

**Note:**

**Course content may be changed, term to term, without notice. The information below is provided as a guide for course selection and is not binding in any form, and should not be used to purchase course materials.**

## ***COURSE SYLLABUS***

### **TRMA 820 Disaster Mental Health & Community Response**

#### **COURSE DESCRIPTION**

This course examines the nature and effects of natural disasters on individuals and groups in affected communities. In addition, preparation for potential events on both a personal and community level is discussed. Large scale disasters addressed include tornados, hurricanes, wildfires, blizzards, earthquakes, floods, volcanic eruptions, tsunamis, avalanches and landslides, sinkholes, and droughts, as well as pandemics and large scale civil unrest. Related topics may be added as needed. In addition to preparation and counseling responses, interaction with national, religious, and governmental relief agencies will be examined.

#### **RATIONALE**

As history shows repeatedly, large scale disasters occur with regularity, with lives affected and even lost due to the absence of effective post-incident mental health assistance. Informed intervention is increasingly mandated in the counseling field, as dependence on assistance outside of the community increases.

#### **I. PREREQUISITES**

For information regarding prerequisites for this course, please refer to the [Academic Course Catalog](#).

#### **II. REQUIRED RESOURCE PURCHASE(S)**

Click on the following link to view the required resource(s) for the term in which you are registered: <http://bookstore.mbsdirect.net/liberty.htm>

#### **III. RECOMMENDED RESOURCE(S) - OPTIONAL**

Franklin, C. (2011). *The church leader's counseling resource book: A guide to mental health and social problems*. Oxford UK: Oxford University Press.  
ISBN: 9780195371635.

Friedman, M. J., Keane, T. M., & Resick, P.S. (2014). *Handbook of PTSD: Science and practice* (2<sup>nd</sup> Edition). New York: Guilford.

Raja, S. (2012). *Overcoming trauma and PTSD: A workbook integrating skills from ACT, DBT, and CBT*. Oakland, CA: New Harbinger Publications.

Reyes, G., Elhai, J. D. & Ford, J. D. (2008). *The encyclopedia of psychological trauma*. New York: Wiley. ISBN: 0470110066.

Rose, J., Spitz, H. I., Schein, L., Burlingame, G., & Muskin, P. R. (2006). *Psychological effects of catastrophic disasters: Group approaches to treatment*. New York, NY: Haworth Press. ISBN-13: 978-0789018410

#### **IV. ADDITIONAL MATERIALS FOR LEARNING**

- A. Computer with basic audio/video output equipment
- B. Internet access (broadband recommended)
- C. Microsoft Office

## V. MEASURABLE LEARNING OUTCOMES

Upon successful completion of this course, the student will be able to:

- A. Integrate key situational factors into professional responses to disaster-related trauma.
- B. Compare and contrast individual and community susceptibility and responses to disaster-related trauma.
- C. Understand and incorporate preventative measures and post event intervention for PTSD preceding and following large-scale disasters.
- D. Distinguish how client characteristics, cultural backgrounds, and client preferences lead to adjustments in individualized and general community intervention.
- E. Integrate faith-based worldview principles into intervention of disaster-related trauma.

## VI. COURSE REQUIREMENTS AND ASSIGNMENTS

- A. Textbook readings and all Blackboard-posted presentations and materials.

- B. Course Requirements Checklist

After reading the Course Syllabus and [Student Expectations](#), the student will complete the related checklist found in Module/Week 1.

- C. **Class Introduction**

In Week 1, you will create a brief personal biography introducing yourself to the class. This brief biography can be a video or written post. It may include some of the following (this is not an exhaustive list, be creative!): Your current job, cultural/family background, hobbies, and a recent picture. Share only what you are comfortable with and feel free to add any other details that you wish.

- D. **Discussion Board Forums (2)**

The goal of this class' discussion board forums is to engage in an enjoyable, meaningful conversation simulating a classroom environment. Therefore, we will be using all the technical means available to us to make this both a fun and academically thought-provoking experience. You will create an original thread in response to the provided prompt for each forum. The post may be a video, narrated PowerPoint, or other related communication software product that you like and would be effective in conveying your ideas. It also may be a written post of 300-400 words. Either format must demonstrate course-related knowledge.

In addition to the original post, you will have a conversation with at least 2 of your peers. You will reply to all classmates who ask questions about your original post and reply to 2 or more other classmates' threads. The replies may be in similar formats described for the original post (video, narrated PowerPoint, etc.) or can be written replies of 50 or more words. The word count is not as important as the quality of your content to move the conversation forward in exploring the forum's topic. Discussion boards will be held in weeks 3 & 7. See the discussion board forum assignment information document on Blackboard for further information. (Meets learning outcomes B, C, and D)

- E. **Reflection Journal**

Each week after you read your texts and review your online materials, you will write a journal entry that includes the following: (a) Describe what you believe are the key ideas

from this week’s readings (2-3 paragraphs), (b) How do these ideas impact you as you consider working with trauma clients (1-2 paragraphs), and (c) What Christian worldview integration thoughts come to mind from this material (1 paragraph)? The reflection journal is due Sunday night of each week. Except for week eight, this assignment is due Friday night. (Meets learning outcomes A, D, & E)

**F. PowerPoint presentation**

Select one of the topics from any of the textbooks and prepare a scholarly presentation in PowerPoint. If appropriate to the topic, include an overview with definitions, incidence rates, types (of perpetrators/victims as relevant), harm or danger involved, possible spiritual factors, and symptoms, diagnosis and treatment options. Reference should be made in the presentation to at least 15 scholarly sources, in addition to any material taken from the textbooks, the Bible or popular sources. There should be a **minimum of 50** slides, and these should be **visually appealing**, and include illustrations in the form of clip art, pictures, film clips, etc. **on each slide**. Cite all sources, including websites, in APA format **on the slides, as well as compiled on the last few slides. 200 points total/20% of final grade.** The PowerPoint presentation is due at the end of week seven. (Meets learning outcomes A-D)

**VII. COURSE GRADING AND POLICIES**

**A. Points**

Course Requirements Checklist	10
Discussion Board Forums (2 @ 150 pts each)	300
Reflection Journal (8 @ 50 pts each)	400
PowerPoint Presentation	300
<b>Total</b>	<b>1010</b>

**B. Scale**

940–1010	A
920–939	A-
900–919	B+
860–899	B
840–859	B-
820–839	C+
780–819	C
760–779	C-
740–759	D+
700–739	D
680–699	D-
0–679	F

**VIII. COURSE POLICIES**

**A. Academic Misconduct**

Academic misconduct is strictly prohibited. See The Graduate Catalog for specific definitions, penalties, and processes concerning Honor Code and FN Policies for reporting.

**B. Drop/Add Policies**

The student is obliged to follow the drop/add policies identified in the graduate catalog.

**C. Student Conduct Policy**

The student is expected to conduct himself/herself in a godly and civil manner when addressing the instructor or other students. While good healthy discussion will be expected and encouraged, at no time will personal attacks be tolerated.

**D. Communications**

Students are expected to communicate in a professional manner at all times with classmates, faculty, or LU employees. Because writing is a limited form of communication, it is more easily misinterpreted than face-to-face. Therefore, written communications should be courteous and well thought out to avoid offense. If any offense is perceived, the offender should be alerted first and privately. Reconciliation is the goal, but if it does not happen, the offended may then involve the instructor. Personal messages are not appropriate for posting in Blackboard. The student's Liberty email account will be used for all email communications. Announcements from the instructor or University may be posted in Blackboard.

**E. Dual Relationships**

The faculty is responsible to interact with counseling students in a supervisory capacity/role. As such, faculty may provide students professional principles, guidance, and recommendations as it relates to the context of the student-client setting. The faculty is responsible to avoid dual relationships with students such as entering a student-counselor or student-pastor relationship. Thus, the faculty does not provide personal counseling addressing student personal problems. If a faculty member perceives that a student is in need of personal or professional counseling then that faculty member will recommend that the student pursue either pastoral or professional assistance from a counselor in their community.

**F. Limits of Confidentiality**

In the event of a student's disclosure, either verbally, or in writing, of either threat of serious or foreseeable harm to self or others, abuse or neglect of a minor, elderly or disabled person, or current involvement in criminal activity, the faculty, staff, administrator or supervisor, will take immediate action. This action may include, but is not limited to, immediate notification of appropriate state law enforcement or social services personnel, emergency contacts, and notification of the appropriate program chair or distance learning dean. The incident and action taken will become part of the student's permanent record.

**G. Disability Assistance**

Residential students with a documented disability may contact the Office of Disability Academic Support (ODAS) in Green Hall 2668 to make arrangements for academic accommodations. For all disability testing accommodation requests (i.e. quieter environment, extended time, oral testing, etc.) the Testing Center (Green Hall 2700) is the officially designated place for all tests administered outside of the regular classroom.

Online students with a documented disability may contact Liberty University Online's Office of Disability Academic Support (ODAS) at [LUOODAS@liberty.edu](mailto:LUOODAS@liberty.edu) to make arrangements for academic accommodations. Further information can be found at [www.liberty.edu/disabilitysupport](http://www.liberty.edu/disabilitysupport).

## ***COURSE SCHEDULE***

### **TRMA 820**

Textbooks: Aten & Boan, *Disaster ministry handbook* (2016).  
 Jacobs, *Community-Based Psychological First Aid* (2016).  
 Kolski et al., *The crisis counseling and traumatic events treatment planner* (2014)  
 Skaine, *Abuse: An encyclopedia of causes, consequences and treatments* (2015).  
 Stebnicki, *Disaster Mental Health Counseling* (2016).

<b>MODULE/ WEEK</b>	<b>READING &amp; STUDY</b>	<b>ASSIGNMENTS</b>	<b>POINTS</b>
<b>1</b>	Stebnicki chs: 1-5 Jacobs chs: 1-3 Skaine: Posttraumatic Stress Disorder Kolski et al: Critical Incidents with ESPs 3 presentations	Course Requirements Checklist Class Introductions Reflection Journal 1	10 0 50
<b>2</b>	Stebnicki chs: 10-11, 15-17 Jacobs chs: 4-6 Skaine: Workplace Violence & Gun Violence Kolski et al: Workplace Violence 3 presentations	Reflection Journal 2	50
<b>3</b>	Stebnicki ch: 13 Jacobs chs: 7-9 Skaine: Suicide Kolski et al: Suicide (Adult/Child) 2 presentations	Reflection Journal 3 DB Forum 1	50 150
<b>4</b>	Stebnicki chs: 6-8, 14 Jacobs chs: 14-17 Skaine: Domestic Abuse, Child Abuse, & Elder Abuse Kolski et al: Domestic Violence 1 presentation	Reflection Journal 4	50
<b>5</b>	Stebnicki ch: 9 Aten & Boan chs: 1-5 Skaine: International Cultic Studies Association Kolski et al: Disaster 1 presentation	Reflection Journal 5	50

<b>6</b>	Stebnicki ch: 18 Aten & Boan chs: 6-10 Kolski et al: PTSD 1 presentation	Reflection Journal 6 DB Forum 2	50 150
<b>7</b>	Aten & Boan parts: 4-5 Kolski et al: School Trauma 1 presentation	Reflection Journal 7 PowerPoint Presentation	50 300
<b>8</b>	Stebnicki chs: 19-20 Jacobs chs: 10-13 2 presentations	Reflection Journal 8	50
<b>TOTAL</b>			<b>1010</b>

DB = Discussion Board

**NOTE:** Each course module/week begins on Monday morning at 12:00 a.m. (ET) and ends on Sunday night at 11:59 p.m. (ET). The final module/week ends at 11:59 p.m. (ET) on **Friday**.