Course Description:
This course is designed to introduce students to the psychology of trauma. Students will study research that examines the effects of trauma from a physiological and psychological standpoint, learn diagnostic and assessment procedures, and analyze empirically based therapeutic approaches to working with trauma survivors. The course will also address issues of multicultural competence when working with specific trauma populations.

Required Texts:

Recommended Texts:

Other Readings as Assigned.

Course Evaluation:

Annotated Bibliography (25 points): [http://guides.library.cornell.edu/annotatedbibliography](http://guides.library.cornell.edu/annotatedbibliography)
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.

Trauma Counseling Project (25 points)
You will write a 10 -12 page paper that outlines how you would approach trauma counseling for at least two(2) characters from the book *The Hate U Give*. This will be a step-by-step intervention/treatment plan that will include at least 5 sources, three of which should be from peer-reviewed journal articles (published from 2000 to the present).

Online Trauma or Crisis Trainings (25 pts)
There are several great trainings out there that will be used to supplement knowledge from this course. You must submit 3 choices 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 per 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 ________.

TQE’s (15 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: (10pts)
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 (1+), and one entry for each day we have class (7).
Course Schedule:

Due every week: Journal Entries & TQE’s

Week of June 3rd (1)
Topics: Defining Trauma Work and Self Care
Readings: Levers Ch 1, 2, 30, 31, 32, 34
What’s Due: Precourse Reflection (attached to syllabus)

Week of June 10th (2)
Topics: Neurobiology of Trauma
Readings: van der Kolk, Chp 4-6, 16; Briere & Scott Ch 4, 6, 10
What’s Due: Self Care Plan; Annotated Bibliography Topic

Week of June 17th (3)
Topics: Trauma of Hate
Readings: Levers 16, 17, 18

Week of June 24th (4)
Topics: Lifespan Trauma
Readings: Levers 8, 9, 10, 12

Week of July 1st (5)
Topics: Clinical Assessment
Readings: Levers 27, 28, 29; Briere & Scott 3
What’s Due: Updated Self-Care Plan

Week of July 8th (6)
Topics: Interpersonal Trauma
Readings: Levers 7, 11, 14, 15

Week of July 15th (7)
Topics: Community Trauma
Readings: Levers 19, 21, 22, 24, 25
What’s Due: Trauma Counseling Project

Week of July 22nd (8) - **will need to meet on Monday or Tuesday**
What’s Due: Annotated Bibliography; Dead Date for Training Reflections

Grades in this class will be based on the following scale:

A | 100-89 pts  
B | 88-79 pts  
C | 78-69 pts  
F | 68 pts or below
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.

Additional Sources Support:

You are more than your grades or your ability to perform in college. Your general well-being is important to me as a faculty member, and this university as a whole. Issues such as insufficient food, safe housing, and mental health concerns may leave you struggling to complete assignments and perform to your standards. We have support on campus for students in these positions.

**Food Pantry**
Research shows that college students experience food insecurity at higher rates than the American household rate, and that food insecurity can negatively impact academic performance and persistence. [Ram Pantry](http://example.com) exists through the Office of Multicultural Affairs and is available 8-5, Monday through Friday to assist with food scarcity.

**Counseling Services**
Diminished mental health, including significant stress, mood changes, excessive worry, or problems with eating and/or sleeping can interfere with optimal academic performance. The source of symptoms might be strictly related to your course work; if so, please speak with me. However, problems with relationships, family worries, loss, or a personal struggle or crisis can also contribute to decreased academic performance.

ASU provides mental health services to support the academic success of students. [Counseling Services](http://example.com) offers free, confidential psychological services to help you manage personal challenges that may threaten your well-being. Getting help is a smart and courageous thing to do -- for yourself and for those who care about you.

**Angelo State University Required 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.
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/family/flq/
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/
Pre-Course Reflection
Please bring this to the first day of class (June 4th)

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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<tbody>
<tr>
<td>Development</td>
<td>Any Psychopathology</td>
<td>Practicum</td>
</tr>
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</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?