



**The Chicago School of Professional Psychology
Department of Forensic Psychology
The Power of One- Rwanda
IS 6140A- Online
3 Credit Hours
Fall 2013**

Course Introduction

Instructor:

Office Hours: Virtual Office Hours TBA

Office phone:

E-mail:

Class Times: Online

Course Description:

This course will prepare students to become involved in The Global HOPE (Healing opportunities through Powerful Engagement) Training Initiative. This initiative plans to train crucial community leaders to become certified paraprofessional trauma counselors. This initiative was designed to grow Rwanda's counseling infrastructure and capacity so that more para-counselors can increasingly serve larger segments of the population.

Students in this course will become familiar with the innovative train-the-trainer curriculum that aims to equip child-care workers with the knowledge and skills necessary to recognize, assess, and effectively intervene with children who experience, or are exposed to traumatic life events. These workers will be exposed to didactic training and applied learning techniques, where they will be afforded the opportunity to practice learned skills in the field (e.g., orphanage, classrooms) and receive instant feedback from expert trainers.

This course unfolds in three distinct phases for an integrated experience:

- Phase One: A fall semester preparatory phase.
- Phase Two: Students will travel to Rwanda for 10 days (dates to be announced).
- Phase Three: A fall semester reflection on the study abroad experience.

In Phase One, students will explore the impact of trauma on children. Students will also gain an understanding of gender based violence, giving particular attention to the historical, political and socioeconomic factors that influence violence. Discussion questions will prepare students for the physical and emotional challenges of living, studying and working with traumatized individuals. Students are mentored in preparation for Global Hope training delivery with participants.

In Phase Two, students will travel to Rwanda for 10 days and will work in tandem with faculty to deliver Global Hope training modules to participants. Students will also visit a local orphanage and school to implement skills learned during the training with the participants.

In Phase Three, students will write a reflection paper on their study abroad experience. Students will also have the opportunity to develop a presentation or colloquium to share their experience with the Chicago School community.

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 Rwandan culture, people, and traditions.
4. Students will illustrate an introductory understanding of Rwandan economic, social, political, and health issues.
5. Students will critically examine global issues that cross geographical borders.
6. Students will gain an understanding of the impact of trauma on children.
7. Students will learn to lead trainings and focus groups.
8. Students will appraise individual beliefs, personal biases, and judgments related to international cultures, traditions, and diverse mental health practices.

Chicago School Institutional Learning Goals

Diversity, Professional Behavior and Professional Practice

Program Competency Addressed:

Relationship, Assessment, Intervention, Diversity, and Ethics

Required Textbooks

None

Course Requirements:

- **Discussion Questions** (*16 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.
- **Two Reflection papers** (*20 points total*): There will be two reflection papers due submitted to e-college. The first reflection paper should explain what it is that you are expecting to get out of this experience. This paper should be 2-3 pages in length, double spaced, APA format. The second reflection paper will reflect on the study abroad experience and should incorporate the same requirements as above. This paper should be 5-7 pages in length, double spaced, APA format. 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.

- **Pre-Test, Post-Test, and Multicultural Surveys** (12 points total): Students will complete a Pre-Test and Post-Test, as well as complete two Multicultural Surveys, to assess thoughts, feelings, and attitudes relating to their study abroad experience.
- **Global Hope Video Upload** (15 points total): Students will work together to develop a Global HOPE video about the impact of study abroad on them, as clinicians and their future work. record (to be assigned by Dr. Benton) lasting no more than 7 minutes.
- **Global Hope Quiz** (7 points): Students will take a quiz on the Global HOPE curriculum.
- **Study Abroad Experience** (30 points total): Students will deliver Global Hope Training to participants in tandem with faculty; students will visit a local orphanage and a local school serving 1,200 children.

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 Department Chair to NOT allow a student to engage in the study abroad experience. If a student is not allowed to travel abroad, an alternative assignment will be provided to insure the student has an opportunity to earn all points in the course.

Class Timeline		
Phase I: Academic Coursework/Classroom		
Topics may change without notice depending on developments during the intervention component of the course.		
Date	Topic	Assignments/Readings
Week One		Farley, M. (2004). Prostitution and trafficking in nine countries: An update on

	<p>Gain understanding of the neurobiological impact of trauma.</p>	<p>violence and posttraumatic stress disorder. <i>Journal of Trauma Practice</i>, 2, 33-74.</p> <p>De Bellis, M.D. (2001). Developmental traumatology: The psychobiological development of maltreated children and its implications for research, treatment, and policy. <i>Dev & Psychopath</i>, 13, 537-561.</p> <p>Perry, B. (2009). Examining child maltreatment through a neurodevelopmental lens: Clinical applications of the neurosequential model of therapeutics. <i>Journal of Loss & Trauma</i>, 14, 240-255.</p> <p>Rwanda Initiative Brochure</p> <p>Rwanda Destination Information</p> <ul style="list-style-type: none"> * Study Abroad Student Policy Form * Study Abroad Student Application and Waiver Form * Discussion Questions * Pre Study Abroad Survey
<p>Week Two</p>	<p>Reflect on the impact of collective vs. individual trauma.</p> <p>Explore concepts and definitions of global citizenship, development, and service learning.</p>	<p>Seddon, C. (2008). Healing, peace-building and reconciliation in Rwanda. <i>New Domains for International NGO Intervention</i>. Section 3, 54-57.</p> <p>Boersema, J. (2009). <i>Localizing the Rwandan genocide: The story of Runda</i>. (Book chapter from <i>Memories of Mass Repression</i>). Retrieved from: Google Books.</p> <ul style="list-style-type: none"> * Discussion Question
<p>Week Three</p>	<p>Visit the Genocide Memorial Archives</p>	<p>Visit the Genocide Memorial Archives and view at least 2 videos of your choice. Go to: www.genocidearchiverwanda.org.rw</p> <p>Sezibera, V., Van Broeck, N., & Philippot, P. (2009). Intervening on Persistent Posttraumatic Stress Disorder: Rumination-Focused Cognitive and Behavioral Therapy in a Population of Young Survivors of the 1994 Genocide in Rwanda. <i>Journal of Cognitive Psychotherapy: An International Quarterly</i>. 23, 107-113.</p>

	<p>Gain understanding of gender-based violence.</p> <p>Explore the negative impact of gender-based violence on children and families.</p>	<p><i>Recommended Reading:</i> Population Council. (2008). <i>Sexual and gender-based violence in Africa: A literature review</i>. Retrieved from: http://www.popcouncil.org/pdfs/AfricaSGBV_LitReview.pdf</p> <p>Human Rights Watch. (2004). Struggling to survive: Barriers to justice for rape victims in Rwanda. <i>Human Rights Watch</i>, 16, 1-58.</p> <p>Cohen, M., d'Adensky, A., & Anastos, K. (2005). Women in Rwanda: Another world is possible. <i>The Journal of the American Medical Association</i>, 294(5), 613-615.</p> <p>Chakravarty, A. (2007). Inter-ethnic marriages, the survival of women, and the logics of genocide in Rwanda. <i>Gender Studies and Prevention</i>, 2(3), 235-247.</p> <p>* Discussion Question</p>
Week Four	<p>Gain basic understanding of the negative developmental consequences of child abuse.</p> <p>Explore consequences of child abuse on long-term social problems (e.g., HIV risk).</p>	<p>Thurman, R.T., Snider, A.L., Boris, N.W., Kalisa, E., Nyirazinyoye, L. & Brown, L. (2008). Barriers to the community support of orphans and vulnerable youth in Rwanda. <i>Social Science and Medicine</i>, 66, 1557-1567.</p> <p>* Discussion Question</p>
Week Five	<p>Gain basic understanding of poverty.</p> <p>Explore negative consequences of poverty on children and</p>	<p>McNairn, R. (2004). Building capacity to resolve conflict in communities: Oxfam experience in Rwanda. <i>Gender & Development</i>, 12, 83-93.</p> <p><i>Recommended Reading:</i> Howe, G. (2007). Combining quantitative and qualitative methods in assessing chronic poverty: The case of Rwanda. <i>World Development</i>, 35, 197-211. Retrieved from: http://www.sciencedirect.com/science/article/B6VC6-4MNHY7G-1/2/cc523ad6974ada962cda7968bc999b48</p>

	<p>society.</p> <p>Gain basic understanding of rates of HIV in Rwanda and Zambia and the negative impact on children and families.</p>	<p>* Discussion Question</p>
Week Six	<p>Review Global HOPE Training Initiative.</p> <p>Gain understanding about the provision of health/social services in developing countries.</p>	<p>Required Meeting with Dr. Masson via GoToMeeting</p> <p><i>Recommended Reading:</i></p> <p>Frank, E. (2009). Shifting paradigms and the politics of AIDS in Zambia. <i>African Studies Review</i>, 52, 33-53.</p> <p>Balikungeri. M. (2001). HIV/AIDS in post-conflict society gender-based lessons. www.certi.org/publications/AIDS_symp/MARY_BALIKUNGERI.htm (retrieved 8/18/2010).</p> <p>Required Meeting with Dr. Masson via GoToMeeting</p> <p>* Discussion Question</p> <p>* Global HOPE Quiz</p>
Week Seven	<p>Explore and learn about Rwandan culture, people, and traditions.</p> <p>Gain basic understanding of indigenous healing.</p>	<p>Mayeya, J., Chazulwa, R., Mayeya, P.N., Mbewe, E., Magolo, L.M., Kasisi, F., & Bowa, A.C. (2004). Zambia mental health country profile. <i>International Review of Psychiatry</i>, 16, 63-72.</p> <p>Neuner, F., Onyut, P. (2008). Treatment of posttraumatic stress disorder by lay counselors in an African refugee settlement: A randomized control trial. <i>Journal of Consulting and Clinical Psychology</i>, 76(4), 686-694.</p> <p>Indigenous Healing:</p> <p>Kulkarni, M., Kushner, H., & Miller, K. (2006). Beyond trauma-focused psychiatric epidemiology: Bridging research and practice with war-affected populations. <i>American Journal of Orthopsychiatry</i>, 76, 409-422.</p> <p>* Discussion Question</p> <p>* Video upload of practice run of Module 2 in Global HOPE Training Initiative</p>

<p>Week Eight</p> <p>Study Abroad Experience</p>	<p>Reflect and cultivate awareness of global issues that cross geographical borders.</p> <p>Explore individual beliefs, personal biases, and judgments related to international cultures, traditions, and diverse mental health practices.</p>	<p>Service Learning Trip Itinerary and Assignments</p> <p>* Reflective Paper * Post-Test</p>
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Phase II: Service Learning Trip
Service Learning Trip Itinerary and Assignments

Service Site: Global Hope Initiative

Day	Activities
Day 1: Building rapport	General meet and welcome. Basic Professional Introductions and workshop overview. Review goals for the overall workshop and presentations. Participants will learn to define resiliency, identify protective and resilience factors and discuss barriers.
Day 2: Family and Community Engagement How to help children cope with trauma III	Review previously learned material. Deliver understanding material to large group and deliver power point presentations on family and community engagement. Participants should gain an understanding of the many ways that family and community engagement can effect positive change. Students will also present a variety of experiential and play techniques and activities for the prevention of stress-related reactions in children.
Day 3: How to take care of oneself and recap of what has been learned	Continue training through activities, large study groups and presentations on the topic of the impact of working with trauma and violence. Students will also present information about basic skills and the importance of self-care.
Day 4: Field Experience	Trainers go to visit participants' organizations (e.g., orphanages, local schools, etc.) Trainers will assist participants in applying knowledge, skills, and attitudes based on the curriculum.
Day 5: Field Experience	Trainers go to visit participants' organizations (e.g., orphanages, local schools, etc.) Trainers will assist participants in applying knowledge, skills, and attitudes based on the curriculum.
Day 6: Defining the role of the trainer	Establish the purpose of this portion of the curriculum, and explain to participants that the new perspective is as a trainer rather than any trainee or service provider. Students will teach the core components of an effective trainer through small group activities and culturally appropriate definitions.

Training Techniques	
Day 7: Curriculum Overview for trainers Preparation for presenting the curriculum	The process of examining the curriculum from a trainer’s perspective will be setup through a brief presentation on the process to follow. Small groups will form that assume responsibility for a training module
Day 8: Practicing Presentations Preparing to lead an exercise	Participants will demonstrate the ability to effectively present curriculum information, critically examine strengths and weaknesses of the practice presentation and provide feedback to peers in preparation for presentations.
Day 9: Leading exercises	Trainers will provide basic knowledge, skills, and attitude to effectively lead exercises. Participants will critically evaluate the strengths and weaknesses of the trainees (self & others). Participants will process the needs of each individual to develop as an exercise leader.
Day 10: Preparation of field work Wrap-up/Graduation	Trainers will evaluate the challenges of providing live training in the field. Participants will practice skills for effectively dealing with challenges in the field. Participants will be provided an opportunity to process their experience in this training. Participants will recognize the successful completion of the training through certificate presentation.

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?”

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.