



The Chicago School of Professional Psychology
Department: Center for International Studies
The Power of One- Sierra Leone
IS610- Sierra Leone
3 Credit Hours
Semester/Term- Fall 2 2013

Course Introduction

Instructor: Nancy Peddle
Virtual/In-Person Office Hours: Skype peddle56
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Class Times Class meets online during Fall II, 2013

Course Description:

This course will provide opportunities for students to learn about global citizenship through service-learning. Students will travel abroad and emerge themselves in a different culture. Students will learn through observation, dialogue with local community members, and engaging in a variety of community service initiatives. Students will be challenged to reflect upon their individual beliefs, personal biases, and judgments related to psychology practices.

This study abroad is for those who want adventure and to make a difference whether your emphasis is an overview of psychology or more in-depth emphasis on trauma or organizational development. You will be given an opportunity to make a real difference through your work with LemonAid Fund in Sierra Leone, West Africa in three categories: 1) Helping in the abandonment of female genital mutilation; 2) Contributing to a psychosocial intervention with children in extreme poverty; or 3) Engage in our forgiveness research project. All three projects will also include contributing to strategic planning and building the capacity of an International Non Governmental Organization. This work will take you from the congested streets of the colorful capital of Freetown to the remote villages that will appreciate your littlest effort. This is a hands' on experience where beyond an amazing Study Abroad transformative experience you just may end up with a publication or a training to add to your CV.

Course Objectives:

1. Students will examine the concepts and definitions of global citizenship, development, and service learning.
2. Students will evaluate the provision of health/social services in developing countries.
3. Students will demonstrate a basic understanding of Sierra Leone culture, people, and traditions.
4. Students will illustrate an introductory understanding of Sierra Leone economic, social, political, and health issues.
5. Students will critically examine global issues that cross geographical borders.
6. Students will appraise individual beliefs, personal biases, and judgments related to international cultures, traditions, and diverse psychology practices.

Chicago School Institutional Learning Goals

Diversity, Professional Behavior and Professional Practice

Program Competency Addressed:

Relationship, Assessment, Intervention, Diversity, and Ethics

Required Textbooks/multimedia

- Jackson, M., (2011). *Life within Limits: Wellbeing in a World of Want*. Duke University Press. ISBN 978-0-8223-9369-6
- Blood Diamond Movie Release Date: Dec 08, 2006
 - Rated: strong violence and language
 - Runtime: 2 hr. 18 min.
 - Genres: Action/Adventure, Drama
 - Director: [Edward Zwick](#)
 - Cast: [Leonardo DiCaprio](#), [Jennifer Connelly](#), [Djimon Hounsou](#), [Jimi Mistry](#), [Michael Sheen](#).
- Luskin, F., (2002). *Forgive for Good: A Proven Prescription for Health and Happiness*. San Francisco: Harper.

Required Readings

- Peddle, N., Stamm, B. H., Hudnal, A., & Stamm, H., (2006). Effective Intercultural Collaboration on Psychosocial Support. In Reyes, G. & G. A. Jacobs (Eds.), *Handbook of international disaster psychology, Vo. 1. Fundamentals and overview*. Westport, CT: Praeger Publishers.
- Peddle, N., Delespinasse, E., Lionello, A. (2012). *Mapping of organizations working toward abandonment of Female Genital Mutilation/Cutting in Sierra Leone*. Freetown, Sierra Leone: GIZ
- Kalayjian, A. & Toussaint, L. (2011). Partnerships in Promoting Peace, Reconciliation, and Healing from Trauma through Forgiveness: An Evidence Based Research Project. *International Psychology Bulletin*, 15(1), 30-32.
- Sierra Leone Developed Forgiveness, Gratitude and Appreciation training handbook (2011).
- LemonAid Fund website www.lemonaidfund.org
- Peddle, N. (2002). Forgiveness and trauma: Can war refugees recover? Research News & Opportunities in Science and Theology, 2(5), 14.

- Together, we will build a library of pertinent web sites that explore political, social, education, health and culturally relevant content that will help us to prepare for this Study Abroad trip.
- Coster, H., (December 19, 2011), Can Venture Capital Save the World? Forbes, Vol 188, 11.
- Truth and Reconciliation Commission Report for Children
www.unicef.org/infobycountry/files/TRCCF9SeptFINAL.pdf
- **TCSPP Study Abroad: Handbook and Resources**
 - [Weblink for TCSPP International](#) Programs and Services
 - Handbook for Students Traveling Abroad ([Direct Link to Handbook](#))
 - Please review the Helpful Links for Travelers section, specifically
 - Center for Disease Control – Traveler’s Health
 - Health Information and Vaccinations

Suggested Reading

- Beah, I. (2007). A Long Way Gone: Memoirs of a Boy Soldier. Farrar, Straus and Giroux ISBN 13: 978-0-374-10523
- Look at BoardSource and Agitator for not-for-profit strategic thinking and planning ideas

Course Requirements

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| • Complete Student Rights and Responsibility Agreement | 2 points |
| • Global Perspectives Inventory Pre and Post Test | 5 points |
| • Class Attendance and Participation | 10 points |
| • Class Assignments: Faculty Provide Breakdown here | 40 points |
| • International Travel Registration | 3 points |
| • In-Country Participation | 30 points |
| • Professional Contribution and Behavioral Comportment | 10 points |

Class Assignments

- **Discussion Questions** (6 points total): There will be discussion questions due each week on e-college. Answers should be posted before midnight on Sunday night. It is imperative that you complete all readings prior to answering the discussion questions.
- **One project** (14 points total): There will be one paper due submitted to e-college with your group prior to trip. The paper should be an APA outline of your project including

references of class/readings discussions. This paper should be as long as it needs to be to best outline what you will be doing. You will then engage in the project while on the study abroad and have a product related to your area i.e. a training, a manual, a completed event and develop a report on this activity for the INGO LemonAid Fund.

- **Video Upload** (15 points total): Students will work together to develop a video about the impact of LemonAid Fund’s work in Sierra Leone. Each group will bring their own project perspective to the project record (to be assigned by Dr. Benton) lasting no more than 7-10 minutes.
- **Reflections** (5 points total) Journal reflections is a given for growth and development both during pre trip weeks and the time in the field. Impact of the study abroad on you personally, as clinicians and your future work should be part of the reflections. To reflect in service learning means to think critically about and analyze emotional responses to service activities in the context of course content and the learning objectives of a particular course or curriculum. Through reflection, students can expand their knowledge beyond concrete facts, reach a new understanding of social problems, interpret real- life situations, propose practical and meaningful solutions to societal problems, and take informed action.

Grading:

The point system below will be used as a guideline for determining final grades. Use these guidelines as an indication of performance throughout the term.

| Letter Grade | Percentage Cutoff |
|--------------|-------------------|
| A | 93-100% |
| A- | 90-92% |
| B+ | 87-89% |
| B | 83-86% |
| B- | 80-82% |
| C | 70-79% |
| F | <69% |

If it is determined that a student is failing a core course or is demonstrating professional comportment problems that warrant an Academic Development Plan, it is at the discretion of the Faculty Leader to NOT allow a student to engage in the study abroad experience. If a student’s grade is a B- or lower as of the last assignment prior to travel, the student will not be permitted to travel abroad.

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

Class Timeline

Phase I: Academic Coursework/Classroom

Topics may change without notice depending on developments during the intervention component of the course. Flexibility is the hallmark of an International Student.

| Date | Topic | Assignments/Readings |
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| <p>Week 1: Logistics of Field Study</p> <p>Introduction, History, and Politics, Part 1</p> | <p>Understanding the logistics of studying internationally and expectations of TCSPP.</p> <p>Explore the relationship between applied learning and career aspirations.</p> <p>Introduce the history and key themes, issues and politics that have impacted Sierra Leone.</p> | <p>Prior to registration, students must have completed the Student Rights and Responsibility Agreement. If you are uncertain if the form is completed, please contact studyabroad@thechicagoschool.edu</p> <p>Pre-test: Global Perspective Inventory (complete by Week 1: Sunday at 11:59PM CST).</p> <p>Please click on the link to access the Global Perspective Inventory</p> <p style="text-align: center;">Post-Test:</p> <p style="text-align: center;">https://gpi.central.edu/</p> <p style="text-align: center;">Post-Test Access Code: TBA</p> <p>International Travel Registration. Travel will not be permitted unless document is signed and returned (complete by Week 1: Sunday at 11:59PM CST)</p> <p>Required Readings</p> <ul style="list-style-type: none"> • Jackson, M., (2011). <i>Life within Limits: Wellbeing in a World of Want</i>. Duke University Press. ISBN 978-0-8223-9369-6 first 50 pages. • Luskin, F., (2002). <i>Forgive for Good: A Proven Prescription for Health and Happiness</i>. San Francisco: Harper. Introduction • Peddle, N. (2002). Forgiveness and trauma: Can war refugees recover? <u>Research News & Opportunities in Science and Theology</u>, 2(5), 14. • LemonAid Fund’s web site – start Strategic planning Strategy • What to Know Before You Go” TCSPP Study Abroad Pre-Departure Guide <ul style="list-style-type: none"> ○ Click for Weblink - Review the information on this site thoroughly! |

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| | | <ul style="list-style-type: none"> ○ Please review the Helpful Links for Travelers section, specifically <ul style="list-style-type: none"> ▪ Center for Disease Control – Traveler’s Health <p>Health Information and Vaccinations</p> <p>Assignments/Deliverables</p> <ul style="list-style-type: none"> • Share 5 websites of your choosing regarding Sierra Leone’s political climate • Complete all Pre-Measures and Pre-Test • Introduce Yourself Discussion • Complete all required field experience forms and return to TCSPP International Programs and Services • Discussion question under 1.1 • Prepare to create a Journal and start documenting your Study Abroad process and experiences/thoughts/feelings while on Trip • Review information on Projects (See Syllabus Addendum/Itinerary) for your visit |
| <p>Week 2: History and Politics, Part 2, & Global Leadership Skills</p> | <p>Understand how a country’s history may impact the culture of its people and reciprocally how the people’s culture affects the issues and organizations with which you will work in Sierra Leone</p> <p>Continuation of the history and key themes, issues and politics that have impacted Sierra Leone.</p> <p>Begin to conceptualize projects in Sierra Leone.</p> | <ul style="list-style-type: none"> • Jackson, M., (2011). <i>Life within Limits: Wellbeing in a World of Want</i>. Duke University Press. ISBN 978-0-8223-9369-6 pages 51-75. • Luskin, F., (2002). <i>Forgive for Good: A Proven Prescription for Health and Happiness</i>. San Francisco: Harper. Part 1: Creating a Grievance • Organizational Development - Strategic Planning LemonAid Fund • Organize collection of materials to bring to Sierra Leone <p>Assignments/Deliverables</p> <ul style="list-style-type: none"> • Discussion questions under 2.1 • Building of our Webology Site • Begin plan for collecting materials to bring to Sierra Leone • Self selection of Project Choice - Please choose from one of the three projects set forth in the Syllabus Addendum (Sierra Leone Syllabus Addendum & Itinerary) organize groups on line. |

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| <p>Week 3: Global Leadership Skills & Culture and Customs</p> | <p>Understand the importance of cultural sensitivity and global citizenship.</p> <p>Examine the “soft skills” required for success in international work.</p> <p>Explore the role of relationships and perspective in your project in Sierra Leone.</p> <p>Identify leaders in Sierra Leone whom you may work on your project with.</p> | <ul style="list-style-type: none"> • Jackson, M., (2011). <i>Life within Limits: Wellbeing in a World of Want</i>. Duke University Press. ISBN 978-0-8223-9369-6 pages 51-75. • Luskin, F., (2002). <i>Forgive for Good: A Proven Prescription for Health and Happiness</i>. San Francisco: Harper. Part 2: Forgiveness • Peddle, N., Stamm, B. H., Hudnal, A., & Stamm, H., (2006). <u>Effective Intercultural Collaboration on Psychosocial Support</u>. In Reyes, G. & G. A. Jacobs (Eds.), <i>Handbook of international disaster psychology, Vo. 1. Fundamentals and overview</i>. Westport, CT: Praeger Publishers. • View Film Blood Diamonds and Discussion of Blood Diamonds in relation to Michael Jackson’s book <p>Assignments/Deliverables</p> <ul style="list-style-type: none"> • Discussion questions is 3.1 • Create Terms of Reference (TOR) for your “consultancy” work in Sierra Leone • Begin Organizational Development - Strategic Thinking LemonAid Fund |
| <p>Week 4: Political Systems; Education, Healthcare and Social Services</p> | <p>Evaluate the impact Sierra Leone’s governing structure has on various the organization and systems you plan to put into place for your project.</p> | <ul style="list-style-type: none"> • Jackson, M., (2011). <i>Life within Limits: Wellbeing in a World of Want</i>. Duke University Press. ISBN 978-0-8223-9369-6 pages 75-100. • Luskin, F., (2002). <i>Forgive for Good: A Proven Prescription for Health and Happiness</i>. San Francisco: Harper. Part 3: Forgive For Good 103-137, 178-208 • Organizational Development - Strategic Planning LemonAid Fund. Group work <p>Assignments/Deliverables</p> <ul style="list-style-type: none"> • Discussion questions under 4.1 • Project Outline of Workplan for each group due via Dropbox |

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| <p>Week 5: Forgiveness, Psychosocial issues, Female Genital Mutilation (FGM) themes related to trauma and organizational development</p> | <p>Understand more on forgiveness, psychosocial issues, FGM and the ways the roots of these issues may produce trauma that effect on people in Sierra Leone.</p> <p>Examine how interventions in forgiveness, psychosocial activities and abandonment of FGM activities can contribute to health (mental and physical) and social well-being.</p> | <p>Prior to traveling, students must complete International Travel Registration by no later than Sunday at 11:59PM CST</p> <p>NOTE: Make sure you have your yellow fever shot and your YELLOW CARD and Make sure you have your Sierra Leone visa if getting it ahead of time from the Sierra Leone Embassy in Washington</p> <p>Readings:</p> <ul style="list-style-type: none"> • Truth and Reconciliation Commission Report for Children www.unicef.org/infobycountry/files/TRCCF9SeptFINAL.pdf • LemonAid Fund Forgiveness training (will post most recent in doc sharing) • Psychosocial hand book (will post most recent in doc sharing) • Peddle, N., Delespinasse, E., Lionello, A. (2012). <i>Mapping of organizations working toward abandonment of Female Genital Mutilation/Cutting in Sierra Leone</i>. Freetown, Sierra Leone: GIZ <p>Assignments/Deliverables</p> <ul style="list-style-type: none"> • Discussion question 5.1 – 3 • Preliminary reflections posted • Revised Project Outline due from your team via Dropbox should include what kinds of things that should be in video and questions to ask about strategizing for LemonAid Fund. |
| <p>Week 6: Do I want to be an International Consultant when I grow up?</p> | <p>Identify Personal Leadership skills and Consultancy skills to work Internationally.</p> <p>Assess readiness for implementation of activities in Sierra Leone.</p> | <p>Group projects desk review completed Organize materials to bring to Sierra Leone Cultural Competency – Readiness to work in one of the poorest countries in the world and make a difference</p> <p>Assignments/Deliverables</p> <ul style="list-style-type: none"> • Discussion questions under 6.1 • Preparation Paper due from group via dropbox |
| <p>Week Seven</p> | | <p>Post-test: Global Perspective Inventory (complete by Sunday at</p> |

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| | <p>Study Abroad Sierra Leone</p> | <p>11:59PM CST after your return from study abroad. Please click on the link to access the Global Perspective Inventory Post-Test:</p> <p style="text-align: center;">https://gpi.central.edu/</p> <p style="text-align: center;">Post-Test Access Code: TBA</p> <p>Due within two weeks of the Study Abroad Trip</p> <p>Assignments/Deliverables</p> <ul style="list-style-type: none"> • Video completion • Final Presentation (that are given on the last full day on-ground and Tam-Based Peer Evaluations) due from group via dropbox • Final individual Written Reflection journal (due two weeks after last day of on-ground portion of course via Dropbox) • |
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Schedule is flexible for incorporating a reception with the US Ambassador to Sierra Leone and the time/place of the Village Field Experience

| Phase II: Travel Itinerary Minimum of 10 days including travel | | |
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| Date | Activity | Location- Freetown, Sierra Leone, West Africa |
| <p>Arrival: Friday Night YOU WILL arrive the day before the program begins as almost all flights to Sierra Leone arrive in the evening (Friday Night)</p> | <p>Someone will meet you at the airport and Get you from Lungi Airport to Freetown and your Quest House/Hotel</p> | |
| <p>Day 1: Date- Saturday</p> | <p>8:30am – Orientation Meeting: Emergency procedures, contact information, review of program</p> <p>10:30am: Welcoming Cultural program – Visiting The</p> | <p>89 Banana Water Street Congo Town, Freetown, Sierra Leone</p> |

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| | <p>LemonAid Village, Lillian and Beckley (NANCY PEDDLE and Frances Browne) Lunch at the school – Lower Allentown</p> <p>3:30pm: Feeding and education at Tacaguama Chimpanzee Sanctuary and walk to the dam/and or Charlotte Water Fall (TACAGUAMA STAFF)</p> <p>8pm Dinner – Reflections of the morning experiences – journaling (NANCY PEDDLE).</p> | |
| Day 2 Sunday | <p>8:30am: Breakfast</p> <p>9:30am – 12:30am: Group Field Work Development of Projects (fitted for the Ashobe)</p> <p>Lunch: Together</p> <p>1:30 Visit the Lumley Cultural Center and Hamilton Beach</p> <p>Dinner: TBA</p> | Freetown |
| Day 3 Monday | <p>7:30 am: Breakfast</p> <p>9:00-10:45 Goshen Community School Visit Interact (pre-school through primary KADIE KARGBO)</p> <p>11:00am – 12:30pm: Building Specialized Knowledge – UN Systems – UNICEF Visit Education, Child Protection and Health challenges and benefits of working in the UN system (and NANCY PEDDLE)</p> <p>12:30pm Lunch at the UNICEF Canteen (on your own)</p> <p>2pm – 5pm: (Group Field Work Projects) – Visit Social Welfare and Education Ministries and Access to Mental Health (NANCY PEDDLE)</p> <p>7pm – Field Placement Reception</p> | Freetown |
| Day 4 Tuesday | <p>6:30am: Breakfast (bring all luggage to guest house and have small luggage packed for 2-3 nights in the villages include swim suit for just in case)</p> <p>7:00am Leave for our field experience in the rural area Stop for morning worship (if school in session) at The LemonAid Village then head to Lunsar – FGM and Kamakwie (or other village) – psychosocial/forgiveness programming</p> | Lunsar Makeni |

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| | Arrive Lunsar by 10:00 for program then on to Makeni for the evening. | |
| Day 5 Wednesday | 7:00am continue on to field experience in the rural area Kamakwie – psychosocial/forgiveness programming Evening dinner together: Evaluation of programs – planning for next day | Kamakwie (or other village) |
| Day 6 Thursday | Kamakwie – psychosocial/forgiveness programming Evening dinner together: Evaluation of programs – planning for next day | Kamakwie (or other village) |
| Day 7 Friday | Return to Freetown after morning – psychosocial/forgiveness programming Stop in Makeni for the night or return to Freetown | Kamakwie (or other village) Freetown |
| Day 8 Saturday | 7:30 Breakfast 8:00 Leave for Forgiveness Workshop/Research Project and Presentation of Projects Ashobe Event Evening out in Freetown | Freetown |
| Day 9 Sunday | Complete Research from Forgiveness Workshop and work on Video production 2:00 Presentations Dinner as group | |
| Day 10 Monday | 7:30am Breakfast 8:30 leave for visit to National Movement for Emancipation and Big Market Getting from your Quest House/Hotel in Freetown to Lungi Airport in the PM Will have time today to do some shopping at BIG MARKET in Freetown | |
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Phase III: Taking Action Beyond...

Students will complete a semester of academic study and a service/study abroad trip, but will also be encouraged to continue their work with the material upon return. Traveling abroad and serving in another country often leaves students with a desire and interest to continue their work and learning in some form. Phase III, will not only offer students the space to reflect but also the opportunity to meet with fellow students to discuss ways in which service to a similar local population could be realized. Early in the course, students will be encouraged to form relationships with other students for support through their travels in an unfamiliar land, re-entry into their local culture, and post trip action planning for service continuation. Students will be asked upon return: “Now what?”

Late Assignments

No assignments will be accepted as late unless negotiated with the instructor at least 24 hours before the assignment is due. The decision rests with the professor as to whether he/she will accept the late assignments (or not).

Feedback

The instructor will provide students with timely feedback within 7-10 days of assignment submission.

Confidentiality Requirement

In accordance with the American Psychological Association's Ethical Principles of Psychologists and Code of Conduct, reasonable precautions must be taken to protect confidential information.

“Psychologists do not disclose in their writings, lectures, or other public media confidential, personally identifiable information concerning their client/patients, students, research participants, organizational clients, or other recipients of their services that they obtained during the course of their work, unless 1) they take reasonable steps to disguise the person or organization, 2) the person or organization has consented in writing, or 3) there is legal authorization for doing so (APA Ethics Code 202, 4.07).”

Students may and are often required to relate course content to real world and work experiences. Whenever these experiences are brought into the learning process, students are to protect the confidentiality and privacy of any persons or organizations included in their coursework. Students shall not disclose any information about a person or an organization that enables their identity unless otherwise approved or authorized as noted in the APA Ethics Code. Failure to do so may result in referral to the Student Affairs Committee.

Institutional Classroom Policies

Students are expected to have read and to adhere to the TCS Student Handbook. The following policies especially pertinent for student learning are listed below:

- Accommodation for Students Disabilities
- Statement of Academic Integrity and Plagiarism
- Professional Comportment
- Ethical, Legal and Professional Conduct
- Use of Computing Resources

Statement on Academic Honesty:

Academic work entails a contract of sorts that students are on their honor to abide by. Students come expecting that professor(s) will teach them what they need to know, and grade their work fairly and objectively. Professor(s) come expecting that students will make their best effort to learn what they need to know, and will do the work required for the class conscientiously and honestly. This entails deeper expectations though.

Academic honest is the foundation for professional integrity and should be taken seriously by students. If professor(s) have reason to think a student(s) has behaved dishonestly, professor(s) will speak with

student(s). If professor(s) concerns about dishonesty prove true, then professor(s) will award student(s) zero points for that assignment, and refer student(s) to Student Affairs Committee for a deeper investigation into the matter. A range of disciplinary actions are available to students.

This process, even if it turns out not to be a case of dishonesty, is anxiety provoking for students, but also rather unpleasant for the faculty. It is strongly suggested that students come to professor(s) whenever they have any questions about something.

Technology and Privacy (from the Student Handbook):

Data files and messages traversing the school's network are not private communications. A user's privacy is superseded by the school's requirement to maintain the network's integrity and the rights of all network users. For example, should the security of the network be in danger, user files and messages may be examined under the direction of the Vice President of Administration, or the Director of Information Technology. The school reserves its right, as owner of the network and the computers in question, to examine, log, capture, archive, and otherwise preserve or inspect any messages transmitted over the network and any data files stored on school-owned computers, should circumstances warrant such actions. All members of the community must recognize that electronic communications are by no means secure, and that during the course of ordinary management of computing and networking services, network administrators may inadvertently view user files.

Policy on Disability Accommodation (from the Student Handbook):

The Chicago School complies with all laws and regulations regarding the access of disabled individuals to education and works to insure that no qualified student with a disability is denied the benefits of, or excluded from participation in, any school program or activity. Disabled students may request reasonable accommodations including but not limited to adaptations in the way specific course requirements are accomplished, the use of auxiliary equipment and support staff, and other modifications including testing procedures. This request must be accompanied by appropriate documentation that establishes that the student has a specific disability and that supports the accommodation(s) requested. The school reserves the right to select the specific aids and services it provides, as long as it deems they will be effective for the student and do not fundamentally alter the Program or academic standards. Such aids and services are determined on a case-by-case basis in consultation with the student who has identified the need for accommodation. Please see the Director of Student Services regarding requests for accommodation or talk with the professor in charge of the course.