



Disaster Psychology: PS 325

Instructor: April Haberyan, Ph.D.
Office Hours: Mon/Wed, 11:00 a.m. - 12:00 p.m., 1:00-3:00 p.m. and by appointment
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Class Day and Time: Mondays and Wednesdays, 12:00 p.m. -1:15 p.m.
Class Location: AP 380
Prerequisites: None
Credit Hours: 3

Course Description:

This course provides a broad introduction to the field of disaster psychology. As part of this course we will focus on the components of the emergency response framework in the United States, traumatic stress, vulnerable populations, psychological first aid, social psychological and industrial/organizational applications, the role of the media and cultural beliefs and practices pertaining to mental health and funeral practices.

Core Learning Outcomes:

At the completion of this course the student will be able to:

1. Describe the various types of disasters (natural, environmental, mass casualty, public health emergencies, terrorism and bioterrorism).
2. Evaluate the psychosocial impact of disaster on individuals, families, groups, and communities.
3. Analyze examples of legal, ethical and organizational issues associated with disaster preparedness and response.
4. Apply social psychological concepts to human behavior in a disaster context.
5. Compare and contrast the role of various providers during a disaster event.

Required Textbooks and Resources:

Baker, L. R. & Cormier, L. A. (2015). *Disasters and vulnerable populations: Evidence-based practice for helping professions*. New York, NY: Springer Publishing.

Ripley, A. (2008). *The unthinkable. Who survives when disaster strikes and why*. New York, NY: Crown Publishers.

Required Articles or Chapters:

Blakeney, R. L. (2002). Providing Relief to Families after a mass fatality: Roles of the medical examiner's office and the family assistance center. *OVC Bulletin*. Report prepared for the Office for Victims of Crime, U.S. Department of Justice, Washington, D.C.

Dailey, S. F., & LaFauci Schutt, J. M. (2018). Disaster mental health: Ethical issues for counselors. *Counseling Today*, 16-18. Retrieved from https://www.counseling.org/docs/default-source/ethics/ethics-columns/ethics_january_2018_disaster-mental-health.pdf?sfvrsn=ba25522c_4

Keller, R. T., & Bobo, W. V. (2004). Handling Human Remains. *Psychiatric Annals*, 34 (8), 634-640.

Nacos, B. L. (2013). Crisis communication: The role of the media. In Goodwin Veenema, T. (Ed.) *Disaster Nursing and Emergency Preparedness: For chemical, biological, and radiological terrorism and other hazards* (pp. 167-180). New York: Springer Publishing.

Recommended Resource:

American Psychological Association. (2011). *Publication manual of the American Psychological Association. (6th ed.)*. Washington, DC.

Instructional Strategies:

The methods of instruction for this class include lecture, discussions, in-class and online learning activities, videos, group presentations, papers, and readings. Class participation is encouraged and expected.

Course Assessment

Assignments	Total Points	Percent of Course
Tabletop Exam 1	50	8%
Tabletop Exam 2	50	8%
Disaster Organization Presentation	60	10%
Planning a Memorial	100	8%
FEMA IS 100. Incident Command certificate	30	5%
Psychological First Aid certificate	30	5%
Cultural Competency for Disaster Preparedness certificate	30	5%
Disaster Deployment Plan	100	17%
Article submissions (5 x 10 points each)	50	13%
Core Assessment Disaster Comparison Paper	120	20%
Total Points	620	100%

Grading Plan

Final grades are based on the total number of points accumulated. A student’s grade is based solely on the performance on the exams, papers, presentations, and homework assignments. The final grade will be based on the following:

Points	Letter Grade
540-600	A
480-539	B
420-479	C
360-419	D
<360	F

1. Tabletop Exams: (50 points each)

A tabletop exam is a method of team-based problem solving guided by a simulated disaster. The purpose of the tabletop exam is to provide students with an opportunity to evaluate the impact of a specific type of disaster on different populations, and then create a response plan which includes applying social psychological concepts to the disaster situation while addressing the legal, ethical and organizational issues for response organizations. There will be two tabletop exams conducted during the course. Working in teams, students will apply course concepts to an unfolding disaster scenario such as an aviation incident, earthquake, tornado or terrorist event. A mastery approach is used for the tabletop grading. The tabletop exams are graded as credit/no credit. Meets course outcomes 1, 2, 3, 4 & 5.

2. Disaster Organization Presentation: (60 points)

The purpose of this assignment is to provide students with the opportunity to learn about the various roles Governmental and Non-governmental (NGO) play during an event and the legal, ethical and organizational issues faced by these organizations when they are responding to a disaster. For example, should government and opposition soldiers receive the same type of medical care by an NGO during a civil conflict? Groups of 2-3 students will conduct a 15-20 minute presentation describing the history, mission, and psychological support programs initiated by one of the major Governmental or Non-governmental (NGO) agencies operating in the field of national/international disaster relief. The content of the presentation should include the agency's mission statement, a brief historical overview, a history of psychosocial activities and location of activities. You should upload a copy of your PowerPoint presentation to Canvas by 8 am on the day of the presentation. The grade for the assignment will consist of adding a participation peer review score (20%) and an overall group performance score (80%). Students will be evaluated by their peers in the following categories: quality of work, timeliness of work, task support, interaction with team members, responsibility, involvement, leadership and overall performance. The grading rubric and the peer review rubric for the assignment may be found under the Agency Profile tab in Canvas. Meets course outcome 1, 2, 3, & 5.

3. Planning a Memorial (100 points)

The purpose of this assignment is to provide students with the opportunity to apply psychological concepts related to the nature, purpose and design of a memorial. For example, how are different cultural beliefs and death practices incorporated into a memorial for a natural or human caused disaster? What happens if victims are from different religious faiths that historically do not get along? For this assignment, students will work in groups of 2-3 to explore current memorials to disasters or traumatic events and use what they learn to create a memorial of their own. During the presentation students will identify the message they want the memorial to convey, the audience for the memorial, describe cultural beliefs about death and death practices relevant to the victims and families of the event and share the medium for conveying their ideas. To help students get started on the project an initial resource list may be found under the Memorial tab in Canvas. Students will have the opportunity to submit a draft of their memorial for peer review one week before the presentation due date. The grade for the assignment will consist of adding a participation peer review score (20%) and an overall group performance score (80%). Students will be evaluated by their peers in the following categories: quality of work, timeliness of work, task support, interaction with team members, responsibility, involvement, leadership and overall performance. The grading rubric and the peer review rubric for the assignment may be found under the Planning a Memorial tab in Canvas. Meets course outcomes 2 & 4.

4. FEMA Incident Command Certificate: (30 points)

A basic requirement for responding to disasters in the United States is an understanding of the Incident Command System, National Incident Management System, and National Response Plan. **Students will need to complete the following FEMA course: IS-100 Introduction to Incident Command System.** The FEMA courses are free to the public and are available at <http://www.training.fema.gov/IS/crslist.asp>. For the IS-100 course scroll down until you see the Introduction to Incident Command System I-100. Click on the link and choose option 1: Interactive Web-based Course- EMI learning site. Complete the course and submit your certificate in Canvas. Completion of the IS-700 National Incident Management System and IS 800 National Response Plan is recommended but not required for this course. The assignment will be graded as credit/no credit. Meets course outcome 5.

5. Psychological First Aid Certificate: (30 points)

The purpose of this assignment is to provide students with the training needed to appropriately respond to individuals who may need support after a disaster. Students will need to complete the online Psychological First Aid training. In order to take the course you will need to register for an account.

Please go to The National Child Traumatic Stress Network's Learning Center for Child and Adolescent Trauma <http://learn.nctsn.org/login/index.php>

Set up your account and then click on the PFA tab. You should see a screen with PFA Online on the top left hand corner. Scroll down and click on the "start training" tab. Please complete the course and submit your certificate in Canvas. The assignment will be graded as credit/no credit. Meets course outcomes 2, 4, & 5.

6. Cultural Competency Certification: (30 points)

The purpose of this assignment is to educate students about how to respond in a culturally appropriate manner after a disaster. Students will need to complete the online Culturally Competency Curriculum for Disaster Preparedness and Crisis Response training. In order to take the course you will need to register for an account. Please go to the Health and Human Services Office of Minority Health Think Cultural Health site <https://cccdpcr.thinkculturalhealth.hhs.gov/default.asp>

Set up your account and then start taking the courses. Please complete the four courses and submit your certificate in the designated area in Canvas. The assignment will be graded as credit/no credit. Meets course outcomes 2, 3, 4, & 5.

7. Disaster Deployment Plan: (100 points)

A basic requirement for responding to international disasters is getting to the location and then keeping oneself safe and well during the relief operation. This assignment is to develop a written plan for your travel to a place and a disaster that I designate. Upon completion of this assignment, students will have examined the legal, ethical and organizational challenges for responders when they are deployed to different parts of the world. As part of the assignment, students will address the following; identify the types of responders/organizations that may be deployed to the region for a specific type of disaster, transportation, how to obtain a passport, immunizations, customs, finances, embassy locations and resources, health considerations, self-protection, cultural factors, a packing list and the impact and a plan for family during the pre-deployment, deployment, and post deployment phases. The paper must be at least 4 pages, excluding title page and reference pages and be written using APA format. Students will have the opportunity to submit a draft of their plan for review one week before the assignment due date. The grading rubric for the assignment may be found under the Professional Disaster Plan tab in Canvas. Meets course outcomes 3& 5.

8. Article Submissions: (50 points)

The purpose of this assignment is to provide students with an opportunity to examine how psychologists approach research into human behavior before, during, and after a disaster. Students will review a research article that expands upon a select topic. Each student will be responsible for relating their article to the assigned readings. On the assigned day partners/groups will discuss the assigned reading material and their articles. The grading rubric for the assignment may be found under the Article Submission tab in Canvas. Meets course outcomes 1, 2, 3, 4, & 5.

9. Disaster Comparison Project (120 points):

The purpose of this assignment is to provide students with an opportunity to demonstrate that they have met the five core learning outcomes for the course. Students will write a 10 page paper comparing and contrasting a human caused and a natural disaster. As part of the paper students will discuss causation, appraisal of the event, individual's subjective experience, psychological impact, economic impact, stigmatization and or discrimination of victims, special populations impacted, the role of the media, secondary injury, agencies involved and their duties/contributions. Academic research literature, newspaper/magazine articles and social media posts covering the event may be used for this project. The paper must be at least 10 pages, excluding the title page, abstract and reference pages and be written using APA format. Students will have the opportunity to submit a draft of their plan for peer review one week

before the assignment due date. The grading rubric for the assignment may be found under the Disaster Comparison tab in Canvas. Meets course outcomes 1, 2, 3, 4 & 5.

Course Topic/Dates/Assignments

Unit	Dates	Topics	Assignment
1	8/15	Course Overview, Introductions	Chapter 1 Baker, L. R. & Cormier, L. A.
	8/17	Identifying different types of disasters Disaster Myths	Chapter 1 & 2, Baker, L. R. & Cormier, L. A.
2	8/22	The Federal Disaster Response Network Emergency Management Basics	FEMA: IS100 Introduction to Incident Command
	8/24	Reactions and Risk Factors	Chapter 3 Baker, L. R. & Cormier, L. A. (pp. 37-47)
3	8/29	Reactions and Risk Factors	Chapter 3 Baker, L. R. & Cormier, L. A. (pp. 37-47)
	8/31	Perception of Risk Evacuation Behavior	Chapters 1 & 2 Ripley, A.
4	9/5	Fear, Resilience and Groupthink	Chapters 3-5 Ripley, A.
	9/7	Panic, Paralysis and Altruism	Chapters 6-8 Ripley, A.
5	9/12	Panic, Paralysis and Altruism	Article Submission
	9/14	Unique needs of pregnant women, infants, and children	Chapter 4 Baker, L. R. & Cormier, L. A.
6	9/19	Unique needs of differently abled and elderly	Chapter 5 & 6 Baker, L. R. & Cormier, L. A.
	9/21	Unique needs of individuals with mental health issues and substance abuse	Chapter 7 & 8 Baker, L. R. & Cormier, L. A. Article Submission
7	9/26	Cultural Considerations	Cultural Competency Certificate Due
	9/28	Communication and the role of the media during disasters	Chapter 10 Nacos, B. L.
8	10/3	Tabletop Exam 1	
	10/5	Disaster Mental Health Interventions	Chapter 3 Baker, L. R. & Cormier, L. A. (47-62) PFA Certificate Due
9	10/17	Disaster Mental Health Interventions	Draft of Disaster Deployment Plan Due Article Submission
	10/19	Organizational, legal, ethical, and moral issues related to disaster response	Chapter 9 & 11 Baker, L. R. & Cormier, L. A. Dailey, S. F., & LaFauci Schutt, J. M. (2018) Article Submission
10	10/24	Organizational, legal, ethical, and moral issues related to disaster response	Disaster Deployment Plan Due

	10/26	Work on Agency Profiles	Draft of Disaster Organization Presentation Due
11	10/31	Agency Profile Presentations	Disaster Organization Presentations
	11/2	Agency Profile Presentation	Disaster Organization Presentations
12	11/7	Responder Issues	Chapter 10 Baker, L. R. & Cormier, L. A.
	11/9	Responder Issues	Article Submission Draft of Disaster Comparison Project Due
13	11/14	Mass Fatalities Family Assistance	Keller, R. T., & Bobo, W. V. (2004) article Blakeney, R. L. (2002) article
	11/16	Mass Fatalities Family Assistance	Disaster Comparison Project Due
14	11/21	Memorials	
	11/23	Work Groups Memorials	Peer Review of Memorial Due
15	11/28	Memorial Presentations	Memorial Presentations
	11/30	Memorial Presentations	Memorial Presentations Course Evaluations
16	12/5	Tabletop Exam 2	

Email policy:

Unless I am sick or out of town, I will usually respond to emails within a 48-hour period when regular classes are in session, Monday -Friday. Such policies do not apply during breaks (e.g., spring, summer, fall, or winter breaks), official Park holidays, or during school closings.

Office Hours: Specific times for office hours are listed on the front page of this syllabus. Individual appointments are available upon request. Please take advantage of appointments. These times are set aside so that questions or concerns can be addressed, assistance and resources discussed, or for meetings about professional development (e.g., academic and career).

Required Learning Management System: Canvas is the learning management system that Park University utilizes. This system will be used to display PowerPoint lecture slides, host online quizzes, assignments, and other course-related materials. Core Assessment assignment(s) will be uploaded into this system. In addition, students may communicate with each other as well as the instructor via the Canvas communication tool. Students are encouraged to communicate with each other via the chat function or the email function in Canvas. For group assignments, student groups can be created by the instructor or a student to facilitate communication and document sharing. To access Canvas, go to: <https://canvas.park.edu/login/ldap>.

Assignment Due Dates: All assignments and papers are due on their due dates. Early submission is always appreciated. Late submissions will receive a 10% deduction in points per day. Unless instructed otherwise, the assignments must be submitted to the designated space in Canvas. **Exception:** A student may make up in-class assignments without penalty if (1) engaged in University activities endorsed by the

Provost, (2) prevented from attending class by illness, the validity of which is proven to the satisfaction of the instructor, or (3) prevented from attending by some other circumstances considered adequately extenuating by the course instructor. Make-up assignments must be submitted at a time designated by the instructor. I reserve the right to refuse to accept assignments that are excessively late.

Grading Policy: Tabletop exams and oral presentations will be graded within 48 hours. The remaining projects and papers will be graded within 7 days of the assignment submission deadline.

Academic Honesty: Academic integrity is the foundation of the academic community. Because each student has the primary responsibility for being academically honest, students are advised to read and understand all sections of this policy relating to standards of conduct and academic life. Park University students and faculty members can find the academic dishonesty form at <https://secure.jotformpro.com/parkconcernform/academicdishonesty>.

Academic dishonesty includes committing or attempting to commit cheating, plagiarism, falsifying academic records, and other acts intentionally designed to provide unfair advantage to the student.

- Cheating includes, but is not limited to, intentionally giving or receiving unauthorized aid or notes on examinations, papers, laboratory reports, exercises, projects, or class assignments which are intended to be individually completed. Cheating also includes the unauthorized copying of tests or any other deceit or fraud related to the student's academic conduct.
- Plagiarism involves the use of quotations without quotation marks, the use of quotations without indication of the source, the use of another's idea without acknowledging the source, the submission of a paper, laboratory report, project, or class assignment (any portion of such) prepared by another person, or incorrect paraphrasing.
- Falsifying academic records includes, but is not limited to, altering grades or other academic records.
- Other academically dishonest acts include, but are not limited to: stealing, manipulating, or interfering with an academic work of another student or faculty member; receiving or giving assistance on a task that was expected to be performed individually; lying to or deceiving a faculty member.

Attendance and Participation: Please show up to class every day on time and be an active participant in the course. Since students are responsible for all the information covered in this syllabus and during lectures, I encourage the use of the "buddy" system for a missed class. A buddy can provide a peer with announcements and notes that they might have missed during their absence. Handouts that are passed out in class may be obtained from the instructor during office hours. Finally, please ask for clarification before the deadline if there is confusion about the policies or guidelines for the assignments or the course in general.

University Syllabus Additions:

Mission Statement: Park University provides access to a quality higher education experience that prepares a diverse community of learners to think critically, communicate effectively, demonstrate a global perspective and engage in lifelong learning and service to others.

Vision Statement: Park University, a pioneering institution of higher learning since 1875, will provide leadership in quality, innovative education for a diversity of learners who will excel in their professional and personal service to the global community.

Non-discrimination Policy: Park University prohibits discrimination on the basis of race, sex, color, national origin, sexual orientation, marital status, disability, religion and age in employment, and in its

admission, education, programs, and activities of students under state and federal law, including Title IX of the Educational Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and Titles VI and VII of the Civil Rights Act of 1964, as amended. Title IX specifically prohibits discrimination and harassment on the basis of sex. Park University will not tolerate sex discrimination or harassment of applicants, students, or employees, whether by students, faculty, staff, administrators, contractors, or outside vendors. Park University recognizes not only its legal responsibilities but also its moral and ethical responsibilities to prohibit discrimination and harassment on the basis of sex and to take appropriate and timely action to ensure an environment free of such inappropriate conduct and behavior. Additionally, Park University will not tolerate retaliation in any form against an applicant, student, or employee for reporting a violation of this policy or assisting in the investigation of a complaint. Inquiries or concerns about the Non-Discrimination Policy may be directed to the Associate Vice President for Human Resources or the Dean of Students. Prevention of Sex Discrimination, Sexual Harassment and Sexual Violence: Title IX Policy for Park University may be found at- <https://www.park.edu/wp-content/uploads/2018/02/Sexual-Harassment-Policy.pdf>

Administrative Withdrawal: Park University reserves the right to administratively withdraw a student from class(es) for failure to meet financial obligations or failure to participate in an academically related activity in a class during the first two weeks of the semester/term. If a student fails to initiate the academic withdrawal process and has not participated in an academically-related activity in the class during the first two weeks of the semester or term, the University will initiate an administrative withdrawal with no record on the transcript.

Academic Withdrawal: Students are able to initiate an academic withdrawal until the last day of the semester/term. Students who initiate an academic withdrawal no later than two-thirds of the way through the semester/term will receive a “W”. Students who withdraw from a class after two-thirds of the way through the semester/term will receive a “WF”. Students must officially withdraw by completing the Enrollment Adjustment Form or e-mail to advising@park.edu from their Park University e-mail account.

Disability Guidelines: Park University is committed to meeting the needs of all student that meet the criteria for special assistance. These guidelines are designed to supply directions to students concerning the information necessary to accomplish this goal. It is Park University’s policy to comply fully with federal and state law, including Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, regarding students with disabilities. Additional information concerning Park University’s policies and procedures related to disability can be found on the Park University web page [http:// www.park.edu/disability](http://www.park.edu/disability)

Educational Rights and Privacy

Park University informs students of the Family Rights and Privacy Act of 1974. This act, with which the institution intends to comply fully, was designed to protect the privacy of educational records, to establish the right of students to inspect and review their educational records, and to provide guidelines for the correction of inaccurate or misleading data through informal and formal hearings. Students also have the right to file complaints with the Family Education Rights and Privacy Act Officer concerning alleged failures by the institution to comply with the Act.

Park University’s legal policy explains in detail the procedures to be used by the institution for compliance with the provisions of FERPA. Copies of the policy can be found in the office of the registrar. Questions concerning FERPA may be referred to the Registrar’s Office at (816) 584-6275.

Helpful Resources

- McAfee Memorial Library- Online information, links, electronic databases and the Online catalog.- <http://libguides.park.edu/home>
- The Career Development Center (CDC) provides services for all stages of career development. The mission of the CDC is to provide the career planning tools to ensure a lifetime of career success. - <https://www.park.edu/academics/au-abc/support/>
- Park Help Desk- If you have forgotten your OPEN ID or Password, or need assistance with your PirateMail account, please email helpdesk@park.edu or call 800-927-3024
- Park's Student Conduct Code- <http://www.park.edu/student-conduct-code/index.html>
- Park Online Writing Help-<http://www.park.edu/academic-support-center/index.html>
- Park's Counseling Center- <http://www.park.edu/studentlife/counseling/>
- Park's Student Support- <https://www.park.edu/academics/au-abc/support/>
- Plagiarism.org- <http://plagiarism.org/>
- APA style (free) tutorial- <http://www.apastyle.org/learn/tutorials/basics-tutorial.aspx>
- Help with APA style- <http://owl.english.purdue.edu/owl/section/2/10/>
- APA (American Psychological Association)- <http://www.apa.org/about/index.aspx>
- APS (Association for Psychological Science) <http://www.psychologicalscience.org/index.cfm>