

The Chicago School of Professional Psychology
Department: Study Abroad
The Power of One-Nicaragua: IS610- Nicaragua
3 Credit Hours
Semester/Term- Summer II 2015

Course Introduction

Instructor: **Nancy Peddle**

Co-faculty: **Vicki Browne**

Virtual/In-Person Office Hours: **Skype peddle56**

E-mail: nancyped@earthlink.net , npeddle@thechicagoschool.edu, vbrowne@thechicagoschool.edu

Class Times: Online

Course Description:

This course provides opportunities for students of all psychology disciplines to learn about global citizenship through service-learning and having the experience of working directly with International Non-Governmental Organization (INGO's). This study abroad is for those who want to make a difference whether your discipline emphasis is an overview of psychology or more in-depth emphasis on trauma or organizational development and leadership. No three star hotels (includes home stay) or reliable internet here, but you will be given an opportunity to understand the impact that poverty takes on children and adults over time, generational poverty as well as the effects of the trauma of war and immerse yourself in the culture. You will also be given an opportunity to make a real difference through your work with actual INGO's LemonAid Fund and Americas Association for the Care of Children as well as working in the public schools sharing with them ways to attend to the psychological needs of children impacted by living in poverty and conducting a workshop and collecting data. Students will be challenged to reflect upon their individual beliefs, personal biases, and judgments related to psychology practices. Especially good for Spanish speakers.

You will provide service in one of three categories: 1) Contributing to a psychosocial intervention with children in extreme poverty; 2) Engage in LemonAid Fund's global forgiveness gratitude and appreciation research project (includes 8 hr training, evaluation and data collection components); 3) Capacity Building and Leadership of an INGO. The projects will also incorporate your own gifts, academic disciplines of psychology and talents. Students will learn through observation, dialogue with local community members, international aid agencies and government officials and engaging in a variety of community service initiatives. This work will take you to a diverse range of locations from the urban area of El Tismal and Managua and the rural area of Jalapa in Nueva Segovia.

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

Diversity, Professional Behavior and Professional Practice

Program Competency Addressed:

Relationship, Assessment, Intervention, Diversity, and Ethics

Course Objectives:

1. Students will examine the concepts and definitions of global citizenship, development, and service learning.
2. Students will evaluate the provision of social services in developing countries.
3. Students will demonstrate a basic understanding of Nicaragua culture, people, and traditions.
4. Students will illustrate an introductory understanding of Nicaragua 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.
7. Students will engage in reflective examination of forgiveness, gratitude and appreciation in their lives
8. Students will engage in hand's on activities that will shape their on the ground experience.

Learning Outcomes:

In addition to achieving the course objectives, there are 6 learning outcomes that directly relate to our assignments and assessments. For example: Students will acquire research skills aligns with the assignment/service project of collecting data, analyzing it and presenting it.

1. Students will have implemented an 8 hour Service Learning Project Workshop on Forgiveness Gratitude and Appreciation
2. Students will have developed a culturally relevant adapted Forgiveness Gratitude and Appreciation Manual for the Nicaragua Culture
3. Students will have an in depth understanding of their own perceptions and actions as related to Forgiveness, Gratitude and Appreciation and have gained knowledge and experience to incorporate into their own lives and practices
4. Students will have a working knowledge and experience on how an International Non Governmental Organization works in a culturally relevant manner and will contribute to its capacity building efforts.
5. Students will learn elements of research including data collection, analysis and gathering relevant literature to support the research theory.
6. Students will have minimally new leadership skills in workshop presentations, research and cultural relativity.

Student Information

- [“What to Know Before You Go” TCSPP Study Abroad Pre-Departure Guide](#)
- Nicaragua Check list
 - Review the information on the check list thoroughly! Please ask questions and share answers in the Virtual Office.
- TCSPP Study Abroad: Handbook and Resources
 - [Weblink for TCSPP Study Abroad](#)
 - 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

- 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.

Required Textbooks

- Luskin, F., (2002). *Forgive for Good: A Proven Prescription for Health and Happiness*. San Francisco: Harper..ISBN: 9780062517210; ISBN10: 006251721X; Imprint: HarperOne ; On Sale: 1/21/2003; Pages: 240; \$14.99; Ages: 18 and Up;
- White, S.F., and Calderon, E., (2008). *Culture and Customs of Nicaragua*. Westport, Connecticut: Greenwood Press. ISBN-13: 978-0313339943 New \$47.86 Used from \$5.00
- Use of <http://www.goodsearch.com/> for your searches and <http://www.goodshop.com/> for buying your books and getting your tickets... You can select any not-for-profit you would like to search for. If you do not have a not-for-profit please consider LemonAid Fund. Each search earns \$.01 for your selected not-for-profit when using this search engine and being signed in. Yahoo pays the money \$.01 to the charity of your choice.

Downloads (in course)

- Forgiveness, Gratitude and Appreciation training handbook (2011/2014).
- Research templates: Evaluation, Workshop data collection forms, Data collection input sheets

Websites

- LemonAid Fund's web site www.lemonaidfund.org
- Americas Association for the Care of Children <http://aaccchildren.org>
- Goodsearch - <http://www.goodsearch.com/>
 - 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.
 - You can select any not-for-profit you would like to search for. If you do not have a not-for-profit please consider LemonAid Fund. Each search earns \$.01 for your selected not-for-profit when using this search engine and being signed in Learn how you can give by just searching.
- (Suggested) BoardSource - <https://www.boardsource.org/eweb/> - for not-for-profit strategic thinking and planning ideas

Additional Required Readings/Websites and Information

- 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.
- Dubrow, N., & Peddle, N. (1997). [Trauma healing and peace education training manual](#). (2nd ed.). Chicago: Taylor Institute (posted on the course).
- Doran, J.M., Kalayjian, A., Toussaint, L., DeMucci, J (2011). The relationship between trauma and forgiveness in post-conflict Sierra Leone. *Psychological Trauma: Theory, Research, Practice and Policy*
- Key papers on Nicaragua's history will be available in the elibrary

Suggested Reading

- We will also build a library of current articles you find throughout the class.

Class Assignments

Assignment	Points
Complete Student Rights and Responsibility Agreement	2
Global Perspectives Inventory Pre and Post Test	10
Completion of Power of One Nicaragua Check List	5
Class Assignments/Participation Discussions (6 @ 10pts = 60pts) Project Preparation Paper (15 pts) Reflections (5 pts)	80
International Travel Registration	3
In-Country Participation and Presentation Assignments Service Project (15 pts) Video (10 pts) Daily (on-site) Reflections (5 pts) Team and Work Leadership (10 pts) Final Presentation (20 pts)	60
Professional Contribution and Behavioral Comportment	10
Total	170

Participation Breakdown (80 points total)

Discussion Questions/Class Participation (60 points total)

There will be discussion questions due each week on canvas. Answers to the discussion questions should be posted before midnight on Wednesday night. While final responses are due before midnight on Sunday. It is imperative that you complete all readings prior to answering the discussion questions. Answering the questions should be in APA format as should at least two of your responses with support of references for full points according to the class rubric. Bring your own voice and also have your thoughts supported with references.

Project Preparation Paper required prior to departure (15 points total)

There will be one project paper due submitted online with your group (teams will be self-selected per topic) prior to trip. The paper should be an APA outline of your project (see APA capstone outline requirements) including references of class/readings discussions. This paper should be as long as it needs to be to best outline what you will be doing, who you need to talk to; what you need to know to accomplish your work; and what you will be doing. This will be done from a consultant's point of view. This paper is a direct preparation for your engagement in the service project while on the in country study abroad component and have a product related to your area i.e. a training, a manual, a completed event and develop a report on this activity for the INGO's you will work with.

Reflections prior to and during the experience (5 points 10 points total – 5 during on-line portion and 5 during in country portion)

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. We will also have reflection time each day in country and ask you to incorporate what you have written into the discussion posts throughout the course.

In Country Participation and Presentation Assignment (60 points total)

Service Project(s) (15 points total)

Students will be required to develop and participate in one of three main Service Projects:

- a) Forgiveness, Gratitude and Appreciation Workshop (FGA) (8 hours)
- b) Data collection and analysis related to the Forgiveness, Gratitude and Appreciation Workshop which will contribute to a larger global research project on evaluation of the FGA workshop and effects of FGA on participants which is covered by an IRB at TCSPP and which we will apply for an addendum for this country. Templates for evaluation, data collection and data input will be given to you. You will work closely with each group and the faculty.
- c) Leadership and Capacity Building of an International Non Governmental Organization

Students will also be incorporated into daily Service Projects as we will be interacting heavily with the community, women empowerment groups and children activities. Service Projects will rely on your psychology skills, knowledge and experience from your individual disciplines of expertise. Anyone choosing to be part of the FGA Research and specifically the Data Collection project will be required to submit a CITI Certificate that can be completed through TCSPP portal and added to the Global research project.

Final Presentation (20 points total)

You will work with your faculty and your team to create your final presentations for each project. They will be in the form of a PPT presentation for all partners, Nicaraguan leaders and invited guests. Your presentations will be a culmination of the projects and be done as an outline to a research paper using APA formatting. You will tell us the methods you used, the people who were part of your project, any outcomes, lessons learned and recommendations.

Video Upload (10 points total)

Students will work together in groups to develop a video to promote the impact of an INGO's work and its collaborations in Country to contribute to sustainability. Each group will bring their own project perspective to the project record lasting no more than 4-7 minutes

Participation/Presentation	Points (60)
Service Project (Forgiveness, Capacity and Leadership, Psychology Focus)	15
Video Creation and Upload	10
Daily Reflections	5
Team Work and Leadership/ Professional Contribution and Behavioral Comportment.	10
Final Presentations	20

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.

Rubrics

All rubrics will be in line and consistent with IP Discussion Rubric and IP Written Assignment Grading Rubric for graduate level work expectations.

Class Timeline on Line

Phase I: Academic Coursework/Classroom

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

Date	Topics	Objectives	Assignments/Readings
Week 1:	Logistics of Study Abroad Introduction, History, and Politics, Part 1	To understanding the logistics of studying internationally and expectations of TCSPP and the travel to Nicaragua. To explore the relationship between applied learning and career aspirations including possibly working for an INGO. To introduce and learn about the history and key themes, issues and politics that have impacted Nicaragua.	<p><u>Student Information</u></p> <p>Introduce Yourself Discussion - Required for attendance.</p> <p>Nicaragua Check list</p> <p>Review the information on the check list thoroughly! Please ask questions and share answers in Virtual Office</p> <p>“What to Know Before You Go” TCSPP Study Abroad Pre-Departure Guide.</p> <p>TCSPP Study Abroad: Handbook and Resources</p> <p>Weblink for TCSPP Study Abroad</p> <p>Handbook for Students Traveling Abroad (Direct Link to Handbook)</p> <p>Please review the Helpful Links for Travelers section, specifically</p> <p>Center for Disease Control – Traveler’s Health</p> <p>Health Information and Vaccinations</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><u>Required Readings</u></p> <p>Nicaragua article in elibrary this articles will align with incountry activities such as learning about De Quale – a Community women’s coop and</p> <p>White, S.F., and Calderon, E., (2008). Context: Land, People, and History 1-30</p> <p>Luskin, F., (2002). <i>Forgive for Good: A Proven Prescription for Health and Happiness</i>. San Francisco: Harper. Introduction</p> <p><u>Articles from elibrary</u></p> <p><u>Suggested Required Websites</u></p> <p>LemonAid Fund’s web site (www.lemonaidfund.org) – start Strategic Planning Strategy</p> <p>Americas Association for the Care of Children http://aaccchildren.org</p> <p><u>Activities</u></p> <p>Reflection Journal: Prepare to create a daily reflection journal and start documenting your Study Abroad process and experiences/ thoughts/ feelings during class and on your trip.</p> <p>Review information on Projects (See Syllabus) for your visit to think about which team you will choose.</p> <p><u>Assignments/Deliverables</u></p> <p>Introduce Yourself Discussion - Required for attendance.</p> <p>Complete all Pre-Measures</p> <p>TCSPP Required Forms for International Programs</p> <p>THESE FORMS MUST BE COMPLETED BY SUNDAY AT 11:59 PM CST OF THIS WEEK OR YOU WILL NOT BE ABLE TO TRAVEL</p> <p>Field Experience Rights and Responsibility Agreement</p> <p>International Travel Registration (ITR)</p>

		<p>Complete Pre-test Begin journaling your feelings, thoughts and experiences as related to this course/Study Abroad</p> <p>Discussion 1.1: What do you expect to encounter on the trip? What has been the extent of your contact with Nicaragua and/or the Nicaragua culture? How do you anticipate this experience will impact your personal and professional life? In what ways? (Be specific about your field of study and expectations as we have a very diverse group and we want to meet your needs). How do you think you can bring value to INGO's working in country? In what ways do you imagine your in country experience will impact the local people?</p> <p>Web Research - Share 5 websites of your choosing related to Nicaragua (use www.goodsearch.com)</p>	
Week 2:	History and Politics, Part 2, & Global Leadership Skills	<p>To understand how a country's history and religion may impact the culture of its people and reciprocally how the people's culture affects the issues and organizations with which you will work in Nicaragua.</p> <p>Continuation of the history and key themes, issues and politics that have impacted Nicaragua.</p> <p>Begin to conceptualize projects in Nicaragua.</p>	<p>Required Readings</p> <p>Nicaragua articles in elibrary White, S.F., and Calderon, E., (2008). Chapter on Religion and Religious Celebrations Luskin, F., (2002). <i>Forgive for Good: A Proven Prescription for Health and Happiness</i>. San Francisco: Harper. Part 1: Creating a Grievance. Articles from elibrary</p> <p>Suggested Required Websites Organizational Development - Strategic Planning</p> <p>Activities Begin plan for collecting materials to bring to Nicaragua (need volunteer organizer). Continue your journal of your course experiences. For those of you interested in the research component go to https://my.thechicagoschool.edu/community/academicresource/irb/Pages/Application-on-Submission-Material.aspx to look at process for getting CITI certificate if you do not have one.</p> <p>Assignments/Deliverables Discussion 2.1: Is there a leader in Nicaragua whom you admire? How would you describe this person's emotional intelligence? Which pieces of Nicaragua's history will be relevant to be aware of in order to be successful in our work? How does religion impact the culture of this country? What sort of leadership training do administrators in the Ministry of Education need to create change in the school system?</p> <p>Project Choice: Please choose from one of the three projects set forth in the Syllabus; organize groups online. Submit your choice to your instructor via email and in the course. Due Sunday, 11:59 pm CST of this week. Add to our library on our Library Site by searching using http://www.goodsearch.com Continue journaling your feelings, thoughts and experiences as related to this course/Study Abroad and incorporate journal entries into your posts.</p>

Week 3:	Global Leadership Skills & Culture and Customs	<p>To understand the importance of cultural sensitivity and global citizenship.</p> <p>To examine the “soft skills” required for success in international work.</p> <p>To explore the role of relationships and perspective in your project in Nicaragua.</p> <p>To identify leaders in Nicaragua whom you may work on your project with.</p>	<p>Required Readings</p> <p>Nicaragua articles in elibrary.</p> <p>Luskin, F., (2002). <i>Forgive for Good: A Proven Prescription for Health and Happiness</i>. San Francisco: Harper. Part 2: Forgiveness</p> <p>White, S.F., and Calderon, E., (2008). Chapter on Social Customs</p> <p>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.</p> <p>Activities</p> <p>Begin Organizational Development - Strategic Thinking</p> <p>Begin development of Project Paper for your work in Nicaragua. Start identifying leaders you need to work with for your service project.</p> <p>Continue journaling your feelings, thoughts and experiences as related to this course/Study Abroad and incorporate journal entries into your posts.</p> <p>Complete CITI and submit certificate so we can submit IRB addendum for Nicaragua</p> <p>Assignments/Deliverables</p> <p>Discussion 3.1: Please consider the impact the culture has in Nicaragua and its effect on people in coping with issues of conflict. Are there any human rights issues and how does the culture address them? Discuss how the history, culture, development and customs of Nicaragua impacts organizations and individuals coming to work with an NGO in Nicaragua. Incorporate information from your readings and web research. Include information on how culture has influenced the need for the service project you will work on as well as visits we will make while in Nicaragua..</p> <p>Incorporate your own reflections on interacting with the culture, economic situation including fears and feelings of excitement. Also include how your own professional development will be incorporated in your work. What are key qualities that must be displayed related to your project area?</p>
Week 4:	Political Systems; Education, Healthcare and Social Services	<p>To evaluate the impact Nicaragua’s governing structure has on the various organizations and systems you plan to put into place for your project.</p> <p>To further understand the context of Nicaragua in relation to other Central American Countries in</p>	<p>Required Readings</p> <p>Nicaragua articles in elibrary</p> <p>Luskin, F., (2002). <i>Forgive for Good: A Proven Prescription for Health and Happiness</i>. San Francisco: Harper. Part 3: Forgive For Good 103-137, 178-208</p> <p>Activities</p> <p>Organizational Development - Strategic Planning INGO in Nicaragua. Group work</p> <p>Start Checking out Psychosocial Manual and Forgiveness Manual (download PDF)</p> <p>Continue posting links in our library to current issues of Education, Healthcare and Social Services in Nicaragua</p> <p>Continue journaling your feelings, thoughts and experiences as related to this course/Study Abroad and incorporate journal entries into your posts.</p> <p>Assignments/Deliverables</p> <p>Discussion 4.1: Looking ahead into the future how do you foresee the impact of this economic growth considering general (e.g. social, political, educational and cultural) and specific scenarios (e.g. heath care free for under 5 and mothers, mandatory primary education, attitudinal change commission, agenda for prosperity and environmental system). In what ways do changes in Nicaragua impact our global</p>

		terms of their progress and current political issues related to immigration in the US	community? What are the government policies currently shaping the issue/organization/system you will be working with while in Nicaragua?
Week 5:	Forgiveness, Psychosocial issues, and leadership	<p>To understand more on forgiveness, psychosocial issues, the roots of these issues may produce trauma that effect on people in Nicaragua.</p> <p>To examine how interventions in forgiveness and psychosocial activities can contribute to health (mental and physical) and social well-being.</p>	<p>Required for Travel Prior to traveling, students must complete International Travel Registration by no later than Sunday at 11:59PM CST</p> <p>Make sure you have your Nicaragua visa if getting it ahead of time from the Nicaragua Embassy in Washington or NY. students are responsible for obtaining and reviewing all medical and travel requirements with the appropriate agency (medical: primary care physician, travel documentation: home country consulate or embassy)</p> <p>Required Readings Continue reading Luskin's book and Nicaragua articles. Forgiveness training (most recent in doc sharing) Psychosocial hand book Forgiveness, Gratitude and Appreciation Template Workshop and research templates from the project (most recent in doc sharing) White, S.F., and Calderon, E., (2008). Chapter on Folklore and Legends</p> <p>Activities Continue journaling your feelings, thoughts and experiences as related to this course/Study Abroad and incorporate journal entries into your posts.</p> <p>Assignments/Deliverables Discussion 5.1: Each group will start a discussion regarding your topic related to your service project. You will start inputting your readings, reflections, questions, activities...so the rest of the class can learn and contribute to each other. You will need 1 referenced post on your own topic and at least 1 referenced post for each of the other group's posts. Discussion 5.2: This discussion focuses on self-reflection and self-awareness regarding forgiveness, gratitude an appreciation in our own lives before incorporating it into our service project work. Please post a personal reflection that came up during your readings. You will not make therapeutic suggestions to others but your support is always appreciated.</p>
Week 6:	Making a Difference: Individually and Organizationally	<p>To identify Personal Leadership skills and Consultancy skills to work Internationally.</p> <p>To assess readiness for implementation</p>	<p>Required Readings Finish reading Luskin's books, Nicaragua articles elibrary and Forgiveness Manual</p> <p>Activities Continue organizing materials to bring to Nicaragua Cultural Competency – Readiness to work in one of the poorest countries in the world and make a difference Continue journaling your feelings, thoughts and experiences as related to this course/Study Abroad and incorporate journal entries into your posts.</p> <p>Assignments/Deliverables</p>

	n of activities in Nicaragua.	Discussion 6.1: How can interventions in forgiveness and psychosocial activities can contribute to health (mental and physical) and social well-being? How might forgiveness, gratitude and appreciation be incorporated into your career or specific psychology track? How can an INGO make a difference? How might having research to support the efficacy of the workshop make a difference? Project Paper APA Outline of preparation for in country work due from group.
Week 7: Travel	To experience the culture To engage in Service Learning To grow skills in international psychology through the Study Abroad ground portion in Nicaragua	No readings this week. Assignments/Deliverables In-Country Pre-Test Video completion (due two weeks after the last day of on-ground portion of course via google docs) Final Presentation (given on the last day on-ground and Team-Based Peer Evaluations) PowerPoint due from group via google docs or email. Final Reflections – Submit your collection of journal entries (due two weeks after last day of on-ground portion of course via email or google docs). Service Learning Projects –workshops, research, hands on participation in activities in the communities and working with AACC/APIEAT leaders

DRAFT Schedule is flexible for incorporating activities with high ranking people in Nicaragua if possible and the time/place of the Village. We will also be building the in country itinerary based on group needs, freetime and educational and career tracks as we go. Much of the preparation time in country will be done with locals to help transference of skills so that our work is sustainable after we leave. We will have time to have substantial immersions of students into the host culture.

Phase II: Travel Itinerary

Minimum of 10 days including travel

	Date	Activity	Location-Nicaragua, Central America
	Arrival: YOU WILL arrive the day before the program begins in Nicaragua arrive in the evening (Night)	Someone will meet you at the airport and Get you from Airport to your Guest House/Hotel	We will have a meet and Greet person at the Airport. (if we know your flight information)
	Day 1	7:30 – 8:00 Breakfast 8:00 am – Orientation Meeting: Emergency procedures, contact information, review of program – 9:00 – visit to El Tismal to meet the community woman and exchange cultural understandings (3 hrs) 12:00 Lunch (Market)	Managua, Nicaragua Kairos

	<p>De Quale – Community women's coop for 21 years: pottery understand woman empowerment and development (3 hrs)</p> <p>Reflections – journaling (NANCY PEDDLE)</p> <p>6:00 pm: Welcoming from home with families of home stays. Orientation. Dinner in home stays</p>	Jalapa -
Day 2:	<p>7:00 – 8:00 Breakfast</p> <p>8:30 – Orientation Meeting with cultural mediators (CM) and AACC/APIEAT leaders with Psychosocial program to identify skills and content for our work together. Organize supplies to bring and prepare for workshop with parents of Los Pipitos (families with children of disabilities) (3.5 hours)</p> <p>12:00 Lunch together with CM and AACC/APIEAT</p> <p>1:00am: Visit and talk with women at tobacco barns Women Empowerment and development discussions continue (2.5 hours)</p> <p>4:00 reflection and debrief with CM and AACC/APIEAT understand leadership in cultural context– TCSPP (2 hours)</p> <p>6 pm Dinner with home stay</p>	Jalapa, Nicaragua
Day 3	<p>6:30 am Breakfast</p> <p>7:30 Leave for Psychosocial/Forgiveness Service Project workshop to address trauma (4 hours)</p> <p>Lunch: Together Work with the Psychosocial Project and integrate Forgiveness evaluation and data analysis and plan for tomorrow's service program (1 hours)</p> <p>Visit to local hospitals and schools for better understanding of rural health and education systems (3 hours)</p> <p>5:40 PM Reflections Dinner: home stay</p>	Jalapa, Nicaragua
Day 4	<p>6:30 am Breakfast home stay</p> <p>8:00- 12:00 Psychosocial/Forgiveness Service Project complete workshop (4 hrs)</p>	Jalapa, Nicaragua

	<p>Lunch together evaluation review (1 hr)</p> <p>PM Work with the Psychosocial Service Project Evaluate and data collection entry for the research component and plan for home visits (2 hrs)</p> <p>Story hours in communities Service Project in sharing stories (2hrs)</p> <p>5:00 PM Reflections 6pm – dinner home stay</p>	
Day 5:	<p>6:30 am Breakfast homestay</p> <p>8:00- home visit follow ups from workshop continued service project as we integrate activities learned (4 hrs)</p> <p>Lunch together</p> <p>PM Work with the Psychosocial Project Evaluate begin putting final presentations together and plan for tomorrow's program (2 hrs)</p> <p>Visit activity (s) time permitting related to Economic Development to alleviate poverty based upon the program reflections from previous days (coffee farm, cigar factory, etc. we can have interviews with the local TV and radio stations) They will have time to ask questions and contribute psychosocial aspects to better the projects if appropriate. (2hrs)</p> <p>5:00 PM Reflections 6 pm – Dinner</p>	Jalapa, Nicaragua
Day 6:	<p>6:30 am Breakfast homestay</p> <p>8:00- Psychosocial/Forgiveness Service Project follow up with direct interaction in home visits with AACC/APIEAT leaders from the FGA workshop for integration of activities learned this is taking the training into action where the students access the effectiveness of the Service Project and help people integrate the actions into their daily lives. (4 hrs)</p> <p>Lunch together with AACC's scholarship students (1 hr cultural sharing)</p>	Jalapa, Nicaragua

	<p>PM Work with AACC's scholarship students the Psychosocial Project Evaluate and plan for tomorrow's program (1.5 hrs)</p> <p>Vitamins distribution project community development work Service Project activity (2 hrs)</p> <p>4:00 PM Reflections 6 pm – Dinner with home stays</p>	
Day 7:	<p>6:30 am Breakfast homestay</p> <p>8:00- Psychosocial/Forgiveness Service Project follow up home visits from workshop for integration of activities learned this is taking the training into action where the students access the effectiveness of the Service Project and help people integrate the actions into their daily lives. (4 hrs)</p> <p>Lunch together with CM and AACC_APIEAT</p> <p>Final evaluation and last reflections Plan for AACC_APIEAT to further active ities (2 hrs leadership exchange)</p> <p>6:00 Cultural Event Reception with all home stay families (dinner) (2 hrs)</p>	Jalapa, Nicaragua
Day 8:	<p>7:30 am Breakfast homestay</p> <p>(depending on when the Sunday falls – this is a Sunday plan) – hike to waterfall and picnic with home stay families, CM, and children in the AACC scholarship program (direct interaction with local families 6hrs)</p> <p>6:00 PM Reflections 7pm – Service Dinner Placement Reception Presentations of results to key people for further improvement and implementation. (2.5hrs)</p>	Jalapa, Nicaragua
Day 9:	<p>6:30 Breakfast</p> <p>Hour hike to “the Crosses” for final landscape view of Jalapa, with CM and any family member who would like to join (direct interaction with local families 3hrs)</p> <p>Lunch on the road....</p>	Manuela/Kairos, Nicaragua

	<p>Afternoon visits to agreed locations in Managua. Possibilities include the national headquarters of Los Pipitos or the Ministry of Education and UNICEF (understand the overriding systems psychology fits into for the country 3hrs)</p> <p>Stay at Kairos</p>	
Day 10:	<p>7:00am Breakfast</p> <p>Meetings with national organizations. (3 hrs)</p> <p>12:00 leave for Masaya - Mercado and lunch</p> <p>2:00 – 5:00 Final Presentations</p> <p>6:00 Reception and final dinner direct interaction with local families, dignitaries, leaders, government officials 3hrs)</p>	Leave or one more day depending on numbers and budget
Day 11:	<p>7:30am Breakfast</p> <p>Getting from your Guest House/Hotel to Airport in the PM</p>	

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.