Instructor: Dr. Nicole Lozano
Class Time & Location: Wednesdays 12-2:50PM | Academic 201A
Office Hours: by appointment
E-mail address: nicole.lozano@angelo.edu

Course Overview and Goals:
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:

Other Readings as Assigned

Recommended Text:

Course Evaluation:
Annotated Bibliography: 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/peer reviewed journals. No two students will be researching the same topic. This will ultimately be shared with your classmates. See course schedule for due dates.

The Hate U Give Treatment Plan
You will write three treatment plans that outline how you would approach trauma counseling for three (3) 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 2010 to the present). See course schedule for due dates.

Online Trauma or Crisis Trainings
There are several great trainings that will be used to supplement knowledge from this course. You can find your own or choose from some provided in the Shared Google Drive, however you will need to complete 3 trainings. After completing each training, you will submit a 2-3-page reflection paper (per training). See course schedule for due dates.
**TQE’s**
You are required to complete a lot of reading quickly for this course, and these are simply to help you organize your thoughts so that you we can have a more productive class discussion. TQE’s are due every week apart from Week 1.

**Self-Care Handout and Reflection**
Each student will identify one brief (less than one hour) self-care strategy that they have found personally useful and will develop a one-page (single side) handout for the class describing how to conduct this self-care activity. Please talk with each other to avoid doubling up on similar strategies. *See course schedule for due dates.*

**Professionalism**
An important part of being a counselor is being a professional. Indicators of professionalism for class include class attendance, class participation, group participation, effort, desire and willingness to learn from others, self-reflection, openness to feedback, treating others with respect, good interpersonal skills, and maintenance of proper boundaries. Good participation is demonstrated by the following activities:

1) Asking questions, offering perspective, and sharing ideas & reactions
2) Participating in all activities to the best of your ability
3) An expectation that your participation will move along a continuum that follows normal development
4) Being courteous of classmates and your instructor

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Point Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Annotated Bibliography</td>
<td>50</td>
</tr>
<tr>
<td>The Hate U Give Treatment Plan</td>
<td>60</td>
</tr>
<tr>
<td>Online Crisis and Trauma Trainings</td>
<td>30</td>
</tr>
<tr>
<td>TQE’s (7)</td>
<td>35</td>
</tr>
<tr>
<td>Self-Care Handout and Reflection</td>
<td>10</td>
</tr>
<tr>
<td>Professionalism</td>
<td>15</td>
</tr>
</tbody>
</table>

**Total** 200

Further detail about assignments, including rubrics as necessary are found within the “Trauma Assignments” document. This will be handed out on the first day of class, along with the course schedule.

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

- **A** 180 – 200 pts
- **B** 160 – 179 pts
- **C** 140 – 159 pts
- **D** 139 pts or below
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. You will only earn a passing grade, should I believe that you are competent for the level at which you are. If I have concerns about competency, I will discuss them with you straightaway, in a transparent and open manner so that we can rectify any issues. If the concerns continue, we will create a remediation plan to bring you to level. If you have any concerns about yourself or another student, I ask that you share those with me as well. 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.

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).**

Attendance and Participation:
Students in this course are expected to attend class and be active participants in class activities. Participation is required. Students are expected to have completed assigned readings prior to the class period in which they will be discussed. You are also strongly encouraged to ask questions at any point during the class, as discussion generally allows students to learn better (and tends to make the class a lot more fun, too). Students who do not attend class meetings regularly, arrive late consistently, or who fail to participate in meaningful ways will receive 5-10 points deducted from their final grade, at the discretion of the professor.

Other things of note:
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 must choose between feeding their baby and continuing their education. You and your nursing baby are welcome in class anytime.
2. 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.
3. 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 students 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 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 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. If you do not feel comfortable with the Counseling Center on campus, I have a list of resources that I can refer you to.

Written Work:
ALL written work that contains citations and/or references should conform to the Publication Manual of the American Psychological Association. Every student would benefit from having access to this manual. It is available in most bookstores (i.e., Barnes & Noble; amazon.com). You can also access Purdue OWL APA Style Help as a source for help with citations. The citation for the manual is found under the books for the course.

Please remember that mere submission of assignments does not necessarily constitute successful completion of them. Each piece of work submitted and/or presented will be evaluated in regard to quality factors such as cogency, clarity of presentation, adherence to APA publication and other guidelines, evidence of effort, and timeliness. All of these will be factored into your grade for each assignment.
ANGELO STATE UNIVERSITY SYLLABUS STATEMENTS

All students are required to follow the policies and procedures presented in these documents:
- Angelo State University Student Handbook
- Angelo State University Catalog

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 College of Health and Human Services adheres to the university’s Statement of Academic Integrity.

Accommodations for Students with Disabilities
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.

Student Disability Services is located in the Office of Student Affairs, and is the designated campus department charged with the responsibility of reviewing and authorizing requests for reasonable accommodations based on a disability. It is the student’s responsibility to initiate such a request by contacting an employee of the Office of Student Affairs, in the Houston Harte University Center, Room 112, or contacting the department via email at ADA@angelo.edu. For more information about the application process and requirements, visit the Student Disability Services website. The employee charged with the responsibility of reviewing and authorizing accommodation requests is:

Dallas Swafford, Director of Student Disability Services
325-942-2047
dallas.swafford@angelo.edu
Houston Harte University Center, Room 112

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.

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. Papers are subject to be evaluated for originality. Resources to help you understand this policy better are available at the ASU Writing Center.

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.

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.

Rev. 05/26/2021
Syllabus Changes
The faculty member reserves the option to make changes as necessary to this syllabus and the course content. If changes become necessary during this course, the faculty will notify students of such changes by email, course announcements and/or via a discussion board announcement. It is the student’s responsibility to look for such communications about the course on a daily basis.

Title IX at Angelo State University
Angelo State University is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from sex discrimination of any kind. In accordance with Title VII, Title IX, the Violence Against Women Act (VAWA), the Campus Sexual Violence Elimination Act (SaVE), and other federal and state laws, the University prohibits discrimination based on sex, which includes pregnancy, and other types of Sexual Misconduct. Sexual Misconduct is a broad term encompassing all forms of gender-based harassment or discrimination and unwelcome behavior of a sexual nature. The term includes sexual harassment, nonconsensual sexual contact, nonconsensual sexual intercourse, sexual assault, sexual exploitation, stalking, public indecency, interpersonal violence (domestic violence or dating violence), sexual violence, and any other misconduct based on sex.

You are encouraged to report any incidents involving sexual misconduct to the Office of Title IX Compliance and the Director of Title IX Compliance/Title IX Coordinator, Michelle Boone, J.D. You may submit reports in the following manner:

Online: www.angelo.edu/incident-form
Face to face: Mayer Administration Building, Room 210
Phone: 325-942-2022
Email: michelle.boone@angelo.edu

Note, as a faculty member at Angelo State, I am a mandatory reporter and must report incidents involving sexual misconduct to the Title IX Coordinator. Should you wish to speak to someone in confidence about an issue, you may contact the University Counseling Center (325-942-2371), the 24-Hour Crisis Helpline (325-486-6345), or the University Health Clinic (325-942-2171).

For more information about resources related to sexual misconduct, Title IX, or Angelo State’s policy please visit: www.angelo.edu/title-ix.