Online/Hybrid Course Syllabus
Course Name and Number: Exploring Human Rights in the Philippines through an International Psychology Context
Credit Hours: 3
Term/Term Section/Year: Summer 2 2022
<mark>**Virtual Travel**: July 21 – July 31, 2022 Students must attend as if a traveling program in order complete the course.</mark>

Course Introduction

Instructor:	Dr. Patricia Perez
Office and Hours:	
Phone:	
E-mail:	

Official Course Description

This course provides an opportunity for students to examine human rights in the Filipino context, including the history, politics, cultural norms, and societal expectations of the country. Using an International Psychology framework which emphasizes the importance of contextual factors in-country, students will sharpen their global leadership skills and critically evaluate natural and manmade disasters with our Filipino partners. Applying the lessons learned from this course, students will actively work in interprofessional teams to explore equity and inclusion needs for organizations in-country via a service-learning project that focuses human rights, leadership and man-made and natural disasters.

Institutional Learning Competencies and Outcomes

Please refer to the Statement of Values for a description of how our Institutional Learning Goals are derived.

Institutional Learning Goal: Professional Behavior
Graduates will be able to demonstrate their values, beliefs and behaviors adherence to the highest ethical and professional standards in their personal and professional lives.

PLO: Program Learning Outcome
CLO: Course Learning Outcome
MLO: Module Learning Outcome

PLO 3 Critical Self-Reflection: Students will thoughtfully and skillfully engage in self-reflection and demonstrate the ability to discover, recognize, describe and manage the behaviors and perspectives that facilitate or impede their effectiveness in communicating with individuals, groups or systems.
   By the end of the course students will be able to:

- **CLO1:** Identify and develop empathic, cross-cultural communication skills expected of a professional working in the international psychology field; critically examine global issues that cross geographical borders.
   - **MLO1:** Contribute with cultural sensitivity to intercultural dialogue on key societal themes, dynamics and issues in the Philippines.
   - **MLO2:** Explore the impact of the Philippines' historical, cultural, economic, and political context and how this context influences one's understanding and approach to (or record of treatment of) human rights.

- **CLO2:** Acknowledge and manage the behaviors and perspectives that facilitate or impede effectiveness in communicating with individuals, groups or systems through understanding Emotional and Cultural Intelligence (EQ and CQ).
   - **MLO3:** Identify and evaluate factors that contribute to effective communication in the Philippines and how leadership affects its society.

- o **MLO4:** Explore the relationship between applied learning and consultation opportunities in the Philippines.

- **CLO3:** Demonstrate an awareness of diversity and individual differences when building professional relationships.
  - o **MLO5:** Analyze the Filipino cultural context through a spectrum of ethical principles that include both western and non-western perspectives.
  - o **MLO6:** Analyze the role of cultural intelligence in the development of culturally sensitive and respectful professional behaviors and practices.

PL04 Ethics and Social Justice: Demonstrate an understanding of and a willingness to abide by the Universal Declaration of Ethical Principles for Psychologists and The American Psychological Association Ethical Principles of Psychologists and Code of Conduct in the areas of justice and respect for people's rights and dignity; and in their scholarly and professional activities, to demonstrate a deep understanding of social justice issues and a commitment to the development, empowerment, and well-being of all people.
By the end of the course students will be able to:

- **CLO4:** Integrate ethical and professional codes, standards, and regulations into addressing international crisis situations with cultural competence and sensitivity; employ ethical standards of psychology and best-practice methods in international psychology.
  - o **MLO7:** Evaluate and explain the impact of larger societal forces and structures on the psychological health of Filipino/as.
  - o **MLO8:** Integrate ethical and professional codes, standards and regulations when planning, designing or evaluating interventions.

Institutional Learning Goal: Diversity
Graduates will respect the value and dignity of individuals and groups across all cultural contexts, and advocate for inclusion and equity. They will demonstrate intercultural competence in domestic and international contexts with people who have ideas, beliefs, worldviews, experiences, and behaviors that are different from their own.

PLO2 Diversity: Students demonstrate knowledge of individual differences and diversity and design and/or deliver competent psychological services to diverse populations across varied settings and engage in program management, program evaluation and scholarly work that is sensitive to issues of individual differences and diversity.
By the end of the course students will be able to:

- **CLO5:** Interact with others in a respectful, culturally sensitive manner by demonstrating knowledge of individual and group differences and abilities necessary to develop and/or deliver culturally sensitive and competent psychological interventions to diverse populations across a variety of settings, globally.
  - o **MLO9:** Identify and evaluate the factors that contribute to trauma and trauma services in the Philippines.
  - o **MLO10:** Explore the role of Social Responsibility and its impact when working with professionals in the Philippines.

- **CLO6:** Evaluate own value system, biases, worldviews, and stereotypes and how one's culture affects what people do and how specific cultures can be influenced by others. Define the knowledge, skills, and attitudes expected of an international professional psychologist.
  - o **MLO11:** Identify and evaluate factors that build and sustain diverse organizations in the Philippines.
  - o **MLO12:** Examine the role of diverse organizations, hosts, and international psychologists in addressing the needs of local communities.

- **CLO7:** Acknowledge the unique worldview of self and others by applying knowledge of the connection between forms of oppression, shared group histories, and socio-political factors. Compare and critique systemic disparities assessing self-awareness and the impact of power, privilege, prejudice, oppression, culture, and sociopolitical structures.

o **MLO13:** Explore the role of relationships, relevant perspectives, as well as the "soft skills" required for success in international psychology work (within a Filipino context).
o **MLO14:** Understand the importance of culturally competent interaction & intercultural communication in international psychology work.
o **MLO15:** Conduct a needs assessment for an identified Philippines non-governmental organization and present to the organization as the service-learning project.

Required Readings/Weblinks/Videos

Student Information
- Daily Reflection Groups Information (Appendix A)

Required Readings

Module 1 and Module 2 - Filipino Context (Units 1/2 and Units 3/4)

Allwood, C. M. & Berry, J.W. (2006). Origins and development of indigenous psychologies: An international analysis. *International Journal of Psychology, 41,* 243-268.

David, E. R., & Nadal, K. L. (2013). The colonial context of Filipino American immigrants' psychological experiences. *Cultural Diversity and Ethnic Minority Psychology*, *19*(3), 298-309. doi:10.1037/a0032903

Gastardo-Conaco, M. C. (2005). The Development of Filipino Indigenous Psychology. *Philippine Journal of Psychology, 38*(2)*,* 1-17.

James, C. D., Hanson, K. K., Solon, O. O., Whitty, C. M., & Peabody, J. J. (2011). Do doctors under-provide, over-provide or do both? Exploring the quality of medical treatment in the Philippines. *International Journal for Quality in Health Care*, *23*(4), 445-455. doi:10.1093/intqhc/mzr029

Kim, U., Yang, K. & Hwang, K. (2006). Contributions to indigenous and cultural psychology: Understanding people in context. In Kim, U., Yang, K., & Hwang, K. (Eds.), *Indigenous and Cultural Psychology: Understanding People in Context,* 3-25.

Kim, U., Yang, K. & Hwang, K. (2006). From de-colonizing psychology to the development of a cross-indigenous perspective in methodology: The Philippine experience. In Kim, U., & Yang, K., Hwang, K. (Eds.), *Indigenous and Cultural Psychology*: *Understanding People in Context*, 109-137.

Maria, M. (2012). The Philippines. In J. Arnett (Ed.). *Adolescent psychology around the world* (pp. 133-148). New York, NY US: Psychology Press. (eBook)

Montiel, C. J. & Teh, L. A. (2004). Psychology in the Philippines. In Stevens, M. J. & Wedding, D. (Eds.), *The Handbook of International Psychology*, 443-456.

Pe-Pua, R. & Protacio-Marcelino, E. (2000). Sikolohiyang Pilipino (Filipino psychology): A legacy of Virgilio G. Enriquez. *Asian Journal of Social Psychology, 3,* 49-71.

Yacat, J. A. (2005). Making sense of being and becoming Filipinos: An indigenous psychology perspective. *Philippine Journal of Psychology, 38*(2)*,* 19-37.

Module 3 - Leadership in the Philippines (Units 5/6)

Part Four: Business and Leadership Models. (2007). *Business solutions for the global poor: Creating social and economic value* (pp. 191-234). New York, NY US: John Wiley & Sons Ltd. (eBook)

Module 4 - Trauma in the Filipino Context (Units 7/8)

No readings in this Module.

Module 5 – Virtual Travel Component-VTC (Units 9/10)

Abada, T., & Tenkorang, E. Y. (2012). Women's autonomy and unintended pregnancies in the Philippines. *Journal of Biosocial Science*, *44*(6), 703-718. doi:10.1017/S0021932012000120

Alipio, C. (2013). Young men in the Philippines: Mapping the costs and debts of work, marriage, and family life. *Annals of The American Academy of Political and Social Science*, *646*(1), 214-232.

Anasarias, E., Berliner, P., lanev, P., & Mikkelsen, E. (2005). Social Trauma in the Philippines. In P. Berliner, J. G. Arenas, & J. Haagensen (Eds.), *Torture and organised violence: Contributions to a professional human rights response* (pp. 358-392). Copenhagen Denmark: Dansk Psykologisk Forlag.

Consunji, R. J., Serrato Marinas, J., Aspuria Maddumba, J., & Dela Paz, D. r. (2011). A profile of deaths among trauma

patients in a university hospital: The Philippine experience. *Journal of Injury and Violence Research*, *3*(2), 85-89. doi:10.5249/jivr.v3i2.39

Dagmang, F. D. (2012). Ecological way of understanding and explaining clergy sexual misconduct. *Sexuality & Culture: An Interdisciplinary Quarterly*, *16*(3), 287-305. doi:10.1007/s12119-011-9124-z

De Castro, E., Camacho, A. V., Balanon, F. G., & Galang, M. (2012). Children caught in conflicts: Assessing the psychosocial impact of armed conflict on children in the Philippines. *International Journal of Applied Psychoanalytic Studies*, *9*(3), 249-265. doi:10.1002/aps.1323

De Guzman, A. B., Guevara, K. J., Guaing, F. B., Guiterez, A. I., Habaluyas, A. S., Hizon, M. P., 7 Idanan, S. G. (2012). Home away from home: Acclimatization of Filipino elderly from being home to a sense of being "at home" in an elderly institution. *Educational Gerontology*, *38*(11), 799-811. doi:10.1080/03601277.2012.661326

Fuertes, A. (2012). Storytelling and its transformative impact in the Philippines. *Conflict Resolution Quarterly*, *29*(3), 333-348. doi:10.1002/crq.21043

Giles, H., Noels, K. A., Williams, A., Ota, H., Lim, T., Sik Hung, N. G., & Somera, L. (2003). Intergenerational communication across cultures: Young people's perceptions of conversations with family elders, non-family elders and same-age peers. *Journal of Cross- Cultural Gerontology*, *18*(1), 1-32. doi:10.1023/A:1024854211638

Mendoza, R. (2009). Is it really medicine? The Traditional and Alternative Medicine Act and informal health economy in the Philippines. *Asia-Pacific Journal of Public Health*, *21*(3), 333- 345. doi:10.1177/1010539509336570

Module 6 - Trauma and Social Responsibility (Units 11/12)

Nielsen, C., & Samia, P. M. (2008). Understanding key factors in social enterprise development of the BOP: A systems approach applied to case studies in the Philippines. *Journal of Consumer Marketing*, *25*(7), 446-454. doi:10.1108/07363760810915662

Ofreneo, R. E. (2013). Precarious Philippines: Expanding informal sector, "flexibilizing" labor market. *American Behavioral Scientist*, *57*(4), 420-443. doi:10.1177/0002764212466237

Module 7 - Organizations in the Philippines (Units 13/14)
No readings in this Module.

Module 8 - Wrap-up/Final Module (Unit 15)
No readings in this Module

Required Weblinks
- Becoming Duterte: The Making of a Philippine Strongman - https://www.nytimes.com/2017/03/21/world/asia/rodrigo-duterte-philippines-president-strongman.html
- Business for Social Responsibility - https://www.bsr.org/en/about
- CSR in Asia: A seven country of CSR website reporting - http://195.130.87.21:8080/dspace/bitstream/123456789/1094/1/09-CSR%20in%20Asia%20A%20seven%20country%20study%20of%20CSR%20website%20reporting.PDF
- Encyclopedia Britannica-Philippines - https://www.britannica.com/place/Philippines
- Government of the Philippines (click in lower-left hand corner for English translation) - https://www.gov.ph/web/guest/ang-pilipinas
- Human Rights Watch-Philippines (World Report 2017) - https://www.hrw.org/world-report/2017/country-chapters/philippines
- Jose Rizal - https://www.biography.com/political-figure/jos%C3%A9-rizal
- Leadership Styles and Group Organizational Citizenship Behavior across Cultures - https://lirias.kuleuven.be/bitstream/123456789/273551/1/Leadership+styles.pdf
- News in the Philippines - http://primer.com.ph/blog/2016/05/22/list-of-credible-websites-in-ph-that-you-should-know-of/
- CNN Philippines - http://cnnphilippines.com/
- Manila Standard - http://manilastandard.net/
- Philippine Primer - http://primer.com.ph/

- People Power at 25: The Long to Philippine Democracy - http://www.bbc.com/news/world-asia-pacific-12567320
- The Defense Rests: The Joker Arroyo Story - https://www.esquiremag.ph/long-reads/profiles/joker-arroyo-bio-a1542-20181008-lfrm5
- The Mental Health and Psychosocial Support Network - https://mhpss.net/
- US Department of State – Bureau of Consular Affairs - https://travel.state.gov/content/travel/en.html
- US Department of State-Philippines - https://www.state.gov/p/eap/ci/rp/
- UNDP-Indigenous People in the Philippines (2017) - http://www.ph.undp.org/content/dam/philippines/docs/Governance/fastFacts6-IndigenousPeoplesinthePhilippinesrev1.5.pdf
- UN Global Compact - www.unglobalcompact.org
- UN Millennium Goals - http://www.un.org/millenniumgoals/
- Worst Natural Disasters in the Philippines - https://www.rappler.com/move-ph/issues/disasters/64916-worst-natural-disasters-philippines

Required Videos
- BBC HardTalk On the Road in the Philippines - https://www.youtube.com/watch?v=A0XUQa55OhI
- Economy - https://www.youtube.com/watch?v=v76XVVu_cvU
- The Human Rights Consequences of the War on Drugs in the Philippines - https://www.youtube.com/watch?v=jHzcJGjtTvQ
- The Philippines Deadly War On Drugs | BBC - FULL Documentary - https://www.youtube.com/watch?v=JZ4cGKCfykc
- The Worst Disasters that Hit the Philippines (2008-2015-natural and man-made disasters) - https://www.youtube.com/watch?v=ciMfz0MdgY4

Organizations in the Philippines

- Asilo Orphanage: https://withonespast.com/2011/03/23/asilo-de-san-vicente-de-paul-in-un/

- Adamson University, Department of Psychology: https://www.adamson.edu.ph/v1/?page=academicsv&col=11&dept=20

- Ateneo de Manila University, Department of Psychology: https://ateneo.edu/ls/soss/psychology

- Pambansang Kilusan ng Samahang Magsasaka-Pakisama (*National Confederation of Family Farmer Organizations*): https://www.devex.com/organizations/pambansang-kilusan-ng-mga-samahang-magsasaka-pakisama-60365

- SAFFY/Ten Thousand Villages: https://wfto.com/buy-fair-trade/member/251

- Solidarity for Orphans and Widows: https://projectsow.weebly.com/

Syllabus continues on following pages.

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Course Rubric

Program Learning Outcome Assessed	Demonstration Level 1	Demonstration Level 2	Demonstration Level 3	Demonstration Level 4
CLO1	Demonstrates disrespect and unprofessional behaviors toward faculty, classmates, colleagues, and individuals or organizations in the community or internationally. Student needs significant direction (directive consultation, repeated tutoring). Student has difficulty receiving feedback and/or negotiating conflicts in courses or Field Experience and needs direct intervention from student advisor/instructors/dissertation or department chair.	Demonstrates respect and professional behavior toward a wide range of individuals, including colleagues, faculty, and individuals/organizations in the international community, however, needs some direction (directive consultation, tutoring). Student has difficulty receiving feedback on dissertation or during Field Experience. Student has difficulty resolving conflicts and needs assistance or intervention from supervisors/instructors.	Demonstrates consistent respect and professional behaviors toward a wide range of individuals, including peers, faculty, staff, colleagues, and organizations in the community. Student is able to negotiate conflicts with consultation or little assistance or intervention from supervisors/instructors.	Demonstrates consistent respect and professional behaviors toward a wide range of individuals, including colleagues, clients, and organizations in the community and internationally. Student is able to negotiate conflicts with no assistance or intervention from supervisors/instructors. Examples include verbalizing understanding of different viewpoints, consulting while using professional and respectful language, displaying behaviors associated with empathic understanding including appropriate facial gestures and voice tone.
CLO2	Student shows serious internal or external distraction with peers, faculty, colleagues and other professionals. Examples include ignoring discussion post responses, rudeness or ad hominem attacks, inability to consistently summarize or clarify in discussions or conversations. In live activities such as Residency and FE – ignoring others, looking toward noises or lack of attention during live presentations or conversations (e.g., texting, emailing, talking). In FE work, has difficulty demonstrating empathy (e.g., maintains a closed body posture with limited or no awareness of impact, no active listening gestures such as head nodding).	Student shows occasional internal or external distraction with colleagues and consumers. Some examples include looking toward noises, interrupting, having trouble summarizing/paraphrasing, or clarifying. Shows trouble providing empathy (verbally) or maintaining an open body posture or gestures such as head nodding, etc.	Maintains active listening with colleagues and consumers. Some examples include looking at others, not interrupting, summarizing/ paraphrasing, clarifying, providing empathy (verbally), open body posture, positive gestures such as head nodding, etc.	Constant self-awareness, and independently changes/ habitually maintains active listening with colleagues and consumers. Some examples include looking at others, not interrupting, summarizing/ paraphrasing, clarifying, providing empathy (verbally), open body posture, positive gestures such as head nodding, etc.
CLO3	Student has significant difficulty developing and maintaining professional relationships with peers, faculty, or individuals from a wide variety of cultural backgrounds. Defensive in response to feedback, avoids discussions about difficulty, fails to consider the perspective of others in relationship. Shows	Student has mild difficulty developing and maintaining professional relationships with colleagues and clients from a wide variety of cultural backgrounds. May be uncomfortable when forming a working alliance and handling difficult situations such as interracial or intercultural conflicts, which affects success in	Student is able to develop and maintain productive professional relationships with individuals and groups from a wide variety of cultural backgrounds. Is able to form working alliance and adequately handle difficult situations such as interracial or intercultural conflicts.	Student shows an ability to develop and maintain effective professional relationships with colleagues and clients from a wide variety of cultural backgrounds. Is able to independently negotiate difficult/complex situations such as interracial or intercultural conflicts.

	visible discomfort working with individuals from a wide variety of cultural backgrounds as evidenced by not developing an effective working alliance.	coursework/ FE/Dissertation work.		
CLO4	Student has significant difficulty working with individuals from other cultures. Student behaves in a culturally sensitive manner at times but shows difficulty maintaining a respectful appearance (i.e., misattributes cultural nonverbal communication as an individual difference, or uses insulting terms how the language is perceived).	Student behaves mostly in a culturally sensitive manner but may make errors occasionally (i.e., misattributes cultural nonverbal communication as an individual difference, or uses unintended profanities).	Student demonstrates respect for individual differences (i.e., maintains professional boundaries, adapts behaviorally in cultures, seeks clarification if there may be a misunderstanding, integrates knowledge on diversity into interactions with others from different backgrounds).	Student is a leader and has a solid base of knowledge on diversity literature. Demonstrates respect for individual differences (i.e., maintains professional boundaries, adapts behaviorally in cultures, seeks clarification if there may be a misunderstanding, integrates knowledge on diversity into interactions with others from different backgrounds).
CLO5	Student is not insightful or resistant to evaluate subjective value system, biases, worldviews, and stereotypes independently in comparison to other worldviews (i.e., student disregards other worldviews and conducts practice through his/her perspective only).	Student is able to evaluate one's own value system, biases, worldviews, and stereotypes in comparison to other worldviews, however shows some resistance to accept that others have different values or tries to convince others to have his/her perspective.	Student is able to evaluate one's own value system, biases, worldviews, and stereotypes independently in comparison to other worldviews (i.e., student is insightful about his/her worldview that affects behaviors and stereotyping). Student likes to learn about the self to continue the education on values, biases, worldviews and stereotypes.	Student is able to evaluate one's own value system, biases, worldviews, and stereotypes independently in comparison to other worldviews (i.e., student is insightful about his/her worldview that affects behaviors and stereotyping). Student conducts independent research on such areas to continue the education on values, biases, worldviews and stereotypes.
CLO6	Student does not understand or recognize and value the unique worldview of others by integrating knowledge of the connection between forms of oppression, shared group histories, and socio-political factors.	Student demonstrates basic ability to understand or recognize and value the unique worldview of others by integrating knowledge of the connection between forms of oppression, shared group histories, and socio-political factors.	Student demonstrates expected ability to understand or recognize and value the unique worldview of others by integrating knowledge of the connection between forms of oppression, shared group histories, and socio-political factors.	Student demonstrates exceptional ability to understand or recognize and value the unique worldview of others by integrating knowledge of the connection between forms of oppression, shared group histories, and socio-political factors. One example includes going beyond the curriculum to read about factors that affect worldviews.
CLO7	Integration of ethical and professional codes is minimal to none. There is not a commitment to identify relevant codes. Student leaves 2+ pertinent codes out of the analysis and/or discusses codes in a vague or tangential manner. Does not display ethical values and/or does not recognize own moral attitudes.	Integrates ethical and professional codes, standards, and regulations into one's professional practice, however codes are not relevant or pertinent to the issues. Student leaves at least 1 pertinent code out. Does not consistently display highest ethical values and/or does not fully recognize own moral attitudes.	Commitment to integrating ethical and professional codes, standards, and regulations into one's professional practice. Inclusion of relevant applicable ethics. Student may leave one peripheral code out. Displays ethical values and recognizes own moral attitudes.	Commitment to integrating ethical and professional codes, standards, and regulations into problem solving and practice. Intentional inclusion of relevant international codes of ethics. Displays culturally competent ethical values and recognizes own moral attitudes, such as accepting opposing viewpoints as valid despite disagreement. Integrates cultural relativity into proposed resolutions.

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Course Schedule, Assignments, and Grading

Module/Learning Outcomes	Readings	Unit	Assignments	Assessment Methods

Module 1
Filipino Context
 	
Outcomes Addressed
CLO1/MLO1/MLO2
	Student Information
	• Daily Debrief Groups Information (Appendix A and online)
	• Virtual Travel Participation & Comportment and Daily Debrief Groups Template - please review for expectations while in the Virtual Travel (available online)
	
	Required Readings
	• Allwood, C. M. & Berry, J.W. (2006).
	• David, E. R., & Nadal, K. L. (2013).
	• Gastardo-Conaco, M. C. (2005).
	• James, C. D., Hanson, K. K., Solon, O. O., Whitty, C. M., & Peabody, J. J. (2011).
	• Kim, U., Yang, K. & Hwang, K. (2006). Contributions…
	• Kim, U., Yang, K. & Hwang, K. (2006). From de-colonizing…
	• Maria, M. (2012).
	• Montiel, C. J. & Teh, L. A. (2004).
	• Pe-Pua, R. & Protacio-Marcelino, E. (2000).
	• Yacat, J. A. (2005).
	
	Required Weblinks
	• Encyclopedia Britannica-Philippines
	• Government of the Philippines (translate to English, lower-left hand corner)
	• Jose Rizal
	• News in the Philippines
	• Philippine Primer
	• US Department of State-Bureau of Consular Affairs
	• US Department of State-Philippines
	
	Organizations-TBA
		Unit 1	**Introduce Yourself (required for attendance)**
			Post must be made by Wednesday, 11:59pm CST of the first week of class.
			  In no more than two full paragraphs, please share your background and what you hope to gain from this course per personal and professional growth.
			
			Unit 1 Discussion (20 pts)
			Initial Post due Wednesday, 11:59pm CST. Final responses due Sunday, 11:59pm CST.
			  Describe how the opportunity to apply theory to practice per this course and to engage with international partners in the Philippines will influence you, both personally and professionally.
				Discussion Rubric

		Unit 2	**Unit 2 Discussion (20 pts)** **Initial Post due Wednesday, 11:59pm CST. Final responses due Sunday, 11:59pm CST.** Discuss the elements of the Philippines' overall context (e.g., social, political, historical, cultural, economics) that contribute to the changes and stability of the country. How would this be information be important for professionals focused on the question "what is trauma in-country?"	Discussion Rubric

Module 2 Filipino Context (cont.) **Outcomes Addressed** CLO2/MLO3/MLO4 CLO7/MLO15	**Required Readings** • Review the readings from Module 1. **Required Weblinks** In addition to the same Weblinks from Module 1 • The Defense Rests: The Joker Arroyo Story **Organizations-TBA**	Unit 3	**Unit 3 Discussion (20 pts)** **Initial Post due Wednesday, 11:59pm CST. Final responses due Sunday, 11:59pm CST.** How has the leadership in Philippines influenced the issues that impact local organizations and have led to the need for trauma intervention? Give an example of an issue and discuss how a leadership team has been a part of the problem or a part of the solution. **Unit 3 Group Discussion and Service-learning Project: Solidarity for Orphans and Widows (20 pts)** **Initial post due Wednesday, 11:59pm, CST. Final responses due Sunday, 11:59pm CST.** In your assigned groups, review the tentative organizations that we will "visit" via Virtual Travel (see Weblinks/Videos). Choose two organizations that you would like to focus on as part of your service-learning project. Inform assigned instructor of your group's two organization choices. Assign roles for documentation, content work, organization, and timeline for all group discussions.	Discussion Rubric Group Discussion Rubric
		Unit 4	**Unit 4 Discussion (20 pts)** **Initial post due Wednesday, 11:59pm, CST. Final responses due Sunday, 11:59pm CST.** Using and reflecting on your understanding of the Filipino context, compare and contrast cultural issues (e.g., biases, trends, values, worldview) that exist in your own community/background with what you know so far about the Philippines.	Discussion Rubric
Module 3 Leadership in the Philippines **Virtual Travel** **Outcomes Addressed** CLO3/MLO5/MLO6 CLO7/MLO15	**Review online** • **Virtual Travel** **Required Readings** • Part Four: Business and Leadership Models. (2007). **Required Weblinks** • Becoming Duterte: The Making of a Philippine Strongman • Leadership Styles and Group Organizational Citizenship Behavior across Cultures • People Power at 25: The Long Road to Philippines	Unit 5	**Unit 5 Discussion (20 pts)** **Initial post due Wednesday, 11:59pm, CST. Final responses due Sunday, 11:59pm CST.** Based on the course readings so far, what is a "leader" in the Philippines? How might styles of leadership influence (or not) how we understand "trauma" in the Philippines? **Unit 5 Group Discussion and Service-learning Project (20 pts)** **Initial post due Wednesday, 11:59pm, CST. Final responses due Sunday, 11:59pm CST.** Continue discussion in your assigned groups regarding two chosen organizations for the focus of your service-learning project. Identify the following five points below:	Discussion Rubric Group Discussion Rubric

	Democracy • UN Global Compact • UN Millennium Goals **Required Videos** • BBC HardTalk On the Road in the Philippines • Economy • The Human Rights Consequences of the War on Drugs in the Philippines • The Philippines Deadly War On Drugs | BBC - FULL Documentary • The Worst Disasters that Hit the Philippines (2008-2015-natural and man-made disasters) **Organizations-TBA**		• Context (history, socio-cultural, economic, political, trends) of the organization, • Strengths and challenges, • Initial needs per Weblinks/Videos and additional resources, • Questions you would like to ask the organization's hosts and why, • General impressions and considerations.	
		Unit 6	**Unit 6 Discussion (20 pts)** **Initial post due Wednesday, 11:59pm, CST. Final responses due Sunday, 11:59pm CST.** How will this Virtual Travel experience in the Philippines impact you personally and as a mental health professional? Why would this information be important for your own personal and professional growth? **Unit 6 Assignment: Service-learning Project (Outline (20 pts)** **Due Sunday, 11:59pm, CST** In APA format (title page, body of paper, reference pages), finalize your group's responses for the five points from your group discussions for both organizations that you have chosen. This Outline and document will serve as the initial context for your Virtual Travel interactions and SWOT analysis for these organizations. Make sure that you include at least 2-3 references in this assignment. Each group will submit one Outline.	Discussion Rubric Written Assignment Rubric

| Module 4 Virtual Travel

Outcomes Addressed CLO4/MLO7/MLO8 CLO7/MLO15 | No readings for Units 7/8 | Units 7/8 | **Virtual Travel: Group Presentation of Service-learning Project (100 pts)** Specific content of group presentation will be decided based on the needs of the organizations during the Virtual Travel portion of this course. Date/Time for presentations will be TBA. General guidelines are listed below.

• 20-minute presentation to chosen organizations per group with 10-minute Questions and Answers from organizations
• Presentation should be oral with Power Point slides
• Presentation should include requested needs of each organization with inclusion of the Filipino context (e.g., history, politics, social, culture, human rights)
• All group members should participate in the oral presentation/feedback from organization

Virtual Travel: Travel Journals (90 pts)
Due Wednesday, 11:59 PM CST.
For nine days of the Virtual Travel portion of this course, write at least a one-page journal entry per day (does not need to be in APA format) that is written in a Microsoft Word document or written pages scanned as one document uploaded to Canvas. Make sure you reflect on the PLOs (Critical Self-Reflection, Diversity and Ethics/Social Justice) and how they link to your thoughts, feelings and behavior during the Virtual Travel portion of the course.

Virtual Travel: Virtual Participation and Daily Debrief Groups (100 pts)
For 10 days of the Virtual Travel portion of this course, you can earn up to 10 points per day based on expectations for successful engagement in the Philippines (virtually). Please see the Daily Debrief Groups document (Appendix A in syllabus) for more specific details on the reflection groups. Please review the VTC Participation & Professional Comportment and Daily Debrief Groups Template (online) for expectations. | Group Presentation Rubric

Written Assignment Rubric

Virtual Travel Participation and Daily Debrief Groups Rubric |
| Module 5 Trauma in the Filipino Context

Virtual Travel

Outcomes Addressed CLO7/MLO13/MLO14 | **Re-Review**
• Daily Debrief Groups Information (Appendix A)
• Virtual Travel Participation & Professional Comportment and Daily Debrief Groups Template - please review for expectations (available online).

Required Readings
• Abada, T., & Tenkorang, E. Y. (2012).
• Alipio, C. (2013). | Unit 9 | **Virtual Travel Journals due Wednesday, 11:59 PM, CST.**

Unit 9 Discussion (20 pts)
Initial post due Wednesday, 11:59pm, CST. Final responses due Sunday, 11:59pm CST.
How is "trauma" conceptualized in the Philippines? What systems are in place to support those affected by trauma?

Unit 9 Group Discussion (20 pts)
Initial post due Wednesday, 11:59pm, CST. Final responses due Sunday, 11:59pm | Discussion Rubric

Group |

	• Anasarias, E., Berliner, P., Ianev, P., & Mikkelsen, E. (2005). • Consunji, R. J., Serrato Marinas, J., Aspuria Maddumba, J., & Dela Paz, D. r. (2011). • Dagmang, F. D. (2012). • De Castro, E., Camacho, A. V., Balanon, F. G., & Galang, M. (2012). • De Guzman, A. B., Guevara, K. J., Guaing, F. B., Guiterez, A. I., Habaluyas, A. S., Hizon, M. P., 7 Idanan, S. G. (2012). • Fuertes, A. (2012). • Giles, H., Noels, K. A., Williams, A., Ota, H., Lim, T., Sik Hung, N. G., & Somera, L. (2003). • Mendoza, R. (2009). **Required Weblinks** • Human Rights Watch-Philippines (2017) • The Mental Health and Psychosocial Support Network • UNDP-Indigenous People of the Philippines • Worst Natural Disasters in the Philippines **Make sure you have reviewed the videos from Module 3.** **Organizations-TBA**		CST. Continue discussion in your assigned groups regarding two chosen programs for the focus of your service-learning project. Identify the following: • Context (history, socio-cultural, economic, political, trends) of the organization, • Strengths and challenges, • Initial needs per Weblinks/Videos and additional resources, • Questions you would like to ask the organization's hosts and why, • General impressions and considerations.	Discussion Rubric
		Unit 10	**Unit 10 Discussion (20 pts)** **Initial post due Wednesday, 11:59pm, CST. Final responses due Sunday, 11:59pm CST.** What is the perception of mental health in the Philippines? What systems are in place to support individuals, families, and communities across the country?	Discussion Rubric
Module 6 **Trauma and Social Responsibility** **Outcomes Addressed** CLO5/MLO9/MLO10	**Required Readings** • Nielsen, C., & Samia, P. M. (2008). • Ofreneo, R. E. (2013). **Required Weblinks** • CSR Asia (PDF) • Businesses for Social Responsibility • UN Global Compact • UN Millennium Goals **Make sure you have reviewed the videos from Module 3.** **Organizations-TBA**	Unit 11	**Unit 11 Discussion (20 pts)** **Initial post due Wednesday, 11:59pm, CST. Final responses due Sunday, 11:59pm CST.** Based on the Filipino context, how might we collaborate with local businesses in terms of corporate social responsibility for trauma-based initiatives?	Discussion Rubric
		Unit 12	**Unit 12 Discussion (20 pts)** **Initial post due Wednesday, 11:59pm, CST. Final responses due Sunday, 11:59pm CST.** Based on the Filipino context, what are the strengths and challenges for collaborating with local businesses to support corporate social responsibility for trauma-based initiatives?	Discussion Rubric

Module 7 Organizations in the Philippines **Outcomes Addressed** CLO6/MLO11/MLO12	**REMINDER – Signature Assignment due Monday of Module 8** **Required Weblinks** • [Human Rights Watch-Philippines (2017)](#) • [The Mental Health and Psychosocial Support Network](#) • [UNDP-Indigenous People of the Philippines](#) • [Worst Natural Disasters in the Philippines](#) **Required Videos (Same as Module 3)** **Organizations-TBA**	**Unit 13**	No assignments for Unit 13 – Begin work on Signature Assignment.	
		Unit 14	**Unit 14 Group Discussion (20 pts)** **Initial post due Wednesday, 11:59pm, CST. Final responses due Sunday, 11:59pm CST.** • Discuss process and product of group presentations and feedback. If applicable, finalize group presentation notes and send to faculty instructors.	Group Discussion Rubric
Module 8 Wrap-up/Final Module **Outcomes Addressed** All CLOs/all MLOs	**None** **Last day of course, Monday, 11:59 PM CST**	**Unit 15**	**Unit 15 Signature Assignment Paper (100 pts)** **Due Monday, 11:59 PM CST** Students will write a 5-7 page (excluding title page, abstract and references pages) reflective paper by addressing the following questions below. Make sure to include course references and specific examples from the course to support your points. Signature Assignment should be written in APA format including title page, abstract, body of paper, and reference pages. 1. What did you learn about yourself in this course (based on this Field Experience-FE II experience)? Why is this information important when working with diverse populations/Filipino context? *PLO: Critical Self-Reflection* 2. What did you learn about others (e.g., faculty lead, peers, hosts) in this course? Why is this information important when working with diverse populations/Filipino context? *PLO: Critical Self-Reflection* 3. Describe how you typically build professional relationships in your country/culture. Compare and contrast this relationship-building process with your interactions with others in this FE course, online and on-ground. *PLO: Diversity* 4. Describe an ethical dilemma during the VTC of this FE. Based on the ethical codes that we support as professionals in IP (APA and Universal Declaration), link potential principles from the ethical codes that might dictate your behavior when working in the Philippines. *PLO: Ethics and Social Justice*	Signature Assignment Rubric

Grading Information

Assignment	Points	Total
Discussions @ 10	20	200

Service-learning Project Discussions @ 4	20	80
Service-learning Project Outline	20	20
Service-learning Project Presentation	100	100
Virtual Travel Participation and Daily Debrief Groups	200	200
Travel Journals	90	90
Signature Assignment	100	100
Total		800 points

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

CLICK HERE FOR SYLLABUS PART 2: POLICIES

Student Academic Supports and Resources

COMMUNITY SITE FOR UNIVERSITY RESOURCES
The Community Site is where students can access additional university resources. The Community Site also links to the Student Gateway where students can view their personal information, access their student records, pay a bill, and complete other tasks.

ACADEMIC CATALOG AND STUDENT HANDBOOK

BOOKSTORE

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:
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
IT Website

Hours

Day	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 / XULA Library
- Online Library
- Southern California Library
- Washington DC Library
- Dallas Library

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.

ACADEMIC SUPPORT
Email: onlinewritingcenter@thechicagoschool.edu
Website: OCWC Home Page
Click Here to Submit Work For Review

Appendix A: Daily Debrief Groups

Developed by Brittany Stephenson, PhD and Patricia H. A. Perez, PhD

A "daily reflection group" is a group that allows members to freely share emotional experiences in a safe and supportive environment. It might also be referred to as

"debriefing" after your "work" at the end of each day.

In the context of a study abroad course, daily reflection groups provide students with the opportunity to "decompress" daily by providing a forum for exploring emotional responses to the day's activities. Also, the daily reflection groups give each student a safe place to gain feedback from the faculty instructors and peers regarding feelings, thoughts, and behaviors during Virtual Travel. Lastly, the daily reflection groups allow students to link course materials, Virtual Travel engagement to identified core skills/competencies of an International Psychology professional. Daily reflection groups are meant to be non-judgmental, accepting, and reassuring. **Rules of engagement during the daily reflection groups will be explained during the first daily reflection group at the start of Virtual Travel.**

Purpose: An appropriate study abroad experience will present the student with a myriad of challenges: academic, physical, emotional, and maybe even spiritual grounded in the Program Learning Outcomes (PLOs) of the course. It is important to acknowledge, as a group, that the experience is challenging and possibly emotionally uncomfortable so that no one feels alone in his/her feelings. Providing students with the opportunity to share their emotions and obtain emotional support from their colleagues, increases group cohesion and decreases stress and emotional fatigue. This allows the group to start each new day unhindered by the previous day's emotions and proceed with their new self-knowledge.

Logistical Considerations: Daily reflection groups should be held at the conclusion of each day of the Virtual Travel portion. Daily reflection groups should be held in a safe and private location, preferably in the same location each day. The more comfortable and secure students feel in the physical environment and in the virtual space, the more likely they are to feel safe to share. Conducting daily reflection groups "on the fly" while in transit between activities may not allow enough space for everyone to share or thoroughly daily reflection complex feelings.

Method: The faculty instructors serve as the leader for the daily reflection group and is responsible for ensuring the emotional safety of the group environment. The content of the group should not be forced and should develop naturally as students share. The group leader may suggest some questions or topics if something pertinent needs to be discussed, or if students are hesitant. Some guiding questions are listed below and are only suggestions to frame the daily reflection group experience. The faculty instructors may start by summarizing the day and sharing his/her/their own thoughts and feelings about the day in order to model how the daily reflection group should go. All students should be encouraged to share something but should not be forced. Silence should be seen as space for students to think, daily reflection something that was said, or to decide to speak up and share!

Guiding Questions

Reflection

- Tell us your experience of today's events.
- Please share a memorable experience.
- Based on today's activities, how has your thinking and feeling changed? Why?
- What have you learned about yourself today? How do you feel about the learning?
- What have you learned about others today? How do you feel about this learning?
- How will what you learned today, affect what you do tomorrow?
- How did you (your actions, verbal and nonverbal; thoughts; feelings; etc.) affect your encounter with someone else today?
- So far, has the experience been what you expected? Why or why not?

Observed Trauma-Based Issues
- What indications of trauma (individual, group, historical) did you observe today?
- What have you observed about how trauma is expressed in this culture?
- What have you observed about how trauma is treated in this culture?
- How are your knowledge and training about trauma affecting your ability to observe trauma in this culture?
- How have your observations today changed the way you think about trauma?
- How might you incorporate what you are observing into a more universal approach to understanding and treating trauma?

Organization/Systems Effectiveness
- What kind of impact do you think Organization X that we visited today has?
- What are some of the barriers Organization X is facing and why do you think those barriers exist?
- What would you propose to overcome those barriers?
- What other information might you need to be an informed consultant and make a relevant recommendation to Organization X?
- What is something that Organization X is doing that you think would be beneficial in your culture or community?
- What leadership principles did you see in Organization X that are support the effectiveness of the mission and vision of this organization?
- What are the strengths and challenges of Organization X?

Appendix B: Assignment Rubrics (see Canvas)

Virtual Travel articipation and Daily Debrief Groups Rubric

Discussion/Group Discussion Rubric

Group Presentation Rubric

Written Assignment Rubric

Signature Assignment Rubric

Appendix C: VTC Participation & Professional Comportment

1) Make sure that you log in 10-15 minutes prior to the start of each synchronous activity for planning/organizational purposes; only have Zoom on and log off all applications on your desktop/laptop as that slows down the bandwidth/internet connection.
2) Please review attire for the synchronous activities and dress accordingly (see below).
3) Expectations for synchronous activities: on time, showing camera (unless otherwise instructed), participation when prompted, in a space that is professional (either usage of virtual backgrounds or review your home backgrounds).
4) If there are any issues with your own participation for the synchronous activities, please contact faculty instructors to discuss prior to the synchronous activity. During the activities **you can privately chat** with the faculty instructors if things change during the synchronous meetings or you have questions that are urgent.
5) All Zoom links and speaker/program information (synchronous) will be included in the VTC Philippines Module per activity. Make sure that you review prior to the activity.
6) Asynchronous activities: Reflective questions, videos, directives, and "to-do" activities ON YOUR OWN will be included in the VTC Philippines Module per activity per day. All ON YOUR OWNs will be due by the VTC (11:59 PM CST) unless otherwise noted. Please contact faculty instructors if you have questions.
7) *Reminder: There will be no recordings for all synchronous activities* per the Philippines' anti-terrorist bill

Attire: Casual (full sleeves, no thin straps/cap sleeves for women)
Attire: Business Casual (golf shirt for men or with a collar, women-tops with sleeves/no logos/high neckline covered, no tattoos showing)
Attire: Business (collars, jackets, and sleeves-no logos and no tattoos showing)

Appendix D: Tentative VTC Itinerary (Subject to Change)

Date	Synchronous Activities (CST)	ON YOUR OWN: Asynchronous Activities (Due by end of the VTC, 11:59 PM CST)	Notes

	(Arrive at least 10-15 minutes prior to start of Activity)		
Pre-Departure	5:00-6:00 PM: Pre-Departure Meeting *Attire: Business Causal	• ON YOUR OWN: VTC Guide and Professional Comportment • ON YOUR OWN: VTC Philippines Summary • ON YOUR OWN: VTC Final Itinerary	
Day 1	6:00-8:00 PM: Welcome Dinner/Cultural Orientation-Dennis Sebollena *Attire: Business Casual	• ON YOUR OWN: Arrival in the Philippines	
Day 2	6:00-7:00 PM: Meet and Greet former VTC Philippines students 7:00-7:30 PM: Break 7:30-8:30 PM: Debrief Session #1 *Attire: Business Casual	• ON YOUR OWN: Explore A Filipino/Southeast Asian Community (Food/Filipino Cooking)	
Day 3	6:00-7:00 PM: Mental Health in the Philippines • Rissa Coronel 7:00-8:00 PM: Ateneo de Manila University, Department of Psychology 8:00-8:30 PM: Break 8:30-9:30 PM: Debrief Session #2 *Attire: Business	• ON YOUR OWN: Explore A Filipino/Southeast Asian Community (Entertainment) • ON YOUR OWN: Group Project Discussion	

Day 4	7:00-8:30 PM: Solidarity for Orphans and Widows (SOW)-Fr. John Era 8:30-9:00 PM: Break 9:00-10:00 PM – Debrief Session #3 *Attire: Business Casual	• ON YOUR OWN: Explore A Filipino/Southeast Asian Community (Family/Relationships) • ON YOUR OWN: Group Project Discussion	
Day 5	7:00-8:30 PM: Pambansang Kilusan ng Samahang Magsasaka-Pakisama (*National Confederation of Family Farmer Organizations*) • Mr. Raul Socrates Banzuela, National Coordinator • Q and A 8:30-9:00 PM: Break 9:00-10:00 PM: Debrief Session #4 *Attire: Business	• ON YOUR OWN: Explore A Filipino/Southeast Asian Community (Shopping) • ON YOUR OWN: Group Project Discussion	
Day 6	7:00-8:30 PM: Adamson University, Department of Psychology (Filipino Psychology) • Dr. Joseph Terrell Malabuyo (Chair) and with faculty • Q and A 8:30-9:00 PM: Break 9:00-10:00 PM: Debrief Session #5	• ON YOUR OWN: Explore A Filipino/Southeast Asian Community (Travel/Transportation) • ON YOUR OWN: Group Project Discussion	

	*Attire: Business		
Day 7	6:00-7:00 PM: Social-political Issues Discussion- Dennis Sebollena 7:00-8:00 PM: Asilo De San Vicente De Paul (Sr. Melly or resource speaker) 8:00-8:30 PM: Break 8:30-9:30 PM: Debrief Session #6 *Attire: Business Casual	• ON YOUR OWN: Explore A Filipino/Southeast Asian Community (Current Events) • ON YOUR OWN: Group Project Discussion	
Day 8	6:00-7:00 PM (Optional): Dinner with faculty instructors/Dennis 7:00-8:30 PM: Tour of Manila/Tagaytay/Taal, Batangas (Dennis Sebollena) 8:30-9:00 PM: Break 9:00-10:00 PM (Optional): Karaoke/Videoke night (with friends and family living in your household) *Attire: Casual	• ON YOUR OWN: Filipino Movie (Netflix-Seven Sunday or find one that is free) • ON YOUR OWN: TBA (Live with faculty instructors): Mass with Fr. John Era (Facebook-Vincent Connects) • ON YOUR OWN: Group Project Discussion	• Mass (3 options): Live on Facebook or ON YOUR OWN/ review the recording with questions • Groups: Final review of presentations with faculty instructors
Day 9	7:00-8:00 PM: SAFFY/Ten Thousand Villages • Ms. Roenna Antonio 8:00-9:00 PM: Farewell Dinner	• ON YOUR OWN: Mass with Fr. John Era recording on Facebook (Vincent Connects) • ON YOUR OWN: Group Project Discussion	• Mass (3 options): Live on Facebook or ON YOUR OWN or review the recording with questions • Groups: Final review of presentations with faculty instructors

	*Attire: Business Casual		
Day 10	7:00-9:00 PM: Group Presentations to our client, Fr. John (Executive Director, SOW) *Attire: Business	• ON YOUR OWN: Departure from the Philippines	