



# THE UNIVERSITY OF MISSISSIPPI

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## Clinical-Disaster Research Center (CDRC)

Kinard Hall, Suite 203  
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### SPECIAL TOPICS: RESEARCH TEAM

#### **Clinical-Disaster Research Center (UM-CDRC)**

**PSY 405/420 - Fall 2019**

**Lab Meeting days/time: Fridays 8:30 am to 10:00 am**

**Location: 203 Kinard**

**Instructor:** Stefan E. Schulenberg, Ph.D.  
**Office:** Kinard Building, Suite 203  
**Office Hours:** Tuesday/Thursday 2:30 pm to 3:45 pm (or by appt.)  
**Phone:** 662-915-3518  
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**Course Purpose:** To provide an understanding of the research process (including literature searches and literature reviews, data collection, data entry, and research writing and presenting), as well as to provide a model for how research in disaster mental health inspires education, training, community volunteer work, and working with agencies and organizations.

**Prerequisites:** *Required:* An overall GPA of 3.0 or higher, along with consent of the instructor; CITI Training

*Recommended:* PSY 417 (Disasters and Mental Health) and/or PSY 430 (Positive Psychology)

**Research Team:  
(UM-CDRC)** The University of Mississippi's Clinical-Disaster Research Center (UM-CDRC) is an integrated research, teaching, and training center with emphases in disaster mental health and positive psychology. The UM-CDRC has participated in a number of studies relating to better understanding the mental health effects of such disasters as Hurricane Katrina, the Deepwater Horizon oil spill, and the recent flooding in Colorado, Louisiana, and Texas.

The UM-CDRC provides training and education in the areas of disaster preparedness, psychological first aid, disaster mental health response and recovery, meaning and purpose in life, resilience, and posttraumatic growth. The UM-CDRC has also worked to develop the multidisciplinary minor in Disaster Sciences (<https://catalog.olemiss.edu/liberal-arts/ba-distr-sci>), a joint effort involving many different constituents on the UM campus.

## Research Team/Course Policies

**ATTENDANCE:** Attendance is required at research team meetings. Unexcused absences affect PSY 405/420 grades. Let your instructor know in advance if you will be unable to attend a research team meeting. Meeting times will be evaluated in an ongoing fashion and may be adjusted to meet team needs.

Attendance verification: UM requires that all students have a verified attendance for each course. If attendance is not verified, then a student will be dropped from the course and any financial aid will be adjusted accordingly. See <http://olemiss.edu/gotoclass> for more information.

### REQUIRED READINGS:

#### Ethics

American Psychological Association (2002). Ethical principles of psychologists and code of conduct. *American Psychologist*, 57, 1060-1073. (updated with 2010 amendments)

#### Disaster Mental Health and Positive Psychology (Special Issue of the Journal of Clinical Psychology)

- Schulenberg, S. E. (2016). Disaster mental health and positive psychology - Considering the context of natural and technological disasters: An introduction to the special issue. *Journal of Clinical Psychology*, 72, 1223-1233. doi: 10.1002/jclp.22409
- Park, C. L. (2016). Meaning making in the context of disasters. *Journal of Clinical Psychology*, 72, 1234-1246. doi: 10.1002/jclp.22270
- Dursun, P., Steger, M. F., Bentele, C., & Schulenberg, S. E. (2016). Meaning and posttraumatic growth among survivors of the September 2013 Colorado floods. *Journal of Clinical Psychology*, 72, 1247-1263. doi: 10.1002/jclp.22344
- Aiena, B. J., Buchanan, E. M., Smith, C. V., & Schulenberg, S. E. (2016). Meaning, resilience, and traumatic stress after the Deepwater Horizon oil spill: A study of Mississippi coastal residents seeking mental health services. *Journal of Clinical Psychology*, 72, 1264-1278. doi:10.1002/jclp.22232
- Schulenberg, S. E., Smith, C. V., Drescher, C. F., & Buchanan, E. M. (2016). Assessment of meaning in adolescents receiving clinical services in Mississippi following the Deepwater Horizon oil spill: An application of the Purpose in Life test - Short Form (PIL-SF). *Journal of Clinical Psychology*, 72, 1279-1286. doi:10.1002/jclp.22240
- Shing, E. Z., Jayawickreme, E., & Waugh, C. E. (2016). Contextual positive coping as a factor contributing to resilience after disasters. *Journal of Clinical Psychology*, 72, 1287-1306. doi: 10.1002/jclp.22327

- Jacobs, G. A., Gray, B. L., Erickson, S. E., Gonzalez, E. D., & Quevillon, R. P. (2016). Disaster mental health and community-based psychological first aid: Concepts and education/training. *Journal of Clinical Psychology, 72*, 1307-1317. doi: 10.1002/jclp.22316
- Gil-Rivas, V., & Kilmer, R. P. (2016). Building community capacity and fostering disaster resilience. *Journal of Clinical Psychology, 72*, 1318-1332. doi: 10.1002/jclp.22281
- Vernberg, E. M., Hambrick, E. P., Cho, B., & Hendrickson, M. L. (2016). Positive psychology and disaster mental health: Strategies for working with children and adolescents. *Journal of Clinical Psychology, 72*, 1333-1347. doi: 10.1002/jclp.22289
- Quevillon, R. P., Gray, B. L., Erickson, S. E., Gonzalez, E. D., & Jacobs, G. A. (2016). Helping the helpers: Assisting staff and volunteer workers before, during, and after disaster relief operations. *Journal of Clinical Psychology, 72*, 1348-1363. doi: 10.1002/jclp.22336
- Southwick, S. M., Satodiya, R., & Pietrzak, R. H. (2016). Disaster mental health and positive psychology: An afterward to the special issue. *Journal of Clinical Psychology, 72*, 1364-1368.

### Meaning

Frankl, V. E. (2006). *Man's search for meaning*. Boston: Beacon Press.

**EXPECTATIONS:** Students work for the UM-CDRC approximately 6.5 to 7 hours per week (e.g., team meetings, collecting data and resources, data entry and analysis, staffing the center, assisting with administrative tasks). With respect to hours, *a minimum of 3 hours each week should be scheduled for working in the center (not counting research team meetings)*. Coordinate with the research assistant(s) or your instructor to determine a day(s)/time(s) to work in the center.

Students are expected to turn in a record of the dates, times, and research tasks performed throughout the semester using provided hours log sheets. Tasks are assigned by the instructor or graduate research assistant(s). Hours log sheets are used in large part to determine the grade for the semester (along with attendance at weekly research team meetings and professional behavior). Hours log sheets are due at the mid-point of the semester, as well as on the last day of class. It is the student's responsibility to track hours and to notify the instructor if additional tasks are needed to meet course requirements.

To participate in this course, students must become CITI certified through UM's IRB (providing proof of certification). Students are expected to maintain professional behavior as part of this course, and to notify the instructor in case of problems noted during the learning experience. Given the nature of what the center does in terms of research, teaching, training, and administration, students must be responsible, organized, thorough, respectful of others, helpful to other team members, and meticulous in keeping records and appointments. Such characteristics are essential for good professional conduct and rapport with other members of the team.

**COURSE GRADES:** Grades will be determined as follows so long as the above expectations are met. If expectations are not being met, this will be addressed on a case-by-case basis at the discretion of the instructor. Problems meeting expectations could result in a lower grade than what is outlined below.

- A = approx. 6.5 to 7 hours of work per week\*
- B = approx. 5.5 to 6.5 hours of work per week
- C = approx. 5 to 5.5 hours of work per week
- D = approx. 4.5 to 5 hours of work per week
- F = approx. 0 to 4.5 hours of work per week

\*This equates to **85 hours and above** over the course of the semester for PSY 420 (and **66 hours and above** for PSY 405).

Please note that CITI training, while a prerequisite for this course, does not count toward work hours. However, students may earn 12 hours of time based on reading the aforementioned assigned materials if this is the first time the course is taken for credit.

Students who are working on their Honor's thesis projects under the direction of the UM-CDRC may document up to 30% of their PSY 405/420 hours with their Honor's thesis writing, defending, and publishing efforts (25 hours max. for PSY 420, 20 hours max. for PSY 405).

**CHEATING/ACADEMIC MISCONDUCT:** Cheating (e.g., fabricating hours logs) and other unethical or unprofessional behavior will not be tolerated, serving as grounds for a failing grade in the course and disciplinary action consistent with The University of Mississippi's M Book.

All materials distributed electronically and in hard copy in this course are protected under intellectual copyright. Any attempt to upload these documents onto the Internet (or to distribute them by some other means) or to profit from the distribution (by Internet or other means) of these documents constitutes theft and will be in violation of intellectual property law and the UM Academic Conduct Code unless expressly permitted for by the instructor.

**STUDENTS WITH DISABILITIES:** Students with a verified disability through The University of Mississippi's Office of Student Disability Services (OSDS), those approved to receive academic accommodations, are encouraged to provide the OSDS verification form for instructors early on in the course so that appropriate and timely arrangements may be made on their behalf.

**CAMPUS EMERGENCIES:** <http://www.olemiss.edu/emergency/> provides information about campus-related emergencies due to weather or other circumstances. In the case of an emergency, know the safe areas of the buildings you frequent. Read RebAlert texts and respond accordingly. RebAlerts allow the University to communicate essential information to the UM community when a disaster occurs.