



Winter 2024 COURSE SYLLABUS

COURSE INFORMATION SOCW 670 Crisis and Emergency Management: Core Concepts (3)
Online asynchronous.

PREREQUISITE(S)/ COREQUISITE (S): None.

INSTRUCTOR (S)

Name: Laura Racovita, PhD, MSW

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Office Hours: Posted. By appointment. E-mail anytime. *E-mail is the best method to reach me.*

To schedule an appointment, you can go to: <https://calendly.com/racovita>, and choose the type of appointment that best fits your need!

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ONLINE LEARNING

The Eclass URL is <http://eclass.e.southern.edu>. For technical support, contact the Eclass Help Desk at 423.236.2086 or by e-mail at eclasshelp@southern.edu. Students should use *Google Chrome* as their browser to access eclass with the greatest ease (<https://www.google.com/intl/en/chrome/browser/>).

REQUIRED TEXTS

All required readings are available through E-class.

COURSE DESCRIPTION

This course provides students with organizational, management and human resources knowledge, as well as with supervisory skills necessary for social work and human services leadership positions.

PROGRAM COMPETENCIES AND LEARNING OUTCOMES

Upon completion of this course, students will:

<i>Program advanced competency (ADV)</i>	<i>Learning outcomes</i>
Demonstrate Ethical and Professional Behavior. (Competency 1 ADV)	Define key constructs, and understand the theories associated with conceptualizing trauma, crisis and emergency management Caring for the caregiver: Attenuating compassion fatigue
Advance Human Rights and Social, Economic, and Environmental Justice. (Competency 2 ADV)	Implement culturally-informed strategies with diverse populations.
Engage in research-informed practice and practice-informed research. (Competency 4 ADV)	Identify the cognitive, affective, behavioral, neurological sequel associated with trauma
Assess Individuals, Families, Groups, Organizations and Communities. (Competency 7 ADV)	Assess the psychosocial factors associated with trauma response and crisis intervention (e.g., age, ability, gender, cultural and racial identities, class, and spirituality/religious faith.)
Intervene with Individuals, Families, Groups, Organizations, and Communities. (Competency 8 ADV)	Intervene as crisis interventionists in inter-professional simulations

SOCIAL WORK CORE VALUES & THEIR BIBLICAL FOUNDATION FOR FAITH & LEARNING

Social Work Core Values (NASW, IFSW)	Biblical Foundation
Service	Matthew 25:31-45; Luke 10:25-37
Social justice	Jeremiah 22:3; Micah 6:7-9; Isaiah 58:6
The importance of human relationships	Matthew 5: 23-24; Matthew 22:37-39; Mark 12:31
The dignity and worth of the person	Isaiah 49:14-16; Matthew 10:31; Romans 12:9-13; Romans 15:7
Integrity	1 Chronicles 29:17; 1 Timothy 3:9
Competency	Proverbs 3:5 Matthew 7:7; Matthew 25:13-30; 2 Timothy 2:15; 2 Corinthians 3:5
Human rights	Genesis 1:27; Proverbs 22:2; Proverbs 31:8-9; Exodus 22:21; Leviticus 19:33-34; Galatians 3:28; James 2:1-4;

COURSE DIVERSITY ELEMENTS: gender identity, race, sex, class, disability, ethnicity, culture, immigration status, color, political ideology.

COURSE DIFFERENCE ELEMENTS: socio-economic status, poverty, oppression, marginalization, alienation, privilege, power, acclaim.

STUDENT'S COMMITMENT LEVEL FOR SUCCESS: In order to be successful in this course, it is helpful to understand the level of commitment that is expected of graduate students from the School of Social Work. Each credit hour represents a weekly expectation of one "in-class" hour and a minimum of two additional coursework hours. Because this is a 3-credit course, you can anticipate that you will spend a minimum of 9 hours completing the required coursework each week. **Organize your time wisely!!!**

LEARNING ACTIVITIES

Class Participation, Professionalism & Attendance: See School of Social Work attendance policy. Credit is awarded for attendance and participation in F2F meetings if scheduled, engagement with the reading materials, exercises/drills, trainings, and in the online environment. Polite and professional communication is expected, with correct written content, free of mistakes, shorthand, or "txt" language.

Course Evaluation – Students are expected to evaluate the course in accordance to university policies. The link to the course evaluation is emailed to you towards the end of the semester directly from Academic Administration.

Certificates – Throughout the semester students are required to complete several FEMA and other trainings. Students will submit evidence of training completion in the designated areas in eClass as well as into their e-Portfolio.

Online group discussions - This is an interactive class requiring active learning techniques. In order to maximize your learning, online participation is required; this includes posting in eClass forums or participating in Padlets. Students will have online class discussions, based on selected topics that will be graded. Both quality and quantity of participation will be evaluated. The discussion will help reinforce the materials covered in class and out of class reading. All posts should reflect college level writing skills and also reflect the student's preparation time.

Analysis and Reflection Paper – Students are expected to view a movie and provide an evaluation of the topic presented. Details are provided in eClass.

Avoiding Burnout, Compassion Fatigue, Vicarious Traumatization, and Self Care Presentation – Students will create a brief PowerPoint slide presentation (10-12 slides in length) on the topic. Details are in eClass.

First Aid and CPR Training – Students are required to participate in the virtual or on-campus training based on availability. Details regarding the exact date will be provided as soon as it is confirmed through the certificate issuer.

EVALUATION: *The final grade will be based on the following:*

Attendance, Participation & Professionalism	15%
Online Discussion Questions Posts	25%
Video Demonstrations	18%
Analysis & Reflection Paper	10%

*FEMA & Other Trainings	25%
*First Aid and CPR training	10%
*Final Presentation	5%
Course Evaluation	2%
TOTAL WEIGHTS:	100%

* *These designated assignments are considered portfolio products. To receive portfolio credit, each portfolio product must be uploaded to your Social Work Portfolio Site by the deadline date and time. See e-class for more directions on how to create and manage your social work portfolio site.*

----- ALL WORK MUST BE TYPED. NO HANDWRITTEN WORK WILL BE ACCEPTED. -----

GRADING SCALE: Grades will be based on a percentage of the total possible points.

100 – 94: A	76 – 74: C
93 – 90: A-	73 – 70: C-
89 – 87: B+	69 – 67: D+
86 – 84: B	66 – 64: D
83 – 80: B-	62 – 60: D-
79 – 77: C+	59 and below: F

No grade below C is acceptable for core social work courses.

SOUTHERN ADVENTIST UNIVERSITY DISABILITY STATEMENT

In keeping with university policy, any student with a disability who needs academic accommodations should contact Disability Support Services at 423.236.2574 or Lynn Wood Hall, room 137, to arrange a confidential appointment with the Disability Services Coordinator before or during the first week of classes. (Students who request accommodations after the third week of the semester might not complete the process in time to receive accommodations for that semester.) Legally, no retroactive accommodations can be provided. For more details, visit the Disability Support Services website at www.southern.edu/disabilitysupport.

Accommodations for disabilities are available only as recommended by Disability Support Services. Students whose accommodations are approved will be provided confidential letters, which students should review and discuss with their professors in relation to particular course requirements.

SCHOOL OF SOCIAL WORK POLICIES:

Southern Adventist University and the MSW program faculty have developed a set of policies to ensure effective communication and enhance understanding of academic benchmarks for our students. These policies are also designed to encourage and deepen professionalism, an essential competency for excellence in social work practice.

A. General Course Policies

All students enrolled in the MSW Program in the School of Social Work are expected to demonstrate the following professional and academic behaviors:

- Students are expected to complete all online assignments in a timely manner and arrive prepared for class discussion;
- Students are expected to actively participate in e-class and class discussions and cohort projects. Those who disrupt the class (talk/whispering, clowning, etc.) or over-participate (monopolize or dominate) in discussions on a regular basis should expect to be penalized in the same manner as those who under-participate;
- Students are expected to assess personal and educational needs and interact with the professor as necessary. Do not wait until late in the semester to ask for assistance!
- Students are expected to adhere to the *NASW Code of Ethics* in all aspects of course work and participation.

B. "Participation" (formerly Attendance):

Southern's hybrid MSW program holds a measured balance of online and face-to-face (F2F) in person or virtual interactions that comprise "class time." The program's F2F class sessions are taught through an intensive, skill-based approach. Because of this engagement model of instruction, students must participate/attend each F2F sessions scheduled; however, **please do not come to school if you are not feeling well!** Success in the graduate program depends on consistent presence and engagement with the course content, classmates, and the instructor. This includes consistent participation. To maximize student success in the MSW program, this Attendance/Participation Policy has been developed by the School of Social Work faculty, modified to meet CDC recommendations, as well as accommodate for online learners. The MSW program provides the schedule for F2F classes several months in advance of classes.

1. Students are expected to regularly attend all their course related meetings. However, **please stay at home if you feel unwell.** If you are unwell, please **notify your professor immediately**, if possible within 24 hours– there is no penalty for this! You are NOT required to present a medical excuse at this time (this may change throughout the semester as COVID-19 related issue change).
2. Students may only sign in for themselves, whether online or in-person. Signing in for another students is considered an ethical violation that may lead to dismissal from the program.
3. Students **are responsible for completing the missed work**, including work assigned in lieu of face to face meeting times.
4. Missing more than 30 minutes of a meeting (in person or virtual) is considered an absence under this policy. Three times of being late or leaving early (each less than 30 minutes) also accrues to one absence. Please refer to item above #3 & 4 for exceptions.
5. There are two types of absences: emergency/excused and unexcused. An absence is considered "excused" under very limited emergency circumstances, which include documented death in the immediate family, or documented illness of self or a dependent child. All other absences are considered unexcused.
6. For all absences, either emergency/excused or unexcused, students need to alert the professor to the situation preferably in advance of class.
7. If a student has an unexcused absence which is indicated **by a lack of communication** with the instructor, the point total towards the final grade for the course will be reduced by 5%.
8. A student who receives an F (unexcused) as a final grade for the course, and will be required to repeat the course, is financially responsible for the course charges the next time it is offered.

9. If a student falls behind with the class requirements then he/she will receive an Incomplete/Incomplete in Progress for the class is at the discretion of the professor on a case-by-case basis.

10. Communication with your instructor is key to your success in the course.

C. AI Policy

As an institution committed to Christian values and the highest educational standards, Southern Adventist University urges faculty and students to prayerfully and critically evaluate how and when we use generative AI and other emergent technologies. Using AI tools can short-circuit critical thinking and impede learning goals. Further, because it is based on the accumulated work of others, it can also pose ethical problems and violate standards of academic integrity. For that reason, it is the policy of Southern Adventist University that students use generative AI tools only after consultation with their instructor or when specifically invited to use it as part of an assignment. Inappropriate use may be penalized.

D. Late Assignment Policy

The MSW program at Southern is a competency-based and evidence-based academic program. As such, students in the MSW program are required to complete and/or remediate any unsatisfactory work until they meet or exceed program standards for all of the required competencies, as defined by their respective practice behaviors. In this learning environment, students are expected to complete all required assignments *prior* to advancing to their next coursework. This policy delineates the MSW program's standards and processes associated with the late submission of course assignments.

General:

1. Due dates/times for assignments and exams are clearly marked in the course schedule found in the syllabus and/or eClass.
2. Exemptions from the penalties for late assignments will be granted on a case by case basis (please check Attendance Policy).
3. Assignments submitted after the designated due date will be considered late and will receive 10% off the achieved score for each day the work is late, up to seven days (70%).
4. Assignments will not be accepted later than one week after the due date.

E. Policy on Academic Honesty and Integrity

The School of Social Work is dedicated to scholastic integrity. Students are expected to maintain high professional, ethical, and Christian levels of academic honesty. This policy was developed to define the academic honesty standards that apply to MSW coursework.

1. All coursework should reflect the student's own original work and cited appropriately; all other sources should be cited appropriately.
2. It is the student's responsibility to learn the proper procedures for acknowledging quoted wording, information, or ideas. Please note that "not knowing" is not an acceptable justification for work that is identified as plagiarized.
3. For all coursework, students are required to use the most recent American Psychological Association (APA) guide to formatting citing and referencing works cited.
4. Students must submit all papers to Turn-it-in for an online check of their writing. If the Turn- it-in report notes a similarity index of 30% or more, the student will need to do an immediate rework of the paper.

POLICY PROCEDURES

1. When a student engages in academic dishonesty or fails to meet appropriate citation guidelines, a meeting is called between the professor(s) and the student to discuss the incident. This meeting may result in:
 - a. Redoing the assignment
 - b. Failing the assignment without opportunity to make up points
 - c. Failing the course
2. If the incident is not resolved in the student/teacher(s) meeting, the issue will go to the MSW Leadership Team for a determination.
3. If there is a second infraction, the MSW Leadership Team will automatically review the incident and respond. In addition to the possible consequences listed above, the MSW Leadership Team may consider dismissing the student from the program.
4. The student has the right to appeal the decision of the MSW Leadership Team using the process outlined in the Academic Grievance section of the university's graduate catalog.

Disclaimer:

This syllabus is intended to give the student guidance in what may be covered during the semester and will be followed as closely as possible. However, the professor reserves the right to modify, supplement and make changes as the course needs arise.

Turnitin:

Turnitin is a company Southern Adventist University contracts with that provides resources for students and a service for professors who may need to verify the academic integrity with which papers or projects have been prepared and submitted.

F. Electronic Media Policy

The School of Social Work is committed to educationally sound uses of technology in the classroom and to preventing technology from becoming disruptive to the learning environment.

To assist in achieving these goals, the MSW program has developed the Electronic Media Policy.

1. Professors have the authority to decide their media policy for each class. This means that the professor has the authority to allow or disallow the use of cell phones, laptop computers, iPads, iPods, etc. during class time.
 - a. For this particular class, the following are some activities NOT ALLOWED during face-to-face in person or virtual meetings; however, exceptions may be granted based on prior communication with the instructor:
 - Answering a phone call
 - Texting
 - Surfing the web unrelated to class work or social media
 - Watching movies or YouTube videos unrelated to class work
 - Picture-taking during class
 - Recording devices, unless pre-approved by professor, and if approved, under NO circumstance are recordings—visual or verbal—to be posted on a public website.
 - b. If during class, a phone rings, a student is sending or receiving text messages, or a laptop is on, the professor may request that the activity to cease. In this situation, the professor also reserves the right to request students to surrender the device for the

- duration of the class period.
- c. Disrespect for this common courtesy may result in professionalism grade reduction.
2. When their use is allowed, students must not abuse the use of cell phones in class.
 - a. Generally, cell phones should be turned off, or place on silent mode during face-to-face meetings. For rare exceptions (emergency, parent with sick child, or similar types of situations), the phone should be put on vibrate mode. In this case, the student must inform the professor in advance, of the possibility to excuse him/herself to take an important call.
 - b. Students must NOT engage in text messaging in the classroom, unless so directed as part of a course exercise.
 - c. Students who create disturbance with ringing cell phones or text messaging will be warned if the behavior continues.
 3. Any audio or video taping during class must have the permission of the professor. In cases where permission is given to record, the information recorded is for the sole use of educational purpose for that specific class therefore prohibited from being distributed, published or posted to any public website and/or social media outlets. No technology activities are allowed that violate laws, such as those related to intellectual property rights or copyrights, invasions of privacy, or sexual harassment. Examples of this may include using a camera phone to videotape, or taking inappropriate photos without the subject's permission.

G. Incomplete Grade Policy

The Incomplete Grade Policy applies to a situation in which a student has not been able to complete a major course assignment because of extenuating and compelling circumstances. A grade of incomplete (I), under this policy, may be granted to a student only if it can be demonstrated that it would be unfair to hold the student to the normal time limits of the course. This policy does not apply to situations normally covered under the Late Assignment Policy or the Remediation Policy.

1. It is the policy of the School of Social Work to consider granting the grade of incomplete (I) on a case-by-case basis. Emergency and/or extenuating circumstances are the usual basis for consideration.
2. Students receiving an I will be required to submit an Incomplete Contract to the professor no later than the last F2F class of the semester. Time allowed for the completion for the Incomplete Contract should not exceed more than a month after the last day of the semester in which the course was taken. Additional time to satisfy the requirements of the Incomplete Contract will be considered on a case-by-case basis.

POLICY PROCEDURES

1. To receive a grade of "I," a student must complete a Plan for an Incomplete or Remediation form. This form must be approved by the course professor and MSW Leadership Team, and signed by the MSW Program Director and the School of Social Work Dean.

POLICY FORMS

1. Plan for Incomplete or Remediation form

H. Remediation and Extension Policy

The MSW program at SAU is a competency-based learning program. As such, students in our MSW program are encouraged to remediate as needed to meet the required competencies. Issues of importance in the extension policy are outlined as follows:

COURSE/COMPETENCY REMEDIATION

MSW students who advocate/petition for additional remediation opportunity to master challenging competencies and practice behaviors will be allowed to extend their study until that same class time the next year.

Extended study can be arranged by providing a written request with details of the remediation plan prior to the last day of class. Any extended course will be given a grade of In Process (IP) with no additional tuition costs to the student.

The student will be given opportunity to master remediation content during a second time attending class and/or addressing challenging components as per the previously arranged written plan with the instructor. All course expectations must be met. Any remediation work must be completed before advancing to next semester classes.

I. Progression-Retention Policy

Students are required to maintain both academic and non-academic standards to remain in the MSW program. First, the university's academic standards for retention must be met and sustained. However, even if a student's academic performance is satisfactory, it may become necessary, due to unsatisfactory professional performance, to advise a student to reconsider his/her goodness-of-fit to the field of social work. Failure to do so may result in termination from the MSW program.

1. Students in the MSW program are responsible for taking full ownership of meeting all academic and non-academic retention requirements.
2. University academic standards for retention must be met and sustained, as follows:
 - a. Students must maintain a minimum cumulative grade point average of 3.0, earning a grade below B- in no more than two courses.
 - b. Courses with an earned grade of C- or below will not be counted for credit toward the master's degree.
3. The MSW Leadership Team will evaluate students' grades and GPA at the end of each semester. If a student's academic performance does not meet the university's standards, the student will be notified via email that the MSW Leadership Team will be doing a review of his/her status in order to determine whether extenuating circumstances are present. Decisions about student retention in such instances will be made by the MSW Leadership Team on a case-by-case basis.
4. A student may be asked to withdraw from the MSW program for any of the following non-academic reasons:
 - a. Academic honesty breaches
 - b. Failing the field practicum
 - c. Failing to abide by professional values and ethics, as outlined by the NASW Code of Ethics.
5. When there is evidence that a student is not meeting the professionalism standards outlined in program policy, the student will be notified via email that the MSW Leadership Team will be doing a review of his/her status in order to determine whether the student may be retained in the program. Decisions about student retention in such instances will be made by the MSW Leadership Team on a case-by-case basis.

POLICY PROCEDURES

1. In general, faculty will provide ongoing professional feedback for professionalism breaches, offering students opportunities to make corrective behaviors, prior to termination from the MSW program; however, any professional ethics breach could result in immediate termination from the program.
2. Challenges to program termination decisions will follow the Grievance Policy.

J. Commencement Policy

There are a number of processes that must be addressed prior to an MSW student being cleared for commencement. Students who are preparing to participate in commencement have the responsibility to carry out all of the needed steps in a timely manner so that they do not experience any delay to their degree completion. This Commencement Policy was developed to outline the details of the required steps prior to commencement.

In order to be considered eligible for graduation clearance, students must complete the following requirements:

1. Submission of the online Graduation Contract form (see Policy Procedures section below)
2. Successful completion all MSW coursework requirements in accordance with university academic standards (see the Student Retention Policy or the SAU graduate catalog for details)
3. Successful defense of the MSW portfolio (see the Portfolio Defense Policy for details)
4. No more than 50 field practicum hours remaining.

POLICY PROCEDURES

1. Complete and submit the university's Commencement Contract form available online at southern.edu/records. Communicate with the MSW program office in the School of Social Work (maw@southern.edu) to verify graduation eligibility.

ONLINE CAMPUS POLICIES:

Student Authentication

To ensure the integrity of the education Southern Adventist University provides, it is critical that students who are enrolled in distance education courses adhere to university policies related to Academic Honesty and that students who enroll in distance education courses and programs are the same students who complete and submit work and assignments in those courses or programs. Violation of this policy will be considered Academic Dishonesty and will be dealt with according to the Procedures for Handling Academic Dishonesty (Southern Adventist University 2017-2018 Catalog, p. 32). The full statement from the Higher Education Opportunity Act of 2008 (HEOA), can be found [here](https://www.govinfo.gov/content/pkg/PLAW-110publ315/pdf/PLAW-110publ315.pdf) (<https://www.govinfo.gov/content/pkg/PLAW-110publ315/pdf/PLAW-110publ315.pdf>).

All students, including those who enroll in a distance education courses at Southern Adventist University for the first time, are required to authenticate their identity at the time of initial registration in their first semester at Southern. The student may accomplish this using one of the following options: 1) Authenticate in person at Southern Adventist University, or 2) Authenticate online with Southern's secure identity verification partner, UCard, a subdivision of ProctorU. Fees for this authentication are the responsibility of the student. Student instructions

for completing their authentication with UCard are available [here](https://docs.google.com/document/d/15nNEI2mAvJeQWk6xHH_MVSuEGXLGiryRp-hu3zfqnpI/edit) (https://docs.google.com/document/d/15nNEI2mAvJeQWk6xHH_MVSuEGXLGiryRp-hu3zfqnpI/edit).

Sabbath Policy

Southern Adventist University, including Online Campus, share the belief in honoring the seventh-day Sabbath as a day of rest, worship, and freedom from academic pursuits. The Sabbath, as it is celebrated on the SAU campus, begins at sundown on Friday and ends at sundown on Saturday each week. Southern's Online Campus respects the personal beliefs of each student enrolled in online courses, and the freedom to make personal choices about when and how to worship. Please know, however, that your faculty honor the Sabbath and will not be responding to student emails and concerns during this time.

The Professor reserves the right to amend the syllabus and course schedule to best meet the learning needs of the class.

Course Schedule
SOCW 670 – Crisis and Emergency Management: Core Concepts
Winter 2024

ASSIGNMENTS DUE DATES:

All **original posts** are due on the first **Sunday** of a full Module, or on Wednesday of a short module, by **11:55pm**

All discussion post **replies** are due on F2F Sunday, by **11:55pm**, unless otherwise noted.

Assignments are due by **12:00pm (noon)** on the last Sunday of the module, on the date/time noted.

DATES	Learning Activities	Learning Products
Module#1 Jan 8 - 14	OVERVIEW: CRISIS INTERVENTION & FEMA STRUCTURE Required readings available in Perusall, accessible via eClass Online Training available in e-class.	Introductions DQ #1 FEMA Training
Module#2 Jan 15 - 28	DISASTER RESPONSE Required readings available in Perusall, accessible via eClass Online Training available in e-class.	DQ #2 DQ #3 FEMA Certificates
Module#3 Jan 29 - Feb 11	ASSESSMENT & INTERVENTION TOOLS Required readings available in Perusall, accessible via eClass Online Training available in e-class.	DQ #4 DQ #5 SAFER-R exercise Prep for First Aid/CPR training
Module#4 Feb 12 - 25	PERSONAL CRISES Required readings available in Perusall, accessible via eClass Online Training available in e-class.	DQ #6 SAFER-R exercise Psychological First Aid and Skills for Psychological Recovery Certificates
Module#5 Feb 26 - Mar 10	CRISES IN INSTITUTIONS & SCHOOLS Required readings available in Perusall, accessible via eClass Online Training available in e-class.	DQ #7 SAFER-R exercise

	<p>Additional Resources: The Center for School Mental Health provides a list of resources for children dealing with the aftermath of disasters. The URL for the resource list is: http://www.hcps.org/aboutus/disasters.pdf</p>	
<p>Module#6 March 11 - 24</p>	<p>CHEMICAL DEPENDENCY, PTSD & TRAUMATIC BRAIN INJURY (TBI)</p> <p>Required readings available in Perusall, accessible via eClass</p> <p>Online Training available in e-class.</p>	<p>DQ #8 DQ #9 SAFER-R exercise CALM training</p>
<p>Module#7 Mar 25 – April 7</p>	<p>MASS CASUALTY & TERRORISM</p> <p>Required readings available in Perusall, accessible via eClass</p> <p>Online Training available in e-class.</p>	<p>DQ #10 FEMA Certificates Analysis & Reflection Paper Due</p>
<p>Module#8 April 8 - 21</p>	<p>COPING WITH CRISES & TRAUMA</p> <p>Required readings available in Perusall, accessible via eClass</p>	<p>DQ #11 Course Evaluation FEMA Certificates Avoiding Burnout, Compassion Fatigue, Vicarious Traumatization, and Self Care Presentation</p>