INSTRUCTOR: Dr. Jungeun “JAY” Lee

EMAIL ADDRESS: jungeun.lee@angelo.edu

Office hour:

- Students can reach me anytime via e-mails. I check my email throughout the day frequently and respond pretty quickly if you email me before 5 pm.
- Generally, you can expect my responses within 24 hours of contact (except weekends/holidays). Therefore, I strongly recommend you to email me again to remind me if there is no reply after 24 hours. It is possible that your emails got lost in the fast stream of emails.
- All emails should include your full name and the course number/title.
- Communications using phone calls, Collaborate Online (Blackboard video session), and Skype video calls can be arranged when requested by students anytime. My Skype account is by my email address: jlee34@angelo.edu. If you are already using Skype, you can add me to your contact.

REQUIRED TEXTBOOKS:


COURSE DESCRIPTION

This Course explores special topics and issues involved in counseling for the extreme situations of disasters, both human-made and natural. They can be a traumatic experience associated intense fear, helplessness, and hopelessness as people deal with destruction as
well as loss of loved ones and irreplaceable belongings. Such events often overwhelm one’s normal coping capacity. Therefore, disaster counseling is expected to address multifaceted issues including emotional, cognitive, behavioral, physiological, and sometimes even religious/spiritual beliefs, in a non-traditional setting such as shelters. This course aims to educate and train future mental health professionals to understand the psychosocial aspects of individual and group adaptation and adjustment to mass traumatic experience and to provide maximally effective mental health interventions for trauma survivors and their communities.

**STUDENT LEARNING OUTCOMES**

In this class you will:

1. Understand what a disaster is and the role and function of the major disaster organizations and agencies
2. Understand the historical underpinnings of cultural bias, stereotyping, racism and privilege and the cultural conditions influencing psychological and educational assessment.
3. Understand factors important in providing services in a multicultural society.
4. Develop competencies in evaluating counseling theories and techniques for use with diverse client populations.
5. Develop competency in remedial and preventive guidance services helpful for special needs populations.
6. Understand the cultural differences that impact client service delivery needs.
7. Understand the counseling needs of exceptional-education students.
8. Be able to consult with parents and teachers regarding the needs of special education.
9. Develop awareness and knowledge of legislation affecting special needs students and client populations.
10. Understand family development, structure, and function of special needs populations and the impact on individual development and emotional adjustment.

**Prerequisite Skills & Technology Support**

1. **ASU email address:** No other email address is acceptable. Thus, students are responsible to check their emails on a daily basis and keep their inbox available since it is the main channel for communication in this online course. Important announcements and reminders are sent via emails.

2. **Access to Blackboard:** This class is taught entirely online using Blackboard Learning Management System software. Thus, students must know how to use Blackboard. You can access the course website using the following link: [http://blackboard.angelo.edu](http://blackboard.angelo.edu). If you need support for Blackboard, you can contact the IT Helpdesk at (325) 942-2911

3. Students should spend a minimum of 7-9 hours per week on course material,
reading assigned chapters from your text and PowerPoints from the Blackboard, researching, and preparing assignments.

4. All PowerPoint materials for each chapter are available on the Blackboard. Click the “Course Content” in the main menu box on the left side. These PPTs summarize important concepts and key points of each chapter.

**COURSE EVALUATION**

**STUDENT EVALUATION:** The semester will be divided into two sections, research methods and statistical analyses. Unfortunately, this course tends to unwittingly terrorize some students. I will do my best to see that this does not happen. If you feel lost at times, you are perfectly normal – many students of statistics feel lost at some point, yet when test time arrives they surprise themselves at their level of understanding.

<table>
<thead>
<tr>
<th>ASSIGNMENTS</th>
<th>POINTS</th>
<th>ASSIGNMENT SPECIFICS</th>
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</thead>
<tbody>
<tr>
<td>8 peer discussions (10 points each)</td>
<td>80</td>
<td>Discussion Board</td>
</tr>
<tr>
<td>3 Case studies (15 points each)</td>
<td>45</td>
<td>Discussion Board</td>
</tr>
<tr>
<td>Bibliography</td>
<td>30</td>
<td>Summary of 5 recent articles in APA style</td>
</tr>
<tr>
<td>Personal reflection and growth paper</td>
<td>45</td>
<td>An essay about your own experiences of any kind of disaster (by definition provided in ch. 1) Focus on the meanings you found in disaster, how you coped with or not yet, and your insights on how you as a counselor in training want to approach clients in disaster.</td>
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<td><strong>Total</strong></td>
<td><strong>200</strong></td>
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**Peer Discussion:**
- This activity is designed to encourage students’ reflection and critical thinking process as a group as they interact to learn from each other. Students will read a case vignette provided each week (in Learning Modules tap) and write a brief answer to the discussion question in the Discussion board.
- **Due date:** Generally, it is due on **Sundays 11 PM**. Specific dates and times for each case study are listed in the Tentative Course Outline, which is located on the last page of this syllabus.
- **Evaluation:** To receive full credit of **10 points**, students are expected to make at least 2 postings for each. That is, you need to post 1 your own answer to the discussion question posted and another 1 posting or more as responses to other students (peer responses). The response posting should be pointing out the differences between your own postings and your peer’s in order to diversify your point of views, not criticize other person’s perceptions. Less than 2 postings or simple response postings like, “I agree with you” or “Well said”, etc. will result in partial points.
Case Study:
- There will be 4 case studies which require students’ own thoughts and honest opinions on the cases related to each week’s topic. Students will read a case vignette provided each week and write a brief (1~3 paragraphs) answer to each question.
- Due date: Generally, it is due on Sundays 11 PM. Specific dates and times for each case study are listed in the Tentative Course Outline, which is located on the last page of this syllabus.
- Evaluation: this assignment will be graded both on correctness as well as effort or thought put into the answer.

Bibliography:
- Students will search the library data bases to find 5 recent articles (published in 2008 or after) related to disaster mental health counseling to create your own list of bibliography. Articles should be from the peer reviewed journals that are related to counseling/psychotherapy. A summary of each article should be based on the instructor’s guideline below. This assignment should be in a APA style.
- Guidelines: Each summary should be in a format shown below.
  1) Title:
  2) Authors:
  3) Name of journal and publishing year:
  4) Purpose of research statement:
  5) Research questions & hypothesis (if available):
  6) Detailed data collection method:
  7) Sample and sampling method:
  8) Data analysis methods:
  9) Findings:
  10) Implication for counseling:
- Length: no more than 3 pages in total (about a half page for each article summary), title page is NOT necessary.
- Due dates: 3/11 (Sun) 11 pm
- Submission: Go to “Submit Assignments” on the left side menu tabs.
- Evaluation: (30)
  o Compliance to guidelines (15)
  o Selections of articles (10)
  o format (5)

Personal reflection and growth paper:
- Students are expected to write an essay about your own experiences of any kind of disaster (by definition provided in ch. 1) with a focus on the meanings you found in disaster, Your resiliency and personal growth experiences, and your insights on how you as a counselor in training want to approach clients in disaster (professional growth). It should be an formal essay writing, yet does not require an APA style.
- Length should be between 4~5 pages except the cover page in double-spaced format with one-inch margins.
• Use subtitles to organise your essay.
• It it completely up to you how much you want to share in this paper. Please note that this paper does not ask you to describe your story of disaster in detail. Rather, the purpose of this paper is to revisit your experiences of finding meanings, resiliency, personal and professional growth as a future counselor.
• Due dates: 5/6 (Sun) 11 pm
• Submission: Go to “Submit Assignments” on the left side menu tabs.
• Evaluation: (45)
  o Meeting the purpose of the paper
    1) Meanings in disaster (10)
    2) Resiliency and personal growth (10)
    3) Professional growth (10)
  o Writing skill & Organization (15)

GRADING
Please note that points do not round up in this grading scale. If your total score is 179, your final grade will be a B. So make sure that you don’t end up being right below the cut-off line.

<table>
<thead>
<tr>
<th>GRADING SCALE</th>
<th>%</th>
<th>POINT RANGE</th>
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<tbody>
<tr>
<td>A</td>
<td>90 – 100%</td>
<td>180 – 200 points</td>
</tr>
<tr>
<td>B</td>
<td>80 – 90%</td>
<td>160 – 179 points</td>
</tr>
<tr>
<td>C</td>
<td>70 – 80%</td>
<td>140 – 159 points</td>
</tr>
<tr>
<td>F</td>
<td>&lt;70%</td>
<td>&lt; 139 points</td>
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You are encouraged to work/communicate with each other. Bear in mind, however, the final product you submit must be uniquely your own lest you commit plagiarism (see below).

GENERAL CLASS POLICIES
Online courses provide students with a flexible and convenient way to learn. In order to succeed in this and other online classes, you will need to be self-motivated, dedicated, determined, and have a serious commitment to learning and working on your own. Time management is imperative to success in completing coursework. You will need to be very organized and take responsibility for your own learning.

Attendance: To be successful in an online learning course, it is important you access the Blackboard course website frequently, at least every other day for announcements and assignments.

Late Assignments:
1) Late assignments will only be accepted after direct contact with me via email and provision of acceptable explanation of delinquent behavior. Failing to do so will result in late work not being accepted.
2) In any case, late assignment will earn only half the points of what it could have earned if submitted on time.

3) An exception to this policy would be legitimate and unforeseeable reasons such as illness, family emergency, job emergency, or university event. You will be asked to provide a valid document as an evidence of such incident (e.g., a copy of a release form from the hospital, letter from your supervisor at work, etc.).

**Make-up Exams:**

1) You can request for the rearrangement of test date in advance If they make conflicts with your life events scheduled before the beginning of the semester (e.g. wedding, surgery, etc.).

2) If you miss a test for legitimate and unforeseeable reasons, you need to submit a brief statement of the reasons via email no later than 1 week after the test date to save your chance to take the test. Failing to do so will result in a zero score on your test. See the Late Assignment policy 3) for the details for legitimate and unforeseeable reasons.

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**UNIVERSITY POLICIES**

**STUDENT ABSENCE FOR OBSERVANCE OF RELIGIOUS HOLY DAYS**

“A student who intends to observe a religious holy day should make that intention known in writing to the instructor prior to the absence.”

**ACADEMIC HONESTY**

Academic honesty is expected on all work. Students are expected to maintain complete honesty and integrity in their online experiences. Any student found guilty of any form of dishonesty in academic work is subject of disciplinary action and possible expulsion from ASU. The Department of Psychology, Sociology, and Social Work adheres to the academic honesty statement as set forth in the Angelo State University Student Handbook (2011-2012) [http://www.angelo.edu/content/files/17358-university-honor-code](http://www.angelo.edu/content/files/17358-university-honor-code). The University "faculty expects all students to engage in all academic pursuits in a manner that is above reproach and to maintain complete honesty and integrity in the academic experience both in and out of the classroom setting and may initiate disciplinary proceedings against a student accused of any form of academic dishonesty, including but not limited to, cheating on an examination or other academic work, plagiarism, collusion, and the abuse of resource materials."

**PLAGIARISM**

Plagiarism at ASU is a serious topic. The Angelo State University’s Honor Code gives specific details on plagiarism and what it encompasses. Plagiarism is the action or practice of taking someone else’s work, idea, etc., and passing it off as one’s own. Plagiarism is literary theft.

In your discussions and/or your papers, it is unacceptable to copy word for word without quotation marks and the source of the quotation. We use the *APA Style Manual of the American Psychological Association* as a guide for all writing assignments. Quotes should be used sparingly. It is expected that you will summarize or paraphrase ideas giving appropriate credit to the source both in the body of your paper and the reference list. Papers are subject to be evaluated for originality via Bb Turnitin. Resources to help you
understand this policy better are available at the ASU Writing Center

STUDENTS WITH DISABILITIES
1. “Angelo State University is committed to the principle that no qualified individual with a
disability shall, on the basis of disability, be excluded from participation in or be denied the
benefits of the services, programs, or activities of the university, or be subjected to
discrimination by the university, as provided by the Americans with Disabilities Act of
1990 (ADA), the Americans with Disabilities Act Amendments Act of 2008 (ADAAA), and
subsequent legislation.”

2. The Office of Student Affairs is the designated campus department charged with the
responsibility of reviewing and authorizing requests for reasonable accommodations based
on a disability, and it is the student’s responsibility to initiate such a request by contacting
the Office of Student Affairs, University Center, Room 112 at (325) 942-2047 or (325) 942-
2211 (TDD/FAX) or by e-mail at studentservices@angelo.edu to begin the process. The
Office of Student Affairs will establish the particular documentation requirements
necessary for the various types of disabilities.

Reasonable accommodations will be made for students determined to be disabled or who
have documented disabilities.
# TENTATIVE COURSE OUTLINE

This course outline is subject to change at the discretion of the instructor.

<table>
<thead>
<tr>
<th>Module</th>
<th>Week</th>
<th>Main Topics</th>
<th>Quiz/Analysis Assignment</th>
<th>Points /200</th>
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<tbody>
<tr>
<td>1/16</td>
<td></td>
<td>Introduction to the Course</td>
<td>Self Introductions</td>
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<tr>
<td>1</td>
<td>1/22</td>
<td>Ch. 1 Defining the role and function of disaster response</td>
<td>peer discussion 1: 1/28 (Sun) 11pm</td>
<td>10</td>
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<tr>
<td></td>
<td></td>
<td>Ch. 2 What is disaster mental health counseling?</td>
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<td>2</td>
<td>1/29</td>
<td>Ch. 3 The search for meaning in trauma and disaster</td>
<td>peer discussion 2: 2/4 (Sun) 11pm</td>
<td>10</td>
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<tr>
<td>3</td>
<td>2/5</td>
<td>Ch. 4 The neuroscience of stress and trauma</td>
<td>peer discussion 3: 2/11(Sun) 11pm</td>
<td>10</td>
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<tr>
<td>4</td>
<td>2/12</td>
<td>Ch. 5 Empathy first aid and disaster mental health counseling</td>
<td>peer discussion 4: 2/18 (Sun) 11pm</td>
<td>10</td>
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<td>5</td>
<td>2/19</td>
<td>Ch. 6 Cultural empathy and disaster mental health counseling</td>
<td>peer discussion 5: 2/25 (Sun) 11pm</td>
<td>10</td>
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<tr>
<td>6</td>
<td>2/26</td>
<td>Ch. 7 Multicultural perspectives in disaster mental health counseling</td>
<td>peer discussion 6: 3/4 (Sun) 11pm</td>
<td>10</td>
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<tr>
<td>7</td>
<td>3/5</td>
<td>Ch. 8 Integrating culture into disaster mental health counseling: Foundations of mind, body, and spirit</td>
<td>Bibliography: 3/11 (Sun) 11pm</td>
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<tr>
<td>3/12</td>
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<td>Spring Break</td>
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<td>8</td>
<td>3/19</td>
<td>Ch. 11 Psychosocial adjustment issues in disaster mental health counseling</td>
<td>peer discussion 7: 3/25 (Sun) 11pm</td>
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<td>9</td>
<td>3/26</td>
<td>Ch. 13 Interventions in disaster mental health counseling</td>
<td>peer discussion 8: 4/1 (Sun) 11pm</td>
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<td>10</td>
<td>4/2</td>
<td>Ch. 16 The trauma of terrorism and disaster mental health counseling</td>
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<td>11</td>
<td>4/9</td>
<td>Ch. 17 The psychosocial impact of environmental and natural disasters</td>
<td>Case Study 1: 4/15 (Sun) 11pm</td>
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<tr>
<td>12</td>
<td>4/16</td>
<td>Ch. 18 Trauma and resiliency in disaster mental health counseling</td>
<td>Case Study 2: 4/22 (Sun) 11pm</td>
<td>15</td>
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<tr>
<td>13</td>
<td>4/23</td>
<td>Ch. 19 From empathy fatigue to empathy resiliency</td>
<td>Case Study 3: 4/29 (Sun) 11pm</td>
<td>15</td>
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<tr>
<td>14</td>
<td>4/30</td>
<td>Ch. 20 The personal growth program to heal trauma</td>
<td>Personal reflection and growth paper: 5/6 (Sun) 11 PM</td>
<td>45</td>
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<tr>
<td>15</td>
<td>5/7</td>
<td>Review and Reflection</td>
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