

**PC/PY563SA**  
**SPECIAL TOPIC: Trauma, Healing and Reconciliation in South Africa**  
**Spring 2018**  
**3 Credit hours**  
**Jan 13, 27, Feb 10, 24, Mar 10, 24**  
**10am-5pm**  
**In Country South Africa April 15-24, 2018**

**Course Introduction**

**Instructors:** Kristin Velazquez Kenefick, PsyD, RYT  
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**Official Course Description:**

This course will examine the psychological and physiological impact of trauma on individuals and systems. Developmental, social, cultural, and multicultural issues in assessment and treatment of trauma and traumatic stress will be considered, both in the USA and South Africa. Multiple types of trauma and individual and community treatment models will be explored. This course will include a study abroad trip to Johannesburg, South Africa at the end of the on-ground course. (3 credits)

**Institutional Learning Goals, Competencies and Outcomes**

**Institutional Learning Goals**

Professional Practice

**Primary Program Competency**

Relationship and Intervention

**Learning Objectives**

Objectives for the course are as follows:

- Students will be able to understand and apply principles and theories underlying diagnosis and treatment of trauma in a therapy setting.
- Students will be able to identify and effectively respond to issues of “countertransference” and “vicarious trauma” in trauma therapy.
- Students will be able to formulate culturally appropriate diagnostic impressions and apply appropriate treatment approaches and intervention techniques with trauma survivors on a case-by-case basis.
- Students will be able to identify cultural variables and understand cultural issues in the treatment of trauma in a therapy and community settings.
- Students will be able to identify and appropriately respond to basic ethical conflicts that arise in trauma work.
- Students will articulate and contextualize historical, cultural, and systemic issues related to South Africa, as well as community responses to trauma and healing.

**Required and Optional Texts and Electronic Reserves**
**Required Texts**

Title	ISBN	Publisher's Price
Briere, J., & Scott, C. (2013). <i>Principles of trauma therapy: A guide to symptoms, evaluation, and treatment</i> (2nd Ed.). CA: Thousand Oaks.	ISBN: 9781412981439 ISBN10: 1412981433	<a href="#">Amazon</a> : \$27.60 Used
van Dernoot Lipsky, L., & Burk, C.(2009). <i>Trauma stewardship: An everyday guide to caring for self while caring for others</i> . San Francisco, CA: Berrett Koehler Publishers, Inc.	ISBN: 9781576759448 ISBN10: 157675944X	<a href="#">Amazon</a> : \$16.57 New Paperback
Worden, N. (2011). <i>The making of modern South Africa: Conquest, apartheid, democracy</i> . John Wiley & Sons. (Ch. 1-3)	ISBN-13: 978-0470656334 ISBN-10: 0470656336	Amazon: \$17.80 Used Paperback
Carlin, J. (2008). <i>Playing the enemy: Nelson Mandela and the game that made a nation</i> . New York: Penguin Books.	ISBN: 9780143115724	Amazon: \$11.72 new paperback

**Recommended Texts**

Title	ISBN	Publisher's Price
Shapiro, S. & Carlson, L. (2009). <i>The art and science of Mindfulness: Integrating mindfulness into psychology and the helping professions</i> . Washington, DC: American Psychological Association.	ISBN: 9781433804656 ISBN10: 1433804654	<a href="#">TCSPP Bookstore</a> : \$43.19 Used <a href="#">Amazon</a> : \$27.75 Used

**eReserve Readings**

Atwoli, L., Stein, D. J., Williams, D. R., Mclaughlin, K. A., Petukhova, M., Kessler, R. C., & Koenen, K. C. (2013). Trauma and posttraumatic stress disorder in South Africa: analysis from the South African Stress and Health Study. *BMC psychiatry*, 13(1), 1.

Felitti, V.J. Anda, R.F., Nordenberg, D, Williamson, D, Spitz, A, Edwards, V., Koss, M., & Marks, J. (1998). Relationship of childhood abuse and household dysfunction to many of the leading causes of death in adults: The Adverse Childhood Experiences (ACE). *American Journal of Preventive Medicine*, 14 (4), 245-258

Garbarino, J., Dubrow, N., Kostelny, K., & Pardo, C. (1992). Children in danger: Coping with the consequences of community violence. San Francisco: Jossey-Bass (pp. 1-21, 48-66).

Green, E. (2013). Explaining African ethnic diversity. *International Political Science Review*, 34(3), 235-253.

Hamber, B. (1998). The burdens of truth: An evaluation of the psychological support services and initiatives undertaken by the South African Truth and Reconciliation Commission. *American Imago*, 55(1), 9-28.

Honikman, S., van Heyningen, T., Field, S., Baron, E., & Tomlinson, M. (2012). Stepped care for maternal mental health: a case study of the perinatal mental health project in South Africa. *PLoS Med*, 9(5), e1001222.

- Lieberfeld, D. (2009). Lincoln, Mandela, and qualities of reconciliation-oriented leadership. *Peace and Conflict: Journal of Peace Psychology, 15*(1), 27-47.
- Lund, C., Kleintjes, S., Kakuma, R., Flisher, A. J., & MHaPP Research Programme Consortium (2010). Public sector mental health systems in South Africa: inter-provincial comparisons and policy implications. *Social psychiatry and psychiatric epidemiology, 45*(3), 393-404.
- Mayosi, B. M., & Benatar, S. R. (2014). Health and health care in South Africa—20 years after Mandela. *New England Journal of Medicine, 371*(14), 1344-1353.
- Mohatt, N. V., Thompson, A. B., Thai, N. D., & Tebes, J. K. (2014). Historical trauma as public narrative: A conceptual review of how history impacts present-day health. *Social Science & Medicine, 106*, 128-136.
- Nauright, J. (1996). "A besieged tribe"?: Nostalgia, white cultural identity and the role of rugby in a changing South Africa. *International Review for the Sociology of Sport, 31*(1), 69-86.
- Nussbaum, B. (2003). African culture and Ubuntu. *Perspectives, 17*(1), 1-12.
- Power, P. F. (1969). Gandhi in South Africa. *The Journal of Modern African Studies, 7*(03), 441-455.
- Pynoos, R. S., & Eth, S. (1986). Witness to violence: The child interview. *Journal of the American Academy of Child Psychiatry, 25* (3), 306-319.
- Ross, F. C. (2003). On having voice and being heard some after-effects of testifying before the South African truth and reconciliation commission. *Anthropological Theory, 3*(3), 325-341.
- Stein, D. J., Seedat, S., Kaminer, D., Moomal, H., Herman, A., Sonnega, J., & Williams, D. R. (2008). The impact of the Truth and Reconciliation Commission on psychological distress and forgiveness in South Africa. *Social Psychiatry and Psychiatric Epidemiology, 43*(6), 462-468.
- Van der Kolk, B.A. (2005). Developmental trauma disorder: Toward a rational diagnosis for children with complex trauma histories. *Psychiatric Annals, 35* (5), 401-408.

### Weblinks/Videos

- The Chicago School of Professional Psychology
    - [Know Before You Go- Pre-Departure Guide to International Programs.](#)
    - [Rights and Responsibility Agreement for International Programs](#)
- Apartheid in South Africa (1957). Documentary. <https://youtu.be/MOA66AOG52M>
- Brutus, D. (1963). Somehow we survive. Available at <http://bulletproofpoets.com/uncategorized/south-africa-1963-somehow-we-survive-by-dennis/>
- Duodu, C. (2010). Dennis Brutus obituary. *The Guardian*. Available at <https://www.theguardian.com/world/2010/feb/23/dennis-brutus-obituary>
- Gabriel, P. (n.d.) Biko. Available at <https://youtu.be/H1G8nVMg6lo>
- Mandela, N. (1995/2008). Long walk to freedom (excerpts). New York: Little, Brown & Company. Available at <http://archives.obs-us.com/obs/english/books/Mandela/Mandela.html>
- Masekala, H. (1987). Mandela – Bring him back home. Available at

<https://youtu.be/XKCK8o5xzaM?list=RDopUEIVIG1BQ>

PBS (2014). The long walk of Nelson Mandela: An intimate portrait of one of the 20<sup>th</sup> Century's greatest leaders. *Frontline*. <http://www.pbs.org/wgbh/pages/frontline/shows/mandela/>

Smith, D. (2012). Hugh Masekela: "I don't think I have the power to forgive." *The Guardian*. Available at <https://www.theguardian.com/theobserver/2012/mar/04/hugh-masekela-interview-mandela-corruption>

Tutu, D. (1984). Lecture upon receiving the Nobel Peace Prize. Available at [http://www.nobelprize.org/nobel\\_prizes/peace/laureates/1984/tutu-lecture.html](http://www.nobelprize.org/nobel_prizes/peace/laureates/1984/tutu-lecture.html)

### Rubrics

All rubrics will be in line and consistent with the Rubrics below. Graduate level work is expected.

#### 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 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
			<b>Total</b>	<b>200 total points</b>

**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
<b>Total</b>				<b>80 total points</b>

**Discussion Forum Scoring Rubric**

Posting Type	Posting Performance				Points
	Exemplary	Proficient	Developing	Needs Improvement	
Initial Post: Demonstration of Quality Content and Integration of Course Material	The first post for this discussion exhibits a strong statement to answer the main discussion question(s). The student's answer incorporates a concise statement backed by assigned readings from the class or another scholarly source, and it should stimulate further discussion. APA Style is followed. (4 points statement; 2 points sources; 2 points discussion stimulation).  4 points	The first post for this discussion exhibits a statement to answer the main discussion question(s). However, this answer fails to provide evidence in at least one of the following areas: a concise statement, backed by readings from the class or another source, and it should stimulate further discussion. APA Style is followed.  3.5 points	The first post for this discussion exhibits a statement to answer, or partially answer, the main discussion question. However, this answer fails to provide evidence in at least two of the following areas: a concise statement, backed by readings from the class or another source, and it should stimulate further discussion. APA Style is missing an element.  3 points	The first post for this discussion exhibits a statement to answer, or partially answer, the main discussion question. However, this answer fails to provide evidence in two or more of the following areas: a concise statement, backed by readings from the class or another source, and it should stimulate further discussion. APA Style is not followed.  2.5 points or lower	4 Points

<p>Follow-Up Posts: Participation as Member of Learning Community</p>	<p>Each student's feedback to a minimum of three (3) other initial posts exhibits good answers that address the posts, are supported by readings or other facts, and challenge other participants to further explore the topic.</p> <p>4 points</p>	<p>Each student's feedback to a minimum of two (2) other initial posts exhibits solid answers that address the posts adequately, are supported by readings or other facts, and challenge other participants to further explore the topic.</p> <p>3.5 points</p>	<p>Each student's feedback to the minimum of two (2) other initial posts exhibits solid answers that may fail to address the posts adequately, are not supported by readings or other facts, or fail to challenge other participants to further explore the topic. In addition, replies were posted late in the week.</p> <p>3 points</p>	<p>Student did not give feedback to a minimum of two other initial posts, or the feedback constitutes simple agreement or a question that does not show evidence of effort, critical thought or knowledge, or were posted too late in the week to have an impact (after 6pm Central Time on Sundays).</p> <p>2.5 points or lower</p>	<p>2 Points Each (minimum of two posts)</p>
<p>Response to Feedback Received: Ongoing Participation throughout the week.</p>	<p>Student participates in the discussion forum at least (3) separate days of the week, writes substantial responses to all feedback received on student's initial post, and responds to instructor's feedback to initial post.</p> <p>2 points</p>	<p>Student participates in the discussion forum at least (3) separate days of the week, 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 substantive as the "exemplary" category.</p> <p>2 points</p>	<p>Student is missing two elements in the areas of: posting in at least (3) separate days of the week, responds to all feedback received on initial post, or response to instructor's feedback to initial post. Responses show attention to feedback received but are not substantive.</p> <p>2 points</p>	<p>Student does not adequately provide evidence of participating in the discussion forum throughout the week as evidenced by number of days, posting to feedback received on initial post, or response to instructor's feedback to initial post.</p> <p>2-0 points</p>	<p>2 Points</p>
<p><b>Max Points - 10</b></p>	<p><b>10 points</b></p>	<p><b>9 points</b></p>	<p><b>8 points</b></p>	<p><b>7 points or lower</b></p>	

**Assignment Details/Grading**

Students must read all readings for each Module as early as possible for that week. The concepts will cycle through again and continue to be of importance to our discussions and your learning. The assignments will cover the readings and discussions.

Canvas Posts: Six posts due on various issues on off-class weeks: See below for exact dates and topics (60 points total)

**On ground class participation in Chicago: 30 points total, 5 points per class**

**Assignment 1: – Outline of South Africa Project: Due February 24 (10 points)**

We will be obtaining a topic from our partner agency in South Africa and will be compiling a binder of information based on the topic for them.

**Assignment 2: Trauma Stewardship Assignment: Due March 10 (20 points)**

One of the most important aspects of being a competent professional in the area of trauma is to identify, and acknowledge, our own trauma exposure and response. Based on the Five Directions outlined in Trauma Stewardship, think about a time when you may have been exposed to a traumatic incident (may be personal, community, health trauma), and complete a self-analysis based on Chapter 4 of Trauma Stewardship. Be sure to cover all the relevant areas. In section two, create a personal self-care plan. Include all five directions and make the plan personal to you. Include citations from Trauma Stewardship. Paper should be 10-12 pages, APA style.

**Assignment 3: South African Binder: Due March 24 (20 points)**

We will be obtaining a topic from our partner agency in South Africa and will be compiling a binder of information based on the topic for them.

**Assignment 4: Capstone project -Trauma Case Analysis and Treatment Recommendations : Due May 2 (50 points)**

This assignment allows the student to apply core concepts learned in the course to fictional characters from a movie, book or to an actual client, if preferred (pending approval by instructor). Each student will choose one specific character from the book/movie and imagine them as their client. As the therapist, you will develop a written report about your client that includes the following information: background information and history, developmental issues, current functioning (mental and physical health), diagnostic issues/impressions, cultural information, countertransference and vicarious trauma issues, and trauma-specific treatment recommendations. In the report, you will paint a picture of the type/duration of treatment and any challenges and rewards you foresee in the therapeutic work. You are encouraged to apply your own theoretical orientation and/or utilize treatment models from the course or from course resources (See assignment description and rubric). You will also include appropriate alternatives that may be used in conjunction with your psychotherapy. Your paper will include concepts/references from the required texts. You will also be asked to incorporate any cultural adaptations that would be necessary if working with a traumatized client from South Africa.

**Assignment Rubric- In-Country Attendance & Engagement (200 points)**

Please refer to [In-Country Attendance & Engagement Rubric](#) listed above in the Rubric section.

**Group Trip Journal (10 points)**

Students will keep a journal in South Africa. This includes a group journal and reflections on the cross-cultural experience. More details will be available online and from the instructor.

**Video Reflection (10 points) - Due 4/28/18 by 12:00pm CST**

Students will upload a 10 minute video reflection following the trip to South Africa to Canvas. Further details on assignment will be given prior to trip.

**Grading Distribution**

Assignments	Points
Global Perspectives Inventory Pre/Post-Tests (2 @ 4 points each)	8
International Travel Registration - full points awarded if complete by due date. No points awarded if not complete by due date.	2
Canvas Discussions (6 @ 10 points each)	60

Assignments:	
Outline of South Africa Service Learning Project	10
Trauma Stewardship Assignment	20
South Africa Binder	20
Capstone Assignment - Trauma Case Analysis and Treatment Recommendations	50
Group Journal	10
Video Reflection	10
On-ground Class Participation (Chicago)	30
In-Country Attendance & Engagement	200
Professional Behavior & Comportment	80
<b>Total</b>	<b>500</b>

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



Course Schedule, Tentative Itinerary, Assignments, and Grading

Module	Unit/Overview	Readings	Assignments	Points
January 13, 2018  Week 1-2	<p><b>Unit 1</b> <b>Overview</b> <b>/Title:</b></p> <p>Welcome, Introductions, Overview; Vicarious Trauma and Trauma Exposure Response</p> <p><b>Unit 2</b> History and Politics of South Africa</p>	<p><b>Student Information</b> “<a href="#">What to Know Before You Go</a>” TCSPP Study Abroad Pre-Departure Handbook</p> <p>Students will need to complete International Travel Registration one month prior to travel at the latest: <a href="https://my.thechicagoschool.edu/community/studentresources/ie/Pages/Travel-Database.aspx">https://my.thechicagoschool.edu/community/studentresources/ie/Pages/Travel-Database.aspx</a></p> <p><b>Texts/Materials</b> van Dernoot Lipsky, L., &amp; Burk, C. (2009). Trauma stewardship: An everyday guide to caring for self while caring for others. Chapters 1-4</p> <p>Worden, N. (2011). The making of modern South Africa: conquest, apartheid, democracy. John Wiley &amp; Sons. Chapters 1-3</p> <p>Apartheid in South Africa (1957). Documentary. <a href="https://youtu.be/MOA66AOG52M">https://youtu.be/MOA66AOG52M</a></p> <p>Power, P. F. (1969). Gandhi in South Africa. <i>The Journal of Modern African Studies</i>, 7(03), 441-455.</p>	<p><b>Complete Pre-Survey: Global Perspectives Inventory (GPI)</b> <b>Complete no later than Saturday, 10:00am, CST</b> Login information will be sent to you via email.</p>	4 points
			<b>Canvas Post: What are your Global Perspectives?</b>	10 points

<p>January 20</p>			<p><b>Final post due on canvas no later than Saturday, 12:00pm, CST</b></p> <p>What has been the extent of your contact with the country to which we will travel? How do you anticipate this experience will impact your personal and professional life? In what ways? (Be specific about your expectations). What did you learn about yourself from completing the Global Perspectives Inventory? How do you anticipate your perspective will change after your international experience?</p>	
<p>Week 3-4 January 27</p>	<p><b>Unit 3 Overview /Title:</b> Managing Vicarious Trauma Stewardship/ What is Trauma?  Historical and Diagnostic Issues</p> <p><b>Unit 4</b> Society, Culture and Values of South Africa</p>	<p><b>Texts/Materials</b> Briere, J., &amp; Scott, C. (2013). Principles of trauma therapy: A guide to symptoms, evaluation, and treatment (2nd Ed.). Chapters 1 – 2 &amp; 4</p> <p>van Dernoot Lipsky, L., &amp; Burk, C.(2009). Trauma stewardship: An everyday guide to caring for self while caring for others. Chapters 5 &amp; 6</p> <p>Green, E. (2013). Explaining African ethnic diversity. <i>International Political Science Review</i>, 34(3), 235-253.</p> <p>Nussbaum, B. (2003). African culture and Ubuntu. <i>Perspectives</i>, 17(1), 1-12.</p> <p>Nauright, J. (1996). " A besieged tribe?": Nostalgia, white cultural identity and the role of rugby in a changing South</p>		

<p><b>February 3</b></p>		<p>Africa. <i>International Review for the Sociology of Sport</i>, 31(1), 69-86.</p>		
			<p><b>Canvas Post: Cultural Comparison</b> <b>Due no later than Saturday, 12:00pm CST</b></p> <p>Based on the recent readings on South Africa, compare and contrast your culture of origin with what you have learned so far about South African culture. How does your culture define its people, the environment, sense of community and work. How is this similar, or not, to South African culture?</p>	<p>10 points</p>
<p><b>Weeks 5-6</b> <b>February 10</b></p>	<p><b>Unit 5</b> <b>Overview</b> <b>/Title:</b> Effects of Trauma: Mind, Body, and Spirit</p> <p><b>Unit 6</b> Apartheid : Institutionalized Segregation</p>	<p><b>Texts/Materials</b> Worden, Ch. 4-6</p> <p>Briere, J., &amp; Scott, C. (2013). Principles of trauma therapy: A guide to symptoms, evaluation, and treatment (2nd Ed.). Chapters 11-12</p> <p>van Dernoot Lipsky, L., &amp; Burk, C.(2009). Trauma stewardship: An everyday guide to caring for self while caring for others Chapters 7-9</p> <p>Courtois &amp; Ford, Ch. 2</p> <p>Mandela, N. (1995/2008). Long walk to freedom (excerpts). New York: Little, Brown &amp; Company. Available at <a href="http://archives.obs-us.com/obs/english/books/Mandela/Mandela.html">http://archives.obs-us.com/obs/english/books/Mandela/Mandela.html</a></p>		

<p><b>February 17</b></p>		<p>Mohatt, N. V., Thompson, A. B., Thai, N. D., &amp; Tebes, J. K. (2014). Historical trauma as public narrative: A conceptual review of how history impacts present-day health. <i>Social Science &amp; Medicine</i>, 106, 128-136.</p>		
			<p><b>Canvas Post: Institutionalized Segregation</b> <b>Due no later than Saturday 12:00, CST</b> Reflect on an example of institutionalized segregation in the USA. Compare and contrast this example with that of Apartheid in South Africa.</p>	<p>10</p>
<p><b>Weeks 7-8</b> <b>February 24</b></p>	<p><b>Unit 7 Overview</b> <b>/Title:</b> Effects of Trauma: Mind, Body, and Spirit/Trauma Developmental Issues</p>	<p><b>Texts/Materials</b> van Dernoot Lipsky, L., &amp; Burk, C.(2009). Trauma stewardship: An everyday guide to caring for self while caring for others. Chapters 10-12</p> <p>Felitti, V.J. Anda, R.F., Nordenberg, D, Williamson, D, Spitz, A, Edwards, V., Koss, M., &amp; Marks, J. (1998). Relationship of childhood abuse and household dysfunction to many of the leading causes of death in adults: The Adverse Childhood Experiences (ACE). <i>American Journal of Preventive Medicine</i>, 14 (4), 245-258</p> <p>Van der Kolk, B.A. (2005). Developmental trauma disorder: Toward a rational diagnosis for children with complex trauma histories. <i>Psychiatric Annals</i>, 35 (5), 401-408.</p>	<p><b>Due no later than 10:00am, CST</b> <b>Outline of Trauma Project for South Africa</b></p>	<p>10 points</p>

	<p><b>Unit 8 Overview /Title:</b> Cultural and Political Responses to Apartheid</p>	<p>Garbarino, J., Dubrow, N., Kostelny, K., &amp; Pardo, C. (1992). Children in danger: Coping with the consequences of community violence. San Francisco: Jossey-Bass (pp. 1-21, 48-66).</p> <p>Pynoos, R. S., &amp; Eth, S. (1986). Witness to violence: The child interview. <i>Journal of the American Academy of Child Psychiatry</i>, 25 (3), 306-319.</p> <p>Worden, Ch. 7</p> <p>Tutu, D. (1984). Lecture upon receiving the Nobel Peace Prize. Available at <a href="http://www.nobelprize.org/nobel_prizes/peace/laureates/1984/tutu-lecture.html">http://www.nobelprize.org/nobel_prizes/peace/laureates/1984/tutu-lecture.html</a></p> <p>Duodu, C. (2010). Dennis Brutus obituary. <i>The Guardian</i>. Available at <a href="https://www.theguardian.com/world/2010/feb/23/dennis-brutus-obituary">https://www.theguardian.com/world/2010/feb/23/dennis-brutus-obituary</a></p> <p>Brutus, D. (1963). Somehow we survive. <a href="http://bulletproofpoets.com/uncategorized/south-africa-1963-somehow-we-survive-by-dennis/">http://bulletproofpoets.com/uncategorized/south-africa-1963-somehow-we-survive-by-dennis/</a></p> <p>Smith, D. (2012). Hugh Masekala: "I don't think I have the power to forgive." <i>The Guardian</i>. Available at <a href="https://www.theguardian.com/the">https://www.theguardian.com/the</a></p>		
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<p><b>March 3</b></p>		<p><a href="http://observer/2012/mar/04/hugh-masekela-interview-mandela-corruption">observer/2012/mar/04/hugh-masekela-interview-mandela-corruption</a></p> <p>Masekala, H. (1987). Mandela – Bring him back home. Available at <a href="https://youtu.be/XKCK8o5xaM?list=RDopUEIVIG1BQ">https://youtu.be/XKCK8o5xaM?list=RDopUEIVIG1BQ</a></p> <p>Gabriel, P. (n.d.) Biko. Available at <a href="https://youtu.be/H1G8nVMg6lo">https://youtu.be/H1G8nVMg6lo</a></p>		
			<p><b>Canvas Post:</b> <b>Due no later than Saturday 12:00, CST</b> Reflect on the expressions of protest and dissent in response to apartheid. How can visual representation and performance amplify the written or spoken word?</p>	<p>10</p>
<p><b>Weeks 9-10</b> <b>March 10</b></p>	<p><b>Unit 9 Overview /Title:</b> Assessing Trauma and Posttraumatic Outcomes/ Central Issues in Trauma Treatment</p> <p><b>Unit 10 Overview /Title:</b> End of Apartheid, Healing and road to Reconciliation in South Africa</p>	<p><b>Texts/Materials</b></p> <p>Briere, J., &amp; Scott, C. (2013). Principles of trauma therapy: A guide to symptoms, evaluation, and treatment (2nd Ed.). Chapters 3 &amp; 6 &amp; 10</p> <p>Carlin, J. (2008). Playing the enemy: Nelson Mandela and the game that made a nation. New York: Penguin Books.</p> <p>PBS (2014). The long walk of Nelson Mandela: An intimate portrait of one of the 20<sup>th</sup> Century’s greatest leaders.</p>	<p><b>Written Assignment - Self-Care/Trauma Stewardship Plan</b></p>	<p>20</p>

<p>March 17</p>		<p><i>Frontline.</i> <a href="http://www.pbs.org/wgbh/pages/frontline/shows/mandela/">http://www.pbs.org/wgbh/pages/frontline/shows/mandela/</a></p> <p>Stein, D. J., Seedat, S., Kaminer, D., Moomal, H., Herman, A., Sonnega, J., &amp; Williams, D. R. (2008). The impact of the Truth and Reconciliation Commission on psychological distress and forgiveness in South Africa. <i>Social psychiatry and psychiatric epidemiology</i>, 43(6), 462-468.</p> <p>Ross, F. C. (2003). On having voice and being heard some after-effects of testifying before the South African truth and reconciliation commission. <i>Anthropological Theory</i>, 3(3), 325-341.</p> <p>Hamber, B. (1998). The burdens of truth: An evaluation of the psychological support services and initiatives undertaken by the South African Truth and Reconciliation Commission. <i>American Imago</i>, 55(1), 9-28.</p> <p>Lieberfeld, D. (2009). Lincoln, Mandela, and qualities of reconciliation-oriented leadership. <i>Peace and Conflict: Journal of Peace Psychology</i>, 15:1, 27-47.</p>		
			<p>Due Saturday, 12:00pm, CST</p>	<p>10</p>

			How does Mandela’s personal approach – both personally and as a leader of a democratic nation – align with your traditional sense of “reconciliation?”	
<b>Week 11-12</b> March 24	<b>Unit 11 Overview</b> <b>/Title:</b> Clinical Interventions in Trauma Treatment	<b>Text</b> Briere, J., & Scott, C. (2013). Principles of trauma therapy: A guide to symptoms, evaluation, and treatment (2nd Ed.). Chapter 7-9	<b>South African Binder due</b>	20
	<b>Unit 12 Overview</b> <b>/Title:</b> Key Issues in Mental and Public Health in South Africa	<p>Lund, C., Kleintjes, S., Kakuma, R., Flisher, A. J., &amp; MHaPP Research Programme Consortium. (2010). Public sector mental health systems in South Africa: inter-provincial comparisons and policy implications. <i>Social psychiatry and psychiatric epidemiology</i>, <i>45</i>(3), 393-404.</p> <p>Honikman, S., van Heyningen, T., Field, S., Baron, E., &amp; Tomlinson, M. (2012). Stepped care for maternal mental health: a case study of the perinatal mental health project in South Africa. <i>PLoS Med</i>, <i>9</i>(5), e1001222.</p> <p>Atwoli, L., Stein, D. J., Williams, D. R., Mclaughlin, K. A., Petukhova, M., Kessler, R. C., &amp; Koenen, K. C. (2013). Trauma and posttraumatic stress disorder in South Africa: analysis from the South African Stress and Health Study. <i>BMC psychiatry</i>, <i>13</i>(1), 1.</p>		



		Mayosi, B. M., & Benatar, S. R. (2014). Health and health care in South Africa—20 years after Mandela. <i>New England Journal of Medicine</i> , 371(14), 1344-1353.		
March 31			<b>Canvas Post Due, Saturday, 12:00pm, CST</b> Pick one significant mental or public health issue in South Africa and discuss social, cultural and systemic challenges in addressing it.	10
			<b>Complete <i>Post-Survey</i> : Global Perspectives Inventory (GPI)</b> <b>Complete no later than April 28, 2018</b> Login information will be sent to you via email.	4
May 2			<b>Capstone project -Trauma Case Analysis and Treatment Recommendations</b>  This assignment allows the student to apply core concepts learned in the course to fictional characters from a movie, book or to an actual client, if preferred (pending approval by instructor). Each student will choose one specific character from the book/movie and imagine them as their	50

			<p>client. As the therapist, you will develop a written report about your client that includes the following information: background information and history, developmental issues, current functioning, diagnostic issues/impressions, cultural information, countertransference and vicarious trauma issues, and trauma-specific treatment recommendations. In the report, you will paint a picture of the type/duration of treatment and any challenges and rewards you foresee in the therapeutic work. You are encouraged to apply your own theoretical orientation and/or utilize treatment models from the course or from course resources (See assignment description and rubric). You will also include appropriate alternatives that may be used in conjunction with your psychotherapy. Your paper will include concepts/references from the required texts below. You will also be asked to incorporate any cultural adaptations that would be necessary if working with a traumatized client from South Africa.</p>	
<b>Travel Module</b>	N/A	No Readings	<p><b>Travel: On-Site Journal – Due upon return home from trip.</b> Students will keep a journal in South Africa. This includes a group journal and reflections on the cross-cultural experience. More details will be available online and from the instructor. Students will submit their journal after they return from the trip.</p> <p><b>Travel: Video Reflection – Due upon return home from trip.</b> Students will upload a 5 minute video reflection following the trip to South Africa to Canvas. Further details on assignment will be given prior to trip.</p> <p><b>Travel: In-Country Attendance and Engagement</b> Please see Rubric in Syllabus and Online</p> <p><b>Travel: Professional Compartment</b> Please see Rubric in Syllabus and Online</p>	<p>10</p> <p>10</p> <p>200</p> <p>80</p>

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**Instructor Expectations and Policies:****Classroom Expectations**

Every professor is different, and I find it useful to be clear about what I expect from my students as well as what they can expect from me. I expect students to be fully engaged in class discussions. I expect students to be engaged, ask questions, and make meaningful contributions. I expect that students care about their education and learning, and as such, come prepared for class and be interested in the content. You can expect me to come to class prepared as well, and to listen to your questions, and be interested in your understanding and benefiting from the course. I will be most successful at achieving these goals if you communicate with me throughout the course. Similarly, I am, within reason, open to discussing different things that you would like to do in the course, pending the needs of the class and likelihood that the group would benefit from the activity.

**Instructor Values Statement**

I care very much about students, clients, clinical psychology and the general field of mental health. I know that you, the students, are going to be the ones who actually make a direct difference in the world. I teach because I am excited about the things you will do in this world, about the lives you will change. I hope you are excited about this too. Thus, I will attempt to challenge you and have high expectations of you as it relates to your learning and professional comporment.

**Communication**

Students are expected to respond to instructor emails within 48 hours (Monday-Friday). I will respond to student emails within 48 hours (Monday-Friday). Students are encouraged to communicate with me regularly through email, and if needed, go-to-meeting appointments.

*[Itinerary on Last Pages]*

**Institutional Policies from the Student Handbook Fall 2016**

The Chicago School of Professional Psychology Policies are found in the TCSPP Catalog (Institutional, Academic, Student Rights and Responsibilities, and Financial Aid and Student Account Policy sections): <http://catalog.thechicagoschool.edu> .

POLICY	LINK
Access Accommodations	<a href="http://catalog.thechicagoschool.edu/content.php?catoid=42&amp;navoid=2003#Access_Accommodations">http://catalog.thechicagoschool.edu/content.php?catoid=42&amp;navoid=2003#Access_Accommodations</a>
Commitment to Diversity	<a href="http://catalog.thechicagoschool.edu/content.php?catoid=42&amp;navoid=2001&amp;hl=diversity&amp;returnto=search#Statement_of_Commitment_to_Diversity">http://catalog.thechicagoschool.edu/content.php?catoid=42&amp;navoid=2001&amp;hl=diversity&amp;returnto=search#Statement_of_Commitment_to_Diversity</a>
Concerns about Academic Performance and Professional Comportment	<a href="http://catalog.thechicagoschool.edu/content.php?catoid=42&amp;navoid=2004&amp;hl=academic+integrity&amp;returnto=search#Concerns_about_Academic_Performance_and_Professional_Comportment">http://catalog.thechicagoschool.edu/content.php?catoid=42&amp;navoid=2004&amp;hl=academic+integrity&amp;returnto=search#Concerns_about_Academic_Performance_and_Professional_Comportment</a>
Grade Point Classification	<a href="http://catalog.thechicagoschool.edu/content.php?catoid=42&amp;navoid=2002#Grade_Point_Classification">http://catalog.thechicagoschool.edu/content.php?catoid=42&amp;navoid=2002#Grade_Point_Classification</a>
Incomplete Grade Policy	<a href="http://catalog.thechicagoschool.edu/content.php?catoid=44&amp;navoid=2176#Incomplete">http://catalog.thechicagoschool.edu/content.php?catoid=44&amp;navoid=2176#Incomplete</a>
Military Leave of Absence	<a href="http://catalog.thechicagoschool.edu/content.php?catoid=42&amp;navoid=2002#Student_Status">http://catalog.thechicagoschool.edu/content.php?catoid=42&amp;navoid=2002#Student_Status</a>
Professional Comportment	<a href="http://catalog.thechicagoschool.edu/content.php?catoid=42&amp;navoid=2004&amp;hl=academic+integrity&amp;returnto=search#Professional_Comportment">http://catalog.thechicagoschool.edu/content.php?catoid=42&amp;navoid=2004&amp;hl=academic+integrity&amp;returnto=search#Professional_Comportment</a>
Religious Accommodations	<a href="http://catalog.thechicagoschool.edu/content.php?catoid=42&amp;navoid=2003#Religious_Observance">http://catalog.thechicagoschool.edu/content.php?catoid=42&amp;navoid=2003#Religious_Observance</a>
Statement of Academic Integrity	<a href="http://catalog.thechicagoschool.edu/content.php?catoid=42&amp;navoid=2004&amp;hl=academic+integrity&amp;returnto=search#Statement_of_Academic_Integrity">http://catalog.thechicagoschool.edu/content.php?catoid=42&amp;navoid=2004&amp;hl=academic+integrity&amp;returnto=search#Statement_of_Academic_Integrity</a>
Use of Computing Resources	<a href="http://catalog.thechicagoschool.edu/content.php?catoid=42&amp;navoid=2004&amp;hl=academic+integrity&amp;returnto=search#Use_of_Computing_Resources">http://catalog.thechicagoschool.edu/content.php?catoid=42&amp;navoid=2004&amp;hl=academic+integrity&amp;returnto=search#Use_of_Computing_Resources</a>

## Student Academic Supports and Resources

### **BOOKSTORE**

Access to the bookstore is found at: <http://thechicagoschool.textbookx.com>.

### **CANVAS SUPPORT**

If you need help accessing your course and materials in the Canvas system, the following resources may be of assistance:

1. Search the Canvas Guides which have a plethora of detailed videos, step-by-step instructions, and links: <http://guides.instructure.com/>
2. Access the community user boards and discussions.
3. Contact the Helpdesk:

**Phone:**

800.747.8367

**Email:** [helpdesk@tcsedsystem.edu](mailto:helpdesk@tcsedsystem.edu)

**URL:** <http://helpdesk.tcsedsystem.edu>

### **IT SUPPORT**

Students may contact Helpdesk at: 800-747-8367. Email: [helpdesk@tcsedsystem.edu](mailto:helpdesk@tcsedsystem.edu) URL: <http://helpdesk.tcsedsystem.edu>

### **LIBRARY RESOURCES**

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

- <http://chi.librarypass.org/>

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

### **NATIONAL CENTER FOR ACADEMIC AND DISSERTATION EXCELLENCE (NCADE)**

#### **A. Dissertation and Applied Research Project (ARP) Support**

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

#### **B. Academic Success Programs - Contact: [kmitova@thechicagoschool.edu](mailto:kmitova@thechicagoschool.edu)**

- Onboarding and Orientation
- Writing Assessment and Academic Writing Seminar
- One-on-one writing consultations (on-the-ground and online)
- Time management and learning style consultations
- Presentations on APA writing style and formatting



**In-Country Itinerary  
South Africa Study  
Abroad  
April 13-26, 2018**

Eagle's Nest Lodge: Cnr William Nicol & Leslie Drive, Fourways. Tel: +27 11 465 1710 (Contact: Henre & Helen)  
[www.eaglesnest.co.za](http://www.eaglesnest.co.za)

Timings: the departure times indicated are when the bus will leave Eagles Nest each day. Please note that the drive back from the last site in the afternoons may take 45-90 mins depending on the traffic.

Dress code: for the academic site visits we recommend "Business casual". For all the cultural and tourist outings, "casual" is good.

**Academic site**

**Cultural activity**

<b>Friday 13 April</b>	Leave Chicago – Fly to Europe
<b>Saturday 14 April</b>	Lay over in Europe – Fly to South Africa
<b>Sunday 15 April</b>	Various times - Arrival in Johannesburg, transfer to lodge with Mike of 3 <sup>rd</sup> Island Tours & Shuttles. At leisure. <a href="http://www.eaglesnest.co.za">www.eaglesnest.co.za</a>
	17:00 <b>Orientation Meeting</b> , communal patio/lounge of lodge
	18:00 Welcome dinner at "Throbbing Strawberry", hosted by the faculty and Kari Prince, International Liaison Officer.
<b>Monday 16 April</b>	7:30 – 8:15 Breakfast is served (check times)

	8:30 Depart for <b>half day tour of Johannesburg &amp; Soweto</b> . This includes lunch at <b>Sikhumzi</b> Restaurant in Soweto (included in fee), a tour of Mandela's house and a visit to Hector Pieterse Square.
	15:00 Return to lodge. Afternoon & evening at leisure
<b>Tuesday 17 April</b>	9:30 Depart for <b>Rays of Hope (site 1)</b> to meet with Sihle Mooi, Director of Rays of Hope, and Bertha, Project Coordinator for Child Headed Households (CHH), & their team leaders. <a href="http://www.raysofhope.co.za">www.raysofhope.co.za</a> After introductions, they will present an overview of the organisation and the CHH project. They will take the group on a mini tour around the township of Alexandra. Our community service to them this day will be made up of: <ul style="list-style-type: none"> <li>• One or two workshops to the staff and caregivers (topics to be confirmed)</li> <li>• Cooking of bulk meals</li> <li>• Craft activities with the primary school kids</li> <li>• Outdoor Games with the kids (skipping, hoops, etc)</li> <li>• Helping with homework/reading</li> </ul>
	16:30 Return to lodge.
	18:00 Drinks on the patio, ahead of the 1 hr <b>Drumming session</b> with Drum Tribe <a href="http://www.drumtribe.co.za">www.drumtribe.co.za</a>
	Pm Dinner at leisure
<b>Wednesday 18 April</b>	10:00 Depart for Thokoza Township. 10:30 – 12:00 Introduction & overview of <b>Ekupholeni Mental Health &amp; Trauma Centre (site 2)</b>
	12:00 – 14:00 Tour around Thokoza, incl “Chicken Dust” lunch
	14:30-15:00 Tour of KCF and explanation of groups
	15:00 – 16:30 Group A: Proud (for gay & lesbian youth) Group B: Survivor Girls Kathlehong (for teenage girls at risk)
	16:30 Return to lodge.
	Evening at leisure.
<b>Thursday 19 April</b>	10:00 Depart for <b>Ekupholeni Mental Health &amp; Trauma Centre</b>
	10:30 – 12:00 Chance to debrief re yesterday's 3pm session.

	12:00 – 14:00 Khululeka Zonke Group @ Zonke (for HIV positive adults)
	14:00 – 15:00 Drive to Zonkezizwe (satellite branch of Ekupholeni), pack lunch en route.
	15:00 – 16:30 Group C: Survivor Girls Zonke
	16:30 Return to lodge.
	Evening at leisure
<b>Friday 20 April</b>	8:15 Depart for Thokoza
	9:00 – 11:00 Join the <b>Ekupholeni</b> Supervision Meeting (week's debrief with whole team)
	12:00 – 13:00 Program team meeting (Social Crime Prevention)
	13:00 – 14:00 Closing meeting with Ekupholeni team (with meal), depart for Alexandra Township.
	14:30 – 15:30 Arrive at <b>Rays of Hope</b> for “Follow-up and Thank you” meeting.
	15:30/16:00 Return to lodge.
	Evening at leisure
<b>Saturday 21 April</b>	9:30 Depart for Crown Mines area
	10:00 Arrive at <b>Apartheid Museum</b> for self-guided tour of the exhibition. <a href="http://www.apartheidmuseum.org">www.apartheidmuseum.org</a>
	12:00 Depart for Rosebank
	12:30 Shopping at the <b>African Arts &amp; Crafts Market</b> , and the modern Rosebank Mall. Plenty shops and cafes!
	15:30 / 16:00 Return to lodge.
	Evening at leisure



<p><b>Sunday</b> <b>22 April</b></p>	<p>10:00 Depart for <b>Bryanston Organic Market</b>      <a href="http://www.bryanstonorganicmarket.co.za">www.bryanstonorganicmarket.co.za</a>  12:00 Depart for the <b>Lion Park</b></p>
	<p>12:30/13:00 Safari-style tour of the park, followed by time in the cub enclosures, feeding giraffes, viewing game.  <a href="http://www.lion-park.com">www.lion-park.com</a></p>
	<p>15:30 Arrive at Lesedi Cultural Village for a tour of the mini villages representing the different tribes, a dance show and traditional African dinner      <a href="http://www.lesedi.com">www.lesedi.com</a></p>
	<p>19:30 Return to guesthouse.</p>
<p><b>Monday</b> <b>23 April</b></p>	<p>At leisure / Sightseeing / Shopping (own arrangements)</p>
	<p>13:00 / 19:00 <b>Farewell lunch/dinner at Medeo Restaurant</b>, Palazzo Hotel, Montecasino.</p>
<p><b>Tuesday</b> <b>24 April</b></p>	<p>Depart for OR Tambo, various times, with 3<sup>rd</sup> Island Shuttle.  Flight to USA.</p>
<p><b>Wednesday</b> <b>25 April</b></p>	<p>Arrive back in USA</p>