



International Undergraduate
Program Faculty of Psychology
Universitas Gadjah Mada

COURSE OUTLINE PSYCHOLOGY OF DISASTER AND CRISIS

Course Code	: PSY3325
Period	: Odd/Even Semester
Credit	: 2 credits
Class	: IUP
Prerequisite	: Research methodology
Course Instructor(s)	: Pradytia Putri Pertiwi, S.Psi., Ph.D
E-mail	: pradytia.putri.pertiwi@ugm.ac.id
Teaching Assistant	: TBA
E-mail	: TBA
Location and Time	: TBA
Duration	: 14 meetings
Frequency of Meetings	: Weekly
Language of Instruction	: English

Course Description

Disasters are serious disruptions to the functioning of a community that exceed its capacity to cope using its own resources. Disasters can be caused by natural, man-made and technological hazards, as well as various factors that influence the exposure and vulnerability of a community, leading to one or more of the following: human, material, economic and environmental losses and impacts.

This course focuses on the intersection between psychology, disasters, and crisis, particularly understanding human cognition, mental, and behavioral processes throughout the overall disaster cycle (pre, during, and after disaster). Drawing from both global research discourse and local practices of psychology of disasters and crisis, students will scrutinize psychological preparedness, responses, and the recovery process of those affected by disasters, including the use of Psychological First Aid. This course will particularly examine the vulnerability and potential agency of the community, including the most at-risk groups such as children, women, people with disabilities and older persons in building disaster preparedness, psychosocial, and mental health management, drawing on best practices examples in Indonesia.

Course Objectives

1. Examine the theoretical underpinnings of the psychology of disaster and how they relate to the general discipline and practice of psychology.

2. Identify and demonstrate knowledge of the biological, cognitive, emotional, behavioral and interpersonal factors influencing individual preparedness and responses to disaster
3. Identify and demonstrate knowledge of psychologically significant aspects of various natural and manmade disasters that predispose survivors to specific types of responses and symptoms.
4. Analyze the risk factors, vulnerability and capacity factors that predict the overall severity of psychological preparedness, distress and disruption following a disaster.
5. Examine the types of psychological preparedness, education and early interventions employed following a disaster and articulate the general principles of effective preventive, short-term, and long-term psychological interventions.

Course content

Meeting	Course content	Assessment
1	<p>Introduction to the course</p> <ul style="list-style-type: none"> ● Explain course outline, expected learning outcomes, and mode of learning ● Overview of disasters and its intersection to psychology ● Current discourse of psychology of disaster and crisis <p>Teaching method: Lecture and video</p>	Mid exam and class participation
2	<p>Disasters and its intersection to psychology (2)</p> <ul style="list-style-type: none"> ● Definition of disasters, global and Indonesia's exposure to hazards ● Phases of disasters ● Understanding disaster risk and its factors (vulnerability and capacity) <p>Teaching method: lecture and case-based discussion</p>	Mid exam and class participation
3	<p>Risk perception and cognitive bias to disasters</p> <ul style="list-style-type: none"> ● Risk perception and potential bias ● Heuristics in disaster and crisis ● Community psychoeducation <p>Teaching method: lecture and case-based discussion</p>	Mid exam and class participation
4	<p>Psychological preparedness to disasters</p> <ul style="list-style-type: none"> ● Scope and definition of psychological preparedness ● Factors influencing psychological preparedness: 	Mid exam and class participation

	<p>case study from Indonesia</p> <p>Teaching method: lecture and case-based discussion</p>	
5	<p>Individual and collective response to disasters</p> <ul style="list-style-type: none"> • Theories and case study on the impacts of disasters: physically, psychologically, emotionally, cognitively, social • The role of culture in responding disasters • Risk and protection factors in disaster recovery process <p>Teaching method: lecture and case-based discussion</p>	Mid exam and class participation
6	<p>Mental health problems and providing care (non-clinical practices and programs)</p> <ul style="list-style-type: none"> • Understanding mental health problems in disasters • Legal and ethical issues in providing psychosocial support in disasters • Rapid Psychosocial and Mental Health assessment <p>Teaching Method: Lecture and practice</p>	Mid exam and class participation
7	<p>Mental health problems and providing care (non-clinical practices and programs) (2)</p> <ul style="list-style-type: none"> • Understanding the concept and principle of Psychological First -Aid • Practice of PFA: Look, Listen, Link for the disaster survivor <p>Teaching Method: lecture and role play (in collaboration with Repsigama)</p>	Mid exam and class participation
	Mid exam	
8	<p>Vulnerability and potential agency of at-risk community in disaster preparedness and humanitarian/crisis response</p> <ul style="list-style-type: none"> • Disproportionate risk of vulnerable groups: children, women, people with disabilities and older persons • Inclusion in disaster preparedness and humanitarian response • Leadership of most at-risk community <p>Teaching method: Guest lecture [Arbeiter-Samariter-Bund (ASB) and partner]</p>	Class participation
9	Community-led innovation to disaster preparedness	Research project

	<p>and humanitarian/crisis response</p> <ul style="list-style-type: none"> • Decolonise approach to disaster preparedness • Practical examples of community-led innovations to disaster and humanitarian response <p>Teaching method: Field visit [in collaboration with Yakkum Emergency Unit (YEU)]</p> <p>Location: TBC</p>	
10	<p>Research proposal project 1</p> <ul style="list-style-type: none"> • Group division and explanation of task • Brainstorming of research ideas <p>Teaching method: group discussion</p>	Research project
11	<p>Research proposal project 2</p> <ul style="list-style-type: none"> • Identifying problems 	Research project
12	<p>Research proposal project 3</p> <ul style="list-style-type: none"> • Literature review 	Research project
13	<p>Research proposal project 4</p> <ul style="list-style-type: none"> • Research methods 	Research project
14	<p>Class conference</p> <ul style="list-style-type: none"> • Group presentation • Q&A and feedback • Reflection <p>Teaching method: Class conference</p>	Research project

Mandatory Readings

1. Reyes, G., & Jacobs, G. A. (Eds.). (2006). *Handbook of international disaster psychology: Fundamentals and overview*. Praeger Publishers/Greenwood Publishing Group.
2. Makwana N. (2019). Disaster and its impact on mental health: A narrative review. *Journal of family medicine and primary care*, 8(10), 3090–3095. https://doi.org/10.4103/jfmmpc.jfmmpc_893_19
3. Paton, D. (2019). Disaster risk reduction: Psychological perspectives on preparedness. *Australian Journal of Psychology*. 71(4), 327-341 <https://doi.org/10.1111/ajpy.12237>
4. World Health Organization. (2013). *Psychological first aid: Facilitator's manual for orienting field workers*. WHO Press.
5. Percy, C., Chen, Y. F., Bibi, A., Coles-Jordan, D., Dodson, E., Evans, T., Klingberg, D.; Bruggen, M. V. D. (2011). The contribution of human psychology to disaster management: mitigation, advance preparedness, response and recovery. *Disaster Management and Human Health Risk II*. doi:

10.2495/dman110181

6. Marsella, A. J., Gryczynski, J., Johnson, J. L., & Watson, P. (2008). *Ethnocultural Perspectives on Disaster and Trauma: Foundations, Issues, and Applications*. New York, NY: Springer Science Business Media, LLC.

Methods of Instruction:

Lectures: 30%

Case-based discussion and presentation: 40%

Field visit: 10%

Group work: 20%

Course Assessment

The final grade of the course will be compiled proportionally from the components below:

1. Examination: Mid-term exam (35%)
2. Class Participations (25%)
3. Mini research – proposal (40%)

Course Requirements/Methods of Evaluation:

1. Examination (Mid term exam – 35%)

Mid-term exam supports the achievement of course objectives #1, #2, #3, #4, #5. Mid-term exam takes the form of an in-class exam, and will cover the topic of week 1 – week 7. There will be no final exam and will be replaced by a mini research project- proposal.

2. Class participation (25%)

Students are expected to attend class and to actively contribute to the discussion with thoughtful responses, reflections, and questions about the weekly topics. To help create meaningful class discussions, students will be asked to bring articles relevant to topics examined weekly that will be exchanged and discussed in the class. My criteria assessing full 25% class participation include the following behaviors and characteristics:

- Regular class attendance (75%)
- Attentive, focused involvement in class discussion (as expressed verbally and non-verbally)
- Contributing thoughtful, reflective comments, questions, or observations about the theories discussed in class
- Listening to others with respect
- Asking questions for clarification
- Allowing yourself to be open-minded, curious, to make mistakes, and to recognize that there will be times when you simply won't be able to make sense of the material we cover. Please ask questions! Please come see me!

Grading:

- 10 Points = 100% attendance, consistent active participation, asks questions, provides insights, raises issues
- 7 – 9 Points = 90% attendance, frequent active participation, asks questions

- 4 – 6 Points = 80% attendance, infrequent active participation, answers questions when asked
- 1 – 3 Points Point = 75% attendance, passive participation, answers questions when asked
- 0 Points = Less than 75% attendance, no participation.

3. Mini research – proposal presentation (40%)

The mini research – proposal work is the central assignment and grading component of this course. It allows students to practice putting the concept into addressing problems in psychology of disaster in the form of a research plan. The research plan is also an exercise to student’s sensitivity to the Indonesia context of disaster and psychology.

Presentation Grading Indicator

Grading Indicators	Max Score
Comprehensiveness	2
Clear and concise, time discipline	2
Interesting presentation material (PPT, video, etc)	2
Delivery Method: Attractive and Interactive	2
Answer/response to questions	2
TOTAL	10

Course Policies

- Excused absences are described in Undergraduate Student Manual/Attendance Policy. Students should attend to 75% of the total lectures, otherwise permission to attend the final examination is not granted which in turn can lead to unsatisfactory grade obtained for this course Three or more absences (excused or unexcused) will necessitate a special advisement meeting with the course instructor and possibly the primary advise or to discuss the student’s continuation in the course.
- Late papers will result in a two-point deduction from the paper grade itself for each day late.
- In the event of a canceled class, the instructor reserves the right to schedule a make-up class during exam week.

Academic Integrity

Academic integrity is an ethical policy of academia in which students joining this course are not exempted from. Among the ethical behaviors highlighted in this course, but not limited to, are: (i) learning commitment, reflected as the students meet the attendance requirements, and (ii) honest behavior, demonstrated as the students adhere to the non-plagiarism conduct. A breach of academic integrity can result in A FAILURE OF AN ENTIRE COURSE.

Attendance Policy

Attending lectures demonstrates students' learning commitments. As compliance to the Faculty Academic Regulation, students should attend 75% of the total lectures, otherwise permission to attend the final examination is not granted which in turn can lead to unsatisfactory grades obtained for this course.

Plagiarism Policy

Students should be fully aware that plagiarism is unethical behavior which breaches the academic integrity and therefore may cause serious sanctions, from an unsatisfactory grade to a failure of the entire course. Overall, plagiarism is simply defined as presenting someone else's thoughts or work as your own. This action can vary from having inappropriate academic referencing to deliberate cheating. Below are the types of plagiarism, students should be aware of:

1. **Copying:** using the identical or very similar words to the original text or idea without acknowledging the source. Although most of the time, this action is subject to absentmindedness, it can be perceived as a deliberate action to present someone else's work as our own.
2. **Inappropriate paraphrasing:** changing a few words and phrases while still retaining the original structure and content without giving credits to the original sources.
3. **Collusion:** denying the contribution of others and claiming the work as a person's individual work. Collusion also includes making your work available to another student for them to copy it, stealing or obtaining another person's work to copy it, taking full responsibility of another person's academic work either voluntarily or with financial gain.

For more information about plagiarism, visit: <http://www.plagiarism.org/>

Changes to Syllabus:

As a student, you acknowledge receipt of this syllabus and the information herein by continuing to attend this course. As the instructor, I reserve the right to make changes to this syllabus if circumstances warrant such change. All major changes will be provided to you in writing.

Appropriate Use of Electronic Devices in the Classroom

The use of cell phones or other electronic devices during lectures and lab sessions for texting, talking or any other purpose is disruptive to the other students and, therefore, such use of electronic devices is prohibited. Please be courteous to your instructor and your fellow classmates and turn off all electronic devices and store them properly during class. The use of laptop computers and tablets during lectures and lab sessions must be limited to course activity only. Accessing any social media site (Facebook, Twitter, Instagram, etc.) or personal e-mail accounts during lectures and lab sessions is a violation of classroom policy. Students are prohibited from having cell phones or other electronic devices with them during examinations. During examinations, all electronic devices should be turned off completely and properly stored away.

Grading System: The table below shows grade totals and corresponding letter grades for the course. Course grade totals ending in 95 or higher are rounded up to the next whole number.

A	92-100
A-	89-91
A/B	86-88
B+	80-85
B	77-79

B-	74-76
B/C	70-73
C+	67-69
C	64-66
C-	60-63
C/D	57-59
D+	54-56
D	50-53
E (T)	< 50