

*Psychology 371– Psychology of Humanitarian Aid*  
Elon University  
Department of Psychology

**Instructor:**

**Email:**

**Office Hours:**

**Office:**

**Ext:**

**Class Meeting Times:**

**Required Text:**

- Humanitarian Work Psychology. (2012). Carr, MacLachlan, & Furnham, eds. Palgrave MacMillan, New York.
- Additional readings posted on Moodle

**Course Objectives:**

Psychology is the systematic study of behavior and experience. In this course, you will be exploring some of the various facets of this field; in particular, how psychology can be applied to work in the humanitarian aid arena.

The objectives of this class are rather simple. First and foremost, I want you to be able to understand and apply the concepts of psychology we will discuss in this class. This means study of assigned material and first-rate performance on tests and class assignments.

Additionally, it is important that through this class:

1. You begin to think critically about the ethics, values, and goals of work and organizational psychology.
2. You develop a conceptual understanding of Humanitarian Work Psychology (HWP) including extant and needed research, problems, and current trends.
3. You can generate and communicate ideas on how the field of work and organizational psychology can be applied to humanitarian work settings.
4. You begin to understand the application of work psychology to the humanitarian aid field through hands-on work with a local nonprofit organization.

**Course Requirements and Grading:**

This course will be structured in a combination of service-learning and seminar style. Because of this, it is **ABSOLUTELY CRITICAL** that you attend the course. **200 points** of your course grade will come from attentive participation in daily discussions, as well as reflection questions posted on Moodle for each article, and presentation of articles for discussion as assigned. To this end, assigned readings and classmate reflections must be read prior to coming to class. A typical class format will begin with short lecture, then an interactive activity, followed by a discussion lead by the assigned student, who will not only summarize the article, but also address the questions posted on Moodle by peers. If assigned for the article we are discussing, you will be responsible for any background reading, activities, discussion questions and course flow—this includes the prompting of discussion from other students, as well as thoughtful questions and debates that may be relevant. You will be graded on creativity, knowledge of the article, and the extent to which your classmates engage in discussion regarding the article. You may be asked to present articles with a partner, depending on course size.

There will be 2 take-home exams in the course. Each exam will be worth **100 points**, and will consist of short answer and essay questions. Typically there will be a question asked and you will be required to provide an argument either in favor or against the question based on the literature we have read during the course. You will be graded on answer coherence and logic, as well as flow and successful defense of your position. You may use external resources, provided they are cited properly.

**300 points** of your course grade will come from a research proposal and class presentation on a topic related to Humanitarian Work Psychology that you are particularly interested in. The paper should be 8-12 pages, and include an extensive literature review, research questions, description of a method for data collection and analysis of your question, any potential limitations of the research, and why you are particularly interested in your chosen vein of research. This paper **MUST BE IN APA STYLE**. I will be strict in grading errors in APA style mistakes and your grade will absolutely be reflective of style, topic, creativity, and thoughtfulness of data analysis and methodological approach. You may choose your own topic, as long as it pertains to an area in need of research in the humanitarian work psychology arena. If you are unsure whether your topic is applicable or fits into this requirement, feel free to contact me for guidance.

The final **300 points** of your grade will come from substantial participation in the course project. We will be working with a local nonprofit organization to apply the concepts from the course to a real-life issue being experienced in a humanitarian aid organization. Throughout the duration of the course, you will be required to contribute through extensive literature review, decision-making, application of theory, data analysis, providing recommendations, and development and refinement of a deliverable for the organization, as well as other activities as determined during class time. Depending on the size of our class, you will either be collaborating as a class or as a smaller group to work through the issue provided. I will be available for suggestions and guidance, but bear in mind you and your classmates will be solely responsible for providing a viable proposal that could be implemented immediately within the organization. The deliverable will be a presentation of your recommendations, as well as a portfolio of your suggestions, including an executive summary and all relevant materials, as well as explanations of scoring and procedural method, as well as any other supplemental materials you believe to be particularly useful to the implementation of your recommendations.

The final grade will be based on total course points out of 1000:

A+= 965 -1000	A= 925 - 964	A-= 895 - 924
B+= 865 - 894	B= 825 - 864	B-= 795 - 824
C+= 765 -794	C= 725 - 764	C-= 695 - 724
D+= 665 - 694	D= 625 - 664	D-= 595 - 624
F = 0 - 594		

## **Course Policies:**

### ***Students with Disabilities***

Reasonable accommodations will be made for students with verifiable disabilities. In order to take advantage of available accommodations, students must register with Disability Services for Students. Please register with Disabilities Services in the Duke Building, Room 108 (278-6500) and provide me the proper documentation. Additional information can also be found at: <http://www.elon.edu/e-web/academics/advising/ds/>

### ***Academic Integrity***

An Elon student's highest purpose is academic citizenship: giving first attention to learning and reflection, developing intellectually, connecting knowledge and experiences, and upholding Elon's honor code. This means that all tests and assignments are to be completed honestly, and that no student should give or receive unauthorized aid on any test or assignment. Failure to adhere this code will result in immediate referral to the Office of Student Conduct, and may *also* result in a failing grade on the exam or assignment, or a failing grade for the course. Information regarding Elon's honor code and judicial process can be found at: <http://www.elon.edu/e-web/students/handbook/judicialhonor.xhtml>

### ***Religious Holiday Observance Policy:***

Since religious holidays are scheduled in advance, you are expected to formally notify your instructor within the first week of the semester (by January 5, 2011) that you will miss class in order to observe a religious holiday by completing the Religious Observance Notification Form. It is required that you send an additional notification to your instructor at least one class before each absence.

You are also required to make prior arrangements with your instructor for completion of any work missed during your absence. Since your instructor may want to use the same exercise that the rest of the class has completed, you are obligated to avoid obtaining any information about that graded exercise that would give you an unfair advantage over other students taking the course. This policy, including recognized religious holidays, can be found at: [http://www.elon.edu/e-web/students/religious\\_life/ReligiousHolidays.xhtml](http://www.elon.edu/e-web/students/religious_life/ReligiousHolidays.xhtml)

### ***Syllabus***

This syllabus is a contract between me (the professor) and you (the student). By explicitly stating my objectives, activities, and grading scheme, we have an understood agreement to uphold our respective ends of the contract. That being said, depending on the time it takes to work through the material, and effort displayed by students throughout the semester, I reserve the right to alter the syllabus at any time to reflect the fluid nature of the course. Please check Blackboard often for any updates and changes to the syllabus and course execution.

### ***Extra credit***

Extra credit may be given at the discretion of the professor. In no way are you guaranteed extra credit- however, if I deem it appropriate, I will notify you of any extra credit opportunities that may arise.

Topic	Date	Assignment
Overview of HWP, Humanitarian Psychology		Carr (2007) Burt & Carr (2011) Berry et al (2011) Carr et al (HWP book, 2012) ALNAP (2011)
Nonprofits, developing settings, across cultures		MacLachlan & Carr (1999) Hudson (2004) Omoto et al (1995) Guo (2011)
Ethics in HumAid work Paris Declaration MDG's		<a href="http://tinyurl.com/ethicsofpsych">http://tinyurl.com/ethicsofpsych</a> Paris Declaration (2005) MDGs ( <a href="http://www.un.org/millenniumgoals/">http://www.un.org/millenniumgoals/</a> ) Illich (1968) Lefkowitz (HWP book, 2012)
Selection of aid workers		Cusiter (2007) Hui, et al (in press) Caligiuri, et al (2009)
Volunteers and voluntourism		Guttentag (2009) Atkins (2011) Atkins & Foster Thompson (HWP book, 2012)
Women and Children		Schein (1999) Schein (2003) Schein (HWP book, 2012)
Technology's role in HWP		Amichai-Hamburger (2008) Meskill et al (2012) Gloss et al (HWP book, 2012)
PTSD and helping professions		Ehrenreich & Elliot (2004) Eriksson et al (2001) Eisenmann et al (2000)
Leadership of NGOs		Hailey & James (2004) Ruvio et al (2010) Geer et al (2008) Hailey (2006)
The Ex-pat/local relationship		McWha (2011) Hailey (1996)