PCPY 688 Psychology in an International Context: Wellness, Health and Prevention

Section A
3 Credit Hours
Summer 2016
Meeting times TBD – determined by student schedules

Course Introduction

Instructors: Kim Dell’Angela Ph.D.
TA: Natasha Reynolds, MA

Office and Hours: Office hours by appointment
Phone: 312.206.7656

E-mail: kdellangela@thechicagoschool.edu

Course Website: Canvas
Travel and In country dates July 9- July 19th 2016

Official Course Description
This course will examine how culture frames the constructs of prevention, health (including mental health) and wellness, rehabilitation, professional roles and health intervention within a country. Particular consideration will be paid to the activities and role of healer, community supports for wellness and rehabilitation and the evolution of the healthcare system in the context of traditional healing systems and practices. Class will consist of on campus, on line and in country learning, with 2/3 of the material being addressed in country. The course will include an overview of the historic and cultural foundations that shaped contemporary healthcare in the US and China including East-West exchanges.

This course will consist of 3 phases
- On ground and online lectures (GTM enabled for students joining from LA or DC)
- In Country activities and lectures
- Final Paper
Institutional Learning Goal
Professional Behavior

Program Learning Outcome
Systems and Interprofessional Collaborative Practice: At graduation students will demonstrate the ability to integrate social, political, economic and cultural factors into service provision; an understanding of and respect for the viewpoints and contributions of other professionals; and values that support collaboration with patients, families, communities and other health care workers to deliver the highest quality care.

Program Competency
Interprofessional systems and collaboration,

Course Learning Outcomes

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

1. Discuss the differences between the US and China in the conceptualization of health and the prevention, diagnosis, and treatment of health concerns including mental illness.

2. Describe the Chinese mental health care system and contrast it with the US system through readings, presentations and discussions both on campus and in country.

3. Describe culture specific prevention and treatment modalities and approaches used in China including those found in community and clinical settings through exposure to community groups and treatment professionals

4. Identify cross-cultural variables and understand cross-cultural issues in health promotion in China and the US through both readings and discussions on campus and through a variety of cross-cultural experiences in country.

5. Demonstrate an understanding of the impact of recent history and trends on the emergence of new models of healthcare practice in both countries including preparation and credentialing of practitioners.

7. Students will demonstrate self-reflection and self-awareness in their consideration of the topics of the course, in interactions on campus, in country, in presentations and in
reaction/reflection papers.

Required and Optional Texts and Electronic Reserves

**Required Texts**


**Required Readings  (available on e-reserves)**


the paradox of progress. Brookings Institute Global economy & development working paper #89

doi: http://dx.doi.org/10.1016/j.amepre.2015.01.002

doi:10.2105/AJPH.2012.301069

http://dx.doi.org/10.2165/11531800-000000000-00000


http://dx.doi.org/10.1016/j.jpsychores.2014.06.005


**Required other media**

**Hofstede’s Country Comparison on Cultural Dimensions**
http://geerthofstede.com/countries.html


**World Health Organization**

**National Institute of Health:**

**Optional but recommended other media**

Shanghai Daily
http://www.shanghaidaily.com/feature/health-and-environment/ (traditional Chinese medicine and pollution articles)

**Optional but Recommended Texts**


**Optional but Recommended Readings**


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Class Assignments and Grading

**Pre-class planning paper 5 points**

This paper will be due the first on campus meeting. It should cover the following:

- Reasons for going on the trip
- Expectations for learning
- Concerns/worries/anxieties
- Experiences with eastern and western healthcare.

**Online Discussion Forum (10pts)**

Read the paper from the World Health Organization (2013) and the article by Hougaard et al (2011). Using these readings and your personal research on US healthcare challenges respond to the following prompts in the CANVAS shell. Points will be assigned based on the extent to which responses are substantive and build on prior classmate contributions (see Rubric)

1. Describe at least 3 unique and 3 shared challenges faced by the US and China in improving population health.
2. What historical and sociopolitical factors represent resources that can be brought to bear on the goal of improved health in each country?
3. What historical and sociopolitical factors represent barriers to improved health in each country?
**Professional Education and Interprofessional Practice (10pts):** Identify a TCM practitioner (physician, acupuncturist, herbalist, Tai Chi master, Qi Gong practitioner) and a western medicine practitioner (e.g. physician, physical therapist, dental hygienist, nurse practitioner, dentist) in your community and research the training that these practitioners received in eastern and western systems of care. Do they hold licensees or certifications? How do they receive payment for their services? How do patients come to use their services? Do they work independently or with other practitioners? Create a 2-3 page summary of findings including citations and links to credentialing boards and post it in the canvas shell.

**Presentation- 20 points (in country- all or nothing):** Prior to the trip each student will research a topic related to in-country activities and will prepare a two page summary of relevant information that will serve to prepare the class for the in-country activity. Each student will provide a 10 minute orientation to your topic on the day of the in-country activity.

Topics will be chosen in the first class

**Post-trip paper (20 points):** This paper, due August 15 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. Students are encouraged to keep a journal of experiences for personal learning that will provide the basis for the paper. The paper will include two sections – 1) your reflections and personal learnings in this course and 2) a proposal for how your learnings in this course could be disseminated/implemented into a professional practice setting in the United States to improve healthcare outcomes. It is expected that you thoroughly address the following:

- The juxtaposition of your expectations for the trip and what actually happened
- 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 in your professional practice.

- Describe a population health/wellness/rehabilitation problem in the United States and a setting/system that addresses this problem.
- Describe an approach to this problem used in China that is different from traditional approach to care in the United States.
- Describe how this approach could be integrated into the current approach to care in the identified setting in the United States and how you would expect this implementation to impact health outcomes for the population served by the setting.

**Participation (35 points):** It is assumed that you will be prepared for and participate fully with all activities of the course during time before and during time in-country and complete needed
forms and documents for the study abroad portion in a timely manner. Timeliness is a component of professional comportment and failure to meet expectations will be reflected in your participation grade and may result in a PPE. You will start out with 35 points, with points taken away absences, tardiness, below expected level of engagement, unprofessional behavior, and anything else listed in the student handbook under comportment.

Assignment Summary

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>Preplanning paper</td>
<td>5</td>
</tr>
<tr>
<td>Online discussion</td>
<td>10</td>
</tr>
<tr>
<td>In country topic presentation</td>
<td>20</td>
</tr>
<tr>
<td>Professional Education/Interprofessional Practice paper</td>
<td>10</td>
</tr>
<tr>
<td>Participation</td>
<td>35</td>
</tr>
<tr>
<td>Pre-Departure Orientation Attendance</td>
<td>2</td>
</tr>
<tr>
<td>In-Country Attendance &amp; Engagement</td>
<td>23</td>
</tr>
<tr>
<td>Professional &amp; Behavioral Comportment (includes timeliness)</td>
<td>10</td>
</tr>
<tr>
<td>Post trip Paper</td>
<td>20</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100</strong></td>
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</tbody>
</table>

Class Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Readings and Assignments Due</th>
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</thead>
<tbody>
<tr>
<td>Class</td>
<td></td>
<td>Due: Pre-class paper</td>
</tr>
<tr>
<td>1</td>
<td><strong>Introduction to course-</strong></td>
<td>Readings: WHO (2015)</td>
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<tr>
<td></td>
<td><strong>introductions, icebreaker,</strong></td>
<td>Chen , (2013)</td>
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<td></td>
<td><strong>Presentation planning</strong></td>
<td>Easterlin (2012)</td>
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<td></td>
<td><strong>Definitions of Health and Wellness</strong></td>
<td>Jing, Q. C. (1994)</td>
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<td></td>
<td><strong>Historical Contexts :Traditional</strong></td>
<td>Manheimer (2009)</td>
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<td></td>
<td><strong>Chinese Medicine and</strong></td>
<td>Nana, X. (2015)</td>
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<td></td>
<td><strong>Allopathic Medicine,</strong></td>
<td>Young, , (2002)</td>
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<tr>
<td></td>
<td><strong>“Mental Health” in TCM and</strong></td>
<td>Zhang (2014)</td>
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<tr>
<td></td>
<td><strong>allopathic models</strong></td>
<td>Zhou (2015)</td>
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<td>Video:</td>
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Prevention, Diagnosis and Treatment – concepts and practices

Class 2 Preparations for travel
Prevention, intervention and rehabilitation
Ku, P (2012)

Class 3 Healthcare Systems in US and China
Professional training and credentialing
(online)
Due: Canvas Discussions and lectures
World Health Organization (2013)

July 9-19 IN COUNTRY SHANGHAI
SEE ITINERARY
Post-trip paper due
8/15/16

Grading

Final course grades will be assigned as follows:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Percentage Cutoff</th>
<th>Point Range</th>
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<tbody>
<tr>
<td>A</td>
<td>93</td>
<td>93-100</td>
</tr>
<tr>
<td>A-</td>
<td>90</td>
<td>90-92.9</td>
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<tr>
<td>B+</td>
<td>87</td>
<td>87-89.9</td>
</tr>
<tr>
<td>B</td>
<td>83</td>
<td>83-86.9</td>
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<tr>
<td>B-</td>
<td>80</td>
<td>80-82.9</td>
</tr>
<tr>
<td>C</td>
<td>70</td>
<td>70-79.9</td>
</tr>
<tr>
<td>F</td>
<td>Under 70%</td>
<td></td>
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</tbody>
</table>
**Program Procedures**

**Attendance and participation**
All students are expected to attend all class sessions and scheduled activities, both at TCSP and in China. Absences and tardies will result in points taken off (see Grading Policies section). Moreover, students are expected to participate fully in each class and activity. Failure to do so will result in the loss of participation points and possibly a PPE.

**Late papers**
Late papers are not allowed. Assignments turned in on the syllabus due date are considered “complete and final” work products; as such, students are typically not given the opportunity to re-submit assignments to improve or complete them for credit.

**Special Course Considerations**
As a study abroad course, you will be exposed to situations and content that will challenge you. Your instructor will be available to provide support, but we expect that you will monitor your feelings and reactions and reach out should you need assistance or support.

Chinese law is different from that in the US and therefore behavior that is considered disruptive or disrespectful may result in a police response. Drug use during the trip may likewise lead to a difficult circumstance. You will be representing both the Chicago School and the United States-policies regarding professional comportment are in effect while abroad and the student handbook applies to your behavior during the entire time in country. If you get into legal trouble during your free time, it is suggested that you phone the American Embassy at +86-(21)-3217-4650, press 1, then 3. For after-hours emergencies, you may also call +86-(10)-8531-4000. (http://shanghai.usembassy-china.org.cn/emergency_assistance.html)

You are encouraged to seek consultation for any questions or concerns both before departure and in China. It becomes increasingly difficult to help solve problems or resolve issues if we aren’t made aware of them in a timely manner. Instructors are committed to providing you with experiences that will broaden your perspective and enhance both your self-learning and cross-cultural knowledge. To that end, please alert us to issues interfering with your ability to learn and benefit from this class.

Dietary restrictions and health conditions including asthma may present challenges during this trip due to unpredictable pollution levels and local customs regarding food preparation. Students with health concerns should consider whether this trip is a good match for their health needs and make plans to ensure that health concerns can be adequately managed in country well in advance of departure.
General Policies and Procedures for the Clinical PsyD Program at the Chicago Campus of the Chicago School of Professional Psychology may be found in the current Program Guidebook and TCSPP Catalog.

**Attendance**

The Department expects attendance and timely arrival for class from all students. Expectations of professional behavior require that the student be present for each class meeting. In the event of an emergency or medical situation necessitating an absence, students are expected to update the instructor at least 24 hours prior to or following an absence with some explanation of the absence, and a plan indicating the student's responsibility to master the course material missed. Students are expected to follow institutional policy for absences related to religious observation or military service.

**Complete and Final Work**

Under extremely rare circumstances, an instructor may allow a student to submit an assignment after a due date, but it would also be rare to give full credit in such an instance. Assignments turned in on the syllabus due date are considered “complete and final” work products: as such students are typically not given the opportunity to re-submit assignments to improve or complete them for credit. Extra credit work at the doctoral level may be assigned to allow a student to demonstrate remediation of a knowledge or skill deficiency but cannot be used to improve a previous assignment grade.

**Confidentiality Requirement**

In this class, at times we may discuss details of clinical work or review client case materials as examples of course concepts. In accordance with the American Psychological Association's Ethical Principles of Psychologists and Code of Conduct, reasonable precautions must be taken to protect confidential information.

"Psychologists do not disclose in their writings, lectures, or other public media confidential, personally identifiable information concerning their client/patients, students, research participants, organizational clients, or other recipients of their services that they obtained during the course of their work, unless 1) they take reasonable steps to disguise the person or organization, 2) the person or organization has consented in writing, of 3) there is legal authorization for doing so. (APA Ethics Code 2002, 4.07)

As a result, in their discussions and course materials, instructors will remove or alter any details that could identify actual clients. Students also at times may bring to class real world and work experiences in order to enhance their own and others’ learning. Students are similarly expected to protect the privacy and confidentiality of such information and materials. All students are expected to maintain all related notes and handouts from such classes in a professional manner. Failure to do so may result in referral to the Student Affairs Committee.
Evidence Based Practice

The Clinical PsyD Department of The Chicago School follows the recommendations of APA’s 2005 policy on incorporating evidence-based practices in its curriculum. In the policy statement, this approach is summarized as: “The integration of the best available research with clinical expertise in the context of patient characteristics, culture, and preferences.”

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.

Student self-disclosure in classes

In accordance with the American Psychological Association (APA, 2002) Ethical Principles and Code of Conduct Standard 7.04, students should be aware that some courses enrolled in by all Clinical Psychology students may require disclosure of certain personal information related to the student's ability to understand the purposes of these courses and their application to the effective practice of clinical psychology. For example, students may be asked to relate personal experiences to particular therapy concepts or processes. Faculty and training staff will assist students in exploring and understanding how relevant parts of the student’s history and personal qualities affect clinical and other professional relationships, and therapeutic interactions and interventions. The program sees such exploration as an important part of the process of becoming an effective clinician. This exploration may also include identifying and processing student cohort dynamics, with the objective of helping the student develop professional, collegial relationship skills. Students 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, students may also be required to disclose certain personal information, subject to appropriate confidentiality safeguards, when the clinical faculty considers the disclosure of such information necessary to evaluate a student whose observed personal problems could reasonably be judged to be preventing the student from competently performing training or professionally-related activities. These disclosures will occur in private and confidential consultation with faculty members unless a student voluntarily chooses to make them in a class setting.

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): [http://catalog.thechicagoschool.edu](http://catalog.thechicagoschool.edu)
<table>
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<th>Access Accommodations</th>
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<tr>
<td>Commitment to Diversity</td>
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<tr>
<td>Concerns about Academic Performance and Professional Comportment</td>
<td><a href="http://catalog.thechicagoschool.edu/content.php?catoid=42&amp;navoid=2004&amp;hl=academic+integrity&amp;returnto=search#Concerns_about_Academic_Performance_and_Professional_Comportment">http://catalog.thechicagoschool.edu/content.php?catoid=42&amp;navoid=2004&amp;hl=academic+integrity&amp;returnto=search#Concerns_about_Academic_Performance_and_Professional_Comportment</a></td>
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</tr>
<tr>
<td>Incomplete Grade Policy</td>
<td><a href="http://catalog.thechicagoschool.edu/content.php?catoid=44&amp;navoid=2176#Incomplete">http://catalog.thechicagoschool.edu/content.php?catoid=44&amp;navoid=2176#Incomplete</a></td>
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<td>Military Leave of Absence</td>
<td><a href="http://catalog.thechicagoschool.edu/content.php?catoid=42&amp;navoid=2002#Student_Status">http://catalog.thechicagoschool.edu/content.php?catoid=42&amp;navoid=2002#Student_Status</a></td>
</tr>
<tr>
<td>Professional Comportment</td>
<td><a href="http://catalog.thechicagoschool.edu/content.php?catoid=42&amp;navoid=2004&amp;hl=academic+integrity&amp;returnto=search#Professional_Comportment">http://catalog.thechicagoschool.edu/content.php?catoid=42&amp;navoid=2004&amp;hl=academic+integrity&amp;returnto=search#Professional_Comportment</a></td>
</tr>
<tr>
<td>Statement of Academic Integrity</td>
<td><a href="http://catalog.thechicagoschool.edu/content.php?catoid=42&amp;navoid=2004&amp;hl=academic+integrity&amp;returnto=search#Statement_of_Academic_Integrity">http://catalog.thechicagoschool.edu/content.php?catoid=42&amp;navoid=2004&amp;hl=academic+integrity&amp;returnto=search#Statement_of_Academic_Integrity</a></td>
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**Student Academic Supports and Resources**

**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: 800-747-8367.
   c. Have a live IM chat with a HelpDesk representative.
IT SUPPORT
Students may contact HelpDesk at: 800-747-8367.

LIBRARY RESOURCES
Access to The Chicago School Library and additional resources is found at:

- http://chi.librarypass.org/
- http://la.librarypass.org/
- http://dc.librarypass.org/

Here patrons can access articles via the Search our Databases portal or search for books, test kits, and videos via the Search our Catalog portal.

NATIONAL CENTER FOR ACADEMIC AND DISSERTATION EXCELLENCE (NCADE)

A. Dissertation and Applied Research Project (ARP) Support
   - Dissertation Support – Contact: ncade@thechicagoschool.edu
     (Writing, APA, Methodology, Editorial help with IRB, Copyediting, etc.)
   - Applied Research Project Support – Contact: Your ARP Instructor
     (Writing, APA, etc.)

B. Academic Success Programs - Contact: kmitova@thechicagoschool.edu
   - Onboarding and Orientation
   - Writing Assessment 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