COURSE NUMBER: SOWO 401/ 709 SS2014


LOCATION: Online- Second Summer Session, 2014

INSTRUCTOR: Megan Key, LCSW
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OFFICE HOURS: By Appointment

COURSE DESCRIPTION: The course is designed to examine the effects that disasters have on children, their families, and communities based on research. It gives students an understanding of the reactions of people exposed to disasters and how to decrease the chances of long term psychosocial damage.

COURSE OBJECTIVES: At the conclusion of this course, you should be able to:

• Identify the types of disasters: natural technological and complex-and the common short and long term physical, emotional and mental effects each has on children, families, and communities
• Understand common reactions children, families and communities have to disasters
• Identify risk and protective factors for children, families and communities involved in a disaster
• Define crisis intervention and implement guidelines for its use
• Describe and gain some practice in using interventions that help children and families develop healthy coping strategies following a disaster
• Describe how culture, the media, and the grief process influence responses to disasters
• Describe the roles and understand the reactions of those helping professionals who intervene with individuals and families after a disaster.

REQUIRED TEXT:
Other readings and videos as assigned will be found on Sakai, or online.

COUSE EXPECTATIONS AND GRADING CRITERIA: It is expected that you will read assigned material, complete assigned postings on time, raise questions, offer comments and in general deal with the material. Assigned material serves as background and expansion for topics, and will be a foundation for online discussions.

This course will be richer and much more interesting for all if you demonstrate active involvement in course activities, including bringing your own experiences forward on postings, and connecting your perspective to the research and readings. Translating readings to real life, comparing your experiences to others in a respectful way grounds the course.

Please notify me if you will be offline for a period of time. Remember that each week of summer session is the equivalent of two+ regular weeks (5 weeks=14 weeks, so you can get behind really quickly. Let me know if you are having trouble.

All written assignments are to be typed with correct spelling, free of typos and grammatical errors. Remember to proofread your work (including postings!)

Citations must follow APA format, unless it is exempted specifically in the assignment directions. All work is to be uploaded in sakai under assignments as specified. Late work (not handed in by 5pm on the due date) will lose two points per day, including weekends and holidays. Since my grades are cumulative (meaning ALL assignments add up to 100) you can hurt yourself badly if one assignment is late.

COURSE GRADES:

✓ Interview paper 20 points
✓ Disaster Analysis 25 points
✓ Disaster Plan 20 points
✓ Posting (7 postings- x5pts each) 35 points

Both undergrads and graduate students will complete the same assignments. Graduate students will be held to a higher standard for writing, citing diversity, and APA compliance.

Graduate Grading Policy:
94 and above H
80-93 P
70-79 L
69 and below F

Undergraduate Grading Policy:
93-100 A (UNC does not acknowledge an A+)
90-92 A-
Policy on Academic Dishonesty
The Honor Code is in effect in this class and all others at the University. I am committed to treating Honor Code violations seriously and urge all students to become familiar with its terms set out in the Instrument of Student Governance found at http://instrument.unc.edu. If you have questions, it is your responsibility to ask me about the Code’s application. All written work and other projects must be submitted with a statement that “I have complied with the requirements of the Honor Code in all aspects of this submitted work.”

Policy on Accommodations for students with disabilities:
Students with disabilities that affect their participation in the course, who are working with Learning Disabilities Services or the Academic Success Program, are encouraged to notify me if they wish to have special accommodations in instructional format, examination format, or other teaching protocols considered. I will work with you to make necessary accommodations.

APA Formatting
It is an expectation of this course that you will correctly utilize formatting requirements per the 6th Edition of the APA manual. Citations of material, both in text, and references at the end of the document should follow APA style. If you are not familiar with this style, please refer to the guides listed below. Effective writing is important in this course. I have listed some websites to help with your writing. They are not required reading, but are available to help you succeed in the course.

• Writing Resources Page, School of Social Work website: Under “Current Student” tab; click on Writing Resources in left sidebar to access the online library of PowerPoint presentations on grammar, plagiarism, logical argument, organization and outlines: http://ssw.unc.edu/students/writing
• Punctuation: http://grammar.ccc.commnet.edu/GRAMMAR/marks/marks.htm
• Verb tense: http://owl.english.purdue.edu/owl/resource/601/08/
• Subject-verb agreement: http://www.grammarbook.com/grammar/subjectVerbAgree.asp
How to maneuver around this website:

For some people, participation in an online course is tricky. This course is asynchronous--meaning that you do the work for the course (within certain time parameters) when you want to. What is expected is that you will post thoughtfully each week, complete assignments as required, and enrich the class with your own life experiences, with your questions and ‘ponderings’. Your willingness to be “present” on the sakai site, to struggle with some of the very messy issues involved in disaster response, recovery and mitigation, will make YOUR experience better, and enrich the entire class. The more you present your thoughts clearly, supported with research (both from the text, and also from your own search) the more points you will receive for your assignments and postings.

Since some of you may not have taken many online courses, I am adding some directions to help you get around. Sakai is not always obvious, so I’ll give you some directions. If you are still having trouble, please send me an email.

Everything you will need will be on the sakai site.

• The regular looking syllabus is found in the Syllabus section.
• The Modules section will have each week’s readings. It will include videos and voice-over PowerPoints to watch. You will want to complete these prior to posting.
• The Assignments section will have a full description of each assignment due, including dates, etc. Assignments are to be uploaded into this section by 5:00pm on the day they are due. I will grade assignments using Track Changes, add a rubric, and then upload them back to you.
• The Discussion and Private Messages section is where you will find your posting questions, and where you will answer them. I will reply to your postings via private messages, so other students will not be able to see what I say to you. Watch your email, because that is where my reply will show up. If you use a different mail system than the one used by sakai, make sure you create a transfer process so that you can see what I say back (assuming you want to!! 😊)
• Readings and assignment rubrics will be posted in the Resources section.
• You will find all your classmates emails etc. under Site Info.

How the course will run:

• For this online course, each new week starts on Thursday, and ends Wednesday midnight. Postings must be uploaded during that time into the Discussion and
Private Messages section. Deadline for each posting will be listed in the discussion section. There are two Posting Questions for each week, but you have to respond to only **ONE**-each worth five points. That means **FIVE** total responses to Discussion questions across all five weeks. Because you generally only have to make one posting a week, I will expect a thoughtful comprehensive response.

- **TWO** other separate responses are required that are not connected to the discussion questions. One is the ‘welcome’ piece when you introduce yourself to the rest of the class, and the second is your reaction to the Disaster Analysis of one of your colleagues.

- Each week’s activities and course requirements will open to students a few days prior to the beginning of that week. This course is fairly heavy with media—videos, voice-over PowerPoint’s, CNN clips, etc. You will get to the video clips through itunes. If you are having trouble seeing them, let me know asap.
Course Outline

Week One: June 19--Introduction

Objectives for Week One:

• develop a sense of the learning community
• identify types of disasters (big D and little d) and some common reactions to each (from the research)
• demonstrate ability to assess real life situations from the perspective of the literature
• know how culture and pre-disaster situations affect the survivors ability to recover
• identify you own coping skills as a survivor

Part One: Thursday through Sunday
Activities:
Watch PPT #1-Welcome-Go to Resources Section/ Captivate Lessons
  Upload info about yourself in Private Discussion section By midnight June 22.
Watch PPT #2: Types of disasters phases
Watch CNN clips, found in Lessons tab
#1 Chernobyl
#2 Armenian Earthquake
#3 Mozambique

Required Reading:
Read Rosenfeld et. al -chapters 5,6,7

Part Two: Saturday through Monday
Activities:
Watch PPT #2: Responses to Disasters
Watch clip: When Sorrows Come, from CD included with book.
Visit:
  U.S. Department of Veterans Affairs:
  http://www.ncptsd.va.gov/ncmain/index.jsp

  National Child Traumatic Stress Network:
  http://www.nctsn.org/nccs/nav.do?pid=hom_main

Consider if you were looking at these sites in a professional or personal capacity, would you find them useful? What would you learn? Do you like one more than the other?
You can share your reactions (voluntary) in the Chat room

Required Reading:
Rosenfeld et. Al: Chapters 1, 2
Complete Posting #1 or #2 by midnight June 25.

Week Two—June 26

Objectives for Week Two

1. Know the needs of survivors may change depending on the type and phase of disaster, gender and age
2. Describe changes in response of helpers depending on disaster type and phase
3. Understand the incident command structure involved in disaster response
4. Identify activities involved in Crisis Intervention and Psychological First Aid

Part One: Thursday through Sunday
Activities
Watch PPT #4 Structure of Response
Watch: The School’s Response video
Watch CNN clips:  
  #4: Andrew children (hurricane)
  #5: Challenger (children)
  #6: Uganda children (war)

Required Reading:
Rosenfeld et al  Chapters 3,4

Part Two: Monday through Wednesday
Activities:
Podcast: Matt Sullivan—Crisis Intervention
Complete two vignettes with questions regarding Psychological First Aid: found in the Recourses Section under Practice, or on the CD that accompanies the book.

Required Reading:
Rosenfeld et al—Chapter 9—Crisis Intervention
Complete Posting for week two by midnight July 2nd.

Week Three—July 3—Happy Independence Day!

Objectives for Week Three

1. Know the reasons that some populations tend to be at greater risk for a problematic recovery after a disaster.
2. Planning must consider the special needs of vulnerable populations
3. Media can be both a hindrance and a tremendous help before, during, and after a disaster.
4. Relationships and Interactions with media must be developed and planned in advance of any disaster event.
Part One: Thursday through Sunday
Activities
Watch Podcast Vulnerable Populations
Watch Video: Friendship House
Watch Video: Hard Rain-FEMAville
Complete assigned role exercise
Required Reading:
Rosenfeld et al—Chapter 13-Vulnerable Populations. This chapter is written like a workshop, and will look quite different.

Week Three: Part Two—Monday through Wednesday
Activities:
Watch Podcast-Media and disasters
Watch video: Hard Rain-Town Meeting
Explore the DART website: Resource for Journalists who cover violence
Watch CNN Clip: Oklahoma City Radio Talk
Required Reading:
Rosenfeld et al, Chapter 12: Disasters and the Media
Complete Posting for week three by midnight July 9.

Week Four-July 10

Objectives for week four:
1. Understand the need for comprehensive disaster planning at all levels of society
2. Identify barriers to sound planning, and possible ways to reduce those barriers
3. Learn ways that disaster mitigation has been accomplished in developing countries
4. Engage in reflection about one’s own efforts to complete disaster planning at the personal level

Week Four: Part One—Thursday through Sunday
Activities:
Watch Podcast: Disaster Mitigation and Disaster Planning
Watch CNN video: Evacuation for Hurricane Fran in South Carolina
Website: Family Disaster Plan
Go to Behavioral Healthcare Institute Training Cite, especially note training on Bioterrorism
Required Reading:
Rosenfeld et al, Chapters 8 (Mitigation) and 11 (Community disaster plan)

Week Four: Part Two Monday through Wednesday
Activities
Watch CNN video—Fran in Shelters
Required Reading:
Global Voices: Local Choices—Resources Section
Complete Posting for Week Four by midnight July 16.

Week Five—July 17

Objectives for week five
1. Understand the need to attend to displays of grief and loss after a disaster
2. Develop awareness of the wide variety of individual responses to grief which may be displayed after a disaster
3. Know the signs of secondary trauma and burnout, and identify signs that a responder may be experiencing trauma or burnout
4. Demonstrate an awareness of the methods one uses to maintain a healthy emotional life during and after disaster response work.

Activities:
Watch Podcast: Grief and Loss
Watch CNN videos:
   Hurricane Mitch-grief
   Oklahoma City Children's deaths (this is hard to watch)
   June Scobie-Challenger-resilience
   Returning to homes after Fran
Watch Podcast: Helper self-care

Required Reading:
Rosenfeld et al: Chapter 14: Helper self-care

Complete Posting for Week Five by midnight July 22.
Assignments:
Rubrics for all assignments are either contained in the syllabus or found in the Resources Section of sakai.

#1 Postings
(35 points total)
Students will choose ONE posting (out of two) each week for the five weeks of class. Each posting will be worth five points. Questions and guidance for postings will be found in the Assignment section of this syllabus and the Discussion section of sakai.

Two other postings will be required. One is your introduction to the rest of the class, and the second is due after the Disaster Analysis PowerPoint presentations are uploaded and made available to the class. These two postings do NOT require citations to support your position.

I will reply to postings using the Private Message tool, with comments, the rubric and your grade for that posting. Each posting should be approximately 250 words in length. Undergrads are expected to have ONE citation per posting to support your position, graduate students are expected to have two citations per posting.

Each posting is worth only five points, but they add up, so attend to every one.

Postings will be graded on:

<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clarity of statement-Issue focused</td>
<td>You are able to present cogent ideas succinctly. What is written is issue focused, not person focused. Disagreements with content of readings and text are specific, constructive, made with specific reasons in mind. A suggestion for an alternative perspective makes the posting stronger.</td>
<td>2</td>
</tr>
<tr>
<td>Relevance to disaster research, previous learning in this class and life experiences</td>
<td>Postings bring in previous learning from this class or other classes. Research, life experiences, found reading(s) are connected to what is being discussed at this time.</td>
<td>1.5</td>
</tr>
<tr>
<td>Grammar, composition, spelling within length requirements</td>
<td>Postings are written in accurate English. Typos, errors in grammar are few. Posting meets length requirements. Citation for reading is listed at the end of the posting.</td>
<td>1.5</td>
</tr>
</tbody>
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#2: Disaster responder/survivor Interview
(20 points)
*Choose either Option 1 or Option 2*

Option 1:
This option requires that you either know or are able to locate an individual or family who has been through a natural, technological, or complex disaster (e.g., a family living in North Carolina or anywhere else during a hurricane or the recent tornadoes; an individual or family who has lived in a war zone, or a dangerous neighborhood; an individual or family that experienced the loss of a family member in a plane crash) Use the literature related to the disaster as a guide to develop several questions--a short interview schedule--to learn about the individual's or family's experience.

Write-up should contain:
- a coverpage/title/your name/abstract of about 40 words
- brief description of the family and the disaster and how you chose them
- listing of interview questions, and based on your literature review, your reasons for asking them
- description of the interview including: context; assessment of the coping mechanisms used by the family/individual; your reactions; what you didn’t expect; and what you learned.
- at least three sources (undergrad) five sources (grad) in APA format to ground your interview in research

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Option 2:
This interview is with a disaster helper who responded to one or more disasters. Work to connect the interviewee’s experiences with what you have read in the text and other applicable literature.

Write-up should contain:
- a coverpage/title/your name/abstract of about 40 words
- brief description of the work of the responder and how you chose them
- description of a specific disaster, if applicable
- listing of interview questions, and based on your literature review, your reasons for asking them
- description of the interview including: context; assessment of the coping mechanisms used by the responder; your reactions; what you didn’t expect; and what you learned.
- at least three sources (undergrad) five sources (grad) in APA format to ground your interview in the research.
This paper should be between 5-8 (MAX) pages double spaced with 1” margins, Times New Roman, 12 font. The title page and reference pages do not count in the page numbers.

**Rubric is contained in the Resources Section of Sakai**
#3 Disaster Analysis  
(25 points)  

Purpose: This assignment acquaints you with disasters in a more researched, scholarly way, as opposed to strictly an emotional response. As a disaster responder, it is important to be able to assess the responses of an individual, family, or community based on evidence, as well as "heart".

There have been uncounted natural, technological, and complex disasters throughout time. Choose one and research its causes, and short or long term effects. Remember the different lenses-(individual&family/neighborhood/larger systems found in chapter one of the text). As a result of this event, were any policy/protocol changes made (mitigation)? Were the reactions, responses, or other outcomes congruent with what we have read from the research? Explain. You may use newspaper accounts, research from the event, and non-scholarly research (avoid Wikipedia--except as a starting place--don't quote) as long as there is an author or byline of some kind.

Follow the rubric (Resources Section) to make sure that you cover all the necessary areas.

The disaster you choose for analysis should be identified by July 1st with a notation in the Forums Section. Notification simply needs the name of the disaster chosen. If the same disaster is chosen for more than two presentations, you will need some negotiation to make other choices. Hint: Don't simply choose the most famous/recent disasters. If you have trouble deciding you can look through the chapters at the Spotlight on research for more ideas, or contact me.

Product:
- Each student’s work should be placed on NO MORE THAN 10 PowerPoint slides. (This number is rigid. It could be lower if you complete your data requirements).
- Content (comparison with research, etc.) should be typed into the text section at the bottom of each PPT page (NOT on the slide itself). Because there are limitations to what PPT will do, you do not have to worry about single/double spacing, etc. Just be sure you don't overrun the space allotted in the notes section. I can’t read what you have said if you overrun the space allowed.
- References should be typed onto the text section of the 11th slide, which will only say "References." Again, I will make some exceptions for the inflexibility of PPT format, but try and get it as close as possible.
- Voice over's are not recommended, since they will take up a great deal of room on the site, and are not necessary for this assignment.
• Grading is on data and presentation. Do not over load your slide with words. Use pictures of the event from Google Images, or from FEMA sites. Engage the viewer, and also educate. What do you want us to learn from this presentation? Are there lessons?

• One slide should tell us what you, the researcher, responder, helper, have learned from this process. What are your takeaways?

Rubric for this assignment is found in the Resources Section of Sakai

#4 Disaster Plan & Paper
(20 points)

One of the most common statements heard after a disaster is that people were unprepared for the event. Very few individuals or organizations complete disaster plans or keep them updated. In fact, during the first few years of teaching this class, we learned that the School of Social Work did not have a disaster plan! This assignment is for your learning, but also for the health and safety of you and your family, whoever is included in that definition.

There are two parts to this assignment:

Part One: Complete a disaster plan on your family/residence in Chapel Hill, or your family residence wherever you live away from school. You can choose.

• There are a number of websites that provide templates and directions regarding disaster plans. Here are a few.

  FEMA Plan: http://www.ready.gov/make-a-plan
  Children’s health fund brochure in Resources Section—This plan wants you to buy info—don’t. However, the information is useful. You do not have to pay someone for this, it is all available for free online. http://myfamilysdisasterplan.com/home

• Complete whatever version of the plan you want. Do enter actual information. However either black out or remove such items as Social Security Numbers, etc. when you upload it for the assignment.

Part Two: A short paper (3-4 pages total) which will contain:

1) A brief summary of the vulnerabilities and protective factors connected to you, your family, your current residence.
   a. Provide a floor plan of your home/apartment. This can be drawn and scanned, completed with the computer, or can be obtained from your apartment manager or property listing.
   b. What are the most common types of disasters that might occur wherever you are focusing your plan?
What is the topography like around where you live (rivers, low points, brush--recall recent concerns about the use of pine straw around buildings & wild fires that spread as a result)?

Are there vulnerable individuals in your home, or in your close neighborhood (recall the definitions of who is vulnerable)? If you live in an apartment, do you know if your near neighbors are vulnerable in the face of a disaster? Do you know who you might need to assist? Is there anyone who would know to check on you? This is not a hypothetical exercise. You will need to speak with your neighbors to respond honestly to this.

What barriers might prevent quick response in your neighborhood/building location? How many roads access your area?

How would food, communication, the medical and emotional needs of you/family be handled?

2) A list of the specific types, amounts, and rough cost of whatever items ((nonperishable foods; flash light; collapsible ladder; water; wind up radio) you think you would need to purchase to complete recommended disaster preparations.

3) The steps you would go through to publicize your plan to important family members or significant others. Which out of area individual(s) would you choose to be the central call person(s) to relay information of your location and status if regular communications were down.

4) Where will you keep your disaster information? [could be hard copy, could be electronic]

5) A paragraph long reflection of what it was like to gather this information, put a plan together, and publicize it to significant others.

Do not let this assignment slide toward the end of the summer session, since you may have to be in touch with Building Facilities managers, locate maps, assess your neighborhood, speak to neighbors or family members and determine the cost of things you will need. All this takes time.