

MP695A Special Topics in Psychology: Trauma, Pain and Politics in Northern Ireland
3 Semester Hours
Spring II, 2021

Course Introduction

Instructor:	This information will be included in the first week announcement.
Office and Hours:	
Phone:	
E-mail:	
Course Website:	

Official Course Description

The course will examine the modern and contemporary history of sectarian conflict in Ireland/Northern Ireland, and the social, religious, interpersonal and psychological impact of this conflict via working with the Public Initiative to Prevent Suicide and Self-harm (PIPS) Charity in Belfast, Northern Ireland. This course will also examine the Irish experience in the light of social, historical and social psychological parallels in the American experience and will apply theoretical, practical, and professional knowledge related to working with diverse populations.

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

- **Phase One:** A study of historical religious/social divisions and developments toward reconciliation and peace. Also, a study of the nature of trauma and traumatic reactions to war and peace (including suicide) and resulting community interventions from the Irish perspective and experience
- **Phase Two:** Travel to Belfast, Northern Ireland. As part of the course, the class will spend time with the PIPS Charity in Belfast, Northern Ireland, who will act as our organizational sponsor.

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

Institutional Learning Goals Addressed

Institutional Learning Goals

Please refer to the 2020-2021 Statement of Values for a description of how our Institutional Learning Goals are derived.

Scholarship

Graduates will be able to integrate scientific research and theory, as broadly defined, to enhance their scholarly and professional endeavors.

- *Program Competency – Scholarship of Psychology:* Graduates will demonstrate understanding of research, research methodology, techniques of data collection and analysis, as well as ability to apply scientifically derived knowledge of the psychological and developmental bases of behavior.
 - *PLO 1: Program Learning Outcome – Research Methods:* Students will demonstrate understanding of research, research methodology, techniques of data collection and analysis, as well as ability to apply scientifically derived knowledge.

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

- CLO1: Students will, through research, examine the political and religious history of Ireland and apply and discuss the ways in which that history influences the values, attitudes and identity of the unionist and nationalist communities in Northern Ireland.
 - *MLO 1: Through written web-based research assignments, students will engage in research of the history and key themes, issues and politics that have impacted Ireland and N. Ireland/Northern Ireland from 1900 up to the present day.*
 - *MLO 2: Using observation of films approved by the Irish Film Board as a springboard, students will apply their research on Irish/Northern Irish history via participations in the discussion boards.*

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.

- *Program Competency – Professional Behavior:* Graduates will show ethical acumen and multicultural competence in working with diverse populations.
 - *PLO2: Program Learning Outcome -- Diversity and Cultural Competence:* Graduates respond ethically and effectively to individual and group differences across racial, ethnic, gender, age, social class, disability, sexual orientation and religious boundaries.

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

- CLO2: Demonstrate knowledge of the world-view of the local culture within the context of psychology.
 - *MLO 3: Via discussion posts and written case studies, students will conceptualize the legacy of trauma that is a contributing factor to the present suicide epidemic in Belfast and N. Ireland/Northern Ireland.*
 - *MLO 4: Via discussion posts, weekly written case studies and a Final term paper, students will generate hypotheses and opinions as to how the experiences of privilege, prejudice and discrimination have molded identity and ways of coping in the two major communities in Northern Ireland.*
 - *MLO 5: Via discussion posts, written assignments, participation in the on-ground itinerary and process groups, students will recognize and provide examples of how Northern Ireland's history impacts the culture of its people and how the history and culture affects what is considered normal and pathological, especially what is considered culturally pathological to the phenomenon of suicide.*
- CLO3: Analyze differences between host culture and own culture.
 - *MLO 6: Via daily blogs/e-journals, and participation in on-ground daily itinerary and discussion in process groups, students will process their experiences of the social and political systems medical and mental health systems gleaned from visits and face-to-face interviews while in Northern Ireland and reflect on similarities and differences with those of the cultures within their home country and/or country of*

- residence.*
- *MLO 7: Via daily blogs/e-journals, and participation in on-ground daily itinerary and discussion in process groups, students will process their experiences of cultural ways of coping with trauma, privilege and discrimination gleaned from visits and face-to-face interviews while in Northern Ireland and reflect on similarities and differences with those of the cultures within their home country and/or country of residence.*
 - CLO4: Examine global perspective in relation to their professional and academic goals.
 - *MLO 8: Via discussion posts, Final term paper and participation in the on-ground itinerary and process groups, students will evaluate how N. Ireland/Northern Ireland's National Health Service and various community organizations and first responder systems have responded to the manifestations of lingering trauma and to spiking rates of suicide.*
 - *MLO 9: Students will review the Northern Irish governmental initiatives toward suicide reduction to compare legislative vs. community response to both the phenomenon of cluster suicides, and will do so via discussions and the final term paper.*
 - CLO5: Explain personal, professional and academic impact of their experience abroad.
 - *MLO 10: Via participation in on-ground process groups and the student blog/e-journal assignment, students will reflect on their experience, identify and describe their own culturally conditioned behaviors and personal attitudes and beliefs and reflect upon the impact of their behaviors, attitudes and beliefs on effective relational interactions in a foreign country and among faculty and peers.*

Professional Behavior

Graduates will be able to demonstrate by their values, beliefs and behaviors adherence to the highest ethical and professional standards in their personal and professional lives.

- *Program Competency – Professional Behavior:* Graduates will show ethical acumen and multicultural competence in working with diverse populations.
 - *PL02: Program Learning Outcome -- Diversity and Cultural Competence:* Graduates respond ethically and effectively to individual and group differences across racial, ethnic, gender, age, social class, disability, sexual orientation and religious boundaries.

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

- CLO6: Recognize value of interacting with individuals with backgrounds and/or perspectives different from their own.
 - *MLO 11: Via participation in on-ground process groups and the student blog/e-journal assignment, students will identify and describe their own culturally conditioned behaviors and personal attitudes and beliefs and reflect upon the impact of their behaviors, attitudes and beliefs on effective relational interactions in a foreign country and among faculty and peers.*
- CLO7: Practice responsibility and accountability by making appropriate decisions on behavior and accepting the consequences of their actions.
 - *MLO 12: Via timely submission to all online discussions and written assignments, adherence to rules and schedules during the on ground portion of the course, demonstration of professional conduct at all times while in the on ground portion of the course, attendance and participation in all group meetings while on ground and professional and appropriate blog/e-journal entries, students will demonstrate professional demeanor, make themselves accountable to the co-instructors and agency directors while on ground. In cases where student actions are less than professional, they will accept the decisions of the co-instructors and TCS administrators.*

Professional Practice

Graduates will be able to demonstrate attainment in the areas of competency (as reflected in knowledge, skills and attitudes) required by their area of education and training. Examples include evaluation, intervention, consultation, teaching, and supervision.

- *Program Competency – Applications of Psychology:* Graduates will assess and intervene based on best practices, knowledge of psychological theory and assessment methods to promote optimal health and well-being in individuals, groups and systems.
 - *PLO 3: Program Learning Outcome – Assessment:* Graduates will demonstrate knowledge of psychological theory and assessment techniques to evaluate various dimensions of human experience across a range of contexts.
 - *PLO 4: Program Learning Outcome – Intervention:* Graduates will integrate knowledge of psychological theory, research, and professional literature to choose activities that promote optimal health and well-being in individuals, groups and systems.

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

- CLO8: Students will be able to apply psychological and sociological theories that seek to explain trauma and suicide to written and oral accounts of experience and based on those experiences, to identify the strengths and limitations of those theories.
 - *MLO 13: Via discussion posts and written assignments, students will critique psychological and sociological theories of trauma and suicide, applying reading assignments to case studies, as well as application of knowledge learned in previous courses.*
- CLO9: Students will be able to apply the skills of empathy, respect for others, cultural competency and interpersonal communication skills.
 - *MLO 14: Via participation in on-ground daily itinerary and discussion in process groups, students will demonstrate the use of “soft skills” (reflective listening, cultural sensitivity, respect for others’ experience, empathy) required for success in international work.*
- CLO10: Students will demonstrate skills in self-reflection and self-assessment. These skills will include the ability to acknowledge, identify, describe and reflect upon feelings, thoughts or behaviors, and perspectives that facilitate or impede their effectiveness in communicating with individuals, groups or systems.
 - *MLO 15: Via participation in on-ground daily itinerary and discussion in process groups, students will process the accounts of complex, chronic trauma, and surviving suicide in face-to-face interviews while in Northern Ireland and compare those accounts to the theories studied in class.*

Required and Optional Texts and Electronic Reserves

Required Texts

Title (APA Format)	ISBN	Publisher’s Price
1. Hayes, P. & Campbell, J. (2005). <i>Bloody Sunday: Trauma, pain and politics</i> . London: Pluto Press	ISBN 0-7453-1854-1	35.00 USD
2. Broderick, C. (2013). <i>That’s that: A memoir</i> . New York: Broadway Paperbacks.	ISBN: 0-30771633-3	11.00 USD
3. Herman, J. (1997). <i>Trauma and recovery: The aftermath of violence--from domestic abuse to political terror</i> . New York: Basic Books.	ISBN: 0-4650-8730-2	15.00 USD
4. Schneidman, E.S, (ed.) (2001). <i>Comprehending suicide: Landmarks in 20th century suicidology</i> . Washington DC: American Psychological Association.	ISBN 1-5579-8743-2	25.00 USD

5. van der Kolk, B. (2014). <i>The body keeps the score: Brain, mind and body in the healing of trauma</i> . New York: Penguin Books.	ISBN 978-0-14-312774-1	18.00 USD
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Weblinks/Videos

- Chicago School of Professional Psychology
 - [Know Before You Go- Pre-Departure Guide to International Programs.](#)
 - [Pre-Departure Orientation – Health & Safety](#)
 - [TCSPP - International Travel Registration](#)
- Video/TED Talk: Dr. Megan Kelly – The Paradox of Trauma Informed Care
<https://youtu.be/jFdn9479U3s>
- Brexit: Does it Threaten Peace in Northern Ireland?
<https://www.youtube.com/watch?v=EdlbVPMnvio>

Required Readings

- American Psychiatric Association (2013). *Diagnostic and Statistical Manual of Mental Disorders* (5th ed.) Washington DC: American Psychiatric Association. pp. 271-285. [free e-book via Library]
- Binks, E. (2008) Coping with Political Violence in Northern Ireland: A Dissociation Perspective. *Paper presented at the 31st Annual Scientific Meeting of the International Society of Political Psychology, Paris, France.*
- Department of Health, Social Services and Public Safety (2012). The Northern Ireland suicide prevention strategy. *Protect Life: A Shared Vision*. Belfast, UK: Government Printing Office.
- Department of Health, Social Services and Public Safety (2012). The Northern Ireland suicide prevention strategy action plan: 2012-March 2014. *Protect Life: A Shared Vision*. Belfast, UK: Government Printing Office.
- De Prince, A.P. & Freyd, J.J. (2002). The harm of trauma: Pathological fear, shattered assumptions or betrayal? In J. Kauffman (Ed.) *Loss of the Assumptive World: A Theory of Traumatic Loss* (pp. 71-82). New York: Brunner-Routledge.
- Cronholm, P.F., Forke, C.M., Wade, R., Bair-Merritt, M.H., Davis, M., Harkins-Schwarz, M., Pachter, L.M. & Fein, J.A. (2015). Adverse childhood experiences: Expanding the concept of diversity. *American Journal of Preventive Medicine*, 49(3), 354-361.
- Dorahy, M.J., Lewis, C.A. & Wolfe, F.A.M. (2007). Psychological distress associated with domestic violence in Northern Ireland. *Current Psychology: Developmental, Learning, Personality, Social*, 25(4), pp. 295-305.
- Duffy, M. (2009). Trauma focused cognitive therapy in the context of ongoing civil conflict and terrorist violence. In N. Grey (Ed.). [A Casebook of Cognitive Therapy for Traumatic Stress Reactions](#) (pp. 213-229). New York: Routledge.
- Gilligan, C. (2006). Traumatized by peace? A critique of five assumptions in the theory and practice of conflict related trauma policy in Northern Ireland. *Policy & Politics*, 34(2), pp. 325–245.
- Luxenberg, T, Joseph Spinazzola, J. & van der Kolk, B.A. (2001). Complex trauma and disorders of extreme stress (DESNOS) diagnosis, part one: Assessment. *Directions in Psychiatry*, 21 (25), pp. 373-393.
- Luxenberg, T, Joseph Spinazzola, J., Hidalgo, J., Hunt, C. & van der Kolk, B.A. (2001). Complex trauma and disorders of extreme stress (DESNOS) diagnosis, part two: Treatment. *Directions in Psychiatry*, 21 (25), pp. 395-415.

Tomlinson, M. (2012) War, Peace and Suicide: The Case of Northern Ireland, *International Sociology*, 27(4): 464-482.

van der Kolk (2005). Developmental Trauma Disorder: Toward a rational diagnosis for children with complex trauma. *Psychiatric Annals*, 35(5), 401-408.

Optional Texts and Readings

Mulholland, M. (2002). *Northern Ireland: A very short introduction*. Oxford, UK: Oxford University Press. ISBN 0-19-280156-2 10.00 USD

PLO Course Rubric-Signature Assignment (Final Term Paper)

Program Learning Outcome Assessed	Demonstration Level 1	Demonstration Level 2	Demonstration Level 3	Demonstration Level 4
<p>Program Learning Outcome/PLO4 (Intervention): Graduates will integrate knowledge of psychological theory, research, and professional literature to choose professional activities that promote optimal health and well-being in individuals, groups, and systems.</p>	<p>Does not identify basic interventions to implement change in professional settings or chooses inappropriate, ineffective ones; cannot articulate the theory of change underlying the intervention; unable to identify basic strengths and weaknesses of intervention approaches for different problems and populations; does not articulate or demonstrate understanding of cultural impact of change-oriented interventions.</p>	<p>Identifies basic interventions to implement change in professional settings but may not be able to articulate the theory of change underlying the intervention; can identify some basic strengths and weaknesses of a limited number of intervention approaches for basic problems and a limited range of populations; when prompted can articulate cultural impact of chosen change-oriented interventions.</p>	<p>Articulates a theory of change and chooses interventions to implement change in professional settings; articulates strengths and weaknesses of intervention approaches for different problems and populations related to a professional setting; presents rationale for intervention strategy that includes empirical support; articulates cultural impact of various change-oriented interventions.</p>	<p>Articulates and critically analyzes a theory of change and formulates interventions to implement change in professional settings; critically analyzes strengths and weaknesses of intervention approaches for different problems and populations related to a professional setting; presents rationale for intervention strategy that includes empirical support; articulates and critically analyzes cultural impact of various change-oriented interventions.</p>

Course Schedule, Assignments, and Grading (Online Portion)

Extra Assignments for this Study Abroad Course:

- Global Perspectives Inventory Pre-Test (Pre-GPI) – Due in Week after Last day of add/drop
- Pre-Departure Orientation – Health & Safety – Due in end of the month when the semester starts *Term I Calendar*
- Pre-Departure Orientation – Academic & Country Specific by Faculty and Logistic by IPS – Complete in the week after Last Day of Add/Drop *Term I Calendar*
- International Travel Registration (ITR) – Full points if completed by deadline, no points if not completed by deadline
- In-Country Attendance & Engagement
- Professional & Behavioral Comportment
- Capstone Assignment
- Global Perspectives Inventory Post-Test (Post-GPI) – First Week upon Return

Module/ Unit	Module Readings	Topic	Learning Outcomes	Assignments	Points / Assessment Method
<p>Module 1 Traumatic History of Ireland/Northern Ireland, Part 1</p>	<p>Broderick, C. (2013). <i>That's that: A memoir</i>. New York: Broadway Paperbacks, Chapter 1 ("Mother. Ireland.");</p> <p>Hayes, P. & Campbell, J. (2005). <i>Bloody Sunday: Trauma, pain and politics</i>. London: Pluto Press., Chapter 1 & 5</p> <p>For the Unit 1 discussion, you will use as your major source the film <i>The Wind that Shakes the Barley</i>. This is a full length feature film; watch via DVD (e.g., Netflix) or streamed, if available.</p> <p>Topical PowerPoint slides: <i>A Brief History of Northern Ireland</i></p> <p>Broderick, C. (2013). <i>That's that: A memoir</i>. New York: Broadway Paperbacks, Chapter 3 ("The Troubles");</p> <p>For the Unit 2 discussion, you will use as your major source the film <i>Bloody Sunday</i>. This is a full length feature film; watch via DVD (e.g., Netflix) or streamed, if available.</p>	<p>UNIT 1: Traumatic History: The Troubles, Part 1: The Irish War of Independence; Irish Civil War and the partition of the North.</p>	<p>PLO 1 & 2 CLO 1, 2 & 7 MLOs: 1, 2, 3 & 12</p>	<p>Discussion: "Introduce Yourself."</p> <p>Unit 1 Discussion: The Modern Origins of the Troubles, due Wednesday, Week 1 at 11:59 pm CT – 20 points</p> <ul style="list-style-type: none"> • <i>Take the political and personal perspective of one of the characters (one of the two brothers [Damien and Teddy], Sir John Hamilton or one of the ancillary characters [Chris Reilly, Sinéad Sullivan] regarding Irish independence, the Free State Treaty and the partition of Northern Ireland. Describe their assumptions and motives.</i> • <i>After you have made your initial post, please post to at least three of your class colleagues with substantive feedback. Feel free to be critical of the stance of others and to debate others.</i> • <i>Support your claims with evidence from the readings (APA citations and references, please).</i> 	<p>See MAP Course Discussion Rubric</p>

		<p>UNIT 2: Traumatic History: The Troubles, Part 1: Bloody Sunday and the beginnings of "The Troubles"</p>	<p>PLO 1 & 2 CLO 1, 2 & 7 MLOs: 1, 2, 3 & 12</p>	<p>Unit 2 Discussion: Bloody Sunday, due Wednesday, Week 1 at 11:59 pm CT – 20 points</p> <ul style="list-style-type: none"> • <i>Identify the major "movers and shakers" in the Derry community at the time of the "Bloody Sunday" incident. Compare and contrast how the major movers and the groups they represented defined what the march was about, and what each hoped to gain by the end of the day.</i> • <i>Connect the dots from this film, <i>The Wind that Shakes the Barley</i>, and your web research: what historical, political, religious and national identity forces led to the defeat of the efforts of NICRA and to the beginning of full-fledged civil war (<i>The Troubles</i>)?</i> • <i>After you have made your initial post, please post to at least three of your fellow students with substantive feedback. Feel free to be critical of the stance of others and debate.</i> • <i>Support your claims with evidence from the readings (APA citations and references, please).</i> <p>Unit 2 Web Assignment: Points of History I, due Sunday, Week 1 at 11:59 pm, CT – 30 points</p> <p><i>Conduct an internet search of various websites that provide information about the following historical events:</i></p>	<p>See MAP Course Discussion Rubric</p> <p>See Web Assignment Rubric</p>
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Module/ Unit	Module Readings	Topic	Learning Outcomes	Assignments	Points / Assessment Method
				<ul style="list-style-type: none"> • <i>Irish War for Independence</i> • <i>Anglo-Irish Treaty</i> • <i>Irish Civil War</i> • <i>Bloody Sunday (1972)</i> • <i>Provisional IRA</i> • <i>Battle of the Bogside</i> • <i>Northern Ireland Civil Rights Association (NICRA)</i> <p><i>The websites can include: historical pages, archives, or YouTube documentaries not already assigned. They cannot include any webpages that are run by or sympathize with any paramilitary organization.</i></p> <p><i>In a paper, compile your list of 7 websites, with the website name and URL address as the organizing header for each source.</i></p> <ul style="list-style-type: none"> • <i>Under each website name and URL, write a corresponding one paragraph description of the historical event that the website provides information about.</i> • <i>At the end of your paper, create an "Appendix A", with a reference page per APA style, and a list with a minimum of two of your favorite website URLs and your reasons why.</i> 	

<p>Module 2 Traumatic History of Ireland/Northern Ireland, Part 2</p>	<p>Broderick, C. (2013). <i>That's that: A memoir</i>. New York: Broadway Paperbacks, Chapters 6, 8 & 16 ("A Whale in Derry", "Free State" and "H")</p> <p>For the Unit 3 discussion, you will use as your major source the film <i>Hunger</i>. This is a full length feature film; watch via DVD (e.g., Netflix) or streamed, if available.</p> <p>Hayes, P. & Campbell, J. (2005). <i>Bloody Sunday: Trauma, pain and politics</i>. London: Pluto Press., Chapters 6 & 7</p> <p>For the Unit 4 discussion, you will use as your major source the film <i>Omagh</i>. This is a full length feature film; watch via DVD (e.g., Netflix) or streamed, if available.</p> <p>Topical PowerPoint Slides: <i>The Good Friday Agreement</i></p>	<p>UNIT 3: Traumatic History: The Troubles, Part 2: The height of the Troubles: The H-Block Hunger Strikes and negotiations toward peace.</p>	<p>PLO 1 & 2 CLO 1, 2 & 7 MLOs: 1, 2, 3 & 12</p>	<p>Unit 3 Discussion: Hunger Strikes and the Maze Prison, due Wednesday, Week 2 at 11:59 pm CT – 20 points</p> <p><i>There is a popular story (not verified) that, when the director Steve McQueen was asked if the movie Hunger was about propaganda or history, he answered: "This is a film about trauma..."</i></p> <ul style="list-style-type: none"> • <i>What did he mean when Steve McQueen said "This is a film about trauma"? In your opinion, was his claim valid? Defend your answer.</i> • <i>Where in the film did you see trauma manifested, both obvious and subtle? Where did you see it in both Republican inmates and Loyalist jailers?</i> • <i>Looking back on the last three films (Hunger, Bloody Sunday, Wind that Shakes the Barley) and your web research, discuss how you see trauma becoming grounded in the Northern Irish psyche. What might the common person in Northern Ireland have become used to?</i> • <i>Most importantly, what was it like for you to watch this film and the two that preceded it? Specifically, what were your emotional reactions to all and/or each of them?</i> • <i>After you have made your initial post, please post to at least three of your fellow trainees with substantive feedback. Feel free to be critical of the stance of others and debate.</i> 	<p>See MAP Course Discussion Rubric</p>
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Module/ Unit	Module Readings	Topic	Learning Outcomes	Assignments	Points / Assessment Method
				<ul style="list-style-type: none"> Support your claims with evidence from the readings (APA citations and references, please). 	

		<p>UNIT 4: Traumatic History: The Troubles, Part 2: The Good Friday Agreement and “The Ceasefire”</p>	<p>PLO 1 & 2 CLO 1, 2 & 7 MLOs: 1, 2, 3 & 12</p>	<p>Unit 4 Discussion: The Struggles to Keep the Peace, due Wednesday, Week 2 at 11:59 pm CT – 20 points</p> <p><i>For this discussion, you will use as your major source the film Omagh. This discussion will be based on what you saw the community do to mobilize in response to the bombing, and the trauma that lingers. Also watch the slide show on The Good Friday Agreement. Also, on the Internet, look up the following (you will be researching some of these for the weekly web assignment): Good Friday Agreement & Real IRA</i></p> <ul style="list-style-type: none"> • <i>Put yourself in the shoes of a unionist/loyalist civilian. Would you have voted in favor of or against the Good Friday Accords? For what reasons?</i> • <i>Put yourself in the shoes of a nationalist/republican civilian. Would you have voted in favor of or against the Good Friday Accords? For what reasons?</i> • <i>After the Accords were signed off by the Republican and Loyalist paramilitaries, splinter groups immediately formed, such as the Real IRA (RIRA). In your opinion, what was their rationale for doing so? What might be some motivations for “sinking the Accords?”</i> • <i>After you have made your initial post, please post to at least two (more would be better) of your fellow trainees with substantive feedback. Feel free to be critical of the stance of others and debate.</i> • <i>Support your claims with evidence from the readings</i> 	<p>See MAP Course Discussion Rubric</p>
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				<p><i>(APA citations and references, please).</i></p> <p>Unit 4 Web Assignment: Points of History II, due Sunday, Week 2 at 11:59 pm, CT – 30 points</p> <p><i>Conduct an internet search of various websites that provide information about the following historical events:</i></p> <ul style="list-style-type: none"> • <i>Maze (HM Prison)</i> • <i>Blanket Protest</i> • <i>Bobby Sands</i> • <i>1981 Irish Hunger Strikes</i> • <i>Good Friday Agreement</i> • <i>Real IRA</i> <p><i>The websites can include: historical pages, archives, or YouTube documentaries not already assigned. They cannot include any webpages that are run by or sympathize with any paramilitary organization.</i></p> <p><i>In a paper, compile your list of 7 websites, with the website name and URL address as the organizing header for each source.</i></p> <ul style="list-style-type: none"> • <i>Under each website name and URL, write a corresponding one paragraph description of the historical event that the website provides information about.</i> • <i>At the end of your paper, create an "Appendix A", with a reference page per APA style, and a list with a minimum of two of your favorite website URLs and your reasons why.</i> 	<p>See Web Assignment Rubric</p>
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Module/ Unit	Module Readings	Topic	Learning Outcomes	Assignments	Points / Assessment Method
<p>Module 3 Identifying Complex Trauma</p>	<p>American Psychiatric Association (2013). <i>Diagnostic and Statistical Manual of Mental Disorders</i> (5th ed.) Washington DC: American Psychiatric Association. pp. 271-285</p> <p>Binks, E. (2008) Coping with Political Violence in Northern Ireland: A Dissociation Perspective. <i>Paper presented at the 31st Annual Scientific Meeting of the International Society of Political Psychology, Paris, France.</i></p> <p>De Prince, A.P. & Freyd, J.J. (2002). The harm of trauma: Pathological fear, shattered assumptions or betrayal? In J. Kauffman (Ed.) <i>Loss of the Assumptive World: A Theory of Traumatic Loss</i> (pp. 71-82). New York: Brunner-Routledge.</p> <p>Luxenberg, T., Joseph Spinazzola, J. & van der Kolk, B.A. (2001). Complex trauma and disorders of extreme stress (DESNOS) diagnosis, part one: Assessment. <i>Directions in Psychiatry</i>, 21 (25), pp. 373-393.</p> <p>Gilligan, C. (2006). Traumatized by peace? A critique of five assumptions in the theory and practice of conflict related trauma policy in Northern Ireland. <i>Policy & Politics</i>, 34(2), pp. 325-245.</p> <p>PowerPoint Slides: <i>Trauma as an International Construct</i></p>	<p>UNIT 5: Identifying Complex Trauma: DSM and Alternative Diagnoses</p>	<p>PLO 2 & 3 CLO 2, 7, 8 & 10 MLO 3, 12, 13 & 15</p>	<p>Unit 5 Discussion: DESNOS – Alternative to PTSD?, due Wednesday, Week 3 at 11:59 pm CT – 20 points</p> <ul style="list-style-type: none"> • Compare and contrast the DSM-5 conceptualization of trauma as listed in the DSM diagnosis of Post-Traumatic Stress Disorder, and van der Kolk's proposed DESNOS diagnosis. How are they alike? How are they different? • The diagnostic picture of trauma exemplified by DESNOS is more popular and used more in Europe and Africa. Give your opinion (and reasons) as to why that is true. • After you have made your initial post, please post to at least two (more would be better) of your fellow colleagues with substantive feedback. Feel free to be critical of the stance of others and debate. • Support your claims with evidence from the readings (APA citations and references, please). 	<p>See MAP Course Discussion Rubric</p>

		<p>UNIT 6: Identifying Complex Trauma: The Role of Culture</p>	<p>PLO 2 CLO 2 & 7 MLO 4, 5 & 12</p>	<p>Unit 6 Discussion: The Role of Cultural Norms, <i>Due Wednesday, Week 3 at 11:59 pm CT</i> – 20 points</p> <ul style="list-style-type: none"> • <i>Evaluate the possible impact of cultural norms, attitudes and behaviors on persons with mental illness/distress in Northern Ireland/the north of Ireland, AND the possible effect of cultural norms on mental health workers in Northern Ireland/the north of Ireland.</i> • <i>Support your claims with evidence from the readings (APA citations and references, please).</i> <p><i>After you have made your initial post, please post to at least two (more would be better) of your fellow colleagues with substantive feedback. Feel free to be critical of the stance of others and debate.</i></p>	<p>See MAP Course Discussion Rubric</p>
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Module/ Unit	Module Readings	Topic	Learning Outcomes	Assignments	Points / Assessment Method
<p>Module 4 The Lingering Trauma of Survivors, Part 1</p>	<p>Broderick, C. (2013). <i>That's that: A memoir</i>. New York: Broadway Paperbacks, Chapters 11 & 15 ("Bury it Deep" and "Savage");</p> <p>Dorahy, M.J., Lewis, C.A. & Wolfe, F.A.M. (2007). Psychological distress associated with domestic violence in Northern Ireland. <i>Current Psychology: Developmental, Learning, Personality, Social</i>, 25(4), pp. 295-305.</p> <p>Herman, J. (1997). <i>Trauma and recovery: The aftermath of violence--from domestic abuse to political terror</i>. New York: Basic Books. Ch. 1-3</p> <p>PowerPoint Slides: <i>Intergenerational Trauma</i></p> <p>Luxenberg, T., Joseph Spinazzola, J., Hidalgo, J., Hunt, C. & van der Kolk, B.A. (2001). Complex trauma and disorders of extreme stress (DESNOS) diagnosis, part two: Treatment. <i>Directions in Psychiatry</i>, 21 (25), pp. 395-415.</p> <p>Van der Kolk (2014). <i>The body keeps the score</i>. New York: Penguin Books, Chapters 3, 4 & 5.</p>	<p>UNIT 7: The Lingering Trauma of Survivors: Experiences of trauma and neurodevelopmental impacts</p>	<p>PLO 3 & 4 CLO 7 & 8 MLO 12 & 13</p>	<p>Unit 7 Discussion: Chronic and Persistent Trauma, due Wednesday, Week 4 at 11:59 pm CT – 20 points</p> <ul style="list-style-type: none"> • <i>What might be lingering aftereffects of the violence and trauma on both a personal and community level?</i> • <i>What are your "educated guesses" as to how the population has adaptively coped? Maladaptively coped?</i> • <i>You may need to access some statistics to back up your hypotheses and/or assertions.</i> • <i>After you have made your initial post, please post to at least two (more would be better) of your fellow colleagues with substantive feedback. Feel free to be critical of the stance of others and debate.</i> • <i>Support your claims with evidence from the readings (APA citations and references, please).</i> 	<p>See MAP Course Discussion Rubric</p>

Module/ Unit	Module Readings	Topic	Learning Outcomes	Assignments	Points / Assessment Method
		<p>UNIT 8: The Lingering Trauma of Survivors: Intergenerational experiences of trauma and interpersonal/social impacts</p>	<p>PLO 2, 3 & 4 CLO 2, 7 & 8 MLO 3, 4, 12 & 13</p>	<p>Unit 8 Discussion: Intergenerational Trauma, due Wednesday, Week 4 at 11:59 pm CT – 20 points</p> <p><i>Put yourself in the mindset of someone who lived through 30 years of civil war – you can take the perspective of the members of one community or of a resident of Northern Ireland in general.</i></p> <ul style="list-style-type: none"> • <i>Now that there is a peace/ceasefire, what might you do to try and find healing and peace of mind -- if you would do that at all? Please consider this question from an individual level, a familial level, and at community levels.</i> • <i>If you are not careful, what secondary trauma characteristics might your children manifest? For what reasons? Why might they even become suicidal?</i> • <i>After you have made your initial post, please post to at least two (more would be better) of your fellow colleagues with substantive feedback. Feel free to be critical of the stance of others and debate.</i> • <i>Support your claims with evidence from the readings (APA citations and references, please).</i> 	<p>See MAP Course Discussion Rubric</p>

<p>Module 5 The Lingering Trauma of Survivors, Part 2</p>	<p>Cronholm, P.F., Forke, C.M., Wade, R., Bair-Merritt, M.H., Davis, M., Harkins-Schwarz, M., Pachter, L.M. & Fein, J.A. (2015). Adverse childhood experiences: Expanding the concept of diversity. <i>American Journal of Preventive Medicine</i>, 49(3), 354-361.</p> <p>Duffy, M. (2009). Trauma focused cognitive therapy in the context of ongoing civil conflict and terrorist violence. In N. Grey (Ed.). A Casebook of Cognitive Therapy for Traumatic Stress Reactions (pp. 213-229). New York: Routledge.</p> <p>Herman, J. (1997). <i>Trauma and recovery: The aftermath of violence--from domestic abuse to political terror</i>. New York: Basic Books., Ch. 7-11</p> <p>van der Kolk (2005). Developmental Trauma Disorder: Toward a rational diagnosis for children with complex trauma. <i>Psychiatric Annals</i>, 35(5), 401-408.</p> <p>van der Kolk, B. (2014). The body keeps the score: Brain, mind and body in the healing of trauma. New York: Penguin Books, Chapter 10 & pp. 361-364.</p> <p>Video/TED Talk: Dr. Megan Kelly – The Paradox of Trauma Informed Care</p>	<p>UNIT 9: The Lingering Trauma of Survivors: Intergenerational experiences of trauma and its impact on the community</p>	<p>PLO 2, 3 & 4 CLO 2, 7 & 8 MLO 3-5, 7-8, 13</p>	<p>Unit 9 Written Assignment: Case Study: The Case of David, due Sunday, Week 5 at 11:59 pm, CT - 20 points</p> <p><i>Download and read the Case of David, and in a 4-6 page case analysis paper, answer the following questions:</i></p> <ul style="list-style-type: none"> • <i>Look at the case of David: without using traditional American rules of diagnosis, describe David's condition using DESNOS criteria (from this week's article).</i> • <i>Discuss how the DESNOS descriptors work dynamically (or, how they influence, exacerbate or moderate each other).</i> • <i>As you conceptualize this case in the light of the DESNOS paradigm, also pay attention to the following – Presenting Demographics, Familial Factors, Cultural/Religious Factors, Gender factors, Community factors, Legal Factors, Historical Factors, Presence of Substance Abuse and Trauma.</i> • <i>Discuss the relevance of the DESNOS diagnosis for understanding trauma in Northern Ireland.</i> • <i>Provide at least two peer reviewed journal articles to support your recommendations.</i> 	<p>See Written Assignment Rubric</p>
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Module/ Unit	Module Readings	Topic	Learning Outcomes	Assignments	Points / Assessment Method
		<p>UNIT 10: The Lingering Trauma of Survivors: Children</p>	<p>PLO 2, 3 CLO 2,7 & 8 MLO 3,5,12 & 13</p>	<p>Unit 10 Discussion: The Impact of Trauma on Child Development: due Wednesday, Week 5 at 11:59 pm, CT-- 20 points</p> <ul style="list-style-type: none"> • Discuss what van der Kolk and Cronholm et al have suggested the definitions, symptoms, and indicators of in children. What puts children at-risk for each type of abuse? • What are the developmental and neuropsychological impacts of childhood trauma, and how are they related to the idea of trauma-informed care? What does Dr. Kelly (TEDtalk) see as the paradox of trauma-informed care? • Critique your classmates' position and explain why you agree or disagree with their approach. 	<p>See MAP Course Discussion Rubric</p>

Module/ Unit	Module Readings	Topic	Learning Outcomes	Assignments	Points / Assessment Method
<p>Module 6 The Lingering Trauma of Survivors, Part 3 and Trauma and Suicide, Part 1</p>	<p>Broderick, C. (2013). <i>That's that: A memoir</i>. New York: Broadway Paperbacks., Chapter 25 ("We Know Who You Are");</p> <p>Schneidman, E.S, (ed.) (2001). <i>Comprehending suicide: Landmarks in 20th century suicidology</i>. Washington DC: American Psychological Association. Chapters 2, 3, 6, 9, 11 & 12</p>	<p>UNIT 11: The Lingering Trauma of Survivors: Adolescents and Young Adults</p>	<p>PLO 2, 3 CLO 2,7 & 8 MLO 3,5,12 & 13</p>	<p>Unit 11 Written Assignment: The Case of Jack, due Sunday, Week 3 at 11:59 pm CT – 20 points</p> <p><i>Download and read the Case of Jack (link below), and in a 4-6 page case analysis paper, answer the following questions:</i></p> <ul style="list-style-type: none"> • <i>Look at the case of Jack and his family: without using traditional American rules of diagnosis, describe Jack and one other member of his family using DESNOS criteria (from this week's article).</i> • <i>Hypothesize how the trauma of the mother, father, family and community may have affected Jack.</i> • <i>Discuss Jack's family as a whole in terms of intergenerational trauma.</i> • <i>Discuss possible recommendations that an Irish therapist might suggest for Jack's family.</i> 	<p>See Written Assignment Rubric</p>

Module/ Unit	Module Readings	Topic	Learning Outcomes	Assignments	Points / Assessment Method
		UNIT 12: Trauma and Suicide: The Phenomenon of Suicide	PLO 3 & 4 CLO 7 & 8 MLO 12 & 13	Unit 12 Discussion: Theories of Suicide, due Wednesday, Week 6 at 11:59 pm CT – 20 points <i>Using the chapters in the Shneidman text (and any other readings from this course) and the Case of David from a prior paper, place David's suicide in one of the following paradigms:</i> 1. <i>Existential</i> 2. <i>Sociological</i> 3. <i>Biological</i> 4. <i>Ideographic/Phenomenological</i> <ul style="list-style-type: none"> • <i>Explain your understanding, based on the theory you chose, of what led David to take his life.</i> • <i>After you have made your initial post, please post to at least two (more would be better) of your fellow colleagues with substantive feedback. Feel free to be critical of the stance of others and debate.</i> • <i>Support your claims with evidence from the readings (APA citations and references, please).</i> 	See MAP Course Discussion Rubric

Module/ Unit	Module Readings	Topic	Learning Outcomes	Assignments	Points / Assessment Method
<p>Module 7/8 Trauma and Suicide, Part 2 and Cultural Comparisons of the Experience of Suicide</p>	<p>Hayes, P. & Campbell, J. (2005). <i>Bloody Sunday: Trauma, pain and politics</i>. London: Pluto Press, Chapters 8 & 9;</p> <p>Department of Health, Social Services and Public Safety (2012). The Northern Ireland suicide prevention strategy. <i>Protect Life: A Shared Vision</i>. Belfast, UK: Government Printing Office.</p> <p>Department of Health, Social Services and Public Safety (2012). The Northern Ireland suicide prevention strategy action plan: 2012-March 2014. <i>Protect Life: A Shared Vision</i>. Belfast, UK: Government Printing Office.</p> <p>Schneidman, E.S, (ed.) (2001). <i>Comprehending suicide: Landmarks in 20th century suicidology</i>. Washington DC: American Psychological Association. Chapters 2, 3, 6, 9, 11 & 12</p> <p>Tomlinson, M. (2012) War, Peace and Suicide: The Case of Northern Ireland, <i>International Sociology</i>, 27(4): 464-482.</p> <p>Brexit: Does it Threaten Peace in Northern Ireland? https://www.youtube.com/watch?v=EdbVPMnvio</p>	<p>UNIT 13:: Trauma and Suicide: Trauma and Suicide in the context of communities in Political Conflict</p>	<p>PLO 2 CLO 2, 4 & 7 MLO 3, 5, 7-9</p>	<p>Unit 13 Discussion: The N.I. Protect Life Strategy, due Wednesday, Week 7 at 11:59 pm CT – 20 points</p> <p><i>For this discussion, Use the Tomlinson article (in e-reserves), the NI Protect Life Strategy and the Protect Life Action Plan to answer the questions:</i></p> <ul style="list-style-type: none"> Given what you have studied so far, does the Protect Life Strategy put out by the UK’s Department of Health, Social Services and Public Policy (DHSSPS) make sense to you? More specifically, what are the expectations of this strategy and who do the report writers see as the people who are going to carry it out? What would your questions be of DHSSPS? After you have made your initial post, please post to at least two (more would be better) of your fellow colleagues with substantive feedback. Feel free to be critical of the stance of others and debate. Support your claims with evidence from the readings (APA citations and references, please). 	<p>See MAP Course Discussion Rubric</p>

Module/ Unit	Module Readings	Topic	Learning Outcomes	Assignments	Points / Assessment Method
		UNIT 14/15: Comparing the Irish and American Experience of Suicide	PLO 2 & 4 CLO 2, 4, 7 & 8 MLO 4, 5, 8, 9, 12 & 13	<p>Unit 14/15: Final Term Paper – Northern Ireland and the US: Comparing the Irish and American Experience of Suicide, due Monday, Week 8 at 11:59 pm, CT– 50 points</p> <p><i>Students are to write a 7-10-page paper applying what they have learned from the course and applying their knowledge re: the similarities and differences with the historical and current American experience.</i></p> <p><i>Topics the student might address might include (but not limited to):</i></p> <ul style="list-style-type: none"> • <i>The effects of intergenerational trauma, and how it is seen and addressed in both Northern Ireland and the U.S.</i> • <i>How the Irish experience applies to the U.S.</i> • <i>The common precursors of division and discrimination in Ireland and the U.S.</i> • <i>The observed common factors that divide people in Ireland and in the U.S.</i> • <i>Or, any topic you feel applies to trauma and the political/religious/social milieu in your country of origin or a country associated with any international experience you have.</i> 	See Final Paper Rubric

IMPORTANT NOTE

UNFORTUNATELY, NO SPOUSES, SIGNIFICANT OTHERS, PARTNERS, FAMILY OR FRIENDS WILL BE ALLOWED TO ATTEND THE TRAVEL PORTION OF THIS COURSE.

The reasons for this are myriad:

1. The students in this course are an intentional learning community and represent the profession of psychology. This community will be compromised by the addition of non-students.
2. Because the students will be in contact with trauma on many levels, class participants will take part in daily group process. This process will be compromised by people on the “outside” of this group.
3. It would be irresponsible to expose non-students to any potentially traumatic experience.

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

Course Schedule, Assignments, and Grading (On Ground Portion)

Module/ Unit	Module Readings	Topic	Learning Outcomes	Assignments	Points / Assessment Method
Onground	As assigned	Onground Portion of course (see itinerary, which is subject to change per circumstances and availability)	PLO 2 & 4 CLO 2-7, 9 & 10 MLO 5-8, 10-12, 14 & 15	Attendance re: daily itinerary Evening process group Entries into E-Journal/Blog	In country Attendance and Engagement (including daily itinerary and service learning activities)– 200 points (entire onground time) Professional Behavior and Comportment (including group sessions) – 80 points (entire onground time) E-Journal/Blog, entries to be made daily while on-ground, with final reflections to be completed by last day onground – 25 points

About Group Process

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

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

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

Grading Distribution:

Assignment	Points
Discussions (11 @ 20 pts)	220
Web Research Assignments (2 @ 30 pts.)	60
Case Studies (2@ 20 pts.)	40
Term Paper	50
On Ground: In country Attendance and Engagement (including daily itinerary)	200
On Ground Adherence: Professional Behavior and Compartment (including group sessions)	80

On Ground: Student E-Journal/Blog	25
Total	675

Final course grades will be assigned as follows:

Letter Grade	Rubric Level	Percent of Grade	Point Range
A	4	94-100	635-675
A-	4	90-93	608-634
B+	3	88-89	594-607
B	3	83-87	560-593
B-	2	80-82	540-559
C	1	70-79	473-539
F	1	69 and below	<473

Please see the course page **Syllabus: Policies** for important information about Chicago School Policies that are important for you.

Appendix A – Tentative Itinerary and Service Learning Component

Students who need ADA assistance should review the information and resources at [Accessibility Accommodations](#) Please fill out the [ADA Abroad Form](#) and email it to accommodations@thechicagoschool.edu

The Service Learning component of this course will involve the application of course material and students' knowledge base and experience in doing an in-depth analysis of the outreach, training and selected intervention materials (both in print and electronic) of PIPS Charity for accuracy of information, developmental appropriateness and wording. Consultation with PIPS staff will be scheduled for cultural consultation. Suggestions for revision of materials will be made to PIPS Charity by the group as a whole via a presentation on the last day of the onground portion of the course.

Day 1	Drs. Galezewski and Darland arrive in Belfast –Meetings to “check-in” and provide for payments required.
Day 2 Exertion Level 2	<p>Theme: Initial meetings with group (internal)</p> <ul style="list-style-type: none"> • Meet with students at Ibis Queens Quarters (check in at 2 pm) • Initial meeting with students at Ibis Hotel <ul style="list-style-type: none"> ○ Welcome and introductions ○ Review of expectations ○ Review of itinerary

	<ul style="list-style-type: none"> ○ Cultural “do’s and don’ts” ○ Walkabout of Botanic Avenue ○ First Process Group ● <i>Dinner as a group</i>
Day 3 Exertion Level 1	<p>Theme: Introduction to PIPS Charity</p> <ul style="list-style-type: none"> ● Breakfast ● Morning: ● Meeting with PIPS Charity <ul style="list-style-type: none"> ○ Conversations with administration, counselors, befrienders ● Afternoon: ● Lunch (on your own) ● PIPS Suicide Prevention Training <ul style="list-style-type: none"> ○ If with other groups, possible discussion with those groups ● Process Group
Day 4 Exertion Level 2	<p>Theme: Introduction to Other Anti-Suicide Agencies</p> <ul style="list-style-type: none"> ● Breakfast ● Morning: ● Meeting with East Belfast Community Development Agency (Claire James-Flynn) ● Afternoon: ● Lunch (on your own) ● Mindskills (Philip McTaggart) ● Process Group
Day 5 Exertion Level 1	<p>Theme: Treatment from an Irish Cultural Perspective</p> <ul style="list-style-type: none"> ● Breakfast ● All Day: ● Workshop with therapist Brid Keenan (lunch included) ● Consultations with Martina McIlkenny, Clinical Director of PIPS Charity ● Service Learning Activity: Sub-group Assignments and introduction to analysis tasks ● Process Group
Day 6 Exertion Level up to student	<p>Theme: OFF DAY</p> <ul style="list-style-type: none"> ● <i>Dublin?</i> ● <i>Derry?</i> ● <i>Belfast?</i>
Day 7 Exertion Level 2-3	<p>Theme: First Responders and Academics Who Study the Suicide Problem</p> <ul style="list-style-type: none"> ● Breakfast ● Morning: ● Visits with PSNI, Ambulance Service, Fire, Hospital staff at Mater Hospital ● Service Learning Activity: Sub-groups continue analysis tasks and meeting with pertinent PIPS personnel ● Afternoon: ● Lunch (on your own) ● Visit with Mike Tomlinson, Queens University and/or Siobhan O’Neill, University of Ulster ● Process Group

<p>Day 8 Exertion Level 2</p>	<ul style="list-style-type: none"> • <i>Dinner as a group</i> <p>Theme: Those affected by Suicide^a</p> <ul style="list-style-type: none"> • Breakfast • Morning: • Visits to those affected by Suicide (office or home) • Afternoon: • Lunch (on your own) • Discussion with family group of Survivors at PIPS Charity • Service Learning Activity: Sub-groups continue analysis tasks: begin to make conclusions and prepare presentation • Process Group
<p>Day 9 Exertion Level 3</p>	<p>Theme: Legal Responses to Suicide</p> <ul style="list-style-type: none"> • Breakfast • Morning: • Visit to Stormont – discussion with lawmakers re: mental health legislation • Afternoon: • Lunch (on your own) • Meeting discussion with the Hon. Rosemary Craig – Belfast Magistrates Courts • Service Learning Activity: Sub-groups finish Preparations on presentation and do mock presentations to the whole group • Process Group
<p>Day 10 Exertion Level 2</p>	<p>Theme: Other Organizations /Final Discussions</p> <ul style="list-style-type: none"> • Breakfast • Didactic group • Morning: • CRJ and Alternatives (restorative justice agencies) • Afternoon: • Service Learning Activity: Lunch at PIPS with group presentation on analysis and recommendations for revisions to PIPS representatives • Panel Discussion: On intergenerational trauma, suicide and depression <ul style="list-style-type: none"> ○ Agency and community leaders • Final Process Group • Evening Dinner with Panel and PIPS volunteers and employees

Exertion level area	Exertion Rating (1-5)	Description of Exertion
Walking/Climbing/Stairs	2	On most days, students will be using vans provided. Walking from the vans to partner sites will involve ½-1 ½ miles. Visiting our partner sites is a required learning experience.

		On day off, students may choose to take trains and/or public transport. Train station about ¼ mile from our hotel. Trains are generally underground and elevators/escalators are not available at every train stop. Public motor coaches will be up to 2 ½ miles from the hotel. The amount of walking a student does on their day off is up to them.
	3	On days where visits to Stormont, Ulster University and Queens University are visited, students may walk 2-5 miles on tours.
	4	We will be taking a walking tour of the city. It is expected that we will be walking approximately 5-10 miles on this day. All students should expect to participate, unless they are physically unable to participate.
	5	On day off, students may choose to find hiking tours. The topography is hilly, and strenuous.
Biking	4-5	Biking may be an option for students on their day off, depending on where they choose to visit and availability of bicycle rental.
Lifting/Digging/Working	0	None
Transportation	1-2	Students will primarily be utilizing rented vans. On day off, students may choose to use public transportation buses and trains. Not all train stations and bus stations are ADA accessible, and are very crowded during the day (may be crowded/ standing room only).

Appendix B - Assignment Rubric- In Country Attendance & Engagement

Grading Area	Demonstration Level 1 (unacceptable)	Demonstration Level 2 (minimal)	Demonstration Level 3 (expected)	Demonstration Level 4 (advanced)
Attendance	Unexcused absences from required in-country activities. More than several occasions are not punctual. Requires many prompts or reminders and creates inexcusable delays for program. 0-60 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	Prepares in advance for a few activities; occasionally listens actively;	Prepares in advance for most activities; actively listens for most of program; contributes some knowledge	Fully prepares in advance for activities; actively listens throughout duration of program; contributes and

	contribute or advance knowledge of activity; does not engage with faculty and in-country partners. 0-60 points	during activities is present and occasionally engages and participates. 60-79 points	to activity; professionally engages with faculty and in-country partners. 80-99 points	advances knowledge of activity in respectful and appropriate manner; professionally engages with faculty and in-country partners. 100 points
Total				200 total points

Appendix C - Assignment Rubric- Professional Behavior & Comportment

Grading Area	Demonstration Level 1 (unacceptable)	Demonstration Level 2 (minimal)	Demonstration Level 3 (expected)	Demonstration Level 4 (advanced)
Professional Behavior and Comportment	Demonstrates unprofessional behavior or comportment during program and/or in more than one interaction with students, faculty, administrators or any in-country partners. 0-19 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

Appendix D – MAP Discussion Rubric

Criteria	Performance				Points
	Needs Improvement	Adequate	Good	Exemplary	
Initial Post: Demonstration of quality content and integration of course material	The initial discussion post exhibits a statement that is partially or fully incorrect, or doesn't answer the main discussion question(s). The post is not backed by the assigned readings or another source, and does not stimulate	The initial discussion post exhibits a statement which answers or partially answers the main discussion question(s). However, the answer <u>doesn't demonstrate two</u> of the following: <ul style="list-style-type: none"> A substantive statement 	The initial discussion post exhibits a statement which answers the main discussion question(s). However, the answer <u>doesn't demonstrate one</u> of the following: <ul style="list-style-type: none"> A substantive statement including citations from the 	The initial discussion post exhibits a strong statement which answers the main discussion question(s), <u>and</u> demonstrates all of the following: <ul style="list-style-type: none"> A substantive statement including citations from the assigned readings 	6 points maximum

	further discussion as evidenced by responses from colleagues. 0-2 points	including citations from the assigned readings <ul style="list-style-type: none"> At least 1 additional scholarly source Stimulates further discussion as evidenced by responses from colleagues 3-4 points	assigned readings <ul style="list-style-type: none"> At least 1 additional scholarly source Stimulates further discussion as evidenced by responses from colleagues 5 points	<ul style="list-style-type: none"> At least 1 additional scholarly source Stimulates further discussion as evidenced by responses from colleagues 6 points	
Participation: Feedback to class colleagues throughout the week	The student did not give feedback to a minimum of ONE class colleague's initial post, <u>or</u> the feedback given constitutes simple agreement, <u>or</u> was posted on Sunday – too late in the week to have an impact. 0-2 points	The student's feedback to ONE or TWO class colleagues' initial posts do not address the posts adequately, rely mostly on sharing personal opinion, are not supported by readings or other facts, or do not challenge/invite other participants to further explore the topic. 3-4 points	The student provides feedback to TWO class colleagues' initial posts. The feedback posts exhibit solid answers and challenge/invite other participants to further explore the topic. 5 points	The student provides detailed feedback to TWO or more class colleagues' initial posts. The feedback addresses the class colleagues' initial posts, includes citations from the assigned readings and/or other scholarly source(s), and challenges/invites other participants to further explore the topic. 6 points	6 points maximum
Participation: In one's own initial post in the discussion thread	Student does not adequately provide evidence of participating in their initial post discussion thread throughout the week. 0-2 points	Student responses show attention to feedback received but are not substantive. In addition, most replies were posted late in the week (Saturday night or Sunday). 3-4 points	Student responds to all feedback received on student's initial post, and responds to instructor's feedback to initial post. Responses are proficient but not as robust or substantive. 5 points	Student participates in their initial post discussion thread at least (3) separate days of the week. Student writes substantial responses to all feedback received on student's initial post, and responds to instructor's feedback to initial post. 6 points	6 points maximum
Academic Writing: Adherence to APA style, spelling and grammar, and consistent with standards of discipline	Poor or no attention to structure and form of APA style for in-text citations and references in the initial post. Repetitive errors in grammar, and/or the writing style was disorganized or casual. 0 points	Basic structure of APA followed with multiple errors and/or missing in-text citations and references. 3 or more errors in grammar, and/or the writing style is casual or lacks a professional approach. 0.5 point	Basic structure of APA followed with no more than one error in in-text citations and references. 2 or more errors in grammar; writing style is generally adequate. 1 points	Basic structure of APA followed with no more than 1 error in in-text citations and references. No errors in grammar, and the writing style is highly professional, respectful and reflective of departmental standards in writing style. 2 points	2 points maximum
TOTAL					20 points maximum

Appendix C – Written Assignments Rubric

Unit 2 Web Assignment Grading Rubric	Exceptional 91-100%	Good 87-90%	Adequate 79-86%	Minimal 78% and Below	Total Points Maximum
CONTENT					
7 website urls (addresses) and paragraphs describing information regarding historical events in Ireland/Northern Ireland.	Demonstrates a highly integrated and sophisticated comprehension of the topic and related material by describing website author, materials found on the website, and evaluates the credibility of the source. 15 points	Good integration and comprehension of the topic and related material. Describes website author and materials found on the website. 13 points	Adequately demonstrates a comprehension of the topic and related material by describing information found on the website. 10 points	Does not describe 7 websites. 0-5 points	15
MECHANICAL WRITING					
APA formatting	Basic structure of APA followed with no more than 1 errors in citations, text, and body of the paper 5 points	Basic structure of APA followed with no more than 2 errors in citations, text, and body of the paper 4 points	Basic structure of APA followed with 3 or more errors in citations, text, and body of the paper 3 points	Poor attention to structure and form of APA style for citations, text, and body of the paper 0-2 points	5
Organization, grammar, usage, writing, spelling	Sentence structure, grammar, and diction excellent; correct use of punctuation and minimal to no spelling errors; absolutely no run-on sentences or	Sentence structure, grammar, and diction strong despite occasional lapses; punctuation often used correctly. Some (minor) spelling	Problems in sentence structure, grammar, and diction (usually not major). Some errors in punctuation and	Major problems in sentence structure, grammar, and diction. Frequent major errors in punctuation and spelling. May have	5

	comma splices. 5 points	errors; may have one run-on sentence or comma splice. 4 points	spelling. May have some run-on sentences or comma splices. 3 points	many run-on sentences and comma splices. 0-2 points	
SCHOLARLY SOURCES					
Appendix A with explanation of a minimum of 2 "favorite" website sources with explanation	Appendix A with 3 sources 5 points	Appendix A with 2 sources 4 points	Appendix A with 1 source 3 points	Appendix A with no sources 0-2 points	5
TOTAL					30

Unit 4 Web Assignment Grading Rubric	Exceptional 91-100%	Good 87-90%	Adequate 79-86%	Minimal 78% and below	Total Points Maximum
CONTENT					
7 website urls (addresses) and paragraphs describing information regarding historical events in Ireland/Northern Ireland.	Demonstrates a highly integrated and sophisticated comprehension of the topic and related material by describing website author, materials found on the website, and evaluates the credibility of the source. 15 points	Good integration and comprehension of the topic and related material. Describes website author and materials found on the website. 13 points	Adequately demonstrates a comprehension of the topic and related material by describing information found on the website. 10 points	Does not describe 7 websites. 0-5 points	15
MECHANICAL WRITING					
APA formatting	Basic structure of APA followed with no more than 1 errors in citations, text, and body of the paper 5 points	Basic structure of APA followed with no more than 2 errors in citations, text, and body of the paper 4 points	Basic structure of APA followed with 3 or more errors in citations, text, and body of the paper 3 points	Poor attention to structure and form of APA style for citations, text, and body of the paper 0-2 points	5
Organization, grammar, usage, writing, spelling	Sentence structure, grammar, and diction excellent; correct use of punctuation and minimal to no spelling errors; absolutely no run-on sentences or	Sentence structure, grammar, and diction strong despite occasional lapses; punctuation often used correctly. Some (minor) spelling	Problems in sentence structure, grammar, and diction (usually not major). Some errors in punctuation and	Major problems in sentence structure, grammar, and diction. Frequent major errors in punctuation and spelling. May have	5

	comma splices.	errors; may have one run-on sentence or comma splice.	spelling. May have some run-on sentences or comma splices.	many run-on sentences and comma splices.	
	5 points	4 points	3 points	0-2 points	
SCHOLARLY SOURCES					
Appendix A with explanation of a minimum of 2 "favorite" website sources with explanation	Appendix A with 3 sources 5 points	Appendix A with 2 sources 4 points	Appendix A with 1 source 3 points	Appendix A with no sources 0-2 points	5
TOTAL					30

Unit 9 Written Assignment – Case of David Grading Rubric	Exceptional 91-100%	Good 87-90%	Adequate 79-86%	Minimal 78% and below	Total Points Maximum
CONTENT					
Description of David using DESNOS criteria, discussion how the DESNOS descriptors work dynamically, and the relevance of the DESNOS diagnosis for understanding trauma in Northern Ireland.	Demonstrates a highly integrated and sophisticated comprehension of the topic and related material. Topic is sufficiently expanded to avoid repetition of ideas. 8 points	Good integration and comprehension of the topic and related material. Ideas are Adequately developed. Topic is adequately expanded although some needless repetition is noted. 6 points	Adequately demonstrates a comprehension of the topic and related material. Topic is adequately expanded although some needless repetition is noted. 4 points	Fails to demonstrate an integrated and adequate comprehension of the topic and related material. Topic is not sufficiently expanded and results in unacceptable repetition. Ideas are underdeveloped. 0-2 points	8
Critically evaluated the topic in reaction and conclusions	Ideas are well synthesized and critically analyzed from diverse sources. Extends conclusions to address broader implications.	Examines the context and explores the assumptions of the scholarly discourse. Conclusions are logical based on arguments and evidence presented.	Considers the context and assumptions of the scholarly discourse in a limited way. Considers multiple viewpoints and ideas tentatively. Conclusions only loosely follow from arguments and evidence presented.	Does not consider the context. Does not consider multiple points of view. Fails to identify conclusions.	4

	4 points	3 points	2 points	0-1 point	
MECHANICAL WRITING					
APA formatting	Basic structure of APA followed with no more than 1 errors in citations, text, and body of the paper 2 points	Basic structure of APA followed with no more than 2 errors in citations, text, and body of the paper 1 point	Basic structure of APA followed with 3 or more errors in citations, text, and body of the paper 0 points	Poor attention to structure and form of APA style for citations, text, and body of the paper 0 points	2
Organization, grammar, usage, writing, spelling	Sentence structure, grammar, and diction excellent; correct use of punctuation and minimal to no spelling errors; absolutely no run-on sentences or comma splices. 2 points	Sentence structure, grammar, and diction strong despite occasional lapses; punctuation often used correctly. Some (minor) spelling errors; may have one run-on sentence or comma splice. 1 point	Problems in sentence structure, grammar, and diction (usually not major). Some errors in punctuation and spelling. May have some run-on sentences or comma splices. 0 points	Major problems in sentence structure, grammar, and diction. Frequent major errors in punctuation and spelling. May have many run-on sentences and comma splices. 0 points	2
SCHOLARLY SOURCES					
At least 2 peer reviewed journal articles cited	The number of references exceed the minimally acceptable number. References are from respected scholarly sources and demonstrate a rigorous investigation into the chosen topic. 4 points	The number of references meets the minimally acceptable number. References are from respected scholarly sources and demonstrate a rigorous investigation into the chosen topic. 3 points	The number of references meets the minimally acceptable number. The majority of references are from respected scholarly sources and demonstrate a reasonable amount of investigation into the chosen topic. 2 points	Inadequate references that are too loosely associated to the specific topic of the paper, or both. References include several unacceptable sources, i.e., dictionary, Wikipedia etc. Demonstrates lack of in-depth investigation into chosen topic. 0-1 point	4
TOTAL					20

Unit 11 Written Assignment – Case of Jack Grading Rubric	Exceptional 91-100%	Good 87-90%	Adequate 79-86%	Minimal 78% and below	Total Points Maximum
CONTENT					
Description of Jack and one other member of his family using DESNOS criteria, hypotheses of intergenerational trauma.	Demonstrates a highly integrated and sophisticated comprehension of the topic and related material. Topic is sufficiently expanded to avoid repetition of ideas. 8 points	Good integration and comprehension of the topic and related material. Ideas are Adequately developed. Topic is adequately expanded although some needless repetition is noted. 6 points	Adequately demonstrates a comprehension of the topic and related material. Topic is adequately expanded although some needless repetition is noted. 4 points	Fails to demonstrate an integrated and adequate comprehension of the topic and related material. Topic is not sufficiently expanded and results in unacceptable repetition. Ideas are underdeveloped. 0-2 points	8
Critically evaluated the topic in their reaction and conclusions	Ideas are well synthesized and critically analyzed from diverse sources. Extends conclusions to address broader implications. 4 points	Examines the context and explores the assumptions of the scholarly discourse. Conclusions are logical based on arguments and evidence presented. 3 points	Considers the context and assumptions of the scholarly discourse in a limited way. Considers multiple viewpoints and ideas tentatively. Conclusions only loosely follow from arguments and evidence presented. 2 points	Does not consider the context. Does not consider multiple points of view . Fails to identify conclusions. 0-1 point	4
MECHANICAL WRITING					
APA formatting	Basic structure of APA followed with no more than 1 errors in citations, text, and body of the paper 2 points	Basic structure of APA followed with no more than 2 errors in citations, text, and body of the paper 1 point	Basic structure of APA followed with 3 or more errors in citations, text, and body of the paper 0 points	Poor attention to structure and form of APA style for citations, text, and body of the paper 0 points	2

Organization, grammar, usage, writing, spelling	Sentence structure, grammar, and diction excellent; correct use of punctuation and minimal to no spelling errors; absolutely no run-on sentences or comma splices.	Sentence structure, grammar, and diction strong despite occasional lapses; punctuation often used correctly. Some (minor) spelling errors; may have one run-on sentence or comma splice.	Problems in sentence structure, grammar, and diction (usually not major). Some errors in punctuation and spelling. May have some run-on sentences or comma splices.	Major problems in sentence structure, grammar, and diction. Frequent major errors in punctuation and spelling. May have many run-on sentences and comma splices.	2
	2 points	1 point	0 points	0 points	
SCHOLARLY SOURCES					
At least 2 peer reviewed journal articles cited	The number of references exceeds the minimally acceptable number. References are from respected scholarly sources and demonstrate a rigorous investigation into the chosen topic.	The number of references meets the minimally acceptable number. References are from respected scholarly sources and demonstrate a rigorous investigation into the chosen topic.	The number of references meets the minimally acceptable number. The majority of references are from respected scholarly sources and demonstrate a reasonable amount of investigation into the chosen topic.	Inadequate references that are too loosely associated to the specific topic of the paper, or both. References include several unacceptable sources, i.e., dictionary, Wikipedia etc. Demonstrates lack of in-depth investigation into chosen topic.	4
	4 points	3 points	2 points	0-1 point	
TOTAL					20

Unit 14/15 Final Term Paper Grading Rubric	Exceptional 91-100%	Good 87-90%	Adequate 79-86%	Minimal 78% and below	Total Points Maximum
CONTENT					
Application of topics and specific examples from the five weeks of course work to the paper topic.	Demonstrates a highly integrated and sophisticated comprehension of the topic and related material. Topic is exceptionally well	Good integration and comprehension of the topic and related material. Ideas are well developed. Topic is well expanded although	Adequately demonstrates integrated and adequate comprehension of course topics to the paper topic. Topic is adequately expanded and	Fails to demonstrate an integrated and adequate comprehension of course topics to the paper topic. Topic is not sufficiently expanded and	15

	expanded, with no underdeveloped ideas. 15 points	a few ideas are underdeveloped. 12 points	synthesized. Some ideas are underdeveloped. 8 points	synthesized. Many ideas are underdeveloped. 0-5 points	
Addresses and critically evaluates the topic in the body of the paper and conclusions	Ideas are well synthesized and critically analyzed from diverse sources. Extends conclusions to address broader implications. 15 points	Examines the context and explores the assumptions of the scholarly discourse. Conclusions are logical based on arguments and evidence presented. 12 points	Considers the context and assumptions of the scholarly discourse in a limited way. Considers multiple viewpoints and ideas tentatively. Conclusions only loosely follow from arguments and evidence presented. 8 points	Does not consider the context. Does not consider multiple points of view. Fails to identify conclusions. 0-5 points	15
MECHANICAL WRITING					
APA formatting	Basic structure of APA followed with no more than 1 errors in citations, text, and body of the paper. 5 points	Basic structure of APA followed with no more than 2 errors in citations, text, and body of the paper. 4 points	Basic structure of APA followed with 3 or more errors in citations, text, and body of the paper. 3 points	Poor attention to structure and form of APA style for citations, text, and body of the paper. 0-2 points	5
Organization, grammar, usage, writing, spelling	Sentence structure, grammar, and diction excellent; correct use of punctuation and minimal to no spelling errors; absolutely no run-on sentences or comma splices. 5 points	Sentence structure, grammar, and diction strong despite occasional lapses; punctuation often used correctly. Some (minor) spelling errors; may have one run-on sentence or comma splice. 4 points	Problems in sentence structure, grammar, and diction (usually not major). Some errors in punctuation and spelling. May have some run-on sentences or comma splices. 3 points	Major problems in sentence structure, grammar, and diction. Frequent major errors in punctuation and spelling. May have many run-on sentences and comma splices. 0-2 points	5
SCHOLARLY SOURCES					
At least 8 peer reviewed journal articles cited	The number of References exceeds the minimally acceptable number. References are from respected scholarly sources and	The number of references meets the minimally acceptable number. References are from respected	The number of references meets the minimally acceptable number. The majority of references are	Inadequate references that or the references are too loosely associated to specific topic of the paper, or both.	10

	demonstrate a rigorous investigation into the chosen topic.	scholarly sources and demonstrate a rigorous investigation into the chosen topic.	from respected scholarly sources and demonstrate a reasonable amount of investigation into the chosen topic.	References include several unacceptable sources, i.e., dictionary, Wikipedia etc. Demonstrates lack of in-depth investigation into chosen topic.	
	10 points	8 points	6 points	0-5 points	
TOTAL					50