

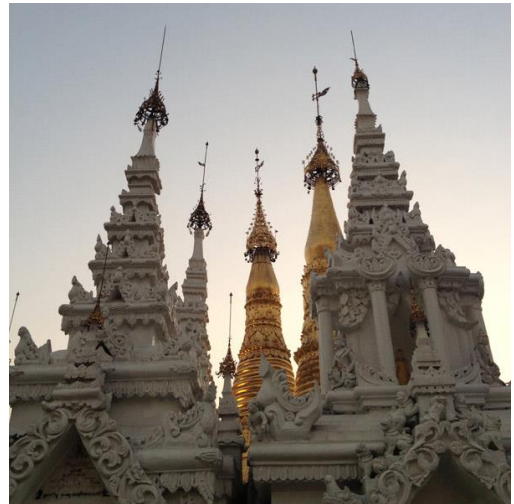
The Power of One-Myanmar: IS610- Republic of the Union of Myanmar (Burma)
3 Credit Hours
Semester/Term- Fall II 2016

Course Introduction

Instructor: Nancy Peddle, P.D. and Vicki Browne R.N. BSN, OCN
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Class Times: Online- Fall 2, 2016

Power of One: Myanmar Description

This course provides opportunities for students of all psychology disciplines to learn about global citizenship through service-learning as you experience working directly with International Non-Governmental Organizations (INGO's) and Professor Nyan and his students at the school of psychology at the University of Yangon. This study abroad is for those who want to make a difference whether your discipline emphasis is an overview of psychology or a more in-depth emphasis on trauma or organizational development and leadership. No three star hotels or reliable internet here, but you will be given an opportunity to see the early transition of Myanmar from being a closed country to one that is open to the US. It will bring understanding of the impact that long term poverty takes on children and adults over time as



well as the people's resiliency as you immerse yourself in the culture and people. You will also be given an opportunity to make a real difference through your work with actual INGO LemonAid Fund see how the YWCA works in a developing country as well as exploring psychology within the international context at the University with Professor Nyan and students. We will also visit the US Embassy, UNICEF and other INGO's or NGO's, see historical and religious sites in Yangon including the 2,500 year old Sule Pagoda and the Shwedagon Pagoda. Take the overnight train to Mandalay to see the golden Palace Monastery and the stunning surrounding country side of Amarapura and possibly Inle Lake. Our focus will be on sharing LemonAid Fund's evidence based Forgiveness, Gratitude and Appreciation (FGA) approach in a sustainable way to address the long history of oppression. We will engage in psychosocial activities and collecting data as well as exchanging ideas with psychology students and faculty for a global perspective. Students will be challenged to reflect upon their individual beliefs, personal biases, and judgments related to psychology practices, their own thoughts on forgiveness and what the impact of the change in policies regarding Myanmar may have on the psyche of the people as we look at the incredible changes the country has experienced in just the last few years.

You will participate in 3 Service Projects as you apply theory and professional knowledge to practice with diverse populations:

1. Engage in the established global forgiveness gratitude and appreciation 14 hour Train the Trainers (TOT)
2. Engage in an 8 hour training for community members for sustainability
3. Capacity building and leadership of an INGO

YOU will select your role in the service projects:

1. Training;
2. Research: Evaluation and data collection; and
3. Capacity Building and Leadership of an INGO.

The service projects will also incorporate your own gifts, academic disciplines of psychology and talents. Students will learn through observation, dialogue with local community members; University faculty and students; international aid agencies

and government officials as they engage in the service projects. This work will take you to a diverse range of locations from the colorful urban cities of Yangon and Mandalay to the more rural areas.

This is a unique experience, where beyond an amazing Study Abroad transformative experience and making a difference, you will contribute to the North-South dialogue as it is unfolding. North-South cooperation allows an exchange of ideas and solutions among countries to encourage ways of positive globalization. This is a hands' on experience where you will participate in a service project of giving a workshop on forgiveness/appreciation/gratitude and collect data in a sustainable manner under the Forgiveness, Gratitude, Appreciation Global Research IRB and where beyond an amazing Study Abroad transformative experience and making a difference you just may end up with a publication and a training to add to your CV.

Institutional Learning Goals, Competencies and Outcomes

Institutional Learning Goals

Please refer to the [2014-2015 Statement of Values](#) for a description of how our Institutional Learning Goals are derived.

Chicago School Institutional Learning Outcomes

This course will address aspects of all TCS Institutional Learning Outcomes (ILO) consisting of:

ILO1Scholarship: A graduate will be able to use scientific research and theory to inform practice and to prepare scholarly work broadly defined;

ILO2Diversity: A graduate will be able to apply theoretical and practical knowledge about ethnic, racial, gender, sexual, cultural and religious, age, and ability difference in professional work;

ILO3Professional Behavior: A graduate will be able to function in a professional and ethical manner in classroom, off-site training, and work settings; and

ILO4Professional Practice: A graduate will be able to conduct assessments, develop appropriate interventions, and implement interventions in a specialty area of professional psychology

through its seven Course Learning Objectives (CLO) and its twenty-two Module Learning Objectives (MLO). Students are expected to write in a scholarly manner using APA formatting in their posts and responses and to use scientific research references to apply theoretical practice and knowledge. Students will have many opportunities for both theoretical understanding and practical application of activities related to ILO's in an integrated approach during both the class and the on ground portions of the class.

Program Outcomes Addressed:

Relationship, Assessment, Intervention, Diversity, and Ethics

Specific Course Learning Objectives/Outcomes (CLO) and Module Learning Objectives/Outcome (MLO):

1. CLO1 Students will know more about professional behavior and practice through examining the concepts and definitions of global citizenship, development, and service learning for further develop global competency.

By the end of this course, students will be able to...

- MLO 1 - Understand the logistics of studying internationally and expectations of TCSP and the travel to Myanmar.

- MLO2 – Explore the relationship between applied learning and career aspirations including possibly working for an INGO and needed growth.

- MLO3 - Elaborate on personal transformation through reflection

2. CLO2 Students will evaluate the provision of services in developing countries.

By the end of this course, students will be able to...

- MLO5 - Understand how a country's history and religion may impact the culture of its people and reciprocally how the people's culture affects the issues and organizations with which you will work in Myanmar (include collectivism and individualism).

- MLO6 - Know the history and key themes, issues, and politics that have impacted Myanmar.

- MLO7 - Begin to conceptualize the psychological service projects in a culturally sensitive manner.

3. CLO3 Students will demonstrate a basic understanding of Myanmar culture, people, and traditions.
By the end of this course, students will be able to...
 - MLO8 – Explore biases, beliefs, and stereotypes and the importance of cultural sensitivity in global citizenship.
 - MLO9 - Examine the “soft skills” required for success in international work.
 - MLO10 - Discuss family systems, gender roles, and sociopolitical issues in Myanmar.
 - MLO11 -- Identify leaders in Myanmar whom you admire and those you may work on your project.

4. CLO4 Students will illustrate an introductory understanding of Myanmar economic, social, political, and health issues.
By the end of this course, students will be able to...
 - MLO12 - Evaluate the impact Myanmar’s governing structure has on the various organizations and systems you plan to put into place for your project.
 - MLO13 -- Further understand the context of Myanmar in relation to other South East Asian Countries in terms of their progress and current political issues such as anti-government and pro-democracy.

5. CLO5 Students will critically examine global issues (i.e. trauma, stress, forgiveness, gratitude and appreciation that cross geographical borders in the movement toward internationalization of psychology).
By the end of this course, students will be able to...
 - MLO14 -- Engage in reflective examination of forgiveness, gratitude and appreciation for transformation support
 - MLO15 -- Discuss the root of forgiveness and psychosocial issues as related to one’s own world view and how they may be used in Myanmar and the Buddhist context.
 - MLO16 -- Examine how interventions in forgiveness and psychosocial activities can contribute to health (mental and physical) and social well-being.
 - MLO17 -- Understand how Western psychology may be inapplicable or irrelevant when working with individuals in Myanmar.

6. CLO6 Students will appraise individual beliefs, personal biases, and judgments related to international cultures, traditions, and diverse psychology practices.
By the end of this course, students will be able to...
 - MLO18 -- Identify Personal Leadership skills and Consultancy skills to work internationally as they organize service projects.
 - MLO19 -- Assess readiness for implementation of activities in Myanmar.

7. CLO7 Students will Develop skills of self-reliance in non-classroom environments; flexibility and ability to tolerate ambiguity; and interact with other cultures with proficiency
By the end of this course, students will be able to...
 - MLO20 -- Experience the culture through a variety of settings, geographic locations and people.
 - MLO21 -- Engage in 2 Service Learning Projects learning how an INGO works, exchange best practices with professionals and students and building capacity of Myanmar psychology students and NGO’s.
 - MLO22 – engage in hand’s on activities that will to increase cultural competency and shape their on professional practice through the Study Abroad ground portion in Myanmar.

Program Competency Addressed:

1. Knowledge acquisition, appreciation, and reflection of individual cultural differences within the context of psychology.
2. Intellectual and Practical Skills which includes, but is not limited to inquiry and analysis, critical and creative thinking, written and oral communication, quantitative and information literacy, teamwork and problem solving.
3. Personal and Social Responsibility which includes, but is not limited to local and global civil knowledge and engagement, intercultural knowledge and competence and ethical reasoning and action.
4. Integrative Learning which includes which includes synthesize and application of knowledge.

In Country Attendance & Engagement Rubric

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

Professional Contribution & Comportment Rubric

Grading Area	Demonstration Level 1 (unacceptable)	Demonstration Level 2 (minimal)	Demonstration Level 3 (expected)	Demonstration Level 4 (advanced)
Professional Behavior and Comportment	Demonstrates unprofessional behavior or comportment during program and/or in more than one interaction with students, faculty, administrators or any in-country partners. 0-19 points	Demonstrates expected professional behavior and comportment for most of program and in almost all interactions with students, faculty, administrators and all in-country partners. 20-49 points	Demonstrates expected professional behavior and comportment for entire duration of program and in all interactions with students, faculty, administrators and all in-country partners. 50-79 points	Demonstrates exemplary and model professional behavior and comportment for entire duration of program and in all interactions with students, faculty, administrators and all in-country partners. 80 points
Total		80 total points		

Required and Optional Texts and Electronic Reserves

Required Readings

Student Information

- “What to Know Before You Go” Pre-Departure Handbook for students preparing for international travel:
 - **Review the information on this site thoroughly!**
<http://ego.thechicagoschool.edu/s/843/index.aspx?sid=843&gid=20&pgid=4187>
- **TCSPP International Programs and Services: Handbook and Resources**
 - [Web link for TCSPP International Programs and Services](#)

- Pre-Departure Handbook for students preparing for international travel: ([Direct Link to Handbook](#))
- Please review the Helpful Links for Travelers section, specifically
 - Center for Disease Control – Traveler’s Health
 - Health Information and Vaccinations
- **Myanmar Checklist**
 - **Review the information on the check list thoroughly!** You will be asked to confirm that you have read it. Please ask questions and share answers related to the check list in the Virtual Office.

Required Textbooks

Title	ISBN	Publisher’s Price
1. Luskin, F., (2002). <i>Forgive for Good: A Proven Prescription for Health and Happiness</i> . San Francisco: Harper.	ISBN: 9780062517210 ISBN10: 006251721X	*Amazon \$10.59 TCS Bookstore \$10.83
2. Thant, M.-U. (2007). <i>The river of lost footsteps: A personal history of Burma</i> . New York: Farrar, Straus and Giroux.	ISBN 10: 0374531161 ISBN 13: 9780374531164	*Amazon \$10.99 TCS Bookstore \$

*You can use [Goodshop](#) select a cause (a % goes to the charity of your choice directly from Amazon see below) and then select Amazon and purchase your books using the ISBN.

Required Video

Title		Publisher’s Price
Østergaard, A., Krogsgaard, J., Lense-Møller, L., Plum, S., In Billeskov, J. J., In Papapetros, T., Malmqvist, C. Oscilloscope Laboratories (Firm). (2010). <i>Burma VJ: Reporting from a closed country</i> .	DVD	*Amazon \$9.99

*You can use <http://www.goodshop.com/> select a cause then select Amazon and purchase your books using the ISBN (see below).

Journal Articles

- Peddle, N., Stamm, B. H., Hudnal, A., & Stamm, H., (2006). [Effective Intercultural Collaboration on Psychosocial Support](#). In Reyes, G. & G. A. Jacobs (Eds.), *Handbook of international disaster psychology, Vo. 1. Fundamentals and overview*. Westport, CT: Praeger Publishers.
- **Websites for Searches** Together, we will build a library of current peer reviewed journals as well as current affair articles, web sites and documents that explore political, social, education, health and culturally relevant content that will help us to prepare for this Study Abroad trip.
- Use of <http://www.goodsearch.com/> for your every searches you make and <http://www.goodshop.com/> for buying your books and getting your tickets. You can select any not-for-profit you would like to search for. If you do not have a not-for-profit please consider LemonAid Fund. Yahoo pays your charity \$.01 for each search and a % of every purchase when signed in and using this search engine.
- YWCA in Myanmar <http://www.ymca.int/where-we-work/ymcas-country-profile/asia-pacific/myanmar/>
- LemonAid Fund’s web site www.lemonaidfund.org

- (Suggested) BoardSource - <https://www.boardsource.org/eweb/> - for not-for-profit strategic thinking and planning ideas

Downloads (posted in the course)

- Dubrow, N., & Peddle, N. (1997). Trauma healing and peace education training manual. (2nd ed.). Chicago: Taylor Institute
- Forgiveness, Gratitude and Appreciation training handbook in English and Spanish (2015).
- Research templates:
 - Workshop data collection forms
 - Data collection input sheets

Additional Required Readings/Websites and Information

- Dubrow, N., & Peddle, N. (1997). Trauma healing and peace education training manual. (2nd ed.). Chicago: Taylor Institute (posted on the course).
- Key papers on Myanmar’s history will be available in the elibrary

Suggested Reading

- Aung, S. S. K. (1997). *Letters from Burma*. London: Penguin Books.

Assignment Rubric

Class Assignments (155 points total)

Grading Area	Demonstration Level 1 (unacceptable)	Demonstration Level 2 (minimal)	Demonstration Level 3 (expected)	Demonstration Level 4 (advanced)
Discussion Questions/Class Participation	Does not participate in the weekly discussion questions due each week in Canvas/or participates with limited responses, Issue/problem to be considered critically is stated without clarification or description. Lack of use of APA style or with no grammar and spell check. <i>(0-19 points total)</i>	Is late in participating in weekly discussion questions due each week in Canvas. Completion of answers to the discussion questions posted before midnight on Wednesday night with final responses posted before midnight on Sunday for full points. Post shows you haven’t completed all readings prior to answering the discussion questions. Answering the questions are not in APA format as should at least two of your responses with support of references for full points. Bring your own voice but it was simplistic and obvious not brining anything to with a lack of references. <i>(20-39 points total)</i>	Participates in weekly discussion questions due each week in Canvas. Completion of answers to the discussion questions are posted before midnight on Wednesday night with final responses posted before midnight on Sunday for full points. Your work shows that you completed most of your readings prior to answering the discussion questions. You have answered your post in APA format have some spelling grammar problems but at least two of your responses are not supported with references for full points. Bring your own voice but it is a bit simplistic and also have your thoughts supported with references. <i>(39-69 points total)</i>	Participates in weekly discussion questions due each week in Canvas. Completion of answers to the discussion questions posted before midnight on Wednesday night with final responses posted before midnight on Sunday looking at the question to be addressed critically with clarity and comprehensively for full points. In addition they use APA formatting and have references to support the work. You include and show that you completed all readings prior to answering the discussion questions. Answering the questions should be in APA format as should at least two of your responses with support of references for full points. Bring your own voice and also have your thoughts supported with references. <i>(70 points total)</i>

<p>Service Project APA Capstone Outline Paper</p> <p>There will be one service project Outline paper due submitted online per group (teams will be self-selected per topic) prior to trip.</p> <p>The Outline paper should be an APA outline of your project (see APA capstone outline requirements) including references of class/readings discussions. This paper should be as long as it needs to be to best outline what you will be doing, who you need to talk to; what you need to know to accomplish your work; and what you will be doing. This will be done from a consultant's point of view. This paper is a direct preparation for your engagement in the service project while on the in country study abroad component and have a product related to your area i.e. a training, a manual, a completed event and develop a report on this activity for the INGO's you will work with.</p>	<p>Lack or minimal Teamwork</p> <p>Lack of Context of and Purpose for Writing <i>Includes considerations of audience, purpose, and the circumstances surrounding the writing task(s).</i> Content Development Genre and Disciplinary Conventions are not well used</p> <p><i>Formal and informal rules inherent in the expectations for writing in particular forms and/or academic fields APA format are not well adhered to (please see glossary).</i></p> <p>Sources and Evidence are minimal</p> <p>Control of Syntax and Mechanics poor (0-29 points total)</p>	<p>Some Demonstration of teamwork is clear</p> <p>Weak Context of and Purpose for Writing <i>Includes considerations of audience, purpose, and the circumstances surrounding the writing task(s).</i> Not clear in Content</p> <p>Development Genre and Disciplinary Conventions</p> <p><i>Formal and informal rules inherent in the expectations for writing in particular forms and/or academic fields some APA format (please see glossary).</i></p> <p>Sources and Evidence evident but now sufficient to support your work</p> <p>Control of Syntax and Mechanics not strong (29-49 points total)</p>	<p>Much Demonstration of teamwork is clear</p> <p>Context of and Purpose for Writing <i>Includes considerations of audience, purpose, and the circumstances surrounding the writing task(s) is evident.</i></p> <p>Shows Content</p> <p>Development Genre and Disciplinary Conventions</p> <p><i>Formal and informal rules inherent in the expectations for writing in particular forms and/or academic fields uses APA format mostly (please see glossary).</i></p> <p>Sources and Evidence support the work</p> <p>Control of Syntax and Mechanics stronger (49-69 points total)</p>	<p>Demonstration of teamwork is clear</p> <p>Strong evidence of the following in the Service Project Outline paper.</p> <p>Context of and Purpose for Writing <i>Includes considerations of audience, purpose, and the circumstances surrounding the writing task(s).</i> Content</p> <p>Development Genre and Disciplinary Conventions</p> <p><i>Formal and informal rules inherent in the expectations for writing in particular forms and/or academic fields using strong APA formatting (please see glossary).</i></p> <p>Sources and Evidence</p> <p>Control of Syntax and Mechanics (70 points total)</p>
<p>Reflections prior to Experience Journal reflections are a given for growth and development both during pre-trip weeks, the time in the field and after. Impact of the study abroad on you personally, as clinicians and your future work should, be part of the reflections. To reflect in service learning means to think critically about and analyze emotional responses to service activities in the context of course content and the learning objectives of a particular course or curriculum. Through reflection, students can expand their knowledge beyond concrete facts,</p>	<p>Not Submitting (0 points total)</p>			<p>Submitting every week (5 points total)</p>

reach a new understanding of social problems, interpret real- life situations, propose practical and meaningful solutions to societal problems, and take informed action. Incorporate what you have written into the discussion posts throughout the course.				
Building our Web Research Library Posting a minimum of 4 Peer Reviewed articles on Myanmar and other informative articles to help prepare for Myanmar (10 points total)	Post a couple of sources but none peer reviewed (0-3 points total)	Post sources but only a couple are peer reviewed (6-7 points total)	Post less than 5 peer reviewed articles and have a number of other relevant sites for the trip to Myanmar (8-9 points total)	Post 5 or more peer reviewed articles and other relevant sites for the trip to Myanmar (10 points total)
TOTAL			155	

In Country Assignments (170 points total)

Grading Area	Demonstration Level 1 (unacceptable)	Demonstration Level 2 (minimal)	Demonstration Level 3 (expected)	Demonstration Level 4 (advanced)
<p>Service Project(s) Students will be required to develop and participate in three main Service Projects:</p> <ol style="list-style-type: none"> 1. Forgiveness, Gratitude and Appreciation Workshop (FGA) TOT (16 hours) and Community-based FGA workshop Practicum (8 hours) 2. Data collection and analysis related to the FGA Workshop which will contribute to a larger global research project on evaluation of the FGA workshop and effects of FGA on participants which is covered by an IRB at TCSP. Getting your CITI* will be part of this process. Templates for evaluation, data collection and data input will be given to you. You will work closely with each group and the faculty. 3. Leadership and Capacity Building of an International Non-Governmental Organization (INGO) 	<p>Service Project lacks Engagement in developing the project and on the ground deliverables in a professional scholarly with low culturally competent manner. Teamwork is minimal with TCPP and our on the ground partners throughout the project. Did not obtain your CITI as part of the global research project and increasing your scholarly knowledge. Lack to minimal engagement with your INGO is evident. (0-10 points Total)</p>	<p>Service Project show minimal Engagement in developing the project and on the ground deliverables in a professional scholarly and minimal culturally competent manner. Shows some work as a team with TCPP and our on the ground partners throughout the project. Did not obtain your CITI as part of the global research project and increasing your scholarly knowledge. Minimal engagement with your INGO is evident. (11-29 points Total)</p>	<p>Service Project shows Engagement in developing the project and on the ground deliverables in a professional scholarly and although not always in a culturally competent manner. Work as a team is inconsistent with TCPP and our on the ground partners throughout the project. Obtain your CITI as part of the global research project and increasing your scholarly knowledge. Shows some engagement with your INGO is evident. (30-49 points Total)</p>	<p>Service Project Engagement in developing the project and on the ground deliverables in a professional, scholarly and culturally competent manner. Work as a team with TCPP and our on the ground partners throughout the project. Obtain your CITI as part of the global research project and increasing your scholarly knowledge. Engagement with your INGO is evident. (50 points Total)</p>

<p>Students will also be incorporated into daily Service Projects as we will be interacting heavily with the community, women empowerment groups and children activities. Service Projects will rely on your psychology skills, knowledge and experience from your individual disciplines of expertise. *CITI can be completed through TCSP portal. (50 points total)</p>				
<p>Capacity Building Video (10 pts) Students will work together in groups to develop a video to promote the impact of an INGO's work and it's collaborations in Country to contribute to sustainability. Each group will bring their own project perspective to the project record lasting no more than 4-7 minutes.</p>	<p>No Video (0 points total)</p>	<p>Video doesn't show what the INGO is doing but it has some elements of the program you are working with. Show cases FGA approach. Video doesn't expand the capacity of the INGO or the program. (3-6 points total)</p>	<p>Video helps build the capacity of the INGO and program you are working with. Show cases FGA program. Video shows the scope of work of the project for the presentation but never makes it to the Faculty. (6-9 points total)</p>	<p>Video helps build the capacity of the INGO and program you are working with. Show cases FGA program. Video shows the scope of work of the project. Used at the presentation Video is loaded onto the Faculties computer. (10 points total)</p>
<p>Reflections: Daily (on-site) Reflections done as a group process during daily reflection time in country (5 pts) Final Reflection paper due after the trip (5 pts)</p>	<p>Not Attending or Not Participating (0 points total)</p> <p>Not Submitting (0 points total)</p>			<p>Participating in daily reflections in country (5 points total)</p> <p>Submitting a final Reflection after trip (5 points total)</p>
<p>Final Presentation and Team-Based Peer Evaluations (100 points total) Final Presentation presented on the ground to the organization(s) we are working with to build capacity and support sustainability. There may or may not be electricity for PPT but be prepared You will work with your faculty and your team to create your final presentations for each project. They will be in the form of a PPT presentation for all partners, Myanmar leaders and invited guests. Your presentations will be a culmination of the</p>	<p>Presentation is either not done or lacks organization, presentation goes over its 15 minutes, students do not know how to answer questions.</p> <p>Peer review forms are not handed in for your team and the other team by deadline. (0-59 points total)</p>	<p>Presentation is organization can be seen but it does not have many of the components of a professional APA presentation with title slides, description of sample, methods, data collection, information, , the people who were part of your project, content and any outcomes, lessons learned and recommendations.</p> <p>The presentation is not really geared to the audience nor culturally appropriate with lack of <i>appropriate posture, gestures, eye contact, and vocal expressiveness displayed and student seldom refers to notes.</i></p> <p>The presentation is not within its 15 minutes.</p>	<p>Presentation is mostly organized and has most of the components of a professional APA presentation complete with title slides, description of sample, method, data collection, information regarding the people who were part of your project, and any outcomes, lessons learned and recommendations.</p> <p>The presentation is geared to the audience and the delivery is generally on target with <i>appropriate posture, gestures, eye contact, and vocal expressiveness displayed and student seldom refers to notes.</i></p> <p>The presentation is within its 15 minutes.</p> <p>Presenters are professional</p>	<p>Presentation is organized and has all of the components of a professional APA presentation complete with title slides, description of sample, method, data collection, information regarding the people who were part of your project, and any outcomes, lessons learned and recommendations.</p> <p>The presentation is geared to the audience and the delivery has <i>appropriate posture, gestures, eye contact, and vocal expressiveness displayed and student seldom refers to notes.</i></p> <p>The presentation is within its 15 minutes.</p> <p>Presenters are professional (attire, presentation, language...) and</p>

<p>service projects and be compliment the APA outline using APA formatting. You will tell us the methods you used, the people who were part of your project, content and any outcomes, lessons learned and recommendations. YOU have 15 minutes for the presentation and 15 Q&A.</p> <p>Team-Based Peer Evaluations – Due with your presentation. This course depends on applied learning in a group setting. It is of the utmost importance to respect your team members, classmates, faculty leads and those whom you encounter in-country. Therefore, class members will be required to evaluate their classmates as it pertains to their preparedness, participation and contribution within both the Online and In-Country portions of this course. All students are required to submit Peer Evaluations for every other student in the course (including themselves).</p>		<p>Presenters are professional (attire, presentation, language...) and answer questions in an informed and engaged manner. Presentation has supporting material.</p> <p>Peer review forms are handed in for your team and the other team.</p> <p>(59-79 points total)</p>	<p>(attire, presentation, language...) and answer questions in an informed and engaged manner. Presentation has some supporting material.</p> <p>Peer review forms are handed in for your team and the other team.</p> <p>(79-99 points total)</p>	<p>answer questions in an informed and engaged manner. Presentation has strong supporting material.</p> <p>Peer review forms are handed in for your team and the other team.</p> <p>(100 points total)</p>
TOTAL		170		

All Deliverable unless noted such as the last assignments are due Sunday at 11:59PM CST.

[Course Timeline and Itinerary are below]

Phase I: Academic Coursework/Classroom
Topics may change without notice depending on developments during the intervention component of the course.
Flexibility is the hallmark of International Work.

Module/PLO's/MLO's/CLO's	Unit	Readings/Media	Assignments/Points
<p>Module 1</p> <p>Overview/Title Module 1</p> <p>Overview–</p> <p>ILO2 Addressed in all Modules</p> <p>CLO1 Addressed Students will know more about professional behavior and practice through examining the concepts and definitions of global citizenship, development, and service learning for further develop global competency</p> <p>Logistics of Study Abroad</p> <p>Introduction, History, and Politics, Part 1</p> <p>MLO's Addressed MLO1 understand the logistics of studying internationally and expectations of TCSP and the travel to Myanmar.</p> <p>MLO2 explore the relationship between applied learning and</p>	<p>Unit 1</p>	<p>Student Information “What to Know Before You Go” TCSPP Study Abroad Pre-Departure Handbook</p> <p>Myanmar Checklist Review the information on the check list thoroughly! Please ask questions and share answers in Virtual Office.</p> <p>Required Readings TEXT Luskin, F., (2002). <i>Forgive for Good: A Proven Prescription for Health and Happiness</i>. San Francisco: Harper. Introduction</p> <p>Thant, M. -U. (2007). <i>The river of lost footsteps: A personal history of Burma</i>. New York: Farrar, Straus and Giroux. (Pages 9-41)</p> <p>eReserves TBA</p> <p>Web links Understanding an INGO's work LemonAid Fund – YMCA Myanmar http://www.ymca.int/where-we-work/ymcas-country-profile/asia-pacific/myanmar/</p> <p>http://fathomaway.com/guides/asia/myanmar/itineraries/first-impressions-burma/</p>	<p>Introduce Yourself (Required for Attendance Purposes) Initial Post due Wednesday, 11:59pm, CST of the first week of class.</p> <p>Travel Registration (5 pts.) Due no later than one month before travel. TCSPP Overseas Travel Registrant Database (you may need to sign in using your TCS login credentials)</p> <p>Complete Pre-Survey (5 pts.): Global Perspectives Inventory (GPI): login information will be sent to you via email. https://gpi.central.edu/ Complete no later than Sunday, 11:59pm, CST</p> <p>Unit 1 Discussion (10 pts.): Expectations Initial Post Due Wednesday, 11:59pm, CST Final post due no later than Sunday, 11:59pm, CST What do you expect to encounter on the trip? What has been the extent of your contact with Myanmar or Burma and/or the Myanmar culture? How do you anticipate this experience will impact your personal and professional life? In what ways? (Be specific about</p>

<p>career aspirations including possibly working for an INGO and needed growth.</p> <p>MLO3 Elaborate on personal transformation through reflection</p> <p>CLO2 Addressed Students will evaluate the provision of services in developing countries.</p>			<p>your field of study and expectations as we have a very diverse group and we want to meet your needs). How do you think you can bring value to INGO's working in country and make a sustainable difference? In what ways do you imagine your in-country experience will impact the local people? Please see Discussion Rubric for grading details.</p>
<p>MLO6 – Begin to know the history and key themes, issues, and politics that have impacted Myanmar.</p>	<p>Unit 2</p>	<p>Continue readings from Unit 1.</p>	<p>Unit 2 Web Research (10 Points Total) Due no later than Sunday Module 3 11:59pm, CST Share 5 websites and 5 articles (articles need to be scholarly peer reviewed) of your choosing related to Myanmar (use www.goodsearch.com) - Post to the Web Research Library in the Course Home Module.</p> <ul style="list-style-type: none"> • Come back throughout the class and post what you find. <p>Reflection Journal (15 Points Total) Prepare to create a daily reflection journal and start documenting your Study Abroad process and experiences/ thoughts/ feelings during class and on your trip. Incorporate information from your entries into the weekly discussions. You will submit your Journal 5 times (5 pts.) throughout the course, share in country (5 pts.) and after the trip you will submit a final reflection (5 pts.).</p>
<p>Module 2</p> <p>CLO2 Addressed Students will</p>	<p>Unit 3</p>	<p>Orientation: log in information will be sent to you via email.</p> <p>Research Component</p>	<p>Materials for Trip Begin plan for collecting volunteer donation materials to bring to</p>

<p>evaluate the provision of services in developing countries.</p> <p>History and Politics, Part 2/ Global Leadership Skills</p> <p>MLO's Addressed</p> <p>MLO5 - Understand how a country's history and religion may impact the culture of its people and reciprocally how the people's culture affects the issues and organizations with which you will work in Myanmar (include collectivism and individualism).</p> <p>MLO6 - Know the history and key themes, issues, and politics that have impacted Myanmar.</p>		<p>For those of you interested in the research component go to https://my.thechicagoschool.edu/community/academicresource/irb/Pages/Application-Submission-Material.aspx to look at process for getting CITI certificate if you do not have one.</p> <p>CITI Website: https://www.citiprogram.org/ register TCS Education System</p> <p>Required Readings</p> <p>TEXT</p> <p>Luskin, F., (2002). Forgive for Good: A Proven Prescription for Health and Happiness. San Francisco: Harper. <i>Part 1: Creating a Grievance.</i></p> <p>Thant, M. -U. (2007). The river of lost footsteps: A personal history of Burma. New York: Farrar, Straus and Giroux. (pgs:42-63 and 88-107)</p> <p>eReserves</p> <p>TBA</p> <p>Required Websites</p>	<p>Myanmar.</p> <p>Unit 3 Discussion (10 pts.): Leaders Initial Post Due Wednesday, 11:59pm, CST</p> <p>Final post due no later than Sunday, 11:59pm, CST</p> <p>Is there a leader in Myanmar whom you admire? How would you describe this person's emotional intelligence? Which pieces of Myanmar's history will be relevant to be aware of in order to be successful in our work? How does religion impact the culture of this country? What are the basic services of health, education and social welfare? Incorporate information from your journal entries into your posts. Are there human rights issues Please see Discussion Rubric for grading details.</p> <p>Reflection Journal Submission 1 (1 pt.) Due no later than Sunday, 11:59pm CST</p> <p>Submit your reflection journal for 1st 2 weeks. Continue to Journal throughout the course and during your travel experience.</p>
<p>MLO7 - Begin to conceptualize the psychological Service Projects in a culturally sensitive manner.</p>	<p>Unit 4</p>	<p>Continue readings from Unit 3.</p>	<p>Web Research Continued</p> <p>Add to the Web Research Library in the Course Home Module using http://www.goodsearch.com</p> <p>Unit 4: Discussion (10 pts.): Service Project Choice</p> <p>Due no later Sunday 11:59pm, CST</p> <p>Please choose from one of the three projects set forth in the Syllabus; organize groups online. Submit your choice to your instructor in the course.</p>
<p>Module 3 Global Leadership Skills/</p>	<p>Unit 5</p>	<p>Required Readings</p> <p>TEXT</p>	<p>Organizational Development - Strategic Thinking LemonAid Fund</p>

<p>Culture and Customs</p> <p>CLO3 Addressed Students will demonstrate a basic understanding of Myanmar culture, people, and traditions.</p> <p>MLO's Addressed: MLO8 – Explore biases, beliefs, and stereotypes and the importance of cultural sensitivity in global citizenship.</p> <p>MLO9 - Examine the “soft skills” required for success in international work.</p> <p>MLO10 - Discuss family systems, gender roles, and sociopolitical issues in Myanmar.</p> <p>MLO11 -- Identify leaders in Myanmar whom you admire and those you may work on your Service Project.</p>	<p>Luskin, F., (2002). <i>Forgive for Good: A Proven Prescription for Health and Happiness</i>. San Francisco: Harper. Part 2: Forgiveness</p> <p>Thant, M. -U. (2007). <i>The river of lost footsteps: A personal history of Burma</i>. New York: Farrar, Straus and Giroux. (Pages 107-162)</p> <p>eReserves Peddle, N., Stamm, B. H., Hudnal, A., & Stamm, H., (2006). Effective Intercultural Collaboration on Psychosocial Support. In Reyes, G. & G. A. Jacobs (Eds.), <i>Handbook of international disaster psychology, Vo. 1. Fundamentals and overview</i>. Westport, CT: Praeger Publishers.</p>	<p>Begin preparation.</p> <p>Complete CITI and submit certificate so we can submit IRB addendum for Myanmar.</p> <ul style="list-style-type: none"> • TCSPP Institutional Review Board • CITI Website <p>Unit 5 Discussion (10 pts.): Conflict in Myanmar Initial Post Due Wednesday, 11:59pm, CST Final post due no later than Sunday, 11:59pm, CST</p> <p>Please consider the impact the culture has in Myanmar and its effect on people in coping with issues of poverty and oppression. Are there any human rights issues and how does the culture address them? Discuss how the history, culture, development and customs of Myanmar impacts organizations and individuals coming to work with an NGO in Myanmar. Incorporate information from your readings and web research. Include information on how culture has influenced the need for the service project you will work on as well as visits we will make while in Myanmar. Incorporate your own reflections on interacting with the culture, economic situation including fears and feelings of excitement. Also include how your own professional development will be incorporated in your work. What are key qualities that must be displayed related to your project area? Please see Discussion Rubric for grading details.</p>
	<p>Unit 6 Continue readings from Unit 5.</p>	<p>Service Project Capstone Outline Paper Begin development of Service Project Capstone Outline Paper for your work in Myanmar. Start identifying leaders you</p>

		<p>need to work with for your service project. Post under UNIT 4 Service Project Choice for transparency (See Outline Rubric)</p> <p>Reflection Journal Submission 2 (1 pt.) Due no later than Sunday, 11:59pm CST Submit your journal of your course experiences. Continue to Journal throughout the course and during your travel experience.</p> <p>Web Research Continued Add to the Web Research Library in the Course Home Module using http://www.goodsearch.com</p> <p>Unit 6 Discussion: Myanmar Checklist (5 pts.) Submit completed Checklist in next Module. Please review checklist and begin preparation to make sure you have everything you need. Post any questions or concerns you may have regarding the checklist. If you have any suggestions or tips, please share with the group.</p> <p>Unit 6 Discussion: Donations each student is asked to bring donations if they choose and copies of the research sheets to bring with her/him. Donations are to give to the site staff (YWCA) for children and the research sheets are for the workshop that we will implement in Myanmar. It is ideal that the donation might be useful to those who work with children.</p> <p>Why do you think it is better to give donations to the adults and not directly to children? How do you think this action might contribute to the success of the trip? Which gifts might you bring</p>
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			<p>to Myanmar? Why might you choose it/them? How might it contribute to sustainability?</p> <p>This discussion is not graded, however, is an important part of the course experience and understanding sustainability after we leave. Please respond to your peers as needed.</p>
<p>Module 4 Political Systems; Education, Healthcare and Social Services</p> <p>CLO4 Addressed Students will illustrate an introductory understanding of Myanmar economic, social, political, and health issues.</p> <p>MLO's Addressed: MLO12 - Evaluate the impact Myanmar's governing structure has on the various organizations and systems you plan to put into place for your project.</p> <p>MLO13 -- Further understand the context of Myanmar in relation to other Central American Countries and Caribbean Countries in terms of their progress and current political issues related to immigration and economics in the US.</p>	<p>Unit 7</p>	<p>Required Readings TEXT</p> <p>Luskin, F., (2002). <i>Forgive for Good: A Proven Prescription for Health and Happiness</i>. San Francisco: Harper. (Part 3: Forgive For Good 103-137, 178-208)</p> <p>Thant, M. -U. (2007). <i>The river of lost footsteps: A personal history of Burma</i>. New York: Farrar, Straus and Giroux. (Pages 163-197)</p> <p>FILM Østergaard, A., Krogsgaard, J., Lense-Møller, L., Plum, S., In Billeskov, J. J., In Papapetros, T., Malmqvist, C. <i>Oscilloscope Laboratories (Firm)</i>. (2010). <i>Burma VJ: Reporting from a closed country</i></p> <p>In-course Materials (Download and Review) Forgiveness Training Manual</p> <p>Psychosocial Handbook (2013)</p> <p>Forgiveness, Gratitude and Appreciation Template Workshop</p> <p>Research Templates from the project</p>	<p>Organizational Development - Strategic Planning INGO in Myanmar. Group work.</p> <p>Unit 7 Discussion (10 pts): Looking Ahead Initial Post Due Wednesday, 11:59pm, CST Final post due no later than Sunday, 11:59pm, CST Looking ahead into the future how do you foresee the impact of this economic growth considering general (e.g. social, political, educational and cultural) and specific scenarios (e.g. health care, education, democracy, human rights). In what ways do changes in Myanmar impact our global community? What are the government policies currently shaping the issue/organization/ system you will be working with while in Myanmar? Please see Discussion Rubric for grading details.</p> <p>Myanmar Checklist (5 pts.) Due no later than Sunday, 11:59pm, CST Submit completed Myanmar checklist online and by email.</p>
	<p>Unit 8</p>	<p>Continue readings from Unit 7.</p>	<p>Web Research Continued Add to the Web Research Library in the Course Home Module using</p>

			<p>http://www.goodsearch.com. Find articles/links related to the current issues of Education, Healthcare and Social Services in Myanmar.</p> <p>Reflection Journal Submission 3 (1 pt.) Due no later than Sunday, 11:59pm CST Submit your journal of your course experiences. Continue to Journal throughout the course and during your travel experience.</p>
<p>Module 5 Forgiveness, Psychosocial Issues, and Leadership</p> <p>CLO5 Addressed Students will critically examine global issues (i.e. trauma, stress, forgiveness, gratitude and appreciation that cross geographical borders in the movement toward internationalization of psychology.</p> <p>MLO's Addressed: MLO14 -- Engage in reflective examination of forgiveness, gratitude and appreciation for transformation support</p> <p>MLO15 -- Discuss the root of forgiveness and psychosocial issues as related to one's own world view and how they may be used in Myanmar.</p>	<p>Unit 9</p>	<p>Required Readings TEXT Continue Reading; Luskin, F., (2002). Forgive for Good: A Proven Prescription for Health and Happiness. San Francisco: Harper.</p> <p>Thant, M. -U. (2007). The river of lost footsteps: A personal history of Burma. New York: Farrar, Straus and Giroux. (Pages 198-222 and 257-290)</p> <p>In-course Materials (Download and Review) Forgiveness Training Manual (Bhutanese)</p> <p>Psychosocial Handbook (2013)</p> <p>Forgiveness, Gratitude and Appreciation Template Workshop</p> <p>Research Templates from the project</p>	<p>Reminder: Required for Travel Make sure you have completed the International Travel Registration (ITR) - Should be done no later than one month before travel.</p> <p>Make sure you have your Myanmar visa if getting it ahead of time from the Myanmar Embassy in Washington or NY or online.</p> <p>NOTE: Students are responsible for obtaining and reviewing all medical and travel requirements with the appropriate agency (medical: primary care physician, travel documentation: home country consulate or embassy).</p> <p>Unit 9 Discussion (10 pts.): Service Project Topic Continued Post (in UNIT 4) Due Wednesday, 11:59pm, CST Final post due no later than Sunday, 11:59pm, CST Each group will continue the discussion regarding your topic related to your service project. You will start inputting your readings, reflections, questions, activities...so the rest of the class can learn and</p>

<p>MLO16 -- Examine how interventions in forgiveness and psychosocial activities can contribute to health (mental and physical) and social well-being.</p> <p>MLO17 -- Understand how Western psychology may be inapplicable or irrelevant when working with individuals in Myanmar. To understand more on forgiveness, psychosocial issues, the roots of these issues may produce trauma that effect on people in Myanmar.</p>	<p>Unit 10 :</p>	<p>Continue readings from Unit 9.</p>	<p>contribute to each other.</p> <p>Unit 10 Discussion (10 pts.): Forgiveness, Gratitude, and Appreciation Self-Reflection Initial Post Due Wednesday, 11:59pm, CST Final post due no later than Sunday, 11:59pm, CST</p> <p>This discussion focuses on self-reflection and self-awareness regarding forgiveness, gratitude and appreciation in our own lives before incorporating it into our service project work. Please post a personal reflection that came up during your readings. You will not make therapeutic suggestions to others but your support is always appreciated. Please reference how your reflections fit with the literature. How might those having lived through the 60 year war etc. in Burma think about the Forgiveness, Gratitude and Appreciation work?</p> <p>Web Research Continued Add to the Web Research Library in the Course Home Module using http://www.goodsearch.com.</p> <p>Reflection Journal Submission 4 (1 pt.) Due no later than Sunday, 11:59pm CST Submit your journal of your course experiences. Continue to Journal throughout the course and during your travel experience.</p>
<p>Module 6 Making a Difference: Individually and</p>	<p>Unit 11</p>	<p>Required Readings TEXT Finish Reading; Luskin, F., (2002). Forgive for Good: A Proven Prescription for Health and</p>	<p>Unit 11 Discussion (10 pts.): Intervention/INGO Initial Post Due Wednesday,</p>

<p>Organizationally</p> <p>CLO6 Addressed: Students will appraise individual beliefs, personal biases, and judgments related to international cultures, traditions, and diverse psychology practices.</p> <p>MLO's Addressed: MLO18 -- Identify Personal Leadership skills and Consultancy skills to work internationally as they organize service projects.</p> <p>MLO19 -- Assess readiness for implementation of activities in Myanmar.</p>	<p>Happiness. San Francisco: Harper.</p> <p>Thant, M. -U. (2007). The river of lost footsteps: A personal history of Burma. New York: Farrar, Straus and Giroux (Pages 290-end)</p> <p>eReserves TBA</p> <p>In-course Materials (Download and Review) Forgiveness Training Manual (Bhutanese)</p>	<p>11:59pm, CST Final post due no later than Sunday, 11:59pm, CST</p> <p>How can interventions in forgiveness and psychosocial activities can contribute to health (mental and physical) and social well-being? How might forgiveness, gratitude and appreciation be incorporated into your career or specific psychology track? How can an INGO make a difference? How might having research to support the efficacy of the workshop make a difference?</p> <p>Service Project Paper APA Capstone Outline Due no later than Sunday 11:59pm, CST For in-country work - due from group.</p> <p>The paper should be an APA outline of your project (see APA capstone outline requirements and rubric) including references of class/readings discussions and other peer reviewed literature. This paper should be as long as it needs to be to best outline what you will be doing; who you need to talk to; and what you need to know to accomplish your work. This will be done from a consultant's point of view. This paper is your preparation for your engagement in the service project activities during the in-country study abroad component as related to your product area i.e. a training, a manual, a completed event and develop an activity report for the INGO's you will work with.</p>
	<p>Unit Continue readings from Unit 11.</p>	<p>Web Research Continued</p>

	12		<p>Add to the Web Research Library in the Course Home Module using http://www.goodsearch.com.</p> <p>Reflection Journal Submission 5 (1 pt.) Due no later than Sunday, 11:59pm CST Submit your journal of your course experiences. Continue to Journal throughout the course and during your travel experience.</p>
<p>Module 7 Travel</p> <p>CLO7 Addressed: Students will Develop skills of self-reliance in non-classroom environments; flexibility and ability to tolerate ambiguity; and interact with other cultures with proficiency</p> <p>MLO's Addressed: MLO20 -- Experience the culture through a variety of settings, geographic locations, people and Service Projects.</p> <p>MLO21 -- Engage in 2 Service Learning Projects learning how INGO's work, exchange best practices with professionals and students and building capacity of Myanmar psychology students and faculty.</p>	Unit 13	<p>NO readings for this module. Please review prior readings, articles and websites as you feel necessary.</p>	<p>Preparation for Trip Review the Myanmar Checklist.</p> <p>In-Country Video Submission (In-Country Participation) (10 pts.) Due two weeks after the last day of on-ground portion of course via online (<i>Google Docs – instructor will provide links</i>). Students will work together in groups to develop a video to promote the impact of an INGO's work and it's collaborations in-Country to contribute to capacity building and sustainability. Each group will bring their own project perspective to the video. Recording lasting no more than 4-7 minutes.</p> <p>Final Presentations Submission (In-Country Participation) (Total 100 pts.) Due two weeks after the last day of on-ground portion of course via online (<i>Google Docs – instructor will provide links</i>). Submitted as PowerPoint. You will work with your faculty and your team to create your final</p>

<p>MLO22 – engage in hand’s on activities that will to increase cultural competency and shape their on professional practice through the Study Abroad ground portion in Myanmar.</p>			<p>presentations for each project. They will be in the form of a PPT presentation for all partners, Myanmar leaders and invited quests. Your presentations will be a culmination of the service projects and be in line with your research outline using APA formatting. You will tell us the methods you used, the people who were part of your project, any outcomes, lessons learned and recommendations.</p> <p>Team-Based Peer Evaluations – Due with your presentation. This will have its own page for submission. Within the Team-Based Peer Evaluation Form (form will be available online), you will fill out an evaluation table for each of your classmates as well as for yourself in which you rate each group member (including yourself) in terms of the criteria set out in the Evaluation Form. Students will evaluate their team members regarding one another's participation in the service project. Failure to do so will result in a lowered grade.</p>
	<p>Unit 14</p>	<p>NO readings for this module. Please review prior readings, articles and websites as you feel necessary.</p>	<p>Service Learning Projects (In-Country Participation) (50 Points Total) Due two weeks after the last day of on-ground portion of course via online. Workshops, research, hands on participation in activities in the communities and working with YWCA leaders.</p> <p>Final Reflections (5 pts.) Due after the last day of on-ground portion of course via online.</p>

			<p>Complete <i>Post-Survey</i> (5 pts.): Global Perspectives Inventory (GPI): login information will be sent to you via email. https://gpi.central.edu/ Complete no later than Sunday, 11:59pm, CST</p> <p>In-Country Attendance and Engagement (200 Total Points) – Refer to Rubric in syllabus and online.</p> <p>Professional Contribution & Compartment (80 Total Points) – Refer to Rubric in syllabus and online.</p>
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Phase III: Tentative Itinerary

Days of in-country 9 days not including travel time.

DRAFT Schedule is flexible for incorporating activities with high ranking people in Myanmar if possible and the time/place of the Village as well accommodating to the Holiday Schedule. We will also be building the in country itinerary based on group needs, free-time and educational and career tracks as we go. Much of the preparation time in country will be done with locals to help transference of skills so that our work is sustainable after we leave. We will have time to have substantial immersions of students into the host culture. We will need to do a great deal of translating of documents, materials and workshops.

Date	Activity	Location
<p>Students Must Arrive no later than: Arrive no later than December 29, 2016 at 9AM</p>	<ul style="list-style-type: none"> • Arrive Rangoon/Yangon Myanmar is served by Singapore and Bangkok and Delhi. • You will be met at the airport if you come in a group and be taken to your accommodations. 	<p>Central Hotel No. 335-337, Bogyoke Aung San Road, Pabedan Township, Yangon, Myanmar. Working with Mr. Nyan Min Din who has over 30 years of experience and works Santa Maria Tours on all in country logistics</p>
<p>Day 1 December 29, 2016 Thursday</p>	<p>7:00 – 9:00 Breakfast at Hotel</p> <p>9:15 am – Orientation Meeting: Emergency procedures, contact information, review of program –</p> <p>9:30 -- Cultural Tour of Yangon – Historical Pagoda’s (Shwedagon, Sule and others), Bogyoke Market and other sites</p> <p>Lunch together Meet with University of Myanmar Psychology students (informal as they are on break till next week)</p> <p>2:00 – 5:00 Continued Cultural Tour of Yangon Karaweik Palace, Yangon City Hall and end at the Strand (Historic place of George Orwell, Noel Coward and William Somerset Maugham) for a sundowner.</p> <p>6:00 pm: dinner and reflections together</p>	<p>Yangon, Myanmar</p>

<p>Day 2 December 30, 2016 Friday</p>	<p>6:00 am Breakfast Hotel</p> <p>7:00- Leave for Pathein Meet with YWCA on OVC (Orphan and Vulnerable Children Programme) has been implementing in Pathein Areas by Pathein YMCA from 2009 September till now. This project was supported by Alliance International HIV/AIDS for 18 PLHA Children, 27 Families and 42 Children in 5 focus areas. OPSHG (Older People Self Help Group Project) has been implementing in Baganbo Village, Pathein area by Pathein YMCA since 2008 till now. This project is supported by HelpAge International.</p> <p>Projects</p> <p>12:00 Lunch together</p> <p>1:00-3:00 Continue meeting with YWCA Staff visiting Projects and Plan for FGA Workshop and Research</p> <p>3:00- 5:00 – Shwemokhtaw Pagoda and Buddha and Famous Umbrella shops</p> <p>5:00 Return to Rangoon</p> <p>8:00 PM Reflections and Dinner Together</p>	<p>Pathein and Yangon</p>
<p>Day 3 December 31, 2016 Saturday</p>	<p>8:00 Breakfast Hotel</p> <p>9:00 FGA Activities and Research for Service Project Meet up with University of Myanmar Psychology Students</p> <p>12:00 Lunch together</p> <p>PM Karaweik Palace with Psychology students for emersion into culture</p> <p>8:00 PM Reflections and New Year’s Eve on Kandawgyi Lake</p>	<p>Celebrating New Year’s Eve in Burma with food, music and fireworks! Stories to tell for a lifetime (28C in the day down to 14-16C at night, cooler on the river so just wooly pully weather at night)</p> <p>Rangoon</p>

<p>Day 4 January 1, 2017 Sunday</p>	<p>8:00 Breakfast Hotel</p> <p>11:00 Leave for Bago by TRAIN Bago is one of the richest archaeological sites in Myanmar. Apparently Mons were the first to settle at this site. Two Mon brothers Thamala and Wimala from Thaton first founded the city about 825 A.D. In 13th century A.D. The site which was then on the Gulf of Martaban had already been earmarked as the location of a great city by Gautama the historic Buddha. Bago was made the capital of the Mon Kingdom and it came to be known as Hansavati (Hanthawaddy). It was also the seaport of ancient Mon kings. The Shwemawdaw or 'Great Golden God Pagoda', the reclining Buddha and the City Tour.</p> <p>12:00 Lunch together on Train</p> <p>PM continue cultural tour</p> <p>Depart 6:40 PM from Bago to Mandalay by TRAIN arrive Day 5 at 7:45 AM</p>	<p>Yangon to Bago to Mandalay by Train (Overnight on sleeper train)</p>
<p>Day 5 January 2, 2017 Monday</p>	<p>AM Visit INGO Projects in Mandalay</p> <p>PM Visit Cultural sites</p>	<p>Mandalay</p>
<p>Day 6 January 3, 2017 Tuesday</p>	<p>Leave 7AM Boat along the Ayeyarwaddy River Mingun from Mandalay to Bagan or Coach to Inle Lake Visit Communities Women projects fabric making Amarapura</p>	
<p>Day 7 January 4, 2017 Wednesday</p>	<p>Back to Yangon AM plane</p> <p>12:30 – 5:30 Service Project PM Service Project Forgiveness, Gratitude and Appreciation TOT Day 1 (full 5 hours)</p>	<p>Mandalay to Yangon</p>
<p>Day 8 January 5, 2017 Thursday</p>	<p>7:30 Breakfast</p> <p>8:30- Service Project Forgiveness, Gratitude and Appreciation TOT Day 2 (full 9 hours)</p> <p>Lunch together with participants</p> <p>5:00 Evaluation TOT Data collection Work with the Psychosocial Project and integrate Forgiveness evaluation and data analysis and plan for TOT</p>	<p>Yangon</p>

	7:00 PM Reflections and Dinner Together	
Day 9 January 6, 2017 Friday	7:00 Breakfast 8:00-11:00 UNICEF and US EMBASSY 12:00 Lunch Work with University of Yangon students on final Evaluation Psychosocial Project and collecting data for research and presentations 4:00 – 5:30 Final Consultant Presentations of results to key constituencies for further improvement and implementation. (15 minutes presentations each group and 15 minutes Q&A each group) 5:30 pm – Service Dinner Reception Good-bye Final Reflections	Yangon
Day 10 January 7, 2017 Saturday	Leave from Yangon Airport anytime today.	We will provide transportation to the airport.
Students Have Officially Completed the Program:		

Phase III: Taking Action Beyond...

Students will complete a semester of academic study and a service/study abroad trip, but will also be encouraged to continue their work with the material upon return. Traveling abroad and serving in another country often leaves students with a desire and interest to continue their work and learning in some form. Students will have been introduced to an INGO and can continue in to work on the research portion of this Study Abroad the Power of One Myanmar.

Phase III, will not only offer students the space to reflect but also the opportunity to meet with fellow students to discuss ways in which service to a similar local population could be realized. Early in the course, students will be encouraged to form relationships with other students for support

through their travels in an unfamiliar land, re-entry into their local culture, and post trip action planning for service continuation. Students will be asked upon return: “Now what?”

Grading Distribution

Assignments	Points
Global Perspectives Inventory Pre-Test	5
Global Perspectives Inventory Post-Test	5
International Travel Registration- full points awarded if complete by due date. No points awarded if not complete by due date.	5
Completion of Power of One Myanmar Check List	5
Discussions (7 @ 10 points each)	70
Build our Web Based Library with www.goodserch.com	10
Service Project Capstone Outline Assignment	70
Journal Reflections pre-departure	5
In-Country Attendance & Engagement	200
Professional & Behavioral Comportment	80
Service Project Completion	50
Journal Reflections in-country (5) Return Home (5)	10
Capacity Building Videos	10
Final Presentation in-country Assignment	100
Total	725

Letter Grade	Percent of Grade
A	94-100
A-	90-93
B+	88-89
B	83-87
B-	80-82
C	70-79
F	69 and below

**Please refer to “Syllabus Part 2: Policies” for additional information.
Click the link below to access.**

[CLICK HERE FOR SYLLABUS PART 2: POLICIES](#)

