

Contextual Studies in Counseling and Humanitarian Action

MDES 3000 (3 credits)

Jordan: Counseling and Humanitarian Action Internship

This syllabus is representative of a typical semester. Because courses develop and change over time to take advantage of unique learning opportunities, actual course content varies from semester to semester.

Description

This seminar is focused on the study of humanitarian aid and counseling in Jordan. Over decades, Jordan has become home to millions of refugees and displaced populations from Palestine and more recently from Iraq and Syria. The seminar provides first-hand exposure to the humanitarian response of various UN agencies in Jordan, most notably the United Nations Relief and Works Agency for Palestine Refugees (UNRWA), the United Nations High Commissioner for Refugees (UNHCR), World Health Organization (WHO), and the United Nations International Children's Emergency Fund (UNICEF), during the emergency, post-emergency, and resettlement phases, in collaboration with the host government. The seminar also addresses the common principles, rights, and duties governing humanitarian action as set out in the humanitarian charter, as well as the priority humanitarian interventions and minimum standards across the various sectors of humanitarian work, with special emphasis on the health sector.

Learning Outcomes

Upon completion of the course, students will be able to:

- Demonstrate understanding of the common principles, rights, and duties governing humanitarian action as set out in the humanitarian charter;
- Demonstrate knowledge of counseling and refugee humanitarian response in Jordan and the coordination between host government, UN, and humanitarian agencies;
- Show understanding of the risk factors to the physical, mental, and social health of refugees in camps and host communities;
- Demonstrate understanding of the objectives, priorities, processes, and minimum standards in counseling and humanitarian health response during the emergency and post-emergency phases of refugee crises;
- Produce a critical paper that appraises counseling and humanitarian action in Jordan.

Language of Instruction

This course is taught in English, but students will be exposed to vocabulary related to course content.

Course Schedule

Please be aware that topics and excursions may vary to take advantage of any emerging events, to accommodate changes in our lecturers' availability, and to respect any changes that would affect student safety. Students will be notified if this occurs.

Module 1: Refugees and Displaced Populations in the Context of Jordan

This module will provide background information regarding the root causes of exodus and displacement in the Middle East North Africa (MENA) region and will explore the legal status of refugees and potential long-term solutions to the crises of refugees and displaced populations.

Session 1: Causes of Refugees and Displaced Populations in the Middle East and Jordan

This session will explore the history, causes, and status of refugees in the Middle East, with special focus on Jordan.

Required Reading:

Randa, F. (2013). Palestinian refugees, the nation, and the shifting political landscape. *Social Alternatives*, 32(3), 41 - 47.

Seeberg, P. and Eyadat, Z. (2015). Migration, Security and Citizenship in the Middle East. *Journal of Refugee Studies* 28 (1): 137-138.

Barah, M. (2013). Refugees in the MENA region: what geopolitical consequences? *Policy Brief*, 162.

Session 2: Refugee Protection

This session grapples with the definition, guidelines, and laws related to refugee status, treatment, and protection and the legal obligation of states. The session also focuses on the legal standards and principles that guide protection of refugees and outlines the different roles, responsibilities, and commitments of states and other actors, including UNHCR and other UN agencies. The policies and laws available for refugee protection in Jordan will be also examined.

Required Reading:

Couldrey, Marion and Herson, Maurice. Eds. (2014) The Syria Crisis, Displacement, and Protection. *Forced Migration Review*, 47. Retrieved from:

<http://www.fmreview.org/sites/fmr/files/FMRdownloads/en/syria/syria.pdf>

United Nations Human Rights Office of the High Commissioner (OHCHR). (1951). [Convention relating to the Status of Refugees](#)

United Nations Human Rights Office of the High Commissioner (OHCHR). (1966). [Protocol relating to the Status of Refugees](#)

Session 3: Jordan's Response to the Syrian Refugee Crisis

This session will address Jordan's response to the influx of Syrian refugees and will follow the changing nature of the response as the crisis progressed from the acute emergency phase to a protracted long-term situation. The change is reflected by overall increase in the resilience component which is aimed at providing a more sustainable response and strengthening resilience. The session will also address the impact of Syrian refugees on local host

communities, especially in the North of Jordan, including the strain on local resources and services such as housing, water, education, municipal services, and health.

Required Readings:

The Hashemite Kingdom of Jordan. Jordan Response Plan for the Syria Crisis 2016-2018. Regional Refugee & Resilience Plan 2018-2019 in Response to the Syria Crisis. Regional Strategies Overview.

Khatib, A. (2012). Jordanian thirst for water grows. Agence France-Presse. Retrieved from: <http://reliefweb.int/report/jordan/jordanian-thirst-water-grows>

Murshidi, M., et al. (2013). Syrian Refugees and Jordan's Health Sector. *The Lancet* 382.9888, (July 20), 206.

Module 2: Humanitarian Response to Refugee and Displaced Populations

This module addresses the common principles, rights, and duties governing humanitarian action as set out in the humanitarian charter. The module examines the major sectors of humanitarian response and looks into the processes, standards, and players in each sector.

Session 1: Introduction to Refugee Humanitarian Action

This session provides a general introduction to the common principles, rights, and duties governing humanitarian action as set out in the humanitarian charter and the core standards in humanitarian response. The session also addresses the definition, guidelines, and laws related to refugee status, treatment, and protection and the legal obligation of states.

Required Reading:

International Federation of Red Cross and Red Crescent Societies. (2003). Humanitarian Ethics in Disaster and War. Retrieved from: <http://www.ifrc.org/publicat/wdr2003/chapter1.asp>

Fox, F. (2001). New Humanitarianism: Does it Provide a Moral Banner for the 21st Century? *Disasters* 25 (4), 275-289.

Christian Science Monitor (2013). Making US humanitarian aid to Syria a political tool is ineffective – and dangerous. Retrieved from

<http://www.csmonitor.com/Commentary/Opinion/2013/0613/Making-US-humanitarian-aid-to-Syria-a-political-tool-is-ineffective-and-dangerous>

Inter-Agency Standing Committee (IASC). (2006). Guidance Note on Using the Cluster Approach to Strengthen Humanitarian Response.

Session 2: International community response to the regional humanitarian crisis

This session combines a lecture and a visit to the United Nations Children's Fund UNICEF Office in Jordan and introduces an overview of UNICEF's role in humanitarian emergencies. Being the agency with the most humanitarian Clusters and AORs under its purview, this visit will be an invaluable opportunity to learn about UNICEF's role in humanitarian emergencies and the humanitarian cluster system.

Required Reading:

Inter-Agency Standing Committee (IASC). (2006). Guidance Note on Using the Cluster Approach to Strengthen Humanitarian Response.

Session 3: UNHCR Syria Regional Response

This session will address the role and response plan of UNHCR for providing protection and humanitarian aid to refugees in Jordan and the region.

Required Reading:

UNHCR. Syria Regional Response Plan-Turkey. (2014). Retrieved from:

<http://www.unhcr.org/syriarrp6/docs/syria-rrp6-turkey-response-plan.pdf>

UNHCR. (2003). *PARTNERSHIP. An Operations Management Handbook for UNHCR's Partners.*

Module 3: The Role of UN Agencies, INGOs, and NGOs in Humanitarian Aid

This module examines the role played by refugee-specialized UN agencies and other international agencies in humanitarian response to refugee crises in Jordan as well as their policies and strategies. The module will focus on the roles played by refugee-specialized agencies including UNHCR and the United Nations Relief and Works Agency for Palestinian Refugees (UNRWA), the special UN agency created in the aftermath of the Palestinian Nakba, which has been providing services to Palestinian refugees since its inception in 1949.

Session 1: Humanitarian and Health Care in Protracted Refugee Situation: The Case of Palestinian Refugees in Jordan

This session takes place at the UNRWA Jordan Field Office in Amman. The session provides an overview of the Palestinian population in Jordan and its distribution in-country in addition to the health services accessible to the Palestinian refugee community. The session will also examine the role of UNRWA in providing social services to Palestinian refugees in Jordan in collaboration with the Government of Jordan GOV.

Required Reading:

United Nations Relief and Works Agency for Palestine Refugees in the Near East. Annual Report of the Department of Health 2012: UNRWA Health Department; 2017.

Session 2: Child Protection during Emergencies

This session introduces the risks associated with children in the context of refuge and conflict. The session also discusses the principles, regulations, and initiatives employed for child protection regionally and locally.

Required Reading:

Youngmeyer, D. (2013). "Protecting Separated and Unaccompanied Syrian Refugee Children in Jordan." UNICEF. Retrieved from:

https://www.unicef.org/infobycountry/jordan_67920.html.

UNICEF. (2014). *Under Siege: The devastating impact on children of three years of conflict in Syria.*

UNICEF. (2010). *Core Commitments for Children in Humanitarian Action.*

Save the Children (2014). A Devastating Toll: The Impact of Three Years of War on the Health of Syria's Children.

Session 3: Prevention and Response to Risks and Violations Faced by Refugee Women

This session will examine the prevalence of gender-based violations and available protection initiatives and response to risk and violations faced by local and refugee women and girls in Jordan. The session includes a visit to a local human rights advocacy organization based in Amman which provides free legal aid, legal awareness and empowerment and income-generating activities for refugees and vulnerable women.

Required Reading:

Rescue.org (n.d.). IRC Report: Are we listening? Acting on our commitment to women and girls affected by the Syrian conflict. Retrieved: <http://www.rescue.org/arewelisting>

UNHCR. (2015). Women Alone: The Fight for Survival for Syria's Refugee Women. Retrieved: <http://unhcr.org/womanalonemedia/>

Module 4: Counseling, Mental Health, and Psychosocial Challenges in Refugee Populations

This module discusses the risk factors and prevalence of mental illness in refugees, including conflict-related traumas and the psychosocial challenges of immigration and assimilation. The module will also discuss mental health screening and treatment in refugee populations.

Session 1: The Challenge of Providing Health Services for Displaced Population-Field Visit

This session will look at the acute and long-term consequences of conflict on health, risks resulting from displacement. The coordination between the host government and the various humanitarian agencies working in Jordan, in addition to the challenges and sustainability of refugee health services will be discussed. The session includes a visit to JHAS to explore its role as a UNHCR partner organization in providing services to refugees in Jordan.

Required readings:

El-Khatib, Z., Scales, D., Vearey, J., and Forsberg, B. (2013). Syrian refugees between rocky crisis in Syria and hard inaccessibility to healthcare services in Lebanon and Jordan. *Conflict and Health*, 7: 18.

Session 2: Risk Factors and Prevalence of Mental Illness in Refugees

This session will discuss the risk factors and prevalence of mental illness in refugees including conflict-related traumas and the psychosocial challenges of immigration and assimilation.

Required Readings:

WHO. (2003). *Mental Health in Emergencies: Mental and Social Aspects of Populations Exposed to Extreme Stressors*. World Health Organisation. Geneva.

Betancourt, T.S., and Khan, K.T. (2008). The mental health of children affected by armed conflict: protective processes and pathways to resilience. *International Review of Psychiatry*, 20(3): 317-328.

Session 3: Counseling and Refugee Mental Health Care: Screening and Interventions

This session introduces the students to the guidelines for counseling, mental health, and psychological support in emergency situations. The session will also explore the mental health care services available for refugees living in refugee camps and host communities in Jordan.

Required Reading:

IASC Reference Group for Mental Health and psychological Support in Emergency Settings. (2010). *Mental Health and psychological Support in Humanitarian Emergencies: What Should Humanitarian Health Actors Know?* Geneva, Switzerland.

La Corte, P.C. and Jalonen, A. (2017) *A Practical Guide to Therapeutic Work with Asylum Seekers and Refugees. Part 2: Three Core Principles.* Jessica Kingsley Publishers. London and Philadelphia.

Session4: Psychosocial Challenges of Immigration and Assimilation

The session combines a lecture and field visit to an institution that provides protection and psychosocial support for refugee children and women.

Required Reading:

Rowe, C., Watson-Ormond, R., English, L., Rubesin, H., Marshall, A., Linton, K., and Eng, E. (2016). *Evaluating Art Therapy to Heal the Effects of Trauma Among Refugee Youth.* Health Promotion Practice, 18(1), 26-33. doi:10.1177/1524839915626413

La Corte, P.C. and Jalonen, A. (2017) *A Practical Guide to Therapeutic Work with Asylum Seekers and Refugees. Working with Groups and Separated Children.* Jessica Kingsley Publishers. London and Philadelphia.

Evaluation and Grading Criteria

Papers will be graded on style and structure, depth of analysis, and synthesis of secondary and primary sources.

Description of Assignments:

The Critical Analysis, Synthesis Session, Field Visit Report, and Participation constitute the course requirements. In all exercises, students are asked to reflect analytically and to integrate the briefings, lectures, readings, and field visits.

Critical Analysis (40%):

During the semester, students will be required to write one critical analysis of a question based on lectures and readings assigned. The paper should be five pages long.

Leadership Discussion (30%):

This is a group assignment. Students will also be required to lead one synthesis session. Leading a synthesis session requires that students prepare a summary of the assigned lectures and readings, make comments, and prepare questions for class discussion.

Field Visit Report (20%):

Following a field site visit assigned by the AD, students will be expected to prepare a three- to four-page analytical paper focusing on observations made during the visit, issues raised during presentations given by counseling and humanitarian aid professionals during the visit, and answering the question(s) requested by the AD.

Class Attendance and Participation (10%):

Attendance during the thematic seminar is mandatory and your grade will reflect your involvement in class and during other activities and excursions.

Assessment:

Critical Analysis	40%
Leadership Discussion	30%
Field Visit Report	20%
Class Attendance and Participation	10%

Grading Scale

94-100%	A	Excellent
90-93%	A-	
87-89%	B+	
84-86%	B	Above Average
80-83%	B-	
77-79%	C+	
74-76%	C	Average
70-73%	C-	
67-69%	D+	
64-66%	D	Below Average
below 64	F	Fail

Expectations and Policies

- Show up prepared. Be on time, have your readings completed and points in mind for discussion or clarification. Complying with these elements raises the level of class discussion for everyone.
- Have assignments completed on schedule, printed, and done accordingly to the specified requirements. This will help ensure that your assignments are returned in a timely manner.
- Ask questions in class. Engage the lecturer. These are often very busy professionals who are doing us an honor by coming to speak....
- Comply with academic integrity policies (no plagiarism or cheating, nothing unethical).
- Respect differences of opinion (classmates', lecturers, local constituents engaged with on the visits). You are not expected to agree with everything you hear, but you are expected to listen across difference and consider other perspectives with respect.

Please refer to the SIT Study Abroad Student Handbook for policies on academic integrity, ethics, warning and probation, diversity and disability, sexual harassment, and the academic appeals process.

Disability Services: Students with disabilities are encouraged to contact Disability Services at disabilityservices@sit.edu for information and support in facilitating an accessible educational experience. Additional information regarding SIT Disability Services, including a link to the online request form, can be found on the Disability Services website at <http://studyabroad.sit.edu/disabilityservices>.