

Course Code	HP8006
Course Title	Psychology of Crisis Stress Management
Pre-requisites	NIL
No of AUs	3

Course Aims

Every so often, we read of crises, disasters and terror incidents happening around us and in the world. The probability of encountering a disaster, critical incident or crises in one's life can be very real. Disasters of various forms have become realities that people should be prepared to face wherever they work or live in a technological and global environment. The objectives of this module are to provide students with an understanding of how people react, behave or are affected in a disaster, critical incident or personal crisis. It will present some practical knowledge about how an individual or organisation can cope with the traumatic stress that comes with the critical incident or crisis. In addition, the students will be introduced to some concepts of crisis management, psychological resilience and how an emergency response system could be set up or developed in the organisation where he or she may be employed.

Intended Learning Outcomes (ILO)

By the end of the course, you should be able to:

- (a) identify the different types of disasters and the nature of a crisis;
- (b) identify emergency behaviour, stress reactions and post-traumatic symptoms during and after a crisis;
- (c) apply some concepts of crisis management in response to a crisis when it arises;
- (d) apply practical knowledge and techniques to cope with traumatic stress and psychological resilience;
- (e) generate ideas to manage working relationships with colleagues, supervisors and other organisations during a crisis.

Course Content

This class is organized along the following themes: (1) Introduction to crisis and disasters, (2) Behaviour during crisis, (3) Post-Traumatic Stress Disorder, (4) Crisis Stress Prevention, (5) Intervention Strategies, (6) Crisis Interventions, (7) Psychological Resilience, (8) Managing Crisis Responders, (9) Crisis Communications, (10) Crisis Contingency Planning, and (11) applications of crisis stress management.

Assessment (includes both continuous and summative assessment)

Component	Course LO Tested	Related Programme LO or Graduate Attributes	Weighting	Team/ Individual	Assessment rubrics
1. Continuous Assessment (CA): Quiz	A, B, C, D, E	Social Skills Respect & Empathy	50%	Individual	N.A.
2. Examination	A, B, C, D, E	Social Skills Respect & Empathy	50%	Individual	N.A.
Total			100%		

Formative feedback

Students will receive feedback on their understanding of topic through the Continuous Assessments. The written assignment will provide summative feedback of students' ability, to recall, describe, and apply concepts with accuracy.

Learning and Teaching approach

Approach	How does this approach support students in achieving the learning outcomes?
Lecture	Lecture will effectively introduce and present core materials, key concepts and fundamental issues of the topics.
Case Studies	Case studies of local crisis and disasters and the application of crisis psychology principles in crisis stress management are discussed in class.

Reading and References

- (a) Halpern, James & Tramontin, Mary (2007). *Disaster mental health: theory and practice*. Belmont: Thomson.
- (b) Hodgkinson, P E & Stewart, M. (1998). *Coping with catastrophe, 2nd ed.* London: Routledge.
- (c) Long, F.Y. (2001). Psychological support in civil emergencies: the National Emergency Behaviour Management System of Singapore. *International Review of Psychiatry*, 13, 209 – 214.
- (d) Tan, P., Wee, K. P., & Sahelangi, P. (2007). Remembering the Musi-SilkAir Flight MI 185 crash victim identification. *Annals-Academy of Medicine Singapore*, 36(10), 861.
- (e) Endicott, John, "Case Histories of Failure of Deep Excavation. Examination of Where Things Went Wrong: Nicoll Highway Collapse, Singapore" (2013). International Conference on Case Histories in Geotechnical Engineering. 7
- (f) Lim, K. Y. (2017). *An exploratory mixed methods analysis of the media framing of crisis stakeholder salience: The case of Singapore Airlines SQ006* (Doctoral dissertation, University of Leicester).
- (g) Ang, J., Diong, S. M., Misir, C., & Cheong, J. (2011). Operations psychology: the Singapore police experience. *Journal of Police and Criminal Psychology*, 26(2), 69-76.
- (h) Khader, M., Ang, J., Maan, D. S., Li, P. L., Min, T. S., Jayagowry, A., ... & Fen, H. H. (2012). Police Psychology in Singapore: The Red Dot Experience. *Journal of Police and Criminal Psychology*, 27(1), 24-32.
- (i) Yap, H. L., Ho, H. F., Jansen Ang, M. Z. S., Danker, T. N., Tan, Y. S., Zalzuli, A. D., & Force, S. P. (2020). Supporting the Police Psychologically in a Pandemic: The Singapore Experience
- (j) Dhevithiagaraja, B., Khader, M., Ang, J., Maan, D. S., Tan, E., & Pattrick, P. (2015). A Command Leadership Framework for Law Enforcement. *Collaborative Policing: Police, Academics, Professionals, and Communities Working Together for Education, Training, and Program Implementation*, 25, 63.
- (k) Khader, M., Ang, J., Chee-Wee, K., Siew-Maan, D., Koh, M., Poh, L. L., & Tan, C. (2007). Chapter Six. Organisational health in the police: A 3-r approach. In *Work stress and coping among professionals* (pp. 85-100). Brill.

(l) Lee, R. C., Khader, M., Goh, C., Ho, H. F., Tham, Y., Hui, S., & Ang, J. (2017). 13 Singaporean police officers who responded to a major riot. *Psycho-Criminological Perspective of Criminal Justice in Asia: Research and Practices in Hong Kong, Singapore, and Beyond*, 221.

(m) Wu, K. K., & Cheung, M. W. (2006). Posttraumatic stress after a motor vehicle accident: A six-month follow-up study utilizing latent growth modeling. *Journal of Traumatic Stress: Official Publication of The International Society for Traumatic Stress Studies*, 19(6), 923-936.

(n) Smit, C. (2015). Theories and models of grief: Applications to professional practice. *Whitireia Nursing and Health Journal*, (22), 33.

(o) Lahad, M. (2017). From victim to victor: The development of the BASIC PH model of coping and resiliency. *Traumatology*, 23(1), 27.

(p) Cohen, O., Leykin, D., Lahad, M., Goldberg, A., & Aharonson-Daniel, L. (2013). The conjoint community resiliency assessment measure as a baseline for profiling and predicting community resilience for emergencies. *Technological Forecasting and Social Change*, 80(9), 1732-1741.

Course Policies and Student Responsibilities

(1) General

Students are expected to complete all assigned pre-class readings and activities, attend all lectures punctually and take all scheduled tests by due dates. Students are expected to take responsibility to follow up with course notes and course related announcements for lectures they have missed.

(2) Absenteeism

Student who are absent for the Continuous Assessments, must present a valid medical certificate (MC) within a week. They will receive a VR (Valid Reason) for the test. There will be no make-up test for those who are absent. A score of zero will be assigned to those who missed the test without a valid reason.

Academic Integrity

Good academic work depends on honesty and ethical behaviour. The quality of your work as a student relies on adhering to the principles of academic integrity and to the NTU Honour Code, a set of values shared by the whole university community. Truth, Trust and Justice are at the core of NTU's shared values.

As a student, it is important that you recognize your responsibilities in understanding and applying the principles of academic integrity in all the work you do at NTU. Not knowing what is involved in maintaining academic integrity does not excuse academic dishonesty. You need to actively equip yourself with strategies to avoid all forms of academic dishonesty, including plagiarism, academic fraud, collusion and cheating. If you are uncertain of the definitions of any of these terms, you should go to the [academic integrity website](#) for more information. Consult your instructor(s) if you need any clarification about the requirements of academic integrity in the course.

Course Instructors

Instructor	Office Location	Phone	Email
Jansen Ang	-	-	Jansenang@ntu.edu.sg

Planned Weekly Schedule

Week	Topic	Course LO	Readings/ Activities
1	Introduction to crisis and disasters	A	<p>Endicott, John, "Case Histories of Failure of Deep Excavation. Examination of Where Things Went Wrong: Nicoll Highway Collapse, Singapore" (2013). International Conference on Case Histories in Geotechnical Engineering. 7</p> <p>Case discussion of Nicoll Highway disaster and principles of crisis stress management</p>
2	Behaviour during crisis	A	<p>Lim, K. Y. (2017). <i>An exploratory mixed methods analysis of the media framing of crisis stakeholder salience: The case of Singapore Airlines SQ006</i> (Doctoral Dissertation, University of Leicester).</p> <p>Case discussion of SQ006 disaster and principles of crisis stress management</p>
3	Post-Traumatic Stress Disorder	B	<p>Lee, R. C., Khader, M., Goh, C., Ho, H. F., Tham, Y., Hui, S., & Ang, J. (2017). 13 Singaporean police officers who responded to a major riot. <i>Psycho-Criminological Perspective of Criminal Justice in Asia: Research and Practices in Hong Kong, Singapore, and Beyond</i>, 221.</p> <p>Wu, K. K., & Cheung, M. W. (2006). Posttraumatic stress after a motor vehicle</p>

			<p>accident: A six-month follow-up study utilizing latent growth modeling. <i>Journal of Traumatic Stress: Official Publication of The International Society for Traumatic Stress Studies</i>, 19(6), 923-936.</p> <p>Case discussion of Little India Riot disaster and principles of crisis stress management</p>
4	Crisis Stress Prevention	B	<p>Smit, C. (2015). Theories and models of grief: Applications to professional practice. <i>Whitireia Nursing and Health Journal</i>, (22), 33.</p> <p>Dhevithiagaraja, B., Khader, M., Ang, J., Maan, D. S., Tan, E., & Patrick, P. (2015). A Command Leadership Framework for Law Enforcement. <i>Collaborative Policing: Police, Academics, Professionals, and Communities Working Together for Education, Training, and Program Implementation</i>, 25, 63.</p> <p>Case discussion of Man Gulch Fire disaster and principles of crisis stress management</p>
5	Intervention Strategies	C	<p>Marich, J., LPCC-S, L. I. C. D. C., REAT, R., & Dansiger, S. (2017). <i>EMDR therapy and mindfulness for trauma-focused care</i>. Springer Publishing Company.</p> <p>Tan, P., Wee, K. P., & Sahelangi, P. (2007). Remembering the Musi-SilkAir Flight MI 185 crash victim identification. <i>Annals-Academy of Medicine Singapore</i>, 36(10), 861.</p>

			Case discussion of MI 185 disaster and principles of crisis stress management
6	Crisis Interventions	C	<p>Lahad, M. (2017). From victim to victor: The development of the BASIC PH model of coping and resiliency. <i>Traumatology</i>, 23(1), 27.</p> <p>Long, F.Y. (2001). Psychological support in civil emergencies: the National Emergency Behaviour Management System of Singapore. <i>International Review of Psychiatry</i>, 13, 209 – 214.</p>
7	Continuous Assessment : Quiz	A,B,C,D,E	
8	Psychological Resilience	D	<p>Cohen, O., Leykin, D., Lahad, M., Goldberg, A., & Aharonson-Daniel, L. (2013). The conjoint community resiliency assessment measure as a baseline for profiling and predicting community resilience for emergencies. <i>Technological Forecasting and Social Change</i>, 80(9), 1732-1741.</p> <p>Yap, H. L., Ho, H. F., Jansen Ang, M. Z. S., Danker, T. N., Tan, Y. S., Zalzuli, A. D., & Force, S. P. (2020). Supporting the Police Psychologically in a Pandemic: The Singapore Experience</p> <p>Case discussion of SARS disaster and principles of crisis stress management</p>
9	Managing Crisis Responders	D	<p>Ang, J., Diong, S. M., Misir, C., & Cheong, J. (2011). Operations psychology: the Singapore police</p>

			<p>experience. <i>Journal of Police and Criminal Psychology</i>, 26(2), 69-76.</p> <p>Khader, M., Ang, J., Maan, D. S., Li, P. L., Min, T. S., Jayagowry, A., ... & Fen, H. H. (2012). Police Psychology in Singapore: The Red Dot Experience. <i>Journal of Police and Criminal Psychology</i>, 27(1), 24-32.</p>
10	Crisis Communications	E	<p>Henderson, Joan. (2003). Communicating in a crisis: Flight SQ 006. <i>Tourism Management</i>. 24. 279-287. 10.1016/S0261-5177(02)00070-5.</p> <p>Chong, M. (2006). A crisis of epidemic proportions: What communication lessons can practitioners learn from the Singapore SARS crisis?. <i>Public Relations Quarterly</i>, 51(1), 6.</p> <p>Case discussion of SARS communications and principles of crisis stress management</p>
11	Crisis Contingency Planning	E	<p>Khader, M., Ang, J., Chee-Wee, K., Siew-Maan, D., Koh, M., Poh, L. L., & Tan, C. (2007). Chapter Six. Organisational health in the police: A 3-r approach. In <i>Work stress and coping among professionals</i> (pp. 85-100). Brill.</p>
12	Applications of crisis stress management.	A, B, C, D, E	No required readings
13	Revision	A, B, C, D, E	No required readings