

**SAINT LOUIS UNIVERSITY
SCHOOL OF SOCIAL SERVICE**

SW S767-01 – Response to Crises: Violence and Natural Disasters

Fall 2005
Tegeler Hall
Room 101
Monday, 6:00 p.m. – 8:30pm
Office Hours: By Appointment

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COURSE DESCRIPTION

Violence and natural disasters are major problems in this country and abroad that cut across racial, ethnic, economic, age, gender and socioeconomic lines. The course presents an overview of the psychosocial, biological and political origins of violence, as well as a more in-depth overview of major types of violent events and natural disasters. An important focus of the class is social work's response to violence and natural disasters at individual, family and community levels. The theories of crisis intervention are presented, as well as their application in clinical practice with survivors of violent events and natural disasters. Prevention of violence in American society is discussed, particularly from an ethical and systemic perspective. The influence of poverty, culture, race, sexual orientation, age, gender, and religion on violence and natural disasters in the United States and abroad is also covered.

PREREQUISITES

Prerequisites of this course are completion of the 18 hours of the MSW foundation curriculum or permission from the instructor.

OBJECTIVES

At the conclusion of this course, each student will be able to:

A. Knowledge Objectives

1. Critically evaluate the psychosocial, political, and biological factors associated with violence and natural disasters in the United States and abroad.

2. Analyze the characteristics of major types of violent events and natural disasters in this country and abroad.
3. Compare crisis intervention theories and their relationship to models of social work practice.

B. Skill Objectives

4. Compare and contrast the strengths and weaknesses of crisis intervention strategies to assist individuals, groups, and communities.
5. Analyze individual, community and national strategies intended to prevent violence in the United States and abroad.

C. Values Objectives

6. Understand the influence of poverty, culture, race, sexual orientation, age, gender, and religion on the prevention, etiology and response to violence in the United States and abroad.
7. Demonstrate an understanding of the ethical issues associated with violence and its prevention.

TEACHING AND LEARNING METHODS

This class includes a combination of lectures, video presentations, guest lectures, and class discussions. In-class exercises are conducted to guide students on how to integrate, synthesize and apply the theoretical models and required course readings.

TEXTS

Required Texts:

Thompson, R.A. Crisis Intervention and Crisis Management. New York: Brunner-Routledge, 2004.

Van Hasselt, V.B., Hersen, B. (eds.). Aggression and Violence: An Introductory Text. Boston: Allyn & Bacon, 1999.

METHODS OF EVALUATION

Course Grading:

Student performance will be evaluated based on the following criteria:

- Journaling Response to Course Lectures (30%): Students will keep a weekly journal of their thoughts and feelings about the course content and current events related to violence and disasters, as well as their implication for social work practice. Guidelines will be distributed on the first day of class. **Journals due on October 17, 2005 and December 2, 2005.**
- Class Presentation (30%): The student selects one type of violent event or natural disaster and conducts a 30-minute oral presentation that includes an evaluation of: (a) psychosocial, political and biological factors associated with event, (b) crisis intervention strategies to help individuals, groups and communities, and (c) strategies to prevent selected event. As part of the presentation, the student will identify a local agency or service that provides support for people who experience this type of event. The presentation needs to summarize how individuals and families are helped by this agency or service. The student must submit an informational page (for each student in the class) that would be useful to a professional or family member who requests that service. Brochures, materials or handouts from the agency can be distributed to strengthen your presentation. Due date will coincide with lecture on selected violent event or natural disaster.
- Scholarly Paper (40%) - This 15-page scholarly paper requires that students interview an individual who has experienced a violent event or natural disaster. Content from the interview needs to be integrated with crisis intervention and social work practice content from course lectures and readings. Guidelines for this assignment will be distributed in class. **Due on December 2, 2005.**

Individual grades for the course will be based on the following:

A = 93 to 100 points, B+ = 86 to 92 points, B = 76 to 85 points, C+ = 70 to 75 points,
C = 60 to 69 points, F = Below 60 points

OTHER COURSE POLICIES

Attendance

Students are expected to be present for every meeting of the course. Success in the course depends heavily on student attendance and participation in the classroom. If absent from a class, the student is fully responsible for any homework or lessons that were assigned or covered in the missed session.

Courtesy Expectations

Students will treat their classroom obligations as they should treat any serious professional engagement. This includes

1. Preparing thoroughly for each session in accordance with the instructor's request.
2. Arriving promptly and remaining until the end of each class meeting.
3. Participating fully and constructively in all classroom activities and discussions.
4. Displaying appropriate courtesy to all involved in the class sessions. Courteous behavior specifically entails communicating in a manner that respects, and is sensitive to, cultural, religious, sexual, and other individual differences in the SLU community.
5. Adhering to deadlines and timetables established by the instructor.
6. Providing constructive and courteous feedback to faculty members regarding their performance. Students should be as objective in their comments about instructors as they expect instructors to be in their evaluations of students.

Communications

Each student must come to class with his or her Saint Louis University student e-mail ID and Password activated and working. Any student who does not know his or her e-mail ID and Password, must contact Saint Louis University Information Technology Services during normal business hours and have them "reset" the ID and/or Password. ITS can be reached at 314-977-4000.

Academic Integrity and Honesty

Students are expected to be honest in their academic work. Academic integrity is violated by any dishonesty in submitting assignments, tests, research reports, etc., required to validate the student's learning. Such conduct shall include, but is not limited to: cases of plagiarism (e.g., submitting materials authored by another person or an organization but represented as the student's own work, copying a passage or text directly from a published or unpublished source without appropriately citing/recognizing that source); cheating (e.g., copying from another student, copying from a book or class notes during a closed book exam); giving, receiving, offering, or soliciting information on examinations (e.g., securing or supplying an advance copy of an examination without the knowledge or consent of the instructor), collusion (e.g., taking a test or doing an assignment or other academic work for another student), or the use of previously prepared material in examinations, quizzes, labs, and/or home work.

The University reserves the right to penalize any student whose academic conduct is, in its judgment, detrimental to the University. Any clear violation of academic integrity will be met with sanctions. In a case of dishonesty within a course, the instructor may assign an appropriate grade and will refer the matter to the Program Director, who will determine whether additional sanctions are warranted. If the Program Director determines that additional sanctions are warranted, the Director will refer the matter to the appropriate body identified in the School of Social Service's by-laws, which will deal with the matter under the provisions of the Professional Probation and Dismissal Policy. Students are referred to the MSW Program Student

Handbook for a complete presentation of the Academic Integrity and Honesty policy of the School.

Nondiscrimination Policy and Human Diversity

Saint Louis University and the School of Social Service's BSSW and MSW Programs have a strong and active commitment to promote human diversity and to ensure that all aspects of educational programs are carried forth without discrimination on the basis of age, color, disability, ethnicity, gender, national origin, race, religion, and sexual orientation. A specific University goal is to foster "respect for diversity, other cultures, and belief systems." A related School objective is to "demonstrate skill and responsiveness to the needs of clients and client systems, especially those who are poor, oppressed, and/or members of culturally diverse groups and at-risk populations." This policy can be viewed in the University undergraduate and graduate bulletins plus the BSSW and MSW student handbooks.

Students with Special Needs

If any member of the class has a disability and needs special accommodations of any nature, please let the instructor know at some point before, during, or immediately after the first scheduled class period. The instructor will work with you and the campus Disability Coordinator to ensure that you have a fair opportunity to perform well in the class.

Writing and the APA Style

A variety of publication styles are recognized in academic and professional settings (e.g., MLA, Chicago Style). The faculty of the School of Social Service encourage graduate social work students to study, learn, and master the conventions contained in the American Psychological Association Style Manual (APA, 1994). At a minimum, students are expected to follow the rules of good grammar, syntax, punctuation, and spelling. Any student who needs assistance with her or his writing is encouraged to meet with the graduate writing assistant assigned to the School.

Instructor/Course Evaluation

The instructor and course will be evaluated at the end of the term by students through the use of a standard evaluation instrument. Each evaluation will cover the quality and relevance of course material and the quality of instruction. The intent is to seek information, which will help to improve both the quality of the course and instructional competence. In completing these evaluations, the each student should be mindful of the extent to which the course objectives have been met.

Class Meeting #1: August 29, 2005

Topic: Course Description

Overview:

- Violence and Natural Disasters as a Public Health Crisis in America
- Characteristics of Violent Trauma and Natural Disasters
- Importance of Social Work as First Line Service Providers

Required Readings:

*Thompson, R.A. Crises, Critical Incidents, Disasters, and Terrorism: Fundamental Emotional Reactions from a Developmental Perspective. Crisis Intervention and Crisis Management. New York: Brunner-Routledge, 2004, pp. 19-39.

Handout Distributed in Class.

Class Meeting #2: September 5, 2005

Topic: Crisis Intervention as a Social Work Response to Violence and Natural Disasters (I)

- General Principles of Crisis Intervention
- Social Support
- Coping Skills

Required Readings:

Hoff, L.A. Understanding people in crisis. People in Crisis: Clinical and Public Health Perspectives. 5th edition. San Francisco: Jossey-Bass, 2001, pp. 33-62.

James, Richard K., Gilliland, Burl E. Approaching crisis intervention. Crisis Intervention Strategies, Fourth Edition. Toronto, Ontario: Brooks/Cole Publishing Company, 2001, pp. 3-28.

*Thompson, R.A. Crisis intervention and crisis management: First-response procedures. Crisis Intervention and Crisis Management. New York: Brunner-Routledge, 2004, pp. 41-74.

Class Meeting #3: September 12, 2005

Topic: Crisis Intervention as a Social Work Response to Violence and Natural Disasters (II)

- Biopsychosocial Response to Crises: PTSD
- Applications of Crisis Intervention in Practice

- Ethical Issues in Practice

Required Readings:

*Fallot, R.D., Heckman, J.P. (2005). Religious/spiritual coping among women trauma survivors with mental health and substance use disorders. Journal of Behavioral Health Services & Research, 32:215-226.

*Thompson, R.A. (2004). Strategies for the resolution of grief and loss. Crisis Intervention and Crisis Management. New York: Brunner-Routledge, pp. 155-193.

Class Meeting #4: September 19, 2005

Topic: Theoretical Perspectives of Aggression and Violence

- Frustration-Aggression Hypothesis
- Social Learning Theory

Required Readings:

* Felson, R.B. A social psychosocial approach to interpersonal violence. Van Hasselt, V.B., Hersen, B. (eds.). Aggression and Violence: An Introductory Text. Boston: Allyn & Bacon, 1999, pp. 9-22.

Class Meeting #5: September 26, 2005

Topic: Domestic and International Terrorism (I)

- Historical Overview
- Methods of Terrorism

Required Readings:

James, R.K., Gililand, B.E. Hostage crises. Crisis Intervention Strategies, Fourth Edition. Toronto, Ontario: Brooks/Cole Publishing Company, 2001, pp. 571-607.

*Thompson, R.A. A glimpse of terrorist acts, both international and domestic. Crisis Intervention and Crisis Management. New York: Brunner-Routledge, 2004, pp. 1-18.

Class Meeting #6: October 3, 2005

Topic: Domestic and International Terrorism (II)

- Social Work Intervention Practices

Required Readings:

* Mackelprang, R.W., Macelprang, R.D., Thirkill, A.D. Bioterrorism and small pox: Policies, practices, and implications for social work. Social Work, 50:119-127, 2005.

* Itzhakey, H., York, A.S. The role of the social worker in the face of terrorism: Israeli community-based experience. Social Work, 50:141-149, 2005.

Strentz, T. Crisis intervention and survival strategies for victims of hostage situations. Crisis Intervention and Time-Limited Cognitive Treatment. Albert R. Roberts (ed.). Thousand Oaks, California: Sage Publications, 1995, pp. 127-150.

Class Meeting #7: October 10, 2005

Topic: Homicide

- Hate Crimes
- Survivors of Homicide

Required Readings:

Riedel, M. Homicide. Aggression and Violence: An Introductory Text. Van Hasselt, V.B., Hersen, B. (eds.). Boston: Allyn & Bacon, 1999, pp. 214-236.

Class Meeting #8: October 17, 2005

Topic: Physical and Sexual Violence in the Family (I)

- Child Abuse
- Child Sexual Molestation

Required Readings:

*Basham, K. Transforming the legacies of childhood trauma in couple and family therapy. Social Work in Health Care, 39:263-285, 2004.

*Finkelstein, N., O'Keefe, M., Rechberger, E., Gould, K., Russell, L.A., Mockus, S.,

VanDeMark, N.R., Rael, M., Noether, C.D. (2005). Building resilience in children of mothers who have co-occurring disorders and histories of violence. Journal of Behavioral Health Services & Research, 32:2, 141-154.

Lutzker, J.R. Child abuse. Aggression and Violence: An Introductory Text. Van Hasselt, V.B., Hersen, B. (eds.). Boston: Allyn & Bacon, 1999, pp. 54-66.

Class Meeting #9: October 24, 2005

Topics: Physical and Sexual Violence in the Family (II)

- Domestic Violence
- Sexual Assault
- Elder Abuse

Required Readings:

Feldbau-Kohn, S., Schumaker, J.A., O'Leary, K.D. Partner abuse. Aggression and Violence: An Introductory Text. Van Hasselt, V.B., Hersen, B. (eds.). Boston: Allyn & Bacon, 1999, pp. 116-134.

James, Richard K. and Gilliland, Burl E. Sexual assault. Crisis Intervention Strategies, Fourth Edition. Toronto, Ontario: Brooks/Cole Publishing Company, 2001, pp. 229-275.

*Savage, A., Russell, L.A. (2005). Tangled in a web of affiliation. Journal of Behavioral Health Services & Research, 32:2, 199-214.

Class Meeting #10: October 31, 2005

Topic: War-Related Violence

- Combat
- Civilian Torture

Required Readings:

Class Meeting #11: November 7, 2005

Topics: Community Response in Natural Disasters

- Loss of Life and Destruction of Property
- Principles of Community Response (e.g., triage, rescue and recovery, supplies)
- Reconstruction Efforts

Required Readings:

*Thompson, R.A. Disasters and First-Response Procedures. Crisis Intervention and Crisis Management. New York: Brunner-Routledge, 2004, pp. 131-154.

Class Meeting #12: November 14, 2005

Topics: Social Work Response to Most Common Natural Disasters in United States

- Earthquakes
- Hurricanes
- Floods
- Tornadoes

Required Readings:

Hoff, L.A. Violence and crisis from disaster. People in Crisis: Clinical and Public Health Perspectives. 5th edition. San Francisco: Jossey-Bass, 2001, pp. 317-336.

Young, M.A. Crisis response teams in the aftermath of disasters. Crisis Intervention and Time-Limited Cognitive Treatment. Albert R. Roberts (ed.). Thousand Oaks, California: Sage Publications, 1995, pp. 151-187.

Class Meeting #13: November 21, 2005

Topics: Violence Prevention

- Individual, Family and Community Violence Prevention
- Preventing Violence in Clinical Practice

Required Readings:

*Sampson, R.J., Morenoff, J.D., Raudenbush, S. (2005). Social anatomy of racial and ethnic disparities in violence. American Journal of Public Health, 95:224-232.

Scott, C., Resnick, P. The prediction of violence. Aggression and Violence: An Introductory Text. Van Hasselt, V.B., Hersen, B. (eds.). Boston: Allyn & Bacon, 1999, pp. 284-302.

*Van Soest, D. (2004). What social workers can do about violence: Learnings from the lives of 37 men. Social Work in Health Care, 39:435-453.

No Class: November 28, 2005

Class Meeting #14: December 5, 2005

Topics: Wrap-Up Session

Required Readings:

Handouts Distributed in Class