



Intergenerational Transmission of Trauma in Post-War Germany
PY563SA
3 Credit Hours
Summer 2024

Course Introduction

Instructors:	Pam Niesluchowski, PsyD, and Bianka Hardin, PsyD
Course Section #	A
Course Meeting Day/Time	All class meetings prior to travel will be virtual: two Saturdays (10-4 CST), one weekday evening (5:30-8:30 CST) (days TBD)
Office and Hours:	325 N. Wells; other hours by appointment (on campus M & T) in person or virtual
Phone:	
E-mail:	
Course Website:	Canvas

Official Course Description

This course will examine the psychological and physiological impact of trauma on individuals and systems in post-war Germany. Particular consideration will be paid to issues of acute reaction, adaptations to trauma, memory mechanisms and processes, intergenerational transmission, and practical applications in therapy. Developmental, social, cultural, and multicultural issues in assessment and treatment of trauma and traumatic stress will be considered. Multiple types of trauma and a variety of treatment models will be explored. Class will consist of both on campus and in country learning, with 2/3 of the material being addressed in country.

Institutional Learning Outcome Addressed

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.

- Program Competency: Applications: Intervention/EBT
- Course Learning Outcomes

By the end of the course students will be able to:

1. Students will be able to describe treatment modalities and approaches applied in German clinical settings through exposure to treatment professionals and individuals directly involved in the treatment of trauma.
2. Students will be able to identify cross-cultural variables and understand cross-

cultural issues in the treatment of trauma in Germany through both readings and discussions on campus and through a variety of cross-cultural experiences in country.

3. Students will be able to conceptualize the concept of intergenerational transmission of trauma and its effect on individuals, families, and larger systems both through readings and discussions on campus and through in country experiences, including presentations, process groups, tours, and readings.

4. Students will be able to discuss the impact of recent history on the personalities, values, culture, and mental health of Germans, including the impact of wars, Nazism, the SED dictatorship, and immigration/refugee status through a variety of media, including discussions, readings, and films on campus and in country through meetings and experiences with individuals and agencies associated with the Holocaust, reconciliation, totalitarianism, refugees, and genocide.

Required and Optional Texts and Electronic Reserves

Anonymous. (2005). *A woman in Berlin: Eight weeks in the conquered city: A diary*. New York: Metropolitan Books. 0312426119 \$10.42 on Amazon.

Funder, A. (2011). *Stasiland: Stories from behind the Berlin Wall*. New York: Harper Perennials. 0062077325. \$11.64 on Amazon.

Herman, J. L. (2001). *Trauma and recovery: The aftermath of violence—from domestic abuse to political terror*. New York: NY: Basic Books. ISBN # 9780863584305. \$10.22 on Amazon

Levinson, L. (2011). *Gated grief: The daughter of a GI concentration camp liberator discovers a legacy of trauma*. Brule, WI: Cable Publishing. ISBN 978-1-934980-55-2. MSRP: \$17.95

van Dernoot Lipsky, L., & Burk, C. (2009). *Trauma stewardship: An everyday guide to caring for self while caring for others*. San Francisco, CA: Berrett Koehler Publishers. ISBN: 978-1-57675-944-8. \$13.57 on Amazon

Required Readings on Canvas

Auerhan, N. C., & Laub, D. (1998). Intergeneration memory of the holocaust. In Y. Danieli (Ed.), *International handbook of multigenerational legacies of trauma* (pp. 21-41). New York: Plenum Press.

Bar-On, D., Ostrovsky, T., & Fromer, D. (1998). "Who am I in relation to my past, in relation to the other?" German and Israeli students confront the Holocaust and each other." In Y. Danieli (Ed.), *International handbook of multigenerational legacies of trauma* (pp. 97-116). New York: Plenum Press.

Cobb, L., & Cobb, B. F. (2005). *The Persistence of War*. Retrieved September 10, 2014, from <http://www.aetheling.com/docs/Persistence.html>

Cohen, D. B. (2006). "Family constellations": An innovative systemic phenomenological group process from Germany. *The Family Journal*, 14(3), 226-233.

- Danieli, Y. (1998). Introduction: History and conceptual foundations. In Y. Danieli (Ed.), *International handbook of multigenerational legacies of trauma* (pp. 1-17). New York: Plenum Press.
- Dresler-Hawke, E., & Liu, J. H. (2006). Collective shame and the positioning of German national identity. *Psicologia Politica*, 32, 131-153.
- Felsen, I. (1998). Transgenerational transmission of effect of the Holocaust: The North American research perspective. In Y. Danieli (Ed.), *International handbook of multigenerational legacies of trauma* (pp. 43-68). New York: Plenum Press.
- Hardtman, G. (1998). Children of Nazis: A psychodynamic perspective. In Y. Danieli (Ed.), *International handbook of multigenerational legacies of trauma* (pp. 85-95). New York: Plenum Press.
- Kuwert, P., Spitzer, C., Traeder, A., Freyberger, H. J., & Ermann, M. (2006). Sixty years later: Post-traumatic stress symptoms and current psychopathology in former German children of World War II. *International Psychogeriatrics*, 19(5), 1-7.
- Leuenberger, C. (2006). Constructions of the Berlin Wall: How material culture is used in psychological theory. *Social Problems*, 53(1), 18-37.
- Margalit, G. (2010). Coping with guilt: The Germans and the Nazi past. In G. Margalit, *Guilt, Suffering, and Memory: Germany Remembers its Dead of World War II* (pp. 11-42). Bloomington, IN: Indiana University Press.
- McQuillin, J., & Welford, E. (2013). How many people are gathered here? Group work and Family Constellation Theory. *Transactional Analysis Journal*, 43(4), 352-365.
- Shulz, M. (2012). Mental health services in Germany. In N. Brimblecombe & P. Nolan (Eds.), *Mental Health Services in Europe: Provision and Practice* (97-120). London: Radcliffe Health.

Required other media

International Program Participant Handbook: <https://us-prod-api.terradata.com/file-api/files/public/5EFEEA6E64F7F020C1F5668E3FCD8EAD/file/88981>

Health and Safety Orientation: <https://us-prod-api.terradata.com/file-api/files/public/5EFEEA6E64F7F020C1F5668E3FCD8EAD/file/124559>

Requirements on your [Global Portal](#) account

Steves, R. (2021). *Rick Steve's Europe: Germany's Fascist Story*. Retrieved December 12, 2023, from <https://www.youtube.com/watch?v=aLWWqUUm2uk&t=2s>

Optional but Recommended Texts and Readings

- Briere, J., & Scott, C. (2013). *Principles of trauma therapy: A guide to symptoms, evaluation, and treatment* (2nd Ed.). CA: Thousand Oaks. ISBN # 10: 1412981433 \$49.05 on Amazon
- Courtois, C. A., & Ford, J. D. (2009). *Treating complex stress disorders: An evidence-based guide*. New York, NY: Guilford. ISBN# 978-1-60623-039-8. \$46.15 on Amazon

Danieli, Y. (Ed.). (1998). *International handbook of multigenerational legacies of trauma*. New York: Plenum Press.

Karr-Morse, R., & Wiley, M.S. (2012). *Scared sick: The role of childhood trauma in adult disease*. New York, NY: Basic Books. ISBN: 0465013546 MSRP \$28.99

Optional but recommended other media

Time Life photo galleries

<http://time.com/tag/world-war-ii/>

Germany History Documents

<http://germanhistorydocs.ghi-dc.org/about.cfm>

Nazi Germany (1933-1945) http://germanhistorydocs.ghidc.org/sub_document.cfm?document_id=2489

Occupation and the Emergence of Two States (1945-1961)

http://germanhistorydocs.ghi-dc.org/section.cfm?section_id=14

Two Germanies (1961-1989)

http://germanhistorydocs.ghi-dc.org/section.cfm?section_id=15

German Reunification <http://www.britannica.com/EBchecked/topic/231186/Germany/58219/The-reunification-of-Germany>

One Germany in Europe (1989-2009)

http://germanhistorydocs.ghi-dc.org/section.cfm?section_id=16

Religion in Germany <http://www.britannica.com/EBchecked/topic/231186/Germany/58006/Religion>

American Institute of Contemporary German Studies-Johns Hopkins University

<http://www.aicgs.org>

The Brookings Institute-Germany

<http://www.brookings.edu/research/topics/germany>

Brief overview of changes in boundaries of Germany 1798-2005

<http://www.watchknowlearn.org/Video.aspx?VideoID=19878&CategoryID=3247>

The Glory of National Socialist Germany

<http://www.watchknowlearn.org/Video.aspx?VideoID=1081&CategoryID=3247>

USC Shoah Foundation

<https://sfi.usc.edu>

Class 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
- Pre-Departure Orientation – Academic & Country Specific by Faculty and Logistic by IPS – Complete in the week after Last Day of Add/Drop
- 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) – First Week upon Return

Week	Topic	Course Learning Outcomes	Readings and Assignments	Points / Due Date	Assessment Method / Tool
<u>Weekday</u> <u>5:30-8:30</u> <u>pm</u> <u>Virtual</u>	Orientation to class and country	2, 4	Quizlet 1 (covering required readings for class) Pre-class planning paper Video-Rick Steves Herman van Dernoot Lipsky	60 points Quizlet 1: 10 points	See rubric Appendix F Discussion content
<u>Saturday 1</u> <u>10-4</u> <u>Virtual</u>	Introduction to vicarious trauma, trauma stewardship, and trauma theory-overview, intergenerational trauma, physical/psychological	1-4	Quizlet 2 (covering required readings for class) Readings: Dresler-Hawke Kuwert Leuenberger Margalit McQuillin & Welford	Quizlet 2:10 points	See rubric Appendix C Discussion content

Week	Topic	Course Learning Outcomes	Readings and Assignments	Points / Due Date	Assessment Method / Tool
	impacts, systemic issues		Schulz Anonymous Funder		
<u>Saturday 2</u> <u>10-4</u> <u>Virtual</u>	Trauma in post-war Germany Approaches to treating trauma	1-4	Quizlet 3 (covering required readings for class) Readings: Readings from Daneili Cobb Cohen Levinson Anonymous Funder	Quizlet 3:10 points	See rubrics, Appendix C Discussion content
<u>July 30</u>	No meeting	1-4	Post-trip paper + creative work	60 points	See rubric Appendix G

In-country material

Two-thirds of the material for this course will be provided to students while they are in Germany. Building upon the foundational material from the on-campus meetings, readings, and discussions, experiences in Germany will further students' learning about the historical and sociopolitical foundations of modern-day Germany, as well as provide them with direct exposure to and interactions with those who have been directly or indirectly impacted by events during and/or after World War II. Students will also have the opportunity for experiential learning via workshops with practitioners who work with those who have experienced trauma from historical and other events. Both formal group processing and informal discussion will provide students with the opportunity to process and integrate the experiences they are having in Germany.

Final course grades will be assigned as follows:

Assignments

Pre-class paper	60
Post-trip paper/creative work	60 (50 paper; 10 work)
Participation (in-country)	100
Quizlets	30 (3 @ 10 points each)
<u>Service provision</u>	<u>10</u>
 Total points	 260

Letter Grade	Percentage Cutoff	Point Range
A	93	242-260
A-	90	234-242
B+	87	226-235
B	83	216-227
B-	80	208-215
C	70	182-207
F	Under 70%	181 and below

Statement on Final Grades

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

Appendices

Appendix A: Tentative Itinerary

Appendix B: Course Requirements and Grading

Appendix C: Course Rubric

Appendix D: In-Country Attendance and Engagement Rubric

Appendix E: Professional Behavior and Comportment Rubric

Appendix F: Pre-class Paper Rubric

Appendix G: Post-trip Paper Rubric
 Appendix H: Service Rubric

Appendix A – Tentative Itinerary

Date	Activity	Location
Students must arrive at the hotel no later than July 6 at noon	<ul style="list-style-type: none"> Berlin Tegel airport TXL JetExpress Bus to Hauptbahnhof, Bus M41 or M85 to Potsdamer Platz S + U 	Motel One Potsdamer Platz, Leipziger Pl. 12, 10117 Berlin Telefon: 030 20670780
Day 1 July 6 Noon	Meet in lobby of Motel One at 12:00pm Brief orientation Program Orientation and Intercultural Communication with Herr X 1-3 (exertion-1; low to minimal-seated, accessible building) Welcome dinner at Lindenbräu Restaurant, Sony Center at Potsdamer Platz (accessible)	SRH University Ernst-Reuter-Platz 10 Berlin
Day 2 July 7	Meet in lobby 9:30 am Workshop at Topography of Terror 10 am – 3pm with Dr. Y (exertion -2-3; low-medium -standing) Includes lunchbreak (on your own) Group process Dinner on your own	Topography of Terror Niederkirchnerstraße 8, 10963 Berlin
Day 3 July 8	Meet in lobby 8 am Sachsenhausen 10am – 2pm (exertion-3; medium-some parts inaccessible, uneven ground) Lunch on your own	Sachsenhausen Str. der Nationen 22, 16515 Oranienburg

	<p>Holocaust Memorial 2-3 (exertion-3; low - walking, some uneven surfaces)</p> <p>Group process</p> <p>Dinner on your own</p>	
<p>Day 4 July 9</p>	<p>Meet in lobby 8 am</p> <p>Stasi Prison tour 10:00-11:30 (exertion-3; medium, some parts inaccessible-stairs)</p> <p>Lunch on your own</p> <p>Group process</p> <p>Free afternoon</p> <p>Dinner on your own</p>	<p>Hohenschönhausen (Stasi prison) Genslerstr. 66 13055 Berlin</p>
<p>Day 5 July 10</p>	<p>Meet in lobby 8:30</p> <p>Refugee guided tour 10-12 (exertion-2; low to medium-walking)</p> <p>Lunch on your own</p> <p>Visit to Gegenwind 1:30-3 (exertion-1; sitting, accessible building)</p> <p>Group process</p> <p>Dinner on your own</p>	<p>Gegenwind (Center for People Traumatized by the SD Dictatorship) Bredowstrasse 36 10551 Berlin-Moabit</p>

<p>Day 6 July 11</p>	<p>Travel to Frankfurt Meet in lobby 7:15 8 am train, arrive 12:30</p> <p>Check in to Motel One</p> <p>Group process</p> <p>Orientation to Frankfurt, tour of Altstadt 1:30-3 (Pam and Bianka)</p> <p>Dialog Museum - <i>optional</i> (may be disorienting, uneven surfaces)</p> <p>Jewish Museum, Judengasse, or Frankfurt History Museum – <i>optional</i> (accessible)</p> <p>Dinner on own</p>	<p>Motel One East Side Hanauer Landstraße 142, 60314 Frankfurt am Main, Germany</p> <p>Dialog Museum Hanauer Landstraße 145, 60314 Frankfurt</p> <p>Frankfurt History Museum Saalhof, 60311 Frankfurt am Main</p> <p>Jewish Museum Jewish Museum Frankfurt Bertha-Pappenheim-Platz 1 60311 Frankfurt am Main</p> <p>Judengasse Battonnstrasse 47 60311 Frankfurt am Main</p>
<p>Day 7 July 12</p>	<p>Day trip to Wurtzburg (exertion level-3; medium, walking tour)</p> <p>Meet in lobby 9 am Train to Wurzburg</p> <p>Lunch on your own</p> <p>Evening free</p>	
<p>Day 8 July 13</p>	<p>Day trip to Heidelberg</p> <p>Meet 9:00 in lobby</p> <p>Training delivered to faculty and staff on Trauma Stewardship at SRH University 11-1 (exertion-1; accessible campus)</p>	<p>SRH Heidelbberg</p> <p>Ludwig-Guttman-Straße 6, 69123 Heidelberg</p>

	<p>Lunch with faculty and students 1-2 (Cube restaurant) (accessible)</p> <p>Tour of Heidelberg 2-5 (exertion-3; medium, stairs, several parts of castle inaccessible and/or challenging to mobility-challenged students)</p> <p>Dinner on your own</p> <p>Train back to Frankfurt 9 pm; meet at station</p>	
<p>Day 9 July 14</p>	<p>Meet in lobby 8 am Train to Mainz</p> <p>Rosen Method workshop with Ms M 10-1 Mainz (exertion-1; low-cab available to location; no lift-stairs to Ms. M's apartment)</p> <p>Boat trip up the Rhine (exertion-1; low, seats available)</p> <p>Joint dinner</p> <p>Train back to Frankfurt 10 pm</p>	<p>Ms. M's home Mainz</p>
<p>Day 10 July 15</p>	<p>Meet in lobby 8:30 S-Bahn to Bornheim</p> <p>Family Constellation workshop with Ms R 10-4 (exertion-1; low, may not have lift; experiential (voluntary)-may bring up strong emotions)</p> <p>Farewell dinner TBD</p>	<p>Bornheim-location TBD</p>
<p>Day 11 July 16</p>	<p>Students leave after breakfast</p>	

Appendix B – Course Requirements and Grading

All assignments must be turned in on time. Late assignments are only accepted with advanced notice and at the discretion of the professors. Late assignments, if accepted, will lose 10% of the total points possible.

Pre-class planning paper 60 points (see Appendix F for rubric)

This paper (5-7 pages) will be due at the first meeting. It should cover the following:

- Reasons for taking the course
- Expectations for growth
- Concerns/worries/anxieties
- Personal and professional learning goals for the course
- Self-assessment of cultural competency
- 2-3 scholarly sources that support or address your goals for the course
- CLO 4

Quizlets 3 at 10 points each (30 total)

The quizlets will cover material from all of the pre-travel class meetings. The quizlets will be multiple choice. CLO 1-4

Post-trip paper + Creative work 50 points paper; 10 points creative work (60 points total) (see Appendix G for rubric)

This 5-7 page paper, due July 30, will be a thorough reflection of your experiences during this class, starting from the interview with the instructors and culminating in your arrival back in the States. It is expected that you thoroughly address the following:

- The juxtaposition of your expectations for the trip and what actually happened, from both an intrapsychic and interpersonal perspective
- What surprised you, and what didn't
- What you learned about yourself, your classmates, your instructors, and the people you encountered on your trip
- How you will use what you gained and experienced on this trip in your life-both personally and professionally

- How your understanding of trauma has developed, changed, and/or has been enhanced by your experiences
- To accompany your paper, you will submit a creative work that represents or illustrates something about your experience. This could be a poem, drawing, photograph, video, collage, or any other type of expressive work. You will receive 10 points if you submit it; 0 points if you don't. We will not be evaluating your creative work in any other manner so please feel free to express yourself however you wish. However, we do expect that you take this seriously; if it appears that your work has not had sufficient thought or effort put into it, you will lose 5 points.
- CLO 1-4

Participation (in-country) 100 points (see Appendices D & E for rubrics)

It is assumed that you will participate fully in all activities. Points are taken away for absences, tardiness, below expected level of engagement, unprofessional behavior, and anything else listed in the student handbook under comportment. There will be several group processing events in which you will be expected to reflect on your own experiences as well as the perspectives of both current and past residents of Germany. Particular attention will be paid to how you integrate what you have learned in class with your in-country experiences. CLO 1-4

Service 10 points (see Appendix H for rubric)

Providing service is an integral part of our study abroad experience. To that end, we will be partnering with SRH Hochschule Heidelberg to provide trauma-informed COVID-19-related self-care workshops for faculty and staff (CLO 1-4). More information will be provided closer to the class.

Appendix C – Course Rubric

Learning Outcomes Addressed	Demonstration Level 1	Demonstration Level 2	Demonstration Level 3	Demonstration Level 4
1. Students will be able to describe treatment modalities and approaches applied in German clinical settings through exposure to treatment professionals and individuals directly involved in the treatment of trauma.	Student articulates no modalities and approaches.	Student describes only one or two modalities and approaches.	Student describes most modalities and approaches.	Student accurately and thoroughly describes modalities and approaches.
2. Students will be able to identify cross-cultural variables and understand cross-cultural issues in the treatment of trauma in Germany through both readings and discussions on campus and through a variety of cross-cultural experiences in country.	Student articulates concrete and/or limited understanding of cross-cultural variables and issues.	Student identifies a few broad variables and issues but is unable to identify more nuanced aspects.	Student identifies most variables and issues.	Student accurately and thoroughly identifies variables and issues and can discuss them in a nuanced way.

3. Students will be able to articulate the concept of intergenerational transmission of trauma and its effect on individuals, families, and larger systems both through readings and discussions on campus and through in country experiences, including presentations, process groups, tours, and readings.	Student is unable to articulate the definition, impact on individuals and families, and larger systemic issues	Student demonstrates a poor understanding of the intergenerational trauma, missing important factors or having a cursory understanding of the concept.	Student articulates the concept adequately, demonstrating a full understanding of the definition of intergenerational trauma, the impact on individuals and families, and larger systemic impacts.	Student articulates intergenerational trauma at a deep and nuanced level, integrating material from other sources and applying it beyond the parameters of the class.
4. Students will be able to discuss the impact of recent history on the personalities, values, culture, and mental health of Germans, including the impact of wars, Nazism, the SED dictatorship, and immigration/refugee status through a variety of media, including discussions,	Student demonstrates no understanding of issues as measured by reflection papers and class discussion.	Student demonstrates a lack of understanding of many of the issues as measured by reflection papers and class discussion.	Student demonstrates understanding of most issues as measured by reflection papers and class discussion.	Student demonstrates nuanced understanding of all issues as measured by reflection papers and class discussion.

readings, and films on campus and in country through meetings and experiences with individuals and agencies associated with the Holocaust, reconciliation, totalitarianism, refugees, and genocide.				
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Appendix D - 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 points	Attends all required in-country activities. On occasion is not punctual. Requires some prompts or reminders. 1-19 points	Punctual and completely attends all required in-country activities with few prompts or reminders. 20-24 points	Punctual and completely attends all required in-country activities without any prompts or reminders- exhibits complete self-reliance. 25 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 points	Prepares in advance for a few activities; occasionally listens actively; during activities is present and occasionally engages and participates. 1-19 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. 20-24 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. 25 points
Total				50 total points

Appendix E - Assignment Rubric- Professional Behavior & Comportment

Grading Area	Demonstration Level 1 (unacceptable)	Demonstration Level 2 (minimal)	Demonstration Level 3 (expected)	Demonstration Level 4 (advanced)
Professional Behavior and Comportment	Demonstrates unprofessional behavior or comportment during program and/or in more than one interaction with students, faculty, administrators or any in-country partners. 0 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. 1-39 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. 40-49 points	Demonstrates exemplary professional behavior and comportment for entire duration of program and in all interactions with students, faculty, administrators and all in-country partners. Comportment is what would be expected of a licensed professional. 50 points
Total				50 total points

Appendix F –Pre-class Paper Rubric

Grading Area	Demonstration Level 1 (unacceptable)	Demonstration Level 2 (minimal)	Demonstration Level 3 (expected)	Demonstration Level 4 (advanced)
Pre-class Paper	Does not complete paper 0 points	Paper is missing required sections, or Paper is poorly written, or Paper demonstrates little to no self-reflection, or Paper shows little thought about goals for class, or Paper contains poorly applied scholarly sources 1-47 points	Paper includes required sections, is mostly well-written, is thoughtful, mature, and self-reflective, and contains realistic and achievable goals for class. Appropriate scholarly sources chosen and incorporated adequately. 48-59	Paper is exemplary and well-written, with goals that reflect professional-level thoughtfulness and self-reflection. Scholarly sources are incorporated into the narrative seamlessly. 60 points
Total				60 total points

Appendix G –Post-class Paper Rubric

Grading Area	Demonstration Level 1 (unacceptable)	Demonstration Level 2 (minimal)	Demonstration Level 3 (expected)	Demonstration Level 4 (advanced)
Post-class Paper	Does not complete paper 0 points	Paper is missing required sections, or Paper is poorly written, or Paper does not demonstrate expected level of thoughtfulness, maturity, and growth, or Paper demonstrates little to no self-reflection 1-37 points	Paper includes required sections, is mostly well-written, is thoughtful, mature, and self-reflective 38-49 points	Paper demonstrates exemplary self-reflection, placing their personal and professional growth in the wider context of being a culturally competent professional 50 points
Creative work	Does not complete 0 points			Completes 10 points
Total				60 total points

Appendix H –Service Rubric

Grading Area	Demonstration Level 1 (unacceptable)	Demonstration Level 2 (minimal)	Demonstration Level 3 (expected)	Demonstration Level 4 (advanced)
Service	Does not participate in service provision 0 points	Participates minimally, or Material presented is inaccurate, incomplete, or otherwise incorrect, or Participation is unprofessional or otherwise lacking in proper comportment 1-3 points	Participates professionally and respectfully, material presented is, for the most part, accurate, and provision of service is engaging and helpful 4-9 points	Participation is exemplary and at a professional level 10 points
Total				10 total points

POLICY CLICK HERE FOR SYLLABUS PART 2: POLICIES	
INTRODUCTION	
<ul style="list-style-type: none"> • COMMITMENT TO DIVERSITY 	
ACADEMIC POLICIES AND PROCEDURES	
<ul style="list-style-type: none"> • CLASS CANCELLATION 	
<ul style="list-style-type: none"> • CREDIT HOUR 	
<ul style="list-style-type: none"> • GRADING POLICIES <ul style="list-style-type: none"> ○ ADMINISTRATIVE GRADES <ul style="list-style-type: none"> ▪ INCOMPLETE 	
<ul style="list-style-type: none"> • LEAVE OF ABSENCE <ul style="list-style-type: none"> ○ MILITARY LEAVE OF ABSENCE 	
FINANCIAL AID AND STUDENT ACCOUNT POLICIES	
STUDENT RIGHTS AND RESPONSIBILITIES	
<ul style="list-style-type: none"> • ACCESSIBILITY ACCOMMODATIONS 	
<ul style="list-style-type: none"> • STUDENT CONDUCT <ul style="list-style-type: none"> ○ ACADEMIC INTEGRITY ○ PROFESSIONAL COMPORTMENT 	
<ul style="list-style-type: none"> • RELIGIOUS ACCOMMODATIONS 	
<ul style="list-style-type: none"> • TECHNOLOGY <ul style="list-style-type: none"> ○ ELECTRONIC COMMUNICATION ETIQUETTE ○ USE OF COMPUTING RESOURCES 	
STUDENT SERVICES, HEALTH, AND SAFETY	

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](#)
- [TCSPP'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](#)