Instructor: Nicole Lozano, Ph.D.
Office Hours - 104G: By Appointment

Class Time & Location: TWR: 12-2PM | Academic 219
E-mail address: nicole.lozano@angelo.edu

Course Description:
This course is designed to introduce students to the psychology of trauma. Students will learn about the effects of trauma from a physiological and psychological standpoint, diagnostic and assessment procedures, and therapeutic approaches to working with trauma survivors. The course will also address issues of social justice, multicultural competence, as well as working with specific trauma populations.

Required Texts:

Suggested Texts:

Other Readings as Assigned.
Grades in this class will be based on the following scale:
A | 355-400 pts
B | 315-355 pts
C | 280-314 pts
F | 279 pts or below

Course Evaluation: Annotated Bibliography (100 points)
One of the things that I want you to leave with is a list of resources for when you encounter trauma work in your practice. A great way to work with clients is to use bibliotherapy. Thus, for this assignment, you will choose a topic and find 10 reference resources. This is to consist of both current and benchmark materials, with no more than 4 of the articles from electronic journals. No two students will be researching the same topic. This will ultimately be shared with your classmates. http://guides.library.cornell.edu/annotatedbibliography

Trauma Counseling Project (100 points)
You will write a 10-12 page paper that outlines how you would approach trauma counseling for someone with a problem of your choosing and a client group of your choosing (individual, couple, family, group, etc.). This will be a step-by-step intervention plan that will include at least 5 sources, three of which should be from peer-reviewed journal articles (published from 2000 to the present). Additional guidelines will be forthcoming.

Online Trauma or Crisis Trainings (50 pts)
There are several great trainings out there that can supplement knowledge from this course. You must submit your choice and be approved by Dr. Lozano by __________. You can find your own or choose from some provided on the first day of class. After completing the training (by __________), you will submit a 2-3 page reflection paper on the training, how it has enhanced your knowledge, how you’ll use it in a future career, and what questions remain after completing the training. This is due by __________.

10 Reading Reflections (50 pts)
You are required to complete a lot of reading for this course, and these are simply to help you organize your thoughts. Reflections should follow the sample format attached to the syllabus.

10 Journal Entries: (100)
Research is clear that journaling has many health and psychological benefits. Due to the nature of this course, you are going to be asked to keep a journal to have an outlet for the processing this course, and a record of your reactions to course content and experiences. You will be required to write a pre-course reflection based on your thoughts about the topic and your preparation for the course (1), a self-care plan to be modified throughout the course (2), and one entry for each day we have class (7).

Rev. 05.29.2018
## Course Schedule:

<table>
<thead>
<tr>
<th>wk of:</th>
<th>Topics</th>
<th>Readings</th>
<th>What’s Due</th>
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<tbody>
<tr>
<td>Jun 4</td>
<td>Defining Trauma Work, Ethics &amp; Self-Care</td>
<td>Briere &amp; Scott, Ch 1, 2, 4</td>
<td>Pre-Course Assessment/Reflection</td>
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<tr>
<td></td>
<td></td>
<td>van Dernoot Lipsky &amp; Burk, Chp 1, 2</td>
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<tr>
<td>Jun 11</td>
<td>Neurobiology of Trauma</td>
<td>van der Kolk, Chp 4-6, 16</td>
<td>Reading Reflections &amp; Journal Entry</td>
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<td></td>
<td></td>
<td>Briere &amp; Scott, Chp 10</td>
<td>Self-Care Plan</td>
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<td></td>
<td>6/14 from 1130-1 PM Yoga &amp; Trauma</td>
<td>Workshop at Pura Flow Yoga</td>
<td>Annotated Bibliography Selection</td>
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<td></td>
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<td>$10 per student</td>
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<tr>
<td>Jun 18</td>
<td>Models of Trauma &amp; Crisis Treatment</td>
<td>Dass-Brailsford, Chps 3, 4, 5</td>
<td>Reading Reflections &amp; Journal Entry</td>
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<td></td>
<td></td>
<td>Briere &amp; Scott, Ch 5</td>
<td>Training Selection</td>
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<tr>
<td>Jun 25</td>
<td>Crisis Interventions Dis. Mental Health</td>
<td>Dass-Brailsford, Ch 8, 12, 13</td>
<td>Reading Reflections &amp; Journal Entry</td>
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<td>Briere &amp; Scott, Ch 11</td>
<td>Entry</td>
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<tr>
<td>Jul 2</td>
<td>Trauma &amp; Culture</td>
<td>Dass-Brailsford, Chp 1, 9, 11</td>
<td>Reading Reflections &amp; Journal Entry</td>
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<td></td>
<td></td>
<td>Briere &amp; Scott, Ch 9</td>
<td>Training Reflection</td>
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<td></td>
<td></td>
<td>van Dernoot Lipsky &amp; Burk, Chp 3</td>
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<tr>
<td>Jul 9</td>
<td>Interpersonal Trauma</td>
<td>Dass-Brailsford, Chps 10</td>
<td>Reading Reflections &amp; Journal Entry</td>
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<td></td>
<td></td>
<td>Briere &amp; Scott, Chp 6, 8</td>
<td>Entry</td>
</tr>
<tr>
<td></td>
<td></td>
<td>van Dernoot Lipsky &amp; Burk, Chp 4</td>
<td>Annotated Bibliography</td>
</tr>
<tr>
<td>Jul 16</td>
<td>Trauma Assessment</td>
<td>Briere &amp; Scott, Chp 3, 7</td>
<td>Reading Reflections &amp; Journal Entry</td>
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<td></td>
<td></td>
<td>Dass-Brailsford, Ch 2</td>
<td>Entry</td>
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<td>Jul 23</td>
<td>Resilience &amp; Recovery</td>
<td>on BlackBoard</td>
<td>Journal Entry</td>
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<td>Trauma Project</td>
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### SYLLABUS DISCLAIMER
This syllabus constitutes an agreement between the student and the instructor. Your continued enrollment in this course constitutes your agreement to abide by the terms of this syllabus. If changes must be made to the schedule or to any other aspect of the syllabus, all students will be notified in class and in writing as soon as possible. Any changes made to the course policies or the schedule/calendar will apply to all students.
**Other things of note:**

**Important Note Regarding Course Content:**
In this class we will be discussing issues which may have intense personal significance for some students. It is very possible that you, someone you know, or any of your classmates have survived considerable crises or traumas in their lives. Some of the lectures, media presentations, and speakers may have a strong emotional impact on you, and it is possible that experiences you may have had may be recalled and thus be felt more deeply during or after this class given the nature of the topic, discussions and activities. Although space will be created for reflections and discussions around personal reactions to both classroom materials and experiences, this course is not intended to facilitate the exploration and healing of trauma for individual students. Throughout this course, we will be emphasizing and learning strategies for self-care, and you are encouraged to develop and maintain a self-care routine both during and after this class. Furthermore, if you find you are especially troubled by material while taking this course, you are encouraged to pursue any external resources and counseling as needed.

**Please consult with me as soon as possible regarding any concerns that you might have about the course or its material, especially individuals who have experienced personal incidents of trauma (you will not be required to disclose specific details).**

**Competency:**
When you successfully pass this class, I am indicating that I have full faith in your ability to practice the APA & ACA Principles of beneficence and nonmalfeasance, fidelity and responsibility, integrity, justice, respect for people’s rights and dignity, autonomy, and veracity. I do not take this job lightly. Thus, earning a passing grade in this course does automatically move you forward if I am concerned about your competency as a therapist. If this is the case, I will give you a grade of “I” for the course, and will work with you on a remediation plan to bring you to level. I will be utilizing APA’s Benchmarks of Competency, distributed at the start of class, as a gauge for your ability to be deemed competent in the course. If there are any concerns, I will discuss them with you straightaway, in a transparent and open manner so that we can rectify any issues. If you have any concerns about yourself or another student, I ask that you share those with me as well.

**Policy on Children in Class:**
Currently, the university does not have a formal policy on children in the classroom. The policy described here is thus a reflection of my own beliefs and commitments to student parents.

1. All exclusively breastfeeding babies are welcome in class as often as is necessary to support the breastfeeding relationship. Because not all women can pump sufficient milk, and not all babies will take a bottle reliably, I never want students to feel like they have to choose between feeding their baby and continuing their education. You and your nursing baby are welcome in class anytime.
2. For older children and babies, I understand that minor illnesses and unforeseen disruptions in child care often put parents in the position of having to choose between missing class to stay home with a child and leaving him or her with someone you or the child does not feel comfortable with. While this is not meant to be a long-term childcare solution, occasionally bringing a child to class in order to cover gaps in care is perfectly acceptable.
3. In all cases where babies and children come to class, I ask that you sit close to the door so that if your little one needs special attention and is disrupting learning for other students, you may step outside until their need has been met. Non-parents in the class, please reserve seats near the door for your parenting classmates.
4. Finally, I understand that often the largest barrier to completing your coursework once you become a parent is the tiredness many parents feel in the evening once children have finally gone to sleep. I hope that you will feel comfortable disclosing your student-parent status to me. This is the first step in my being able to accommodate any special needs that arise. While I maintain the same high expectations for all student in my classes regardless of parenting status, I am happy to problem solve with you in a way that makes you feel supported as you strive for school-parenting balance.

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Additional Support:

Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to contact the Dean of Students for support. Furthermore, please notify me if you are comfortable in doing so. This will enable me to provide any resources that I may possess.

ANGELO STATE UNIVERSITY SYLLABUS STATEMENTS

Disability Services

ASU is committed to the principle that no qualified individual with a disability shall, on the basis of disability, be excluded from participation in or be denied the benefits of the services, programs or activities of the university, or be subjected to discrimination by the university, as provided by the Americans with Disabilities Act of 1990 (ADA), the Americans with Disabilities Act Amendments of 2008 (ADAAA), and subsequent legislation.

The Office of Student Affairs is the designated campus department charged with the responsibility of reviewing and authorizing requests for reasonable accommodations based on a disability, and it is the student’s responsibility to initiate such a request by contacting: Ms. Dallas A. Swafford (dallas.swafford@angelo.edu)

Title IX

Angelo State University is committed to the safety and security of all students. If you or someone you know experience sexual harassment, sexual assault, domestic or dating violence, stalking, or discrimination, you may contact ASU’s Title IX Coordinator: Michelle Nicole Boone, J.D. (michelle.boone@angelo.edu)

Student Absence for Observance of Religious Holy Days

A student who intends to observe a religious holy day should make that intention known in writing to the instructor prior to the absence. See ASU Operating Policy 10.19 Student Absence for Observance of Religious Holy Day for more information.

Incomplete Grade Policy

It is policy that incomplete grades be reserved for student illness or personal misfortune. Please contact faculty if you have serious illness or a personal misfortune that would keep you from completing course work. Documentation may be required. See ASU Operating Policy 10.11 Grading Procedures for more information.

Conduct Policies

Academic Integrity

Students are expected to maintain complete honesty and integrity in all work. Any student found guilty of any form of dishonesty in academic work is subject of disciplinary action and possible expulsion from ASU. The Department of Psychology, Sociology, and Social Work adheres to the academic honesty statement as set forth in the Angelo State University Student Handbook (2011-2012) http://www.angelo.edu/content/files/17358-university-honor-code.

Plagiarism

Plagiarism is a serious topic covered in ASU’s Academic Integrity policy in the Student Handbook. Plagiarism is the action or practice of taking someone else’s work, idea, etc., and passing it off as one’s own. Plagiarism is literary theft. In your discussions and/or your papers, it is unacceptable to copy word-for-word without quotation marks and the source of the quotation. It is expected that you will summarize or paraphrase ideas giving appropriate credit to the source both in the body of your paper and the reference list. Resources to help you understand this policy better are available at the ASU Writing Center. Papers are subject to be evaluated for originality via Turnitin.

If you are caught plagiarizing, you will be asked to meet with Dr. Lozano and she will make the decision about what happens from there. This will range from discussing proper citation and allowing you to re-
submit to turning in your work to Student Integrity and pursuing a full board academic review which could result in probation or expulsion. Plagiarizing is a serious offense, and Dr. Lozano has zero tolerance policy.

*Copyright Policy*

Students officially enrolled in this course should make only one printed copy of the given articles and/or chapters. You are expressly prohibited from distributing or reproducing any portion of course readings in printed or electronic form without written permission from the copyright holders or publishers.
Pre-Course Reflection
Please bring this to the first day of class (June 5th)

Name: __________________________________________

What other classes are you taking this summer:

Additional obligations outside of coursework (e.g., work, volunteering, parenting, caring for a loved one, etc.):

Circle the courses you’ve taken:

<table>
<thead>
<tr>
<th>Counseling Methods &amp; Techniques</th>
<th>Group Counseling</th>
<th>Cognitive Behavioral Counseling</th>
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</thead>
<tbody>
<tr>
<td>Development</td>
<td>Any Psychopathology</td>
<td>Practicum</td>
</tr>
</tbody>
</table>

What do you think your future counseling plans entail? (populations, academics etc.)

What are you looking forward to regarding this course?

What concerns (if any) do you have about taking this course?
What experience (if any) do you have with crisis and trauma work?

What is one “fun” or interesting thing about yourself that you wouldn’t mind sharing?

Is there anything else that you would like for me to know about you, either personally or professionally?

On a separate sheet of paper, please describe the follow:
   a) Five (5) pressing questions that you have related to crisis intervention and trauma?
   b) For each, state why this question is of particular interest to you?
   c) How do think that you might use the information from each of these questions in your future career?
Reading Reflection Format

These are the three main questions that I want you to keep in mind and answer when you’re reading your chapters. You will need to submit a reflection for EACH chapter that you read. I expect these to be about a page each As noted above, this is to help you concentrate and retain information to make for a better in-class discussion. You’ll turn these in at the end of each class for a completion grade.

What is the Main Point?
Reading assignments often contain a lot of information. What is the main concept that the author is trying to get across? This may, or may not, have been explicitly stated in the reading. Why did the author choose to emphasize this point, and not some other? Your response is not a summary of the chapter, but an analysis of it in a way that creates new meaning for you.

What is Surprising?
Your response to this question should be reflective. Did you learn something that is in conflict with your previous notions of the world? Did you learn something that fascinates you in a way that you didn’t expect? How does this new knowledge connect with material in other courses, or with other parts of your life? Responses must also clearly explain “why.”

What is Confusing?
Responses to this question require careful reading and reflection; it is only though the process of reconciling new information with our existing knowledge structure that we become aware of inconsistencies, or “gaps” in our understanding. Responses to this question should be specific and actionable – that is they should outline a clear path to understanding. Responses must also clearly explain “why.”
Relevant Journals
(This is not an exhaustive list of journals, but can serve as a starting point for literature searches)

Attachment and Human Development | http://www.tandf.co.uk/journals/titles/14616734.asp
Violence and Victims | http://www.ingentaconnect.com/content/springer/vav
Child Abuse and Neglect | http://www.elsevier.com/wps/find/journaldescription.cws_home/586/description#description
Crisis: The Journal of Crisis Intervention and Suicide Prevention | http://psycnet.apa.org/journals/cri/
Developmental Psychology | http://www.apa.org/pubs/journals/dev/
Family Law Quarterly | http://www.abanet.org/pubs/jflq/
Infant Mental Health | http://onlinelibrary.wiley.com/journal/10.1002/(ISSN)1097-0355
Journal of Interpersonal Violence | http://jiv.sagepub.com/
Journal of School Violence | http://www.tandfonline.com/toc/wjsv20/current#.Uv67WoVdC1c
Pediatrics | http://pediatrics.aappublications.org/
Personality Disorders: Theory, Research and Treatment | http://www.apa.org/pubs/journals/per/index.aspx
Psychology of Addictive Behaviors | http://www.apa.org/pubs/journals/adb/
The Family Journal | http://tfj.sagepub.com/
The Journal of Marriage and Family Therapy | http://www.jmft.net/