Humanitarian Work Psychology

10 Problems for a Problem-Based Learning module on Humanitarian Work Psychology

A group of students in a Master course on Work & Organizational Psychology at Maastricht University committed to an assignment which invited them to explore Humanitarian Work Psychology. The students were asked to build PBL problems for topics of their choosing. The resulting problems are presented here. For those who are unfamiliar with PBL: Problems guide discussion in small groups of 8-12 students, after which students define learning objectives, which in turn guide individual study (often literature suggestions are provided, although this is optional). On returning, the group spends one or two hours discussing individual study outcomes. A tutor monitors the process.

The assignment is appended to this document. The assignment and the varying levels of experience with PBL across groups explain why these problems lack a uniform structure. They are better considered as building blocks for a module on HWP, rather than comprising a self-contained module.

Questions or requests for the freely available accompanying guide for tutors, you can mail Herco Fonteijn: h.fonteijn@maastrichtuniversity.nl

You are free to:

- **Share** — copy and redistribute the material in any medium or format
- **Adapt** — remix, transform, and build upon the material
- The licensor cannot revoke these freedoms as long as you follow the license terms.

Under the following terms:

- **Attribution** — You must give appropriate credit, provide a link to the license, and indicate if changes were made. You may do so in any reasonable manner, but not in any way that suggests the licensor endorses you or your use.
- **NonCommercial** — You may not use the material for commercial purposes.
- **ShareAlike** — If you remix, transform, or build upon the material, you must distribute your contributions under the same license as the original.
- **No additional restrictions** — You may not apply legal terms or technological measures that legally restrict others from doing anything the license permits.
Problems

1 End Poverty
2 Microfinance: Meeting the Needs of a Changing World
3 Human Trafficking
4 Off the playground
5 “Help wanted – Male”: The gender pay gap
6 Meet me halfway
7 For the greater good
8 What a disaster
9 “Playing God because you have to”
10 Quis auxilii ipsos auxiliatores?

One of the poorest countries in the world is Bolivia. It is the poorest country in South America. About 60 percent of Bolivians live below the national poverty line. The percentage is higher in rural areas, where three out of four people live in poverty. In the countryside, poverty is widespread and deeply entrenched, particularly among the nation’s indigenous people, who constitute the majority. One successful strategy to reduce poverty may be the implementation of a “fair trade” model for the export of quinoa.

Over the years the psychological view on poverty has changed. The *Resolution on Poverty and Socioeconomic Status* by the American Psychological Association (APA) states that “perceptions of the poor and of welfare—by those not in those circumstances—tend to reflect attitudes and stereotypes that attribute poverty to personal failings rather than socioeconomic structures and systems” (APA, 2000). The APA acknowledges that both structural forces in society as well as discriminatory practices contribute to the perpetuation of poverty.
Achieving the first Millennium Development Goal of reducing world poverty by 50% by 2015 requires the cooperative effort of many disciplines. To date the discipline of work and organizational psychology has not played as significant a role as it might in this endeavor. With the recent establishment of the Global Task Force for Humanitarian Work Psychology, this discipline signaled its commitment to the global effort (O’Neill Berry et al., 2011).
**Suggested literature**

* marks a text everyone should read. Study another article from section A and three research articles from section B. Select two or three online sources (articles, homepages, videos) to gain further insight in the topic “Poverty Reduction (in Bolivia)” and how WOP can contribute to solve this issue.

**A**


**B**


**Online sources:**


Bolivia – Rural Development:


International Monetary Fund:


**Video material**

“Why poverty?”: [http://www.youtube.com/playlist?list=PLWBOUfoChWY2gN1daubiv6A5HNQicAxM](http://www.youtube.com/playlist?list=PLWBOUfoChWY2gN1daubiv6A5HNQicAxM)

BBC World Debate Why Poverty: [http://www.youtube.com/watch?v=KNIEb3injpc](http://www.youtube.com/watch?v=KNIEb3injpc)

Esther Duflo on Poverty:[http://www.ted.com/talks/esther_duflo_social_experiments_to_fight_poverty.html](http://www.ted.com/talks/esther_duflo_social_experiments_to_fight_poverty.html)

USAID supports Bolivia: [http://www.youtube.com/watch?v=1wm3b7zweh8](http://www.youtube.com/watch?v=1wm3b7zweh8)
Microfinance: Meeting the Needs of a Changing World

When Jorani Keo (Cambodia) was 10 years old, her parents earned money by altering and repairing clothes by hand for the people in their community. After being denied to get credit at the bank in the big city due to a lack of collateral, they put little Jorani to work. The community had little money to pay but the extra hands helped earn a few more cents and kept them from resorting to unofficial loan sharks. Their future seemed set in stone, until the micro-finance program changed everything. Jorani’s parents applied for a loan and it was granted without problems. They used the money to buy equipment and a collection of fabrics from the big city. As others in their small town applied for loans as well, more money circulated. Their business grew and within a few years, their main tasks involved fitting entire new outfits.

On the other side a friend of Jorani, Mufa got the micro-credit, but it did not work out as good for him, as it did for Jorani’s parents. Reasons for this were the lack of his entrepreneurial skills and so the lenders lost their trust and they stepped back stopping the process. How can a work and organization psychologist help affect the outcome of this situation?

Muhammed Yunus founded microcredit in the 1970s, by building institutions that bring opportunities to the doorstep of poor people. Yunus saw an opportunity where others saw problems. He recognized that people in poverty lack credit, but do not lack skills. He believed the people's skills would shine if only they had a little credit to get started. The success of the Grameen Bank inspired the world, and many microfinance programs were modelled after it. At this moment in time, there are a lot more possible lenders in this world than only Yunus. Who do you think might be a possible lender?

Figure 1: A complex causal chain for how microcredit and microsavings impact on poor people.
Suggested Literature

Appetizer:

Recommended articles


Further reading


3 Under construction

The Olympic Games unite nations and stimulate worldwide cohesion. Countries consider it to be a massive honour to host the Olympic winter or summer games, because it enhances economic growth, tourism, and offers international attention. For the hosting country, it takes years of preparation to build the stadia and athlete villages.

Over 16,000 migrant workers were building the Olympic Village in Sochi. Typical wages of these workers amounted to $1.80 to $2.60 an hour, and some received less than $500 for two months’ work. Besides low payment, the migrant workers in Sochi have no sufficient employment contract, work excessive hours and live in overcrowded houses together with other workers (Human Rights Watch, 2013). These working conditions have a negative influence on their work-life balance and on their physical and mental health. The big question is why human trafficking is still prevalent and why workers accept these working conditions, even in European countries that are considered to be well developed.

One of the directors of Human Rights Watch stated the following: “The Olympic Games are about excellence and inspiration. The World should not cheer winter games in Russia that are built on a foundation of exploitation and abuse”. Human trafficking is everywhere nowadays, probably even in your own country.

Construction of the Central (Fish) Stadium in Sochi.

But what is human trafficking exactly? Trafficking in persons can consist of recruiting, transporting, transferring, harbouring, or receiving persons. The purpose is to exploit people by threatening and abusing them (UN Protocol to Prevent, Suppress, and Punish Trafficking in Persons, 2000). Another term that is often used interchangeably with human trafficking is modern slavery. Nevertheless, there is little consensus on a clear definition of human trafficking.

Although human trafficking presents in many (European) countries, it still remains difficult to present empirical data. Possible explanations could be that there is no clear definition, or that legislation is lacking. Future WOP research could focus on improving data collection on human trafficking, and predict factors that influence this phenomenon. By establishing predictor variables, we could try to prevent human trafficking in the future.
Suggested literature

* = Mandatory articles. Besides these articles, students can choose at least two articles from the literature list.


Additional material:

Human Rights Watch report about the situation in Sochi:


YouTube video on Human Rights Watch report on Sochi Olympics:

http://www.youtube.com/watch?v=HaGwP2kthKE

Online (newspaper) articles on human exploitation in Sochi:


http://www.hrw.org/news/2013/10/06/russia-beyond-olympic-torch-s-glow

4 Off the playground

Devi is 12 years old, but looks 9. She works on a construction site with her parents. She carries headloads of mortar and bricks all day and at night washes, cleans and cooks for her family. Her contractor pays her as much as her mother, less than a dollar a day, but she works harder and does not complain. All her youthful energy and strength are converted into revenue for her employer. She has fallen from the roof of buildings injuring herself several times, but her life is not insured. The only factor governing her employment is profit.” (Reddy, 1995)

Unfortunately, Devi is not the only child who has to work all day instead of going to school and playing with friends. According to the International Labor Organization (ILO), the global number of children involved in child labor is approximately 168 million.

Incidence rates for child labor worldwide (ILO, 2013)

According to Ennew (1982), one of the consequences of child labor is ‘intellectual and emotional immaturity’. Despite various psychological and physical strains for children, Greenberger et al. (1983) explains that there are also possible benefits, like achieving a greater sense of responsibility. She also argues that it should be possible to reap these benefits, without undue pressure on school and leisure pursuits.
Apple has discovered multiple cases of child labor in its supply chain, including one Chinese company that employed 74 children under the age of 16 (...). An internal audit found a flipside to the western consumers’ insatiable thirst for innovative and competitively priced gadgets. It uncovered 106 cases of underage labor being used at Apple suppliers last year and 70 cases historically. The report follows a series of worker suicides over working conditions at Foxconn, the Taiwanese company that assembles must-have products such as the iPad and iPhone, and lethal explosions at other plants. (The Guardian, 25 January 2013)

Apple sailed into fresh controversy over conditions at its Chinese suppliers’ factories amid allegations of child labor, forced overtime and illegal 66-hour working weeks. (The Independent, 30 July 2013)

Apple website: ‘Our approach towards underage labor is clear: We don’t tolerate it, and we’re working to eradicate it from our industry. (...) In 2012, we found no cases of underage labor at any of our final assembly suppliers. While we are encouraged by these results, we will continue regular audits and go deeper into our supply chain to ensure that there are no underage workers at any Apple supplier. Many suppliers tell us that we are the only company performing these audits, so when we do find and correct problems, the impact goes far beyond our own suppliers.’

Thousands of children are serving as soldiers in armed conflicts around the world. These boys and girls, some as young as 8-years-old, serve in government forces and armed opposition groups. They may fight on the front lines, participate in suicide missions, and act as spies, messengers, or lookouts. Girls may be forced into sexual slavery. Many are abducted or recruited by force, while others join out of desperation, believing that armed groups offer their best chance for survival.

(http://www.hrw.org/topic/childrens-rights/child-soldiers)
Suggested Literature

Appetizer

Recommended

Further reading


5 “Help wanted – Male“: The gender pay gap

In the early 1960s US newspapers published separate job listings for men and women. Jobs with the higher level and higher pay were exclusively listed under “Help wanted – Male”.

In June 1963 John F. Kennedy signed the Equal Pay Act into law and in 2009, US President Obama signed the Lilly Ledbetter Fair Pay Act. These regulations seek to tackle the differences between wages earned by males and females in comparable circumstances.

“I'll be happy if the last thing they say about me after I die is that I made a difference.” (Lilly Ledbetter)

Lilly Ledbetter worked for Goodyear Tire and Rubber Company. In 1998 she retired and recognized that she earned significantly less than her male counterparts.

The gender pay gap is not only an American problem, even across Europe women earn on average around 16% less than men.

But can laws and regulations make a difference in equal pay between men and women?

Women have made enormous progress in the workforce since the Equal Pay Act (1963), but until today the basic goal of the act has not been realized. “Women who accept less than what men get for the same jobs are lowering the bar for the women who come after them” (M.J. Tocci). On the other hand, people blame women for the unequal pay. Women need to network and negotiate more aggressively.

It is also debatable if the research about gender pay gap is unbiased and can be used to draw sound conclusions.

**Barriers to Leadership (1 = least problematic and 5 = most problematic)**

![Barriers to Leadership chart]

Masculine/patriarchal corporate culture ........................................... 3.43
General norms and cultural practices in your country ............................... 2.86
Lack of adequate “re-entry” opportunities ........................................... 2.57
Lack of adequate work-life balance policies ........................................... 2.50
Lack of flexible work solutions ............................................................. 2.50
Lack of opportunities for critical work experience and responsibility ......... 2.50
Lack of acceptance of the use of diversity policies and practices ............... 2.50
Lack of role models .............................................................................. 2.43
Lack of networks and mentoring ............................................................ 2.17
Lack of monitoring of participation of women ......................................... 2.00
Lack of targeted setting for participation of women .................................. 1.83
Lack of childcare facilities ..................................................................... 1.83
Lack of adequate parental leave and benefits ......................................... 1.67
Lack of adequate information about existing diversity policies and practices 1.67
Lack of company leadership commitment to diversity ............................. 1.50
Inadequate labour laws & regulations in your country ............................ 1.50

**Average**
Suggested literature

First watch the video of the Lilly Ledbetter case: [http://www.makers.com/lilly-ledbetter](http://www.makers.com/lilly-ledbetter)


Additional material


6 Meet me halfway

1

Around the globe people suffer in conflict zones or under oppressive regimes, face fear, famine, disease and poverty. NGOs, military, and local communities do not only engage in traditional relief, but also in peacekeeping. Culture may pose a threat to effective communication, not only between different organizations, but also within the multinational peacekeeping force, and with locals. Further challenges are among others financial support, security constraints and limited access.

2

Negotiating conflicts in international contexts is demanding and requires extensive diplomacy skills from all parties. The picture to the right shows a conceptual framework that may be used in negotiation. But there is more needed to meet each other halfway...

3

Especially for humanitarian negotiation and diplomacy it is important to have “the right people with the right skills in the right job at the right time” (Kofi Annan). For instance, the Clingendael Institute, a Dutch Institute of International Relations, hosted a one week-long negotiation training for members of the Syrian opposition in exile in December 2013. The Syria Crisis goes into its third year, and has cost more than 120,000 lives until now. The training aimed at preparing the delegation for the Geneva peace Conference in January 2014. Role-plays and simulations were used to learn crucial give-and-take lessons as well as dealing with emotions for international negotiations.

(http://www.washingtonpost.com/world/europe/syrian-opposition-gets-lessons-in-negotiating/2013/12/09/2e87e5ae-60cf-11e3-a7b4-4a75ebc432ab_story.html, downloaded December, 10, 2013)


Quo vadis: How can I-O psychology assist with the management of natural disasters and climate change? *The Industrial-Organizational Psychologist, 46*(1), 71–73.


To get into the topic:

Case example of conditions faced by humanitarian aid workers: http://www.youtube.com/watch?v=oPr9GDOpQ7A

TED talks:


7 For the greater good

1

Introductory exercise

The major earthquake in Haiti on the 12th of January 2010 was a game changer for the humanitarian aid model. Haiti provided humanitarian work with something unexpected: people had access to mobile smart devices, and so out of the urban devastation of Port-au-Prince came thousands of SMS texts, people seeking help, sharing data, offering support, looking for loved ones. Humanitarian aid was unprepared for this strategy of victim search and aid distribution. Especially, since the help seeking did not remain through SMS but also social media such as Facebook and especially Twitter was used to reach the world outside of the disaster zone.

Task (10 minutes):
Imagine you are a team of aid workers in Haiti discovering this new method of communicating with victims about their locations and needs. Since there is no experience or protocol for this form of aid communication, a plan needs to develop to organize the tele-communication for on the one hand accurate assessment of the local situations and on the other localize the possible victims. Think about effectiveness and implementation time of the plan, since this can save many lives, and also about the role each team member can have in the organization/implementation of your plan. Remember: you only have 10 minutes so try to stick to relevant information.
Developing leaders in humanitarian work

Efforts to rebuild Haiti’s main port are being stepped up in an effort to ensure emergency supplies reach millions still in need of aid.

Millions of people remain in need after Haiti’s earthquake, and plans are being made to house 400,000 survivors in new tented villages outside the capital.

In an editorial, Lancet editor, Dr Richard Horton, told the BBC there was no effective common leadership of humanitarian workers in Haiti, as many non-governmental organisations were competing against each other. According to The Lancet many of the international aid agencies operating in Haiti might be doing more harm than good by promoting themselves rather than working for the common humanitarian goal. The Lancet says the aid industry has become too obsessed with media campaigns, despite past mistakes during the response to the Asian tsunami five years ago. Effective common leadership, however, could help to turn the focus on the over goal of effective aid. (http://news.bbc.co.uk/2/hi/americas/8473906.stm)

In the words of Claire’s line manager, “grade-wise she was a junior, yet she became the most important person in the office”. Claire’s achievement was her role in setting up and providing leadership to the only operational programme in Sudan at that time, during the North – South civil war. Learning from Operation Lifeline Sudan (OLS) and the limitations of a divided operation, Nuba Mountains Programme Advancing Conflict Transformation (NMPACT) established a single, coordinated cross-line initiative centred around a set of principles of engagement that were developed collaboratively by NMPACT partners. This achievement required exceptional political skills. These included a profound understanding of the context, through a political lens, and an ability to grasp and engage with the complexity that was inherent in that context. Claire was credited with understanding the politics without getting involved in them.
Suggested Literature


[http://www.youtube.com/watch?v=bfAzi6D5FpM](http://www.youtube.com/watch?v=bfAzi6D5FpM)
For Those Remaining, ‘This Is Total Chaos’

By PETER SLavin
Washington Post Staff Writer

NEW ORLEANS, Sept. 1 — Desperate to help his ailing sister-in-law, who had gone five days without kidney dialysis, Samuel Sonapur tried to flag down National Guard vehicles. He begged ambulance drivers to stop. He appealed to anyone he encountered in uniform. In the end, he stood for an hour on a highway overpass crowded with stranded refugees — and tried to wave in a helicopter. No luck. “This,” he said, “is total chaos.”

Thousands of New Orleans residents remained stranded in a crippled city Thursday as badly overmatched authorities did what little they could and prayed for reinforcements to arrive soon.

Refugees ran short of energy, patience and hope even as fleets of buses hauled thousands out of town on the only passable exit road. Hundreds more in need of medical help were evacuated by helicopter, only to be marooned on stretchers on the crowded floors of the New Orleans International Airport.

Authorities there set up a morgue, and began using it. Downtown, communication was minimal, leadership distant. There was no central organizing point, no evident headquarters to which a resident could appeal for help or news. Police officers and National Guard members, along with law officers imported from around the state, rarely knew more than what they could see with their own eyes.

See NEW ORLEANS, A22, Col. 4

WASHINGTON (CNN) -- A congressional report to be released this week slams the government’s response to Hurricane Katrina, calling it a “failure of leadership” that left people stranded when they were most in need.

It's been almost two years since Hurricane Katrina struck New Orleans, and the vivid images of destruction and despair have begun to fade from public memory. But Katrina’s legacy still affects the daily lives of city residents as they struggle to rebuild homes, businesses and the city itself. Some industrial and organizational (I/O) psychologists are helping New Orleans businesses and institutions and the people who work in them get back on their feet (...). (APA, 2007)

What would another Hurricane Katrina bring in 2020?

The Need for Effective Management of Disasters

"[To] fix problems after a disaster, it takes a local. No matter how good an aid organization is at what they do, they eventually have to go home." (Caitria O’Neill, founder of Recovers; disaster recovery software)
Suggested literature

A


B

Cannon, T. (2008), Reducing People’s Vulnerability to Natural Hazards Communities and Resilience, Research Paper No. 2008/34, UN-WIDER.


Other interesting sources

Illustrative 'Dateline NBC' episode on hurricane Katrina and what went wrong: http://www.youtube.com/watch?v=dMYhKydeTkM

Emmy Award-winning series chronicling the lives of survivors two years after hurricane Katrina: http://www.washingtonpost.com/wp-srv/nation/interactives/afterthedestruction/index.html

Award winning serious game on disaster management (warning: contains disturbing footage of human casualties): http://www.insidedisaster.com/experience/Main.html

Short TED talk on community power in disaster response: http://www.ted.com/talks/caitria_and_morgan_o_neill_how_to_step_up_in_the_face_of_disaster.html

Priority setting is a challenge in health care, but what about health care in humanitarian work? A lot of attention is devoted to how to distribute limited resources across broad needs. But for the people making these decisions there are implications of for instance social value and social power. So fair allocation in humanitarian medicine raises unique ethical difficulties. Of course there are various codes of practice by which these aiders work, but these have been the subject of critique as to its clarity, priority- when to choose which code, and what to do with conflict between these codes.

An example of such a code is 'aid is given regardless of the race, creed, or nationality of the recipients and without adverse distinction of any kind. Aid priorities are calculated on the basis of need alone...' (International Federation of Red Cross and Red Crescent Societies, 1994). This is a statement few can argue with but in application a challenge.

A group of Canadian health care professionals travel to the Goma, in the Democratic Republic of Congo with Doctors Without Borders to set up a field hospital. In this field hospital they have only one oxygen machine to their disposal, and this machine has to be switched off after a day for at least a few hours, meaning there is temporarily no oxygen machine. This not only means that just one patient at a time can be oxygenated, but also that doctors have to plan future aid so to speak, as not running the machine is seen as preserving treatment for future possible life-or-death cases. Furthermore, patients 'unlikely' to live were are not treated, as this is seen as 'taking away' resources from other patients.
Divide your tutorial class in two parties.

Party 1 is the Red Cross committee at HQ. It is responsible for the yearly distribution of resources and decides which country will receive which amount of supplies. They have distributed the quarterly supplies among all the countries where the Red Cross serves. The Red Cross code of conduct states that treatment can only be given to patients with 4 symptoms or less. With 5 symptoms or more, they are diagnosed as fatally ill and will ‘probably die anyway’. Since resources are extremely scarce, measures have to be taken to save those who will most likely live with treatment.

Party 2 is a group of health care aiders for the Red Cross working in a developing country with extremely high fatalities of aids. You have been given orders to prioritize treatment by working by ‘the Code’. A young boy, Mime, with whom you have been spending a lot of your time and recourses on, is brought in by his father for the fifth time this month. You know his father well because he has brought you gifts before, thanking you for your help saving his son’s life. You rush to Mime when you see him being carried in and you diagnose he now has 5 symptoms and, according to ‘the Code’ should be denied treatment. His father begs you, and says he will sell his house and pay for the medication to save his son. You have taken the Hippocratic Oath and swore to help anyone in need of your help, but you are also obliged to follow orders...

Now prepare arguments for your party's position and then debate the issue.
Suggested Literature


http://targetjobs.co.uk/careers-advice/job-descriptions/277133-aid-workerhumanitarian-worker-job-description


http://www.redcross.org/about-us/mission

http://www.doctorswithoutborders.org/

https://www.scu.edu/ethics/

http://www.youtube.com/watch?v=gCMwiy6icnA
Not long ago the typhoon Haiyan hit the Philippines with incredible strength. Its destructive power was record-setting with sustained winds of 250 kilometres per hour and gusts of 300kph, wiping away the port-city of Tacloban as if it were made of straw. The death toll stands at more than 2300 people drowned, hit by debris or trapped under the rubble that they used to live in.

On the one hand, the disaster created by Haiyan is one of the largest in human memory. On the other hand, it is also as opportunity to see the rest of the world at their best, as people rally to help.

[http://www.youtube.com/watch?v=LNWq95KYEa4]

Young Henry Dumont is a Swiss student who is thinking about taking the rest of the year off and going to the Philippines to help with the rebuilding. As he almost has his medical degree, he is most interested in joining the ICRC (International Committee of the Red Cross). His enthusiasm to help his fellow humans in need is remarkable, but unfortunately tempered by his closest friends and family. 

His mother, who used to be a nurse and went on an internship to Africa in her days, keeps warning Henry about the effects such a disaster might have, not only on the population, but also on the humanitarian workers. “The more emphatic you are, the more you are going to feel the same pain the people over there are feeling. You are not ready to face the trauma of such a natural disaster!”

His closest friend, Paul, is also sceptic. He had read on the internet that up to one-third of the humanitarian aid workers suffer from depression as a result of the intense experiences and that it is advised to take someone with you to share the burden.

“Don’t go alone! At least take some other students with you.”

[http://travelreadymd.com/humanitarian-aid-workers-prepare-disaster-relief/]

Henry himself thinks things will be fine. Although there may be a lot of stress involved in helping people after a disaster, he is confident that the ICRC will have taken measures and precautions to help their people cope with it. Saving lives is important, but who helps the helpers?
Suggested literature


Additional articles:


**Assignment: For the greater good**

This is the text of the assignment for the master students (with an expected load of 1 EC or 20% of a 5 EC module)

The Millennium development goals state that our society should try to right a series of wrongs, including eradicating extreme poverty and hunger, creating universal primary education, promoting gender equality/women’s empowerment, reducing child mortality, improve maternal care, combating HIV/AIDS, Malaria and ensuring environmental sustainability.

What could work and organizational psychologists have to contribute here?

Your tutorial group will split in half. This year, we will create 10 teams of 5 or 6 students. Each team will design an awareness raising intervention aimed at one of the topics listed below. Part of the intervention is a Powerpoint presentation illustrating how work and organizational psychology contributes to improve practice on the topic your team adopts. The Powerpoint includes references to at least ten relevant scientific articles or book chapters. To contextualize the assignment, you will describe and hand in a specific problem or a case, together with relevant background information (apart from 10+ relevant articles, you can include webpages, links to video’s,..). Also list what kind of questions (learning goals) the problem/case triggers, and indicate how your sources help answer these questions (by writing a two-page guideline for a tutor). Together, all ten problems/cases could be the building blocks of a Problem Based Learning module in Humanitarian Work Psychology. On Monday December 9th, your team will deliver a stunning presentation to convince a fictitious NGO to allocate resources to your intervention and the work of W&O psychologists involved in it.

On Tuesday December 10th, you test drive your problem, observing the other team in your tutorial group while they make sense of it, and helping them answer questions that arise. You can then fine-tune the problem/case description and hand it in. It will determine 20% of your grade (together with Monday’s presentation).

During the first tutorial group meeting, you or the tutor will determine team composition and each team will produce a ranking of ten topics and send this via e-mail to the coordinator. Later that week, a topic will be assigned to each team. Here are the topics:

1. Diplomacy and negotiating conflicts in humanitarian work,
2. Disaster management and response,
3. Poverty reduction,
4. Ethical decision making in humanitarian work
5. Developing leaders in humanitarian organizations
6. Coping with stress in humanitarian work
7. Microfinance and supporting people in developing countries to start small businesses
8. Capacity building and training implementation in developing countries
9. Displacement/refugees/homelessness
10. Trafficking and slavery
11. Child labour, child soldiers
12. Fair pay (inequity)
13. Gender mainstreaming
14. How to make aid more effective (Paris Declaration / Accra agenda)

**Literature**

Since this assignment starts off as a problem finding exercise, you should initially search for relevant literature yourself. In the third week of this module, additional literature suggestions will be communicated.