected level of demonstrating	You only minimally meets the expected	You meet the expected level of demonstrating an	You exceed the expected level of demonstrating an

of the field of psychology, including major theories, empirical findings, and historical trends.	an in-depth understanding of cross cultural and international perspectives in psychology, including knowledge of major theories, empirical findings, and historical cross-cultural trends.	level of demonstrating an in-depth understanding of cross cultural and international perspectives in psychology, including knowledge of major theories, empirical findings, and historical cross-cultural trends.	in-depth understanding of cross cultural and international perspectives in psychology, including knowledge of major theories, empirical findings, and historical cross-cultural trends.	in-depth understanding of cross cultural and international perspectives in psychology, including knowledge of major theories, empirical findings, and historical cross-cultural trends.
PLO6 – You will be able to recognize, understand and respect sociocultural, international, interdisciplinary, and cognitive diversity, especially in regard to its impact on psychology.	You do not meet the expected level of recognizing and understanding sociocultural, international, interdisciplinary and cognitive diversity in regard to cross-cultural psychology.	You only minimally meets the expected level of recognizing and understanding sociocultural, international, interdisciplinary and cognitive diversity in regard to cross-cultural psychology.	You meet the expected level of recognizing and understanding sociocultural, international, interdisciplinary and cognitive diversity in regard to cross-cultural psychology.	You exceed the expected level of recognizing and understanding sociocultural, international, interdisciplinary and cognitive diversity in regard to cross-cultural psychology.
PLO7 – Student will be able to participate in their diverse communities through their knowledge of individual and group behaviors as well as their civic understanding.	You do not meet the expected level of understanding of diverse communities and gain knowledge of individual and group behaviors through participation in a cross-cultural international experience.	You only minimally meets the expected level of understanding of diverse communities and gain knowledge of individual and group behaviors through participation in a cross-cultural international experience.	You meet the expected level of understanding of diverse communities and gain knowledge of individual and group behaviors through participation in a cross-cultural international experience.	You exceed the expected level of understanding of diverse communities and gain knowledge of individual and group behaviors through participation in a cross-cultural international experience.
PLO11 – You will be able to analyze personal issues and questions by applying psychological and ethical principles.	You do not meet the expected level of demonstrating an in depth capacity to critically reflect upon and apply principles of cross cultural psychology to their personal experiences.	You only minimally meets the expected level of demonstrating an in depth capacity to critically reflect upon and apply principles of cross cultural psychology to their personal experiences.	You meet the expected level of demonstrating an in depth capacity to critically reflect upon and apply principles of cross cultural psychology to their personal experiences.	You exceed the expected level of demonstrating an in depth capacity to critically reflect upon and apply principles of cross cultural psychology to their personal experiences.

Course Schedule, Assignments, and Grading

Module/ Unit	Topic	Learning Outcomes	Readings	Assignments	Points / Assessment Method
Module 1 (Unit 1)	**Overview/Title : Defining Culture and Cross-Cultural Research**	**PLO's Addressed: 1** **CLO's Addressed: 1** **Module Learning Outcomes (MLO): 1,2**	Chapter 1 in Matsumoto, D. and Juang, L. (2013). *Culture and psychology* (5th ed.). Independence, KY: Cengage Learning. Chapter 2 in Matsumoto, D. and Juang, L. (2013). *Culture and psychology* (5th ed.). Independence, KY: Cengage Learning.	**Unit 1 Discussion: How do you define culture?** Culture is often defined differently by different groups and individuals. Find one object which you think represents an aspect of your own culture. Post a photograph of your cultural object to the discussion forum and explain how and why you believe it is a good representation of your culture. Due Wednesday Responses due Sunday Addresses PLO: 1 Addresses CLO: 1 Addresses MLO: 2	20 points / BA Psychology Discussion Rubric
Module 1 (Unit 2)	**Overview /Title: Critical Reflection: The Meaning of Culture**			**Unit 2 Discussion: Cross cultural research methods** Visit the Online Readings in Psychology and Culture webpage at http://scholarworks.gvsu.edu/orpc/. Find two journal articles concerning culture and psychology. For BOTH articles, post the following information: • Title of the Journal (including year of publication of the article) • Title and Author(s) of the Article • Hypotheses or Research Questions • Population sample and Selection Procedure • Research Method Used in the Study • Summary of the Results • Limitations and/or future directions for research Due Wednesday Responses due Sunday Addresses PLO:1 Addresses CLO:1 Addresses MLO: 1	20 points/BA Psychology Discussion Board Scoring Rubric

Module/ Unit	Topic	Learning Outcomes	Readings	Assignments	Points / Assessment Method
Module 2 (Unit 3)	**Overview /Title: Enculturation, Culture, and Developmental Processes**	**PLO's Addressed: 1,7, 11** **CLO's Addressed: 1,2,5** **MLO's Addressed: 2,3,8,9**	Chapter 3 in Matsumoto, D. and Juang, L. (2013). *Culture and psychology* (5th ed.). Independence, KY: Cengage Learning. Chapter 4 in Matsumoto, D. and Juang, L. (2013). *Culture and psychology* (5th ed.). Independence, KY: Cengage Learning.	**Unit 3 Discussion** Kohlberg's Theory of Morality is considered the "standard" among models of moral development. In this week's readings, Miller (2001) pointed out that there may be other perspectives of morality such as such as "moralities of community" and "moralities of divinity". For instance, according to Miller, "moralities of community" emphasize interpersonal relationships and community. In "moralities of divinity" religious beliefs and spirituality are central to moral development. Compare and contrast these two theories of morality. What are the differences and similarities between both theories? Does one theory allow for more (or less) cross cultural application? Why or why not? Due Wednesday Responses due Sunday Addresses PLO: 1,7 Addresses CLO: 2,5 Addresses MLO: 2,3	20 points/BA Psychology Discussion Board Scoring Rubric

Module 2 (Unit 4)	**Overview/Title**: Critical Reflection: Enculturation			**Unit 4 Reflective Journal: Your Values and Your Parent(s)' Values**
				Complete the "Your Values and Your Parent(s)' Values worksheet. Then, in a 2-3 page reflection paper, respond to the following questions:
				1. What were the most surprising aspects of your responses on the worksheet?
				2. Do you have a sense that your parents' values and your personal values are quite similar? Why or why not?
				3. Do you believe that cultural and/or generational influences have determined yours versus your parents' values?
				4. Did you find any discrepancies in your responses between "Parent(s)' value" and "Your value"?
				  a. If your answer is "no," what can you draw from your findings?
				  b. If your answer is "yes," what were some of the differences? What factors do you think influenced you in terms of your present values (e.g., your experiences, people who you interacted with in the past, etc.).
				
				Support your ideas and conclusions with at least 3 examples from this week's required reading, and make insightful and applicable connections between ideas discussed in the readings.
				
				Due Sunday
				Addresses PLO:11
				Addresses CLO:5
				Addresses MLO:8,9
					20 points/BA Psychology Reflective Journal Rubric

Module/ Unit	Topic	Learning Outcomes	Readings	Assignments	Points / Assessment Method
Module 3 (Unit 5)	**Overview /Title: Culture, Cognition, and Gender**	**PLO's Addressed: 6,7,11** **CLO's Addressed: 2,3,5** **MLO's Addressed: 3,5,8,9**	Chapter 5 in Matsumoto, D. and Juang, L. (2013). *Culture and psychology* (5th ed.). Independence, KY: Cengage Learning. Chapter 6 in Matsumoto, D. and Juang, L. (2013). *Culture and psychology* (5th ed.). Independence, KY: Cengage Learning.	**Unit 5 Discussion: Culture and Intelligence** Gardner (1983) has suggested that there are seven different types of intelligence: (1) logical-mathematical, (2) linguistic, (3) musical, (4) spatial, (5) bodily kinesthetic, (6) interpersonal, and (7) intrapersonal. For instance, in Culture A mathematical ability is a measure for intelligence, while Culture B values group and interpersonal relationships. Please share your top three categories of intelligence by ranking them in importance. How were you taught that these were the "most important" aspects of intelligence? Is it possible that your selections are culturally motivated? Due Wednesday Responses due by Sunday Addresses PLO: 6,7 Addresses CLO:2,3 Addresses MLO: 3,5	20 points/BA Psychology Discussion Board Scoring Rubric
Module 3 (Unit 6)	**Overview /Title: Critical Reflection: Culture, Cognition, and Gender**			**Unit 5 Assignment: I Know Gender Training** This is required training, and certificates of completion must be turned into your instructor. Please complete the three core modules and submit your certificate to the instructor online. Please Register online and complete the certificate via the website below. https://trainingcentre.unwomen.org/course/description.php?id=2 **The 3 required core training modules for this assignment are** 1.Gender Concepts to Get Started 2. International Frameworks for Gender Equality 3. Promoting Gender Equality throughout the System **Submit your certificate of completion no later than Sunday, 11:59pm CST .** Addresses PLO:6,7 Addresses CLO:2,3 Addresses MLO: 3,5	20 points

Modul e/ Unit	Topic	Learning Outcomes	Readings	Assignments	Points / Assessme nt Method
Modul e 4 (Unit 7)	**Overview /Title: Culture, Health, and Emotion**	**PLO's Addresse d: 6,7,11** **CLO's Addresse d: 2,3,5** **MLO's Addresse d: 3,5,8,9**	Chapter 7 in Matsumoto, D. and Juang, L. (2013). *Culture and psychology* (5th ed.). Independen ce, KY: Cengage Learning. Chapter 8 in Matsumoto, D. and Juang, L. (2013). *Culture and psychology* (5th ed.). Independen ce, KY: Cengage Learning.	**Unit 7 Discussion : Emotional Expression** Underlying emotions and the outward expression of emotions can differ depending upon personal and cultural differences. In your post, share examples of how the following emotions are outwardly expressed in your culture. EXAMPLE: Anger = Throwing punches List of Emotions Happiness Anger Sadness Disgust Fear Surprise Shame and Guilt After reviewing the responses of your classmates, please make a follow up post (in your original thread) addressing the following questions: Did you find any similarities between your responses and your classmates' responses? Did you get any unexpected results in your classmates' responses? Did any of your classmates' responses surprise you? Due Wednesday Responses due Sunday Addresses PLO: 6,7 Addresses CLO:2,3 Addresses MLO: 3,5	20 points/BA Psychology Discussion Board Scoring Rubric
Modul e 4 (Unit 8)	**Overview /Title: Critical Reflection: Culture, Health, and Emotion**			**Unit 8 Reflective Journal: What does Being Healthy Mean to You?** In this activity, you will discover and discuss different meanings of health across cultures. First answer the following questions from your own perspective and summarize your findings in a 1-2 page reflection paper: 1. Write down your definition of "being healthy". What does "being healthy" mean to you? 2. List at least three things you are keeping in mind or activities you are doing regularly to maintain your good health. If you are not doing anything, write down the reasons for this. 3. Describe how your attitudes and/or behaviors in terms of health changed or evolved? Which factors have contributed to these changes. Support your ideas and conclusions with at least 3 examples from this week's required reading, and make insightful and applicable connections between ideas discussed in the readings. Due Sunday Addresses PLO:11 Addresses CLO:5 Addresses MLO:8,9	20 points/ BA Psychology Reflective Journal Rubric

Modul e/ Unit	Topic	Learning Outcome s	Readings	Assignments	Points / Assessme nt Method
Modul e 5 Unit 9)	**Overview /Title: Culture, Language, Communicati on and Personality**	**PLO's Addresse d: 6,7,11** **CLO's Addresse d: 2,3,4,5** **MLO's Addresse d: 3,5,6,8,9**	Chapter 9 in Matsumoto, D. and Juang, L. (2013). *Culture and psychology* (5th ed.). Independen ce, KY: Cengage Learning. Chapter 10 in Matsumoto, D. and Juang, L. (2013). *Culture and psychology* (5th ed.). Independen ce, KY: Cengage Learning.	**Unit 9 Discussion** Take the Big 5 Personality Test at: http://www.outofservice.com/bigfive/ After reviewing your results, post responses to the following questions to the discussion: • Describe an episode where your behavior did not match one of your Big 5 personality traits. • Do you think that we are likely to reflect consistent personality in our behaviors or do you think that context influences our personality? • How does culture play a role in influencing behavior and personality? Due Wednesday Responses due Sunday Addresses PLO: 6,7 Addresses CLO:2,3,4 Addresses MLO: 3,5,6	20 points/BA Psychology Discussion Board Scoring Rubric
Modul e 5 (Unit 10)	**Overview /Title: Critical Reflection: Culture, Language, Communicati on, and Personality**			**Unit 10 Reflective Journal: Your Self-disclosure Tendency** Complete the "Your Self-disclosure Tendency" worksheet. Then In a 1-2 page reflection paper, respond to the following questions: 1. Did you find any differences between two sheets in the results? What do the results tell you about? 2. Are there any topics you prefer to talk to your close same sex friend, but prefer not to talk to your close opposite sex friend? Describe your reasons too. 3. Are there any topics you prefer to talk to your close opposite sex friend, but prefer not to talk to your close same sex friend? Describe your reasons too. Support your ideas and conclusions with at least 3 examples from this week's required reading, and make insightful and applicable connections between ideas discussed in the readings. Due Sunday Addresses PLO: 11 Addresses CLO: 5 Addresses MLO: 8,9	20 points/BA Psychology Reflective Journal Rubric

Module/ Unit	Topic	Learning Outcomes	Readings	Assignments	Points / Assessment Method
Module 6 (Unit 11)	**Overview /Title: Culture and Abnormal Behavior**	**PLO's Addressed: 6,7,11** **CLO's Addressed: 2,3,5** **MLO's Addressed: 3,5,8,9**	Chapter 11 in Matsumoto, D. and Juang, L. (2013). *Culture and psychology* (5th ed.). Independence, KY: Cengage Learning. Chapter 12 in Matsumoto, D. and Juang, L. (2013). *Culture and psychology* (5th ed.). Independence, KY: Cengage Learning.	**Unit 11 Discussion: Abnormality in Context** For this discussion, we will be taking a look at constructions of abnormality in context. Step 1: Remember the definition of culture, and select three different cultures, including subcultures, that you belong to. Step 2: Provide a detailed description for each culture/subculture you belong to. Step 3: For each culture/subculture you have selected, describe 2 behaviors that are considered normal within that cultural context. Step 4: For each culture/subculture, describe 2 behaviors that are generally considered abnormal within that cultural context. Step 5: Lastly, review your list of abnormal behaviors and select 4. For these 4 behaviors, describe situations where the same behaviors would be considered normal? Post your responses to Step 5 in the discussion. Due Wednesday Responses due Sunday Addresses PLO: 1 Addresses CLO:5 Addresses MLO: 3,8,9	20 points/BA Psychology Discussion Board Scoring Rubric
Module 6 (Unit 12)	**Overview /Title: Critical Reflection: Culture and Abnormal Behavior**			**Unit 12 Signature Assignment: Cross-cultural Healing Practices** Methods of healing can differ across cultures. In this assignment you will compare and contrast a healing practice from the US with one from a different culture. Through internet and library research, find one method of healing, practiced in the US and one method of healing, practiced in the country your class will be visiting as part of the study abroad experience (Costa Rica). First, provide a summary of both methods of healing. Then, compare the two methods by identifying similarities between the two methods. Next, contrast the two methods by identifying differences between the two methods. Finally, provide your analysis of strengths and limitations for these styles of healing being applied outside their original cultural context. The content (not including title page or references) must be between 5-6 pages and written in APA style. Due Sunday Addresses PLO: 6,7 Addresses CLO: 2,3 Addresses MLO: 3,5	100 points/BA Psychology Written Assignment Rubric

Module/ Unit	Topic	Learning Outcomes	Readings	Assignments	Points / Assessment Method
Module 7 (Unit 13)	**Overview /Title: Culture, Social Behavior, and Organizations**	**PLO's Addressed: 6,11** **CLO's Addressed: 3,4,5** **MLO's Addressed: 4,5,6,7,8,9**	Chapter 13 in Matsumoto, D. and Juang, L. (2013). *Culture and psychology* (5th ed.). Independence, KY: Cengage Learning. Chapter 14 in Matsumoto, D. and Juang, L. (2013). *Culture and psychology* (5th ed.). Independence, KY: Cengage Learning. Chapter 15 in Matsumoto, D. and Juang, L. (2013). *Culture and psychology* (5th ed.). Independence, KY: Cengage Learning.	**Unit 13 Discussion: Culture and Organizations** Select an organization you either belong to currently or have belonged to in the past. Using Tables 15.1-4 in the textbook as a reference, respond to the following. • Do you think that the Power Distance level of your organization is high or low? • Do you think that the Uncertainty Avoidance level of your organization is high or low? • Do you think that your organization is geared more toward individualism or collectivism? • Do you think that the Masculinity level of your organization is high or low? • Do you think that your organization holds some characteristics of Long- versus Short-Term Orientation thought and principles? • Overall do you think that the work-related values of your organization reflect the values of the culture you belong to? In what aspects you think so? Due Wednesday Responses due Sunday Addresses PLO: 6 Addresses CLO:3,4 Addresses MLO:4,5,6,7	20 points/BA Psychology Discussion Board Scoring Rubric

Module/Unit	Topic	Learning Outcomes	Readings	Assignments	Points / Assessment Method
Module 7 (Unit 14)	**Overview /Title: Critical Reflection: Culture and Social Behavior**			**Unit 14 Reflective Journal: Culture and Social Behavior** Complete the "Who Am I" worksheet. Then, in a 1-2 page reflection paper respond to the following questions • Which statements do you think are associated with the dimension of "independent construal of self?" • Which statements do you think are associated with the dimension of "interdependent construal of self?" • Based on your responses, do you think you are more independent or more interdependent? Explain why your responses lead you to believe this is so. Support your ideas and conclusions with at least 3 examples from this week's required reading, and make insightful and applicable connections between ideas discussed in the readings. Due Sunday Addresses PLO:11 Addresses CLO:5 Addresses MLO: 8,9	20 points/BA Psychology Reflective Journal Rubric
Module 8 (Unit 15)	**Overview /Title: Cross Cultural Reflections**	**PLO's Addressed: 11** **CLO's Addressed: 5,6** **MLO's Addressed: 8,9,10**		**Unit 15 Final Reflective Journal: Video** For this final journal assignment, instead of writing a reflection paper, you will comment in a 5-10 minute video. • For your video journal in this module, share personal thoughts and feelings on the course, including your study abroad experience. • Please state the date of your entry. Due Monday Addresses PLO: 11 Addresses CLO: 5,6 Addresses MLO: 8,9,10	20 points/Video Journal Rubric

IMPORTANT NOTE

UNFORTUNATELY NO SPOUSES, SIGNIFICANT OTHERS, PARTNERS, FAMILY OR FRIENDS WILL BE ALLOWED TO ATTEND THE TRAVEL PORTION OF THIS COURSE.
The reasons for this are myriad:
1. *Students in this course are an intentional learning community and represent the profession of psychology. This community will be compromised by the addition of non-you.*
2. *Because students will be in contact with trauma on many levels, class participants will take part in daily group process. This process will be compromised by people on the "outside" of this group.*
3. *It would be irresponsible to expose non-student to any potentially traumatic experience.*

Unfortunately, there is <u>no negotiation</u> on this point. The instructors insist that, as colleagues, you respect this rule and not test it – *Anywho who violates this rule will be dropped from the course immediately, will get a failing grade for the course and will lose their tuition and lab fee. Please, let's not get to this point.*

About Group Process

In accordance with the American Psychological Association (APA, 2002) Ethical Principles and Code of Conduct Standard 7.04, you should be aware that some courses enrolled in by Psychology you may require disclosure of certain personal information related to your ability to understand the purposes of these courses and their application to the effective practice of psychology. For example, you may be asked to relate personal experiences to particular therapy concepts or processes. Faculty and training staff will assist you in exploring and understanding how relevant parts of your history and personal qualities affect professional relationships.

This exploration may also include identifying and processing student cohort dynamics, with the objective of helping you develop professional, collegial relationship skills. You can be expected to examine and discuss issues such as how personal characteristics and interpersonal styles affect professional group functioning, addressing and resolving conflicts, and addressing power differences within professional groups.

In addition, consistent with APA Ethics Code Standard 7.04 requirements, you may also be required to disclose certain personal information, subject to appropriate confidentiality safeguards, when the faculty considers the disclosure of such information necessary to evaluate your whose observed personal problems could reasonably be judged to be preventing a student from competently performing training or professionally-related activities. These disclosures will occur in private and confidential consultation with faculty members unless your voluntarily chooses to make them in a class setting.

Syllabus Part 2: Institutional Policies

CREDIT HOUR REQUIREMENTS (FOR 8 & 15 WEEK COURSES)

Eight & Fifteen Week Courses

For classes that meet face-to-face, a credit hour is defined as 53 minutes of in classroom activity in a 15 week semester, plus additional work as specified below outside of the classroom.

For online and blended classes, synchronous and asynchronous components facilitate faculty-student and student-interaction (virtual classrooms, discussion boards, and chats) and independent learning components (readings, recorded lectures, written assignments, and quizzes), and must comprise an equivalent amount of student time on task when the class does not meet face-to-face.

Course time per week combines instructional and student preparation time and varies by degree level.

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

PROGRAM POLICIES

Written Assignments

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

Rework

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

Late Assignments

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

Feedback

- Please expect your instructor to respond to direct questions/communications within 48 hours.
- Discussion forum feedback is provided within 48 hours of the end of the discussion (usually midnight Central Time of Sunday of the Week).
- Written assignment feedback is provided within 72 hours of the due date for the assignment (usually midnight Central Time of Sunday of the Week).

Class Presence, Participation, and Follow-Up

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

Team Participation and Grading

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

- To receive credit for team assignments, students are to participate actively with the team and contribute to the project.
- Students are graded on the process of team interaction/cooperation as much as the final product that the team produces.
- As to process, students will want to review the Student Handbook on expected

code of behavior, so that a safe and positive environment is maintained. If conflict occurs, please address it directly with the individual involved and avoid beyond the scenes conversations that usually only escalate conflict.

- Although there are no set requirements for number of postings and/or days for participation in the team, students will want to be considerate and check-in often, keeping fellow team members advised as to one's whereabouts, progress to date on each assignment, upcoming schedule conflicts, if any, etc. In addition, the team as a whole is responsible for all team assignments. Waiting an inordinate amount of time for contributions from a non-responsive team member, or putting forth that the final project was not completed due to "someone else's" mistake, lack of effort, miscommunication, is not acceptable.

- Team projects are to be treated like workplace projects: deadlines are to meet, and team members are to find a way to meet that deadline. In the workplace, one's paycheck depends upon that effort; in the classroom, one's grade is dependent upon same. Students are encouraged to dialogue in an asynchronous environment. If all team members agree that synchronous dialogue would be beneficial, they may opt to conduct such a meeting through GotoMeeting (provided by the school) telephone conference calls or instant messenger.

- If at any time it is perceived that any offline meetings are deliberately exclusionary, isolating a student who cannot participate, students will be required to conduct all team activities within the confines of the asynchronous team environment.

Discussions

- All students must actively participate in the course through the weekly discussion forum in CANVAS. A primary goal of the discussion forum is to encourage students to engage in meaningful and thoughtful dialogue. Posts to the discussion forum should demonstrate critical thinking and relevancy to course readings, assignments, and discussion topic. To receive the maximum points, students must participate
actively in the discussion throughout the week; and must post by the assigned due dates. Please review the netiquette guide, and discussion rubric before posting.

Grade Point Classification ([Click for Academic Catalog and Student Handbook policies)](#)

All academic work in courses, seminars, independent studies, and practicum/internship is evaluated by the instructor and is noted on the student's transcript. Instructors award grades based on the scales below (Please note the difference between Graduate and Undergraduate).

Undergraduate Level Grading Scale

A	94 – 100%	4.00	Superior
A-	90 – 93%	3.67	Outstanding
B+	87 – 89%	3.33	Very Excellent
B	83 – 86%	3.00	Excellent
B-	80 – 82%	2.67	Marginally Excellent
C+	77 – 79%	2.33	Very Satisfactory
C	73 – 76%	2.00	Satisfactory
C-	70 – 72%	1.67	Marginally Satisfactory
D+	67 – 69%	1.33	Acceptable
D	60 – 66%	1.00	Marginally Acceptable
F	59 and below	0.00	Unacceptable

Statement on Final Grades

Some courses may use online course management software, such as Canvas, as a key component in the course experience. Such software may record grades for individual assignments for both the instructor and the student, as well as tabulate a cumulative grade based on the grading criteria for the course. However, the only official source for final grades is the Student ePortal.

Institutional Policies from the Student Handbook

The Chicago School of Professional Psychology Policies are found in the TCSPP Catalog (**Institutional, Academic, Student Rights and Responsibilities, and Financial Aid and Student Account Policy sections**)

Policy Links

- **Statement of Academic Integrity**

- **Accommodation for Students with Disabilities**

- **Statement of Commitment to Diversity**

- **Use of Computing Resources**

- **Remediation**

- **Incomplete Grade Policy**

- **Professional Comportment**

- **Religious Accommodations**

- **Leave of Absence**

- **Military Leave of Absence**

Recommended Best Practices

Military Accommodation

Students are expected to notify their professor(s) in writing during the first two weeks of a semester (or as far in advance as possible) of the dates when they will need to be away and with such notification in place will work with their professor to agree on out of class assignments that can be undertaken to make up for the missing class time. For online students, notification is required by the end of the first week of the 8- week term. Timely notification according to the parameters set forth in this policy will allow time for reasonable alternative arrangements convenient to both students and faculty to be made.

All such absences will be treated as excused absences. This should not be construed to supersede the policy on Military Leave of Absence.

Electronic Communication Etiquette

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

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

- Be respectful, professional, and careful about what you say and how you say it. Be aware of
- the image you are projecting online. Use clear writing and good form. As others cannot read
-

nonverbal cues (such as facial expressions) or easily interpret the tone of written communication, your words and manners of expression must clearly indicate the intended meaning. This is particularly important when using humor (e.g. sarcasm may not be apparent in words alone). Respect the time of others. Keep communication short and to the point. Also, be sure to stay on topic.

- When disagreeing with others, be polite and gracious.
- On message boards or in discussion forums, use the subject line appropriately, employing meaningful and succinct labels so that receivers may immediately grasp the topic being advanced.
- When someone else errs and/or does not follow proper protocol, consider whether it is *necessary* to provide correction. If correction is in order, be polite and, if discretion is advised, address the issue privately rather than in a public way.

- Avoid using ALL CAPS, especially when you are disagreeing! This can (and should) be perceived as rude.
- Comply with copyright laws.
- Be mindful of compatibility concerns. Be sure that files uploaded to online platforms can be viewed by others.
- Be aware of issues that might arise due to cultural and languages differences.
- Do not to violate the privacy of others. Do not send commercial advertisements or SPAM to other students, instructors, or staff.

STUDENT ACADEMIC SUPPORTS AND RESOURCES

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 (http://thechicagoschool.textbookx.com)** .

CANVAS SUPPORT

All online courses utilize the CANVAS Learning Management System. Inside your CANVAS course shell is where you will communicate via discussion boards, participate in class video conferences and chat/email with your peers and instructor. If you need help accessing your course and materials in the Canvas system, the following resources may be of assistance:

Search the Canvas Guides which have a plethora of detailed videos, step-by-step instructions, and links: **http://guides.instructure.com/**

Access the community user boards and discussions.

Ask HelpDesk:

1. Submit a ticket with your question or issue by filling out the form provided in the course.
2. Contact the Help Desk by phone: 855-745-8169
3. 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.

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NATIONAL CENTER FOR ACADEMIC & DISSERTATION EXCELLENCE (NCADE)

1. **Academic Success Programs** – Master's and pre-dissertating student support Contact:

writing@thechicagoschool.edu

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

2. **Dissertation Writing Experts (DWEs) and Methodology Experts (MEs) -** Dissertating Student Support Contact:

ncade@thechicagoschool.edu

- Writing APA
- Methodology
- One-on-one writing consultations (on-the-ground and online)
- Editorial and methodological support with the IRB application prior to submission to IRB Manuscript Preparation
- (formerly copyediting)
- Writing, methodological and professional development webinars

Syllabus Part 3: Grading Rubrics

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Post Type	Post Composition	Points
Initial Post	The first post for every discussion should exhibit a strong statement to answer the main dIscussion question. This answer should incorporate a concise statement backed by readings from the class or external sources, and should stimulate further discussion. • ***4 points for the statement*** • 4 points for sources • 2 points for discussion stimulation	10 points
Response	Each student should reply to a minimum of two other initial posts per week. Solid critique posts will address the points of the initial post, are supported by readings or other sources, and challenge other participants to further explore the topic.	4 points
Timeliness of Posts	Initial post and responses post to peers are posted by their respective due dates.	3 points

Written Communication	Wrote in a clear, concise, and organized manner, demonstrated ethical scholarship in accurate representation and attribution of sources; displayed accurate spelling, grammar, and punctuation.	3 points
Total		**20 Points**

BA Psychology Presentation Rubric

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Criteria	Ratings and Points			
	Superior = 50 – 41 Points/Percent The number of required slides is used in the presentation. An appropriate topic, purpose, and form are employed. At least 3 reasons in support of the topic with 2 examples for each are used in the presentation. Convincing, content related graphics and a strong conclusion are used according to the assignment's directions. Subject knowledge and organization is excellent.	**Good = 40 – 31 Points/Percent** The presentation is one (1) slide short of the required slides required for the presentation. An appropriate topic, purpose, and form are employed. At least 3 reasons in support of the topic with 2 examples for each are used in the presentation. Convincing, content related graphics and a strong conclusion are used according to the assignment's directions Subject knowledge and organization is good, but one key point for the topic is missing.	**Fair = 30 – 21 Points/Percent** The presentation is two (2) slides slide short of the required slides required for the presentation. An appropriate topic, purpose, and form are employed, but it is not fully developed. At least 2 reasons in support of the topic with 1 example for each are used in the presentation. Convincing, content related graphics are inconsistent in the presentation. Parts of the conclusion do not follow the assignment's directions. Subject knowledge and organization needs improvement, and more than one key point for the topic are missing.	**Poor = 20 Points/Percent or Below** The presentation is three (3) or more slides slide short of the required slides required for the presentation. An inappropriate topic, purpose, and form are used for the presentation. The student does not present reasons in support of the topic. Graphics are not used in the presentation. If they are, they are not convincing or content related. The presentation has a weak or missing conclusion. Subject knowledge and organization is not evident, and several key points for the topic are missing.
Content/Development **(50 Points/Percent)**				

Criteria	Ratings and Points			
Evidence/Scholarship (20 Points)	**Superior 20 - 13 Points/Percent** Presentation provides dramatic and compelling evidence in support of the topic. Interesting, detailed presentation notes that further educate the audience on the topic. Sites all outside sources. Credits all information/ images from outside sources using superscript on the slides and APA format in the notes section.	**Good 12 - 5 Points/Percent** Presentation provides a few (three (3) or more) key concepts and evidence in support of the topic. Interesting, detailed presentation notes that further educate the audience on the topic. Sites all outside sources. Credits all information/ images from outside sources using superscript on the slides and APA format in the notes section.	**Fair 5 - 1 Points/Percent** Presentation provides one (1) or two (2) key concepts and evidence in support of the topic. Uninteresting, vague notes that would not help educate most audiences on the topic. Sites some outside sources. Clearly uses information/images that does not belong to them and inconsistently credits the owner of the information/images.	**Poor = 0 Points/Percent** Presentation does not provide key concepts and evidence to support the topic. No speaker notes to further educate the audience. Does not site outside sources. Clearly uses information/images that from outside sources and does not credit the owner/creator/author of the information/images. ***IMPORTANT NOTE: Plagiarism by using other text and images without proper citation will result in a ZERO/"F" for the assignment.***
Organization/Structure (10 Points)	**Superior = 10 – 8 Points/Percent** Content is well organized using headings or bulleted lists to group related material. Content is logically organized.	**Good 7 – 5 Points/Percent** Uses headings or bulleted lists to organize, but the overall organization of topics appears flawed because one (1) to two (2) slides should be placed elsewhere in the	**Fair 4 – 3 Points/Percent** Content is logically organized for the most part. Three (3) slides should be rearranged and placed elsewhere in the presentation.	**Poor 2 – 0 Points/Percent** No clear or logical organizational structure. Four (4) or more slides should be rearranged and placed elsewhere in the presentation.

Criteria	Ratings and Points			
			presentation.	
Mechanics/Grammar (10 Points)	**Superior = 10 Points/Percent** No mechanical errors	**Good = 9 – 8 Points/Percent** 1 – 4 mechanical errors	**Fair = 7 – 5 Points/Percent** 5 – 8 mechanical errors	**Poor = 4 and Below Points/Percent** 9 or more mechanical errors
Readability/Style **(10 Points)**	**Superior = 10 – 8 Points/Percent** Presentation makes excellent use of font, alignment, color, graphics, and animation/effects to enhance the presentation. Uses high level information for all bulleted lists on the slide. Keeps all detailed information in speaker notes. Bullet sentence structure is 100% consistent.	**Good 7 – 5 Points/Percent** Presentation makes good use of font, alignment, color, graphics, and animation/effects to enhance the presentation. Uses high level information for most bulleted lists on the slide. Keeps most detailed information in speaker notes. Bullet sentence structure is mostly consistent.	**Fair 4 – 3 Points/Percent** Presentation makes use of font, alignment, color, graphics, and animation/effects, but occasionally these take away from the presentation content. Images are stretched out of shape and pixelated. Bulleted lists are not aligned. Bullets are not sequenced properly. Large amounts of text are used on bullet points on the slides and not placed in the notes section of the presentation.	**Poor 2 – 0 Points/Percent** Presentation's use of font, alignment, color, graphics, animation/effects often distract from the presentation content. Images are stretched out of shape and pixelated. Bulleted lists are not aligned. Bullets are not sequenced properly. Large amounts of text are used on bullet points on the slides and not placed in the notes section of the presentation.

BA Psychology Reflective Journal Rubric

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Criteria	5	4	3	2	1
Depth of reflection	Demonstrates a conscious and thorough understanding of the writing prompt and the subject matter of the entry. This reflection can be used as an example for other students.	Demonstrates a thoughtful understanding of the writing prompt and the subject matter of the entry.	Demonstrate a basic understanding of the writing prompt and the subject matter of the entry.	Demonstrates a limited understanding of the writing prompt and subject matter of the entry. The reflection needs revision.	Demonstrate little or no understanding of the writing prompt and subject matter for the entry. The reflection needs significant revision.
Use of textual evidence and historical context	Use specific and convincing examples from the texts studied to support claims in the student's own words, making insightful and applicable connections between texts.	Use relevant examples from the texts studied to support claims in the student's own words, making applicable connections between texts.	Use examples from the text to support most claims in the student's own words with some connections made between texts.	Use incomplete or vaguely developed examples to only partially support claims with no connections made between texts.	No examples from the text are used and claims made in the student's own words are unsupported and irrelevant to the topic at hand.
Language use	Uses stylistically sophisticated language that is precise and engaging. Entry demonstrates notable sense of voice, awareness of audience and purpose, and varied sentence structure.	Uses language that is fluent and original. Entry demonstrates evident a sense of voice, awareness of audience and purpose, and the ability to vary sentence structure.	Uses basic but appropriate language. Entry demonstrates a basic sense of voice, some awareness of audience and purpose and some attempt to vary sentence structure.	Uses language that is vague or imprecise for the audience or purpose. Entry demonstrates little sense of voice, and a limited awareness of how to vary sentence structure.	Uses language that is unsuitable for the audience and purpose. Entry demonstrates little or no awareness of sentence structure.

Criteria	5	4	3	2	1
Grammar conventions	Demonstrates control of grammar conventions with essentially no errors. Entry employs sophisticated language.	Demonstrate control of grammar conventions. Entry has occasional errors when using sophisticated language.	Demonstrates only partial control of grammar conventions. Entry has occasional errors that do not hinder comprehension.	Demonstrates limited control of grammar conventions. Entry has frequent errors that make comprehension difficult. The reflection needs revision.	Demonstrates little or no control of the conventions. Errors in entry make comprehension almost impossible. The reflection needs significant revision.

*Some edits made for readability/grammar

Essay Component (80% of grade)

Criteria	Superior (20 - 16 points)	Good (15 - 11 points)	Needs Improvement (10 - 6 points)	Does Not Meet Standards (5 – 0 points)
Research Question/Approach to Research Question – The extent to which the focus of the essay is expressed and specified. This need not be in the form of a question. An example of an alternative form is a hypothesis. The extent to which the essay appropriately addresses and develops the specific research question, including the collection of any relevant information.	The research question is clearly and precisely stated in the early part of the essay and is sharply focused, making it susceptible to effective treatment within the word limit. The approach used is well chosen and highly appropriate to the research question.	The research question is stated in the early part of the essay but **one** of the following is missing or not completely developed: • The precise manner or the research question is not clearly and precisely stated • It is too broad in scope to be treated effectively within the word limit. • The approach used is generally appropriate to the research question.	The research question is stated in the early part of the essay but BOTH of the following are missing: • The precise manner or the research question is not clearly and precisely stated • It is too broad in scope to be treated effectively within the word limit. • The approach used is generally inappropriate to the research question.	The research question is not stated in the early part of the essay or does not lend itself to systematic investigation in the context of an extended essay. The approach used is completely inappropriate to the research question.
Application – The extent to which relevant materials, sources, data and evidence are considered appropriately in the essay.	The approach used is well chosen and highly appropriate to the research question.	The approach used is generally appropriate to the research question.	The approach used is generally inappropriate to the research question.	The approach used is completely inappropriate to the research question.

Criteria	Superior (20 - 16 points)	Good (15 - 11 points)	Needs Improvement (10 - 6 points)	Does Not Meet Standards (5 – 0 points)
Argument/Evaluation – The extent to which the essay develops an argument relevant to the research question from the materials/information considered. Where the research question does not lend itself to systematic investigation in the context of an extended essay, the maximum level that can be awarded is 2.	A convincing argument, which addresses the research question, is well developed, well organized and clearly expressed. Where an evaluation is appropriate, it is fully substantiated.	An argument which addresses the research question is competently developed. Where an evaluation is appropriate, some attempt has been made to substantiate it.	An argument is developed which addresses the research question but which is incomplete. Where an evaluation is appropriate, it is likely to be subjective, with little attempt at substantiation.	There is a limited or superficial attempt to formulate an argument relevant to the research question. Or There is no argument relevant to the research question.
Conclusion – The extent to which the essay incorporates a conclusion consistent with its argument, not necessarily in the form of a separate section.	A strong conclusion is clearly stated, is relevant to the research question and is consistent with the argument or explanation presented in the essay. Where appropriate, the conclusion clearly indicates unresolved questions and new questions that have emerged from the research.	A conclusion is clearly stated, is relevant to the research question and is consistent with the argument or explanation presented in the essay.	Some conclusion is attempted which is consistent with the argument presented in the essay.	Little or no attempt has been made to provide a conclusion which is consistent with the argument presented in the essay.

BA Psychology Written Assignment Rubric (June, 2014) – 100 Point Scale

Grammar Component (20% of grade)

Criteria	No revision needed (5 points)	Some isolated revision needed (4 - 3 points)	Moderate revision needed in some areas (2 - 1 points)	Substantial revision needed (0 points)
APA Style	APA style is used properly throughout the document	Typical APA errors are present	APA style is used but inconsistently	No evidence of APA style awareness
Grammar	No grammatical errors are present and document is in good shape grammatically	Only a few grammatical errors appear	Several grammatical errors appear throughout the document	Major grammatical errors are present throughout the entire document
Clarity	Text is organized well and easy to follow. There is a logical order of information and transitions are present	The narrative overall is clear but there is at least one element or section in need of revision	Logical order of ideas is present but text is lacking overall coherence	Text is difficult to follow
Required Elements	Paper included all required elements seamlessly	Required elements included but paper could be developed more fully	Paper is missing a required element	Paper is incomplete and is missing most of the required elements

BA Psychology Video Journal Scoring Rubric

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Criteria	5 points	4 points	3 points	2 points	1 point
Format	Video journal follows designated guidelines. Addresses all components of the assignment completely.	Video journal follows some designated guidelines. Addresses the majority of assignment components	- Video journal follows most guidelines. - Addresses some of the components of the assignment.	- Video journal is inadequate. -Does not answer the assignment questions	No submission or video is poorly formatted.
Personal and critical reflection	Video journal shares an in-depth personal and/or critical reflection that demonstrates thought and insight.	Shares a personal and/or critical reflection, but may not be in-depth or it may not demonstrate thoughtfulness or insight.	Shares a personal reflection, yet lack demonstration of critical reflection, thoughtfulness or insight.	Personal and/or critical reflection is superficial, or absent.	No submission or video submitted is unable to be viewed for assessment.