

STUDENT WARNING: This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.

PSYC514

Course Summary

Course : PSYC514 **Title :** Disaster Psychology

Length of Course : 8 **Faculty :**

Prerequisites : N/A **Credit Hours :** 3

Description

Course Description:

Students will explore research and historical real world examples of natural and man-made disasters to consider best practices in managing effective emergency response. Specific focus will be on understanding and mitigating post-traumatic stress, as well as military related disasters and emergencies. Students will learn about emergency response, recovery, and follow-up for victims of disaster.

Course Scope:

Students will explore research and historical real world examples of natural and human-made disasters to consider best practices in managing effective emergency response. Specific focus will be on understanding and mitigating post-traumatic stress, as well as military related disasters and emergencies. Students will learn about emergency response, recovery, and follow-up for victims of disaster.

Objectives

1. Examine the theoretical underpinnings of the psychology of disaster and how they relate to the general discipline and practice of psychology.
 2. Evaluate the expected biological, cognitive, emotional, behavioral and interpersonal responses to disaster
 3. Apply knowledge of psychologically significant aspects of various natural and man-made disasters that predispose survivors to specific types of responses and symptoms.
 4. Analyze the risk and protective factors predicting overall severity of psychological distress and disruption following a disaster.
 5. Analyze the types of mental health interventions employed following a disaster and articulate the general principles of effective preventive, short-term, and long-term psychiatric interventions.
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Outline

Week 1: Introduction to Psychology of Disaster

Learning Outcomes

- 1.. Define different types of disaster scenarios
2. Define the global impact of disaster and trauma on mental health
3. Identify the global socioeconomic and community impact of disaster/trauma

Required Readings

Required resources for your course are provided in a course eReserve. Please click here (<https://apus.libguides.com/er.php>), enter your course number in the 'Search for course eReserves' box, click Go, and then select the course when it appears below the search box. Information included in LibAnswers (<https://apus.libanswers.com/>) provides download and print options for offline reading of Library ebooks.

Assignments

Discussion Week 1 - Introduction

Week 2: Impact of disaster on mental health

Learning Outcomes

1. Identify the main symptoms of trauma and stressor-related disorders
2. Identify risk and protective factors for trauma and stressor-related disorders
3. Examine how trauma-related psychiatric disorders affect communities

Required Readings

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Assignments

Discussion Week 2: PTSD and Acute Stress Disorder

Week 3: Impact of disaster on members of the military and first responders

Learning Outcomes

1. Identify the main challenges faced by military and first responders in disasters
2. Identify how terrorism and the media can trigger trauma-related psychiatric symptoms with Veterans and other first responders
3. Examine the effects of stigma on military and first responders who develop trauma-related psychiatric symptoms
4. Identify long-lasting psychological and physical disability in these populations

Required Readings

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Assignments

Discussion: Week 3: Trauma-Related Psychiatric Disorders

Week 4: Behavioral health interventions for trauma-related disorders

Learning Outcomes

1. Critically evaluate the rationale for and implementation of cognitive-behavioral interventions for PTSD and ASD
2. Identify co-occurring psychiatric disorders that challenge diagnosis and treatment of PTSD (e.g., substance abuse)
3. Examine the primary literature and evaluate efficacy of evidence-based protocols for PTSD treatment
4. Describe pharmacological approaches to PTSD and co-occurring disorders

Required Readings

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Assignments

Trauma-Related Psychiatric Disorders Presentation Assignment

Week 5: Terrorism

Learning Outcomes

1. Examine a terrorist event in detail, and identify the biopsychosocial response to this event
2. Examine the role of political and media sources in the community response to terrorism
3. Define community responses to terrorist events

Required Readings

Required resources for your course are provided in a course eReserve. Please click here (<https://apus.libguides.com/er.php>), enter your course number in the 'Search for course eReserves' box, click Go, and then select the course when it appears below the search box. Information included in LibAnswers (<https://apus.libanswers.com/>) provides download and print options for offline reading of Library ebooks.

Assignments

Discussion Week 5: Terrorism

Week 6: Age-related differences in psychological response to disaster

Learning Outcomes

1. Identify risk factors related to children and adolescents who experience disasters
2. Define age-related differences in cognitive processing of disaster and coping
3. Define age-related differences in psychological needs following disaster
4. Describe interventions for trauma-related psychiatric symptoms in children and

adolescents

Required Readings

Required resources for your course are provided in a course eReserve. Please click here (<https://apus.libguides.com/er.php>), enter your course number in the 'Search for course eReserves' box, click Go, and then select the course when it appears below the search box. Information included in LibAnswers (<https://apus.libanswers.com/>) provides download and print options for offline reading of Library ebooks.

Assignments

Discussion Week 6: Age-related Differences in Psychological Response to Disaster

Week 7: Other special populations and disaster

Learning Outcomes

1. Examine the impact of disaster and trauma-related disorders on special populations (e.g., women, low SES/homeless, racial/ethnic minorities)
2. Describe disaster preparedness and challenges with regard to these populations
3. Identify approaches to cultural competence and interventions for trauma

Required Readings

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Assignments

Discussion Week 7: Other Special Populations and Disaster

Week 8: Current research in disaster psychology: future directions and unanswered questions

Learning Outcomes

Demonstrate knowledge of concepts learned thus far in the course and examine future directions based on current research in the field

Required Readings

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Assignments

Week 8 Case Study Presentation Assignment

Evaluation

Discussions: One Discussion each week for Weeks 1, 2, 3, 5, 6, 7. Weighted at 60% of the course grade – 10% per discussion forum

Week 4 Assignment: Trauma-related Psychiatric Disorders Presentation Assignment

Week 8 Assignment: Case Study Presentation Assignment

Grades: Final grades will be based on the following:

Assignment	Total Points Possible	Percentage of Total Course Points
Discussion forums x 6	600	60%
Week 4 Assignment	200	20%
Week 8 Assignment	200	20%
TOTAL	1000	100%

Grading:

Name	Grade %
Discussions	32.00 %
Week 1: Introduction	6.40 %
Week 2: Acute Stress Disorder and PTSD	6.40 %
Week 4: Treatment for PTSD ASD	6.40 %
Week 6: Age-related Differences in Response to Trauma	6.40 %
Week 8: Final Thoughts and Future Directions	6.40 %
Week 3 assignment	21.00 %
Week 3 Assignment: Paper: Trauma-related Psychiatric Disorders	21.00 %
Week 5 assignment	21.00 %
Week 5 Assignment: Case Study Assignment	21.00 %
Week 7 final exam	26.00 %
Week 7 Final Exam	26.00 %

Materials

Book Title: Trauma Psychology: Issues in Violence, Disaster, Health and Illness (Ebook available through the APUS Online Library)

Author: Carll, E.

Publication Info: Greenwood Publishing Group Lib

ISBN: 9780275985257

Book Title: Various resources from the APUS Library & the Open Web are used. Please visit <http://apus.libguides.com/er.php> to locate the course eReserve.

Author:

Publication Info:

ISBN: ERESERVE NOTE

Carll, E.K. (Ed.). (2007). Trauma Psychology (Two Volumes): Issues in Violence, Disaster, Health, and Illness. Westport, CT: Praeger Publishers.

This book is located in the APUS Online Library. <http://apus.libguides.com/er.php>

Course Guidelines

Citation and Reference Style

- Students will follow APA format as the sole citation and reference style used in written assignments submitted as part of coursework in the Psychology Department.
- Please note that no formal citation style is graded on forum assignments in the School of Arts & Humanities—only attribution of sources (please see details regarding forum communication below).

Tutoring

Tutor.com offers online homework help and learning resources by connecting students to certified tutors for one-on-one help. AMU and APU students are eligible for 10 free hours of tutoring provided by APUS. Tutors are available 24/7 unless otherwise noted. Tutor.com also has a SkillCenter Resource Library offering educational resources, worksheets, videos, websites and career help. Accessing these resources does not count against tutoring hours and is also available 24/7. Please visit the APUS Library and search for 'Tutor' to create an account.

School of Arts & Humanities Late Policy

Students are expected to submit classroom assignments by the posted due date and to complete the course according to the published class schedule. As adults, students, and working professionals, we understand you must manage competing demands on your time. Should you need additional time to complete an assignment, please contact your instructor before the due date so you can discuss the situation and determine an acceptable resolution.

Work posted or submitted after the assignment due date will be reduced by 10% of the potential total score possible for each day late up to a total of five days, including forum posts/replies, quizzes/tests, and

assignments. Beginning on the sixth day late through the end of the course, late work, including forum posts/replies, quizzes/tests, and assignments, will be accepted with a grade reduction of 50% of the potential total score earned.

Turn It In

Assignments are automatically submitted to Turnitin.com within the course. Turnitin.com will analyze an assignment submission and report a similarity score. Your assignment submission is automatically processed through the assignments area of the course when you submit your work.

Academic Dishonesty

Academic Dishonesty incorporates more than plagiarism, which is using the work of others without citation. Academic dishonesty includes any use of content purchased or retrieved from web services such as CourseHero.com or Scribd. Additionally, allowing your work to be placed on such web services is academic dishonesty, as it is enabling the dishonesty of others. The copy and pasting of content from any web page, without citation as a direct quote, is academic dishonesty. When in doubt, do not copy/paste, and always cite.

Submission Guidelines

Some assignments may have very specific requirements for formatting (such as font, margins, etc.) and submission file type (such as .docx, .pdf, etc.). See the assignment instructions for details. In general, standard file types such as those associated with Microsoft Office are preferred, unless otherwise specified.

It is the student's responsibility to ensure the all submitted work can be accessed and opened by the instructor.

Disclaimer Statement

Course content may vary from the outline to meet the needs of a particular group or class.

Communicating on the Forum

- Forums are the heart of the interaction in this course. The more engaged and lively the exchanges, the more interesting and fun the course will be. Only substantive comments will receive credit. Although there is a final posting day/time after which the instructor will grade and provide feedback, you are strongly discouraged from waiting until the due date to contribute your comments/questions on the forum. The purpose of the forums is to actively participate in an on-going discussion about the assigned content.
- "Substantive" means comments that contribute something new and important to the discussion. Thus a message that simply says "I agree", even if wordy and thus, meets the length requirement, is not substantive. A substantive comment contributes a new idea or perspective, a good follow-up question to a point made, offers a response to a question, provides an example or illustration of a key point, points out an inconsistency in an argument, etc.
- As a class, if we run into conflicting view points, we must respect each other as colleagues. Hateful, aggressive, or hurtful comments towards other individuals, students, groups, peoples, and/or societies will not be tolerated.
- Students must post a response to the weekly forums prompt and post the required number of replies to other students – refer to the grading rubric and/or forum instructions for specific expectations on number of replies and word count requirements.

Quizzes and Exams

Quizzes and exams may consist of true/false, multiple choice, and short essay questions. Each quiz/exam is accessible only once. Once a quiz/exam is accessed, you will not be able to access it again if you disconnect. Therefore, allocate time to complete your assessments.

University Policies

[Student Handbook](#)

- [Drop/Withdrawal policy](#)
- [Extension Requests](#)
- [Academic Probation](#)
- [Appeals](#)
- [Disability Accommodations](#)

The mission of American Public University System is to provide high quality higher education with emphasis on educating the nation's military and public service communities by offering respected, relevant, accessible, affordable, and student-focused online programs that prepare students for service and leadership in a diverse, global society.