

**THE FLORIDA STATE UNIVERSITY
COLLEGE OF SOCIAL WORK**

**Social Work in Disaster Relief & Recovery
(SOW 5938)
(3 credit hours)**

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Semester: Spring 2010
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Class Day & Time: Online**

Course Description

This course is intended to facilitate the development of culturally competent social work professionals who can work in major and minor natural disaster relief efforts with diverse and vulnerable populations. This is a specialized course and will serve as one requirement for completion of the Social Work in Disaster Recovery Certificate Program provided by the FSU College of Social Work. The purpose of this course is to enhance students' understanding of human diversity and to prepare students to work effectively with diverse and vulnerable populations in disasters such as hurricanes, tornados, earthquakes, floods, and other environmental crisis scenarios. Specific emphasis will be placed on work with different ethnic, cultural and racial groups; the elderly; immigrant populations; and people with disabilities regardless of age, sex, race, religion, gender, or socioeconomic status. Special attention will be placed on the identification and assessment of community preparation and advocacy for resource procurement in the event of a natural disaster. Evidence based practice content will be provided to help students develop a critical perspective and framework on the meaning and function of culturally competence knowledge and skills acquisition. This will include the development of micro, mezzo, and macro levels of knowledge and skills within a generalist framework of social work values and ethics. This framework will enhance the students' understanding of human diversity and its impact on the beliefs, attitudes, and behaviors found among volunteer relief workers and professional practitioners and their interactions with diverse communities and populations in the helping process. This course is also designed to train students with particular practice skill sets, through an emphasis on enhancing successful outcomes and reducing stressors that leads to burnout and long-term posttraumatic stress complications.

Course Objectives

<u>Objective</u>	<u>Measure</u>
Upon completion of the course, students will: apply critical thinking skills within the context of professional social work practice and be able to understand the effects that cultural and personal biases have on practice. [FPO 3.0.1]	Assigned readings and online classroom discussion, course term paper, online case management program
gain knowledge of who to practice with respect for race, ethnicity, disability, gender, sexual orientation, status, and national origin [FPO 3.0.3].	Literature review, study questions, online classroom discussions and term paper
develop assessment skills and communication strategies that enhance practice efficacy with diverse populations and in the cultural contexts of communities they service [FPO 3.10.].	Review and assessment of case scenarios via online case manage program, term paper, final examination, and online classroom discussions
understand how institutional and social processes affect service outcomes within the context of diverse community settings and in the helping process	Review and assessment of case scenarios via online case manage program, term paper, final examination, and online classroom discussions
have knowledge of the impact that social, political, and economic factors have on response and recovery during disaster relief [FPO 3.0.8].	Literature review, study questions, online classroom discussions and term paper
develop strategies for advocacy and social change that advance social and economic justice in resource procurement during disaster recovery [FPO 3.0.4].	Review and assessment of case scenarios via online case manage program, term paper, final examination, and online classroom discussions
understand the relationship between long-term case management and stressors encountered throughout the process.	Literature review, study questions, online classroom discussions and testing.
identify signs and symptoms of PTSD and appropriate methods of intervention.	Literature review, online case manage program, testing

SCHOOL OF SOCIAL WORK ELECTRONIC POLICY

It is the policy of the College of Social Work that technology applied to or used for a course and/or official College business cannot be used for any other purposes than those that directly relate to the curriculum and/or official School business. Technology includes but is not limited to electronic mail services (including electronic mailing lists), the Internet, software, and course web site shell programs. Furthermore, this policy applies to the use of all computer equipment owned by the College of Social Work.

Activities that are expressly prohibited under this policy include:

- a. giving or selling e-mail addresses and/or other personal information regarding students, instructors, staff, or faculty to any outside person or organization;

- b. using e-mail lists for students, instructors, staff, or faculty for commercial and/or solicitation purposes;
- c. enabling anyone who is not registered for a particular course to access the system without permission and consent from the instructor for the course;
- d. enabling anyone who is not authorized to use the University or College database to access the system without permission and consent from the supervisor;
- e. utilizing the College's electronic system for activities or purposes which do not pertain to course content and/or official school business, illegal activities, or for other activities not authorized by the College of Social Work; and,
- f. installing (or allowing to be installed) "pirated", i.e. copied unlawfully, software on any of the College's computer or distributing software purchased with the College's (including grant) resources to persons for non-College related purposes.

Any person found in violation of this policy will be sanctioned by the College of Social Work according to the appropriate University policies.

STANDARDS OF CONDUCT

Professional responsibility, ethical behavior, and integrity are central principles of the social work profession. Therefore, students are expected to conduct themselves in accordance with the standards of the College, the University, and the National Association of Social Workers. These standards are outlined in detail in the College of Social Work Bulletin, the FSU Bulletin, the FSU Student Handbook, and the NASW Code of Ethics; it is advisable for students to familiarize themselves with this information and to follow these guidelines accordingly.

The Academic Honor Code of FSU is based on the premise that each student has the responsibility (1) to uphold the highest standards of academic integrity in the student's own work, (2) to refuse to tolerate violations of academic integrity in the University community, and (3) to foster a high sense of integrity and social responsibility on the part of the University community. Any student whose words or acts demonstrate a lack of respect for state and federal laws, Board of Regents' rules or policies, the rights of others, or the health, safety, or welfare of members of the community shall be subject to disciplinary action by the University. Students who violate academic standards through plagiarism and other actions will be disciplined according to the procedures noted in the FSU Bulletin.

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

If any members of the class feel that they have a disability for which they wish to receive accommodation from the instructor, they are expected to advise the instructor of this request by the end of the first week of class. Students requesting accommodation must be registered with the FSU Student Disability Resource Center (SDRC) in most circumstances. Students must also provide written documentation of the disability and the desired accommodations to the instructor in order to develop the most effective and appropriate educational plans. The instructor will work with the SDRC and with students to provide reasonable accommodations to ensure that all have a fair opportunity to perform in class.

CLASS POLICIES

INCOMPLETE POLICY- A grade of Incomplete or "I" will not be given unless the student contacts the instructor and makes special arrangements for making up the required work. Only emergency situations that prohibit a student from completing the course warrants a grade of "I". Therefore, it will not be given automatically.

ATTENDANCE & PARTICIPATION POLICY- Students are expected to participate in class forum, review and conduct posted assignments, and response to online inquiries posted by the course instructor and other class members.

BLACKBOARD & E-MAIL - Students must have a garnet account while enrolled in this class. This is to ensure access to the Blackboard system and the assignments that will be conducted there. Students may obtain an e-mail address by logging onto <http://register.acns.fsu.edu/>- this will put you into the computer account registration system (C.A.R.S.) and you will be able to get a garnet account. Students are encouraged to regularly log onto the class site located through <http://campus.fsu.edu>. Grades and class materials will be made available at this site.

MAKE-UP POLICY- There is no make-up for tests or papers. Only in extraordinary circumstances will such ever be considered. If a make-up exam is warranted, it will be different than the exam/quiz taken by the rest of the class.

ASSIGNMENTS POLICY- Promptness in completing assigned tasks and readings is required for this course. Assignments will be **due by the dates posted (Eastern Standard Time)**. After that time, they are considered late and will be dropped one point for every day late- until they are a week late and then they will not be accepted. If students have circumstances that they feel warrant additional time for an assignment, contact with the instructor must occur well in advance. This does not mean the day before the assignment is due.

REQUIRED BOOKS (Available at the University Bookstore)

There are no required text books for this course. I will post research articles on black board for each week that they are assigned. Of course, students are expected to read all materials via the disaster recovery website: www.disasterrecoverytraining.org. Greater instructions on how to enter the website will be given during the first week of class.

METHODS OF INSTRUCTION

The major class method will be black board discussion and participation in the online disaster case management program, which contains several forms of media in the delivery of instructional materials. Audio and videotapes and group exercises via black board will be used to supplement class materials. Students will be expected to have read materials by the due dates posted on black board and to participate in all black board discussions. **Responding to questions posted on black board and course discussion board participation is imperative in order to earn points for online classroom participation.**

CRITERIA FOR STUDENT EVALUATION

Students' progress will be evaluated utilizing the following criteria:

A. Completion of Internet Website Curriculum	40%
B. Online class preparation and participation	25%
C. Term Paper	25%
D. Group Participation	05%
E. <u>Term Paper Presentation</u>	10%
TOTAL: 105	

ASSIGNMENTS

A. Completion of Internet Website Curriculum: Each student will be required to complete the Culturally Sensitive Long Term Recovery Case Management website at www.disasterrecoverytraining.org. It is mandatory that students complete all five modules of this web based training program. I have to give you a personal login and password to enter the website. **Only the post test score will account for your grade in the area: 40 Points.**

B. Online Class Preparation and Participation: This is an ongoing assignment: **(1)** Each group (class members will be divided up into groups for the purpose of your Term Paper) will be asked to lead at least one informal presentation based on class reading assignments. **(2)** The instructor will also post questions based on course reading materials or other assigned materials. Students will be graded on their preparation and participation via black board Discussion Board dialogue. **The instructor will track individual participation on Black Board and base student point totals on individual participation.** Thus, the key to achieving points in this area is consistency in reviewing assigned materials in a timely manner and participating in the discuss forums with meaningful input. Posting large notes about a particular subject only a small percentage of the time is not the same as someone who frequently post notes with relevant and thought provoking questions and/or responses to assigned materials: **25 Points.**

C. Term Paper: Students in groups of two or three will select a geographic area that was severely impacted by a natural disaster or manmade disaster and develop a plan for (a) assessing the scenario, (b) determining appropriate service (micro, mezzo, & macro) interventions, (c) identify related vulnerable population, (d) and document evidence-based methods for assisting diverse community residents and neighborhoods. This will be a written assignment (20 to 25 pages including references) that places specific focus on each area listed above. I will provide an outline that provides greater details for this assignment. We will also discuss this assignment via black board. Students will not only be instructed to identify best practice methods, but also identify gaps in the research literature, particularly as they pertain to diverse and vulnerable

populations. Each group is expected to maintain dialogue with the course instructor concerning the topic and direction of its term paper. **All groups must prepare an outline of their particular project and have it reviewed by the course instructor (with endorsement) prior to starting on the major work for the assignment.** Each paper should be typed using APA format 5th Ed., with references: **25 Points. DUE: 4/12/10**

D. Group Participation: Each student will be rated on his or her participation within a respective group (via a group participation assessment form). The course instructor will provide a rating sheet that must be completed by the date provided by the instructor. All students must complete a group participation assessment form. Students who do not complete the assessment form (that is, rating their group members) will not gain the points for this assignment: **05 Points. DUE 4/19/10**

E. Term Paper Presentation: Each group will develop a **(1)** Power Point Presentation of their respective Term Papers. **(2)** These power points will be reviewed and rated by all groups by criteria developed by the instructor. Rating criteria will include a scoring sheet provided by the course instructor. This presentation will be a review of your Term Paper and should contain a descriptive review of your project. **(3)** Each group will also be expected to hold an online forum on their respective Term Paper presentations. This forum will be for the purpose of answering questions proposed by the class and the course instructor. In conjunction with the instructor, each group will develop and announce to the class a timeframe for their particular online presentation forum. All forums will be held via black board and will probably take place for a 48 hour period, which will give all class members time to review the posted group power point presentation material and respond to the online discussion. **(4)** Each Group member will be expected to have specific times during the 48 hour window to be available for chat or dialogue via the online forums. **(5)** All groups and group members are expected to participate in the Term Paper power point presentation. Each group will be assigned one of the dates listed below in the Course Outline: **10 Points.**

Overall course grades will be assigned on the basis of:

A = 95-105	C = 74-76
A- = 90-94	C- = 70-73
B+ = 87-89	D+ = 67-69
B = 84-86	D = 64-66
B- = 80-83	D- = 60-63
C+ = 77-79	F = 59 and below

COURSE OUTLINE AND READINGS

Assignments listed below are consistent with those posted on Black Board via the "Assignment" section. **All assigned readings and other materials, unless otherwise notified, will be posted in the Course Library via Black Board.**

Week 1: 1/11/10 Course Introduction and review of syllabus including all assignments; registration for web based program via website: www.disasterrecoverytraining.org and completion of pretest; and selection of group members for the semester.

Assigned Readings:

- Week 2: 1/18/10** **HOLIDAY**
Start Module 1 of web based program; Review power point presentation on Cultural Competence and Social Work Education; *Katrina*; Assigned Readings to be determined
- Week 3: 1/25/10** Listen to audio presentation on *Racial Disparities and Hurricane Katrina*; Assigned Readings: *Katrina* and *Latinos*;
- Week 4: 2/01/10** Completion of Module 1 of web based program including all chapter tests; Assigned Readings to be determined
- Week 5: 2/08/10** Start Module 2 of web based program
ASSIGNMENT DUE: Outlines for group term paper
- Week 6: 2/15/10** Continued work in Module 2 of the web based program
- Week 7: 2/22/10** Completion of Module 2 of the web based program including all chapter tests; Assigned Readings to be determined
- Week 8: 3/01/10** Start Module 3 of the web based program; Assigned Readings: *Why Vulnerability Matters*
- Week 9: 3/8/10** **SPRING BREAK (Catch-up week on course materials not completed to this point)**
- Week 10: 3/15/10** Completion of Module 3 of the web based program including all chapter tests; Assigned Readings to be determined
- Week 11: 3/22/10** Start Module 4 of web based program
Term Paper Presentation Forum
- Week 12: 3/29/10** Assigned Readings: *Disaster Mental Health Training*
Term Paper Presentation Forum
- Week 13: 4/05/10** Completion of Module 4 of the web based program including all chapter tests; Assigned Readings: *Distress and Disaster Outcomes*
Term Paper Presentation Forum
- Week 14: 4/12/10** Start Module 5 of web based program
Term Paper Presentation Forum
Assigned Readings: *Palm Beach Disaster Planning*
ASSIGNMENT DUE: Term Papers
- Week 15: 4/19/10** **Term Paper Presentation Forum**
ASSIGNMENT DUE: Group Rating Sheets (group assessments)
- Week 16: 4/26/10** Completion of Module 5 of the web based program including all chapter tests; Assigned Reading: *Disaster Resistant Communities*.

Final day for the turn-in of outstanding work including the completion of the web based training program

Bibliography or Suggested Readings

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