

**PSYCHOSOCIAL INTERVENTIONS FOR FORCED MIGRANTS AND REFUGEES  
MRS 514: SPRING 2010 SYLLABUS**

**INSTRUCTOR:** Dr. Nancy Baron / 010 8545 264 / nbaron@aucegypt.edu  
**OFFICE HOURS:** By appointment  
**TIME:** February 3, 10, March 10, April 14, 28, May 12 (Wednesdays 4:30 – 8:30pm)  
March 5,6,7 (9:30am – 4:30pm)  
**LOCATION:** CMRS Library / 5 Yousef el Gendy 5<sup>th</sup> floor

**COURSE OVERVIEW:**

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**STUDENT EVALUATION**

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*Attendance, preparation, classroom participation (40%):*

This is a seminar course and you are expected to attend and actively participate in all classes. It is important to complete the reading and other assignments prior to each class meeting.

*Papers (30%):* 6 short papers related to the topic of the day will be required.

*Final research project and paper (30%):* (No less than 10 pages.)

Utilizing your preferred theoretical approach as well as the IASC MHPSS guidelines design a strategic intervention plan for mental health and psychosocial intervention for the population of your choice. Choose a real refugee or forced migrant population; review known assessments in order to understand the context, culture and capacities of the people and situation; design a multilayered strategic intervention plan including your goals, activities, partners, staff, training of staff, inclusion of government, community and plan for sustainability.

**WEEKLY SCHEDULE AND READINGS**

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<b>February 3</b>	<b>4:30 – 8:30 (430 – 615 / 615 – 645 break / 7 – 830)</b>
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**TOPIC FEBRUARY 3 CLASS: Overview mental health and psychosocial interventions for refugees, IDP and forced migrants from theory to practice.**

<b>February 10</b>	<b>4:30 – 8:30 (430 – 615 / 615 – 645 break / 645 – 830)</b>
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**TOPIC FEBRUARY 10 CLASS: Emergency response: mental health and psychosocial interventions for displaced populations, refugees and forced migrants.**

**READING FOR FEBRUARY 10 CLASS:**

- IASC (2007) IASC Mental Health and Psychosocial Support Guidelines (<http://www.psychosocialnetwork.net/resources/?page=3> You must join to download.)
- Baron, N. with PS Reference Group (2009) *6 Orientation Seminars to disseminate and implement the IASC Guidelines on MHPSS in Emergency Settings (Read General Aid Workers / WASH / Food Security)* (<http://www.psychosocialnetwork.net/resources/?page=3> You must join to download.)
- Raphael, B. (2008). *Overview of the development of psychological support in emergencies* in *Advances in Disaster Mental Health and Psychological Support*. Diaz, J., Murthy R. & Lakshminarayana (eds.). VHA Press, India. (Google the book / it can all be downloaded for free.)
- Williamson, J. & Robinson, M. *Psychosocial intervention or integrated programming for well-being?* *Intervention: The International Journal of MH, PS Work and Counselling in Areas of Armed Conflict*, vol 4, no. 1 (Spring 2006): 4-25.
- Galappatti, A. (2003) What is a psychosocial intervention? Mapping the field in Sri Lanka. *Intervention*, Vol. 1, No. 2.

## **PAPER 1 DUE FEBRUARY 10:**

Imagine you are a consultant to an organization that follows the Interagency MHPSS Guidelines. Your task is to go to Haiti next week with a prepared design of a 4 layered emergency response for the internally displaced population based on the IASC pyramid model with a minimum of 2 interventions at each layer.

Assessments available online at [www.psychosocialnetwork.net](http://www.psychosocialnetwork.net) provide you with information about the problems, needs, context, culture and capacities. Some of the problems identified include: In Haiti: displaced people are angry about the level of aid and how it is being distributed, many displaced people have inadequate shelter, many displaced children are wandering unsupervised, there is a significant number of displaced women and girls coming to health center complaining of rape, alcohol use has gone up, the mental hospital has no medication, the health facilities are poor and people who recently lost limbs are being discharged without follow-up.

Write a paper (5 pages maximum) and prepare a presentation (15 minutes) that:

- Explains your role and the goals of your organization.
- Your analysis of the problems, needs and resources based on your online reading and how they lead to the goals of your interventions.
- Goals of your intervention plan.
- Using the layers of the IASC MHPSS triangle design minimum of 2 interventions for each layer. Your design for each intervention should include: Goals of each intervention / Activities / Who is your working team? / Beneficiaries (criteria for selection, number)

<b>March 5, 6, 7</b>	<b>930am – 430pm (930 – 1230 with break / 1230 – 130 lunch / 130 – 430 with break)</b>
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**TOPIC WEEKEND CLASSES: Skills for implementing psychosocial interventions for refugees and forced migrants at individual, family and community levels.**

## **READING FOR MARCH 5, 6, 7 CLASS:**

Read for February 26:

- Snider, L. (2010) with World Vision International, WHO and WTF  
*DRAFT Helping in Crisis Situations: Psychological First Aid (PFA) Global Guide* (Not to be shared)
- Van Ommeren, M. *WHO Single Session Psychological Debriefing: Not recommended*

## **PAPER 2 DUE MARCH 5: (No more than 3 pages.)**

Create a case example and describe how you could use PFA. After class, you will have opportunity to improve this paper with information learned and reworked paper is due by email by March 10th.

## **READING FOR MARCH 6, 7:**

- Baron, N. with TPO Uganda (2010) REPSSI Mainstreaming Psychosocial Care and Support Facilitating Community Support Structures: Lessons learned in Uganda about community-based psychosocial and mental health interventions
- Baron, N. (2010) *On the road to peace of mind A guidebook: An applied approach to the training of trainers who, in turn, train teams to implement psychosocial and mental health interventions in developing countries affected by emergencies.* Intervention training manual.
- Cuellar, J. (2004) Internally displaced Colombians: The recovery of victims of violence within a psychosocial framework. In *The Mental Health of Refugees: Ecological Approaches to Healing and Adaptation* Miller, K. & Rasco, L. (eds).
- Goodkind J. & Hang, P. & Yang, M. (2004) *Hmong refugees in the US: A community based advocacy and learning intervention.* In *The Mental Health of Refugees: Ecological Approaches to Healing and Adaptation* Miller, K. & Rasco, L. (eds).
- Hubbard, J. & Pearson, N. (2004). *Sierra Leonean Refugees in Guinea: Addressing the mental health effects of massive community violence.* In *The Mental Health of Refugees: Ecological Approaches to Healing and Adaptation* Miller, K. & Rasco, L. (eds).
- IFRC Psychosocial Center (2009) Community based psychosocial intervention [www.ifrc.org/what/health/psycholog/manual.asp](http://www.ifrc.org/what/health/psycholog/manual.asp)

- Kostelny, K. & Wessells, M. (2004) *Internally displaced East Timorese: Challenges and lessons of large-scale emergency assistance*. In *The Mental Health of Refugees: Ecological Approaches to Healing and Adaptation* Miller, K. & Rasco, L. (eds).
- Landau, J. & Saul, J. ( ) *Facilitating family and community resilience in response to major disaster*.
- Salih, M. & Galappatti A. (2006) Integrating a psychosocial perspective into poverty reduction: the case of a resettlement project in northern Sri Lanka. *Intervention*, Vol. 4, No. 2, Pp 126 -144.
- Van de Put, W. & Eisenbruch, M. (2004) *Internally displaced Cambodians: Healing Trauma in Communities*. In *The Mental Health of Refugees: Ecological Approaches to Healing and Adaptation* Miller, K. & Rasco, L. (eds).
- Ventevogel, P. & Kortmann, F. (2004) *Developing basic mental health modules for health workers in Afghanistan*. *Intervention*, Vol 2, No. 1, Pg 43 – 54.
- Wessells, M. ( ) . *Culture, power and community: Intercultural approaches to Psychosocial Assistance and Healing*

**PAPER 3: DUE MARCH 6** (3 pages maximum.)

Design a community awareness workshop including location, audience, goals and curriculum. After class, you will have opportunity to improve this paper with information learned and reworked paper is due by email by March 10<sup>th</sup>.

<b>March 10</b>	<b>4:30 – 8:30 (430 – 615 / 615 – 645 break / 645 – 830)</b>
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**TOPIC MARCH 10 CLASS: Psychosocial and mental health interventions for children (under 18 years old) and families.**

**READING FOR MARCH 10 CLASS: (At be added articles on child soldiers.)**

- Baron, N. (2010) *Mainstreaming Psychosocial Care and Support / Trainer’s Guide for Training Teachers in Conflict and Emergency Settings: An Edited Anthology of Global Teacher-Training Materials to Facilitate the Integration of Mental Health and Psychosocial Support into Education*. See [www.psychosocialnetwork.net](http://www.psychosocialnetwork.net)
- Jones, L. (2008). *Responding to the needs of children in crisis*. *International Review of Psychiatry*, 20 (3), 291-303.
- Kalksma-Van Lith, B. (2007). *Psychosocial interventions for children in war-affected areas: the state of the art*. *Intervention*, Vol. 5, No. 1, pp 3-17.
- McCallin, M. (2008). Children’s needs or children’s rights? The Convention on the Rights of the Child as a framework for implementing psychosocial programmes. *Intervention*, Vol 6, No 2.
- Wessells, M. & Monteiro, C. (2004) *Internally displaced Angolans: A child-focused, community based intervention*. In *The Mental Health of Refugees: Ecological Approaches to Healing and Adaptation* Miller, K. & Rasco, L. (eds).
- Utas, M. (2004). *Traditional healing of the young sexual abuse survivors in the aftermath of the Sierra Leone Civil War*. (Unpublished study)

**PAPER 4 OUTLINE DUE MARCH 10 / PAPER DUE MARCH 17:** (3 pages maximum.)

Paper about psychosocial interventions for refugee children:

- Critique the intervention programs for children presented in your readings.
- Based on your critique, describe an ideal children’s program for the population of your choice including its goals, the gender, age, issues of the target population and activities.

**April 14**

**4:30 – 8:30 (430 – 615 / 615 – 645 break / 645 – 830)**

**TOPIC APRIL 14 CLASS: Mental health and psychosocial interventions for refugees in urban settings.**  
(Special guest speakers)

**READING APRIL 14 CLASS: (Additional readings will be assigned.)**

- Gilbert, J. (2009). *Power and ethics in psychosocial counseling: reflections on the experience of an international NGO providing services for Iraqi refugees in Jordan*. *Intervention*, Vol 7, No 1, pp 50-60.
- Salem-Pickartz, J. (2007) Peer counsellor's training with refugees from Iraq: A Jordanian case study. *Intervention*, Vol 5, No 3.

**PAPER 5 DUE APRIL 14:** (3 pages maximum.)

Design a psychosocial intervention project for urban refugees.

**April 28**

**4:30 – 8:30 (430 – 615 / 615 – 645 break / 645 – 830)**

**TOPIC APRIL 28 CLASS: CLASS CHOICE?**

Special topics: IASC MHPSS Level 3 non-specialized and 4 specialized interventions

**READING APRIL 28 CLASS: (Additional readings will be assigned.)**

- Bolton, P., Bass, Betancourt, T. . . (2008) Interventions for depression symptoms among adolescent survivors of war and displacement in Northern Uganda :A randomized controlled trial. *JAMA*, Vol 298, No 5.
- Harris, D. (2007) Pathways to embodied empathy and reconciliation after atrocity: Former boy soldiers in a dance/movement therapy group in Sierra Leone. *Intervention*, Vol 5, No 3.
- McKinney, K. (2007). Culture, Power, and Practice in a Psychosocial Program for Survivors of Torture and Refugee Trauma. *Transcultural Psychiatry*
- Richters, A., Dekker, C. & Scholte, W. (2008) Community based sociotherapy in Byumba, Rwanda. *Intervention*, Vol. 6, No 2, Pp 100-116.
- Weine, S., Feetham, S. etc. *Bosnian and Kosovar Refugees in the US: Family interventions in a services framework*. In *The Mental Health of Refugees: Ecological Approaches to Healing and Adaptation* Miller, K. & Rasco, L. (eds).

**PAPER 6 DUE APRIL 28: (3 pages maximum / 15 minute presentation)**

Prepare a researched paper and presentation about a range of possible interventions for levels 3 and 4 for one special population.

**May 12**

**4:30 – 8:30 (430 – 615 / 615 – 645 break / 645 – 830)**

**TOPIC MAY 12 CLASS:**

Final research project paper due.

Presentation of final research projects; 30 minutes each person.