APCE 661-700 (#24303)  
Psychological Trauma and Intervention  
for Individuals, Families and Communities  
Spring 2019 (Denver)

Instructor: Mary Sean O’Halloran, PhD, L.P  
Class Times: March 29-31 & April 12-14  
Friday 4-10; Saturday 8-5; Sunday 8-4

Office: McKee 248  
Email: sean.ohalloran@unco.edu  
Phone: 970.351.2731

Course Description: This 3-semester credit course features an overview of the impact of crises, disasters, and other trauma-causing events on individuals, families, and communities. Course participants will be introduced to strategies and interventions for working with these populations.

Required Texts:
- A contemporary novel, autobiography, or film of your choice (see assignment 3, below).
- Non-fiction text of your choice from selections below (see assignment 3, below).

** PLEASE NOTE: Journal articles will also serve as required readings in addition to these texts. Some of the articles will be posted on Canvas two weeks before class meetings. In general, you are responsible for securing articles through the UNC Library system. Review PowerPoint’s and relevant journal articles or other documents prior to class discussions. There will be times in this class that I will require you not to use your laptop, so expect to put it away. You are free to take handwritten notes if you wish.

Non-fiction reading assignment. Choose one of the following books, not ordered from the bookstore.

IMPORTANT NOTE: This course will increase your awareness and develop your knowledge about the impact of crises and psychological trauma. However, this course is not purely academic. It is very possible that you, someone you know, or classmates have faced significant crises or traumas in their lives. Some of the lectures, media presentations, and speakers may have a strong emotional impact on you.
This course is not intended to facilitate the exploration and healing of trauma for individual students in the class, although it is possible that experiences you have had may be recalled and thus be felt more deeply because of the class. Please consult with me as soon as possible regarding any concerns that you might have about the course or its material. Please develop and use self-care strategies both during and after this course.

**COURSE CONTENT:** This course is designed to meet the CACREP 2016 Standards and focuses on understanding the impact of crises, disasters, and other trauma-causing events on individuals, families, and communities. Course content includes an overview of the impact of crises, disasters, and trauma-causing events on people, the impact of working with traumatized clients on practitioners, and interventions and strategies for working with individuals, families, and groups of people who have experienced crises, disasters, and other trauma-causing events.

**Knowledge & Skill Outcomes (Objectives):**
Upon successful completion of this course students will:

1. Counselors’ roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams (CACREP Standard: 2.F.1.c).
2. Self-care strategies appropriate to the counselor role (CACREP Standard: 2.F.1.l).
3. Effects of crisis, disasters, and trauma on diverse individuals across the lifespan (CACREP Standard: 2.F.3.g).
4. Crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid (CACREP Standard: 2.F.5.m).
7. Operation of an emergency management system within rehabilitation agencies and in the community in relations to accommodating with individuals with disabilities (CACREP CRC Standard: 5.D.2.e).
9. Impact of crisis and trauma on marriages, couples, and families (CACREP MCFC Standard: 5.F.2.g).
10. Roles of college counselors and student affairs professionals in relation to the operation of the institution’s emergency management plan, and crises, disasters, and trauma (CACREP CCSA Standard: 5.E.2.b).

**METHODS OF INSTRUCTION:** (a) readings; (b) lectures; (c) small and large group discussions; (d) role-plays; (e) guest speakers; and (f) active reflections.

**PROFESSIONAL CONDUCT/ETHICS:** All students must be familiar with, and, adhere to their respective professional association (e.g., ACA, APA) codes of ethics. Ethical violations may result in failure of the course and possibly dismissal from the program.

**ACADEMIC CONDUCT/INTEGRITY:** Cheating on examination, submitting work of other students as your own, or plagiarism in any form will result in penalties ranging from an “F” on an assignment to expulsion from the University. Visit Student Handbook: [http://www.unco.edu/dos/handbook/index.html](http://www.unco.edu/dos/handbook/index.html)

**ACCOMMODATIONS STATEMENT:** Students who believe that they may need accommodations in this class are encouraged to contact the Disability Support Services, voice/TTY (970) 351-2289, or fax
(970) 351-4166, or visit www.unco.edu/dss as soon as possible to ensure that accommodations are implemented in a timely fashion.

**INCLUSIVITY/DIVERSITY STATEMENT:** The College of Education and Behavioral Sciences (CEBS) supports an inclusive learning environment where diversity and individual differences are understood, respected, appreciated, and recognized as a source of strength. We expect that students, faculty, administrators and staff within CEBS will respect differences and demonstrate diligence in understanding how other peoples’ perspectives, behaviors, and worldviews may be different from their own.

**SEXUAL MISCONDUCT/TITLE IX STATEMENT:** The University of Northern Colorado prohibits and will not tolerate sexual misconduct or gender-based discrimination of any kind. UNC is legally obligated to investigate sexual misconduct (including, but not limited to sexual assault, sexual harassment, stalking, and intimate partner violence). If you disclose an incident of sexual misconduct to a faculty member, they have an obligation to report it to UNC’s Title IX Coordinator. “Disclosure” may include communication in-person, via email/phone/text message, or through in/out of class assignments. If you wish to speak confidentially about an incident of sexual misconduct, please contact the UNC Counseling Center (970-351-2496) or the Assault Survivors Advocacy Program (970-351-4040). If you would like to learn more about sexual misconduct or report an incident, please visit www.unco.edu/sexualmisconduct.

**Electronic Devices:** PLEASE Turn off or silence cell phones during class time. Do not text during class. If you have a particular need (medical call or children at home) please notify the instructor prior to the beginning of class so that accommodations can be made. Computers are usually welcome as long as students use them for note taking, not surfing the web or e-mailing. There will be times in this class that you will be required to shut down your computer. It is painfully obvious to instructors when students are surfing or e-mailing or staring at their laps when they texting. Please don't do this. If your device interrupts class, you will be asked to leave class to attend to it. The first time will be a warning and you will be allowed to re-enter the class; however, if another interruption occurs you will not be allowed to re-enter the class that day and will lose points for attendance and participation. Due to numerous student complaints, any student found misusing his or her computer will be asked to shut it down.

**APCE Policy on Plagiarism:** Plagiarism is the act of appropriating the written, artistic, or musical composition of another, or portions thereof; or the ideas, language, or symbols of same and passing them off as the product of one's own mind. Plagiarism includes not only the exact duplication of another's work but also the lifting of a substantial or essential portion thereof. Students who have engaged in the act of plagiarism will be given an “F” in that course. The matter will be referred to the Review and Retention Committee. The decision of the Committee with regard to plagiarism includes the possibility that the student be dismissed from his or her respective program and from UNC.

*Plagiarism and Using Internet Resources. Plagiarism can be complex, but the basics are simple. You need to write your papers from scratch. Do not cut and paste text from digital sources and edit it a little (whether or not you cite the original author). When you do that, you are appropriating someone else’s work. A paper should be organized by your thoughts and should bring information and ideas together into a coherent form that you create. A few quotes are fine, but “writing” a paper means constructing your own sentences and paragraphs to articulate your own arguments and conclusions, not lifting them from existing literature.

Some websites will be useful. If you use them in your written work, reference them as fully as you would a library book. Copying text from the web without treating it as an exact quotation, or modifying text slightly without crediting its original source, is plagiarism, just as it would be for text in a book.
As you know, anyone can put just about anything up on the web; there is no quality control. Don’t assume that “information” there is reliable. Academic journals have “gatekeepers” in the form of reviewers and editors who control what is published, and both these and academic websites (usually those linked to universities or government research units) tend to reflect currently accepted knowledge. Be careful and critical about what you use from the web.

COURSE REQUIREMENTS/ASSIGNMENTS

NOTE-Instructor reserves the right to modify based on need/time allowed.

1) **Class Attendance/Participation**: 18 Points Possible

To get the most from this class it is ESSENTIAL that you attend all classes in their entirety and actively participate in discussions and activities. Absences from this short term and intensive class are not acceptable and you will be required to drop the class. Please do not plan to take the NCE or vacations during the two weekends this class is offered. If you do not think you can attend each class in its entirety, please take it at another time.

**Participation**: Class participation is defined as provoking thought and furthering discussion. You should have a “capacity to relate effectively and meaningfully with individuals, groups, and/or communities.” We expect that you will participate in a professional manner and your interpersonal interactions will be respectful to others, as well as maintaining a professional attitude. Self-awareness (e.g. self-assessment, self-care, openness to feedback) is also necessary to participate in class.

Active participation includes coming prepared by reading the relevant chapters or journal articles as well as contributing to all course discussions and activities. Lack of participation, tardiness, seeking attention, diverting discussion onto irrelevant tangents or into one’s own agenda, leaving early, or any unexcused absences will result in a **loss of 1-3 points per class meeting** and may result in a course grade reduction of at least one letter grade. Please see the Important Note section above. If there is a particular topic that may be a challenge for you, please let me know (you will not need to disclose details). I will respect your being less involved in related discussions or activities. 

**Attendance**: Attendance is vital and each student is accountable for class participation requirements, lecture, content, and other classroom work. Missing class, being late, or a lack of participation will result in a lower final grade. If emergencies occur, please notify me before class. Driving distance (e.g. commuting) is not an excuse to miss class or not fulfill course responsibilities. Extended breaks: Breaks will be provided throughout the class. Leaving class to take additional breaks for extended time periods will decrease your final grade. Late Arrival: Class will start on time and will continue for the entire scheduled time, unless otherwise noted. Arriving late to class or leaving early will lower your final grade. Please note if you miss more than 4 hours of total class time by being late or taking excessive breaks, you will likely fail and probably should drop the course.

Participation will be evaluated in the following way for each day this class meets:

- **Excellent (3 points)** Proactive participation: leading, originating, informing, challenging contributions that reflect in-depth study, thought, and analysis of the topic under consideration as well as a demonstrated ability to listen to and build upon the ideas of others.

- **Satisfactory (2 points)** Reactive participation: supportive, relevant follow-up contributions of value, but rely on the leadership and study of others, or reflect opinion rather than study and thought.

- **Minimally Acceptable (1)** Passive participation: present, alert, attentive, but not actively involved.

- **Unsatisfactory (0 points)** Uninvolved: e.g. absent, tardy, present but not attentive, surfing the web, texting, making irrelevant contributions that inhibit the progress of the discussion.

2) **“Burning Questions” Mini Paper**: Due electronically to sean.ohalloran@unco.edu, no later than **noon Friday March 15, 2019** (2 weeks before class)
5 Points Possible. *Up to 2 of the points will be graded for writing quality. No cover page needed, however type your name at the top of the page.

Please respond to the following questions in 1-2 pages.

a) What are you looking forward to as you prepare to take this course?

b) What concerns (if any, besides the work load) do you have about taking this course?

c) What are three (3) burning questions that you have related to crisis intervention and trauma?

d) How do think that you might use the information from this class in your future career?

f) What is your specific program concentration/track (e.g., MFT, School, and CES)?

g) What is one “fun” or interesting thing about yourself that you would like to share?

h) Is there anything else that you would like your instructors for 661 to know about you, either personally, or professionally?

3) Book Response Papers (3): 30 Points Possible. Up to 10 for each paper. Up to 4 of those points for writing quality and clarity (APA format, grammar, etc.) I expect that your product is consistent with writing at the graduate level. Hand in hardcopies in class. Please print and turn in at the start of class, not at breaks. Due dates below. Each paper should be close to three pages. Importantly, these are not book reports. Instead, they are thoughtful and reflective responses to the material. Be sure to identify and discuss sections from the readings (provide page numbers where applicable) that you found particularly helpful for understanding and treating trauma. Be prepared for small group discussions. Questions to guide your discussions are included below in this syllabus.

These hardcopy papers are due at the start of class, unless e-mailed in advance (see required dates):

- **Personal experience perspective.** A contemporary novel, autobiography, or film of your choice relevant to the course content. Please check with me, if you have any questions, on the suitability of the resource. Paper due **Friday 3.29** (unless e-mailed no later than March 21)

- **Judith Herman.** Due **Saturday 3.30.** (unless e-mailed no later than March 22)

- **Non-fiction reading.** Due **Friday 4.12.** (unless e-mailed no later than 4.4). Choose one of the ‘additional texts’ noted on p. 1 of this syllabus.

**Personal Experience Perspective: Novel, Autobiography or Film**

For this assignment imagine you are the main character (or one of the main characters) who has experienced the traumatic events and write from the first-person perspective. Consider some of the following questions, but you do not need to answer each one. Respond in three double-spaced pages. No cover page needed but be sure your name is on the first page. Again, be sure you use a Personal Experience Perspective: Novel, Autobiography or Film.

- Given your stressful life experiences (as the character) what challenges might you face in personal, family, peer, work or school relationships?
- What resources and strengths do you have, as this character?
- How would your experiences with trauma affect your beliefs about self, others and the world?
- What signs or symptoms associated with trauma would be evident to others?
- What symptoms might be less obvious to others?
- Specifically, and generally how is your life influenced by the trauma?

These are NOT book reports. Instead, these papers should reflect your responses to reading the material/watching the film along with identifying and discussing parts from the readings/film that you found helpful for understanding and treating trauma. \(^1\) \(^2\) \(^3\) \(^4\) \(^5\) \(^6\) \(^7\) \(^8\) \(^9\) \(^10\) \\

\(^{1}\) \(^{2}\) \(^{3}\) \(^{4}\) \(^{5}\) \(^{6}\) \(^{7}\) \(^{8}\) \(^{9}\) \(^{10}\) \\

Judith Herman: Trauma and Recovery
Respond to any five of the 10 questions below in three double-spaced pages. No cover page needed. Be sure your name is on the first page and include the number of the question you are responding to (e.g. #3).

1. What are your reactions to Part I? As a clinician, how has the reading impacted you and the work you aspire to do as a counselor? Please consider the era when this book was written in terms of gendered language and perspectives. Do not focus solely on the stereotypes, though it’s fine to note that.

2. What is your perspective on the movement toward mainstream acceptance of the concept of trauma, from Freud’s work and beyond? Can there be progression in the field of trauma without political movements to support/demand changes? What may be the next vital step in the progression for how we view and treat symptoms of trauma?

3. How vital is it to view trauma through a sociopolitical lens— one that accounts for diversity in its numerous forms in addition to gender (e.g., race/ethnicity, religion, SES, etc.)? Don’t just respond ‘yes or no. Expand on your thoughts.


5. Why is “story-telling” an important part of the healing process? Elaborate.

6. What does it mean when Herman says that the first phase of recovery is “wordless and static” compared with the next phase that “transforms the traumatic memory”?

7. Herman makes a case for creating safety first, then working on issues. What about cases in which environmental safety is not reasonably feasible (dangerous neighborhood, home, school, other factors)? How can we help people to increase/seek safety?

8. How can we “manage the trauma narrative” or help people open up their wounds to the degree that it is helpful and then close the session? How can we work with clients we may not see again who are sharing intense material? How can we respond to the “doorknob phenomenon”, when a person drops an “emotional bomb” just before leaving the office?

9. Herman proposes developing groups for people who have experienced trauma as time-limited, and distinct in terms of task (safety, reconnection, etc.). How might this approach impact participants? What is the relevance of group continuity? Should support groups be designed to stay together as cohesive units throughout the healing process rather than being segmented into parts?

10. Create your own question that does not overlap with above questions and respond.

Non-fiction book response paper

Respond to the questions below in three double-spaced pages. No cover page needed but be sure your name is on the first page and include the number of the question you are responding to (e.g. #3).

1. How did this book broaden your understanding of trauma? What are the most notable messages you take away after reading this book?

2. What were your most prominent feelings when reading this book AND how did your emotions change by the end of this book?

3. What information would you want to include, exclude or modify? What unanswered or new questions do you have after reading this book?

4. In regard to this book, how do you understand the following quote?

“...We tell stories because we hope to find or create significant connections between things. Stories link past, present, and future in a way that tell us where we have been, where we are, and where we are going” (p 1., Taylor, 1996). The Healing Power of Stories

5. Create your own question that does not overlap with above questions and respond to it.

4) Community agency interview (up to 10 points, 4 for writing quality). Select a community agency that focuses their work on psychological trauma or crisis intervention and employs mental health professionals. Do not interview someone in your agency, or at least not on the same mental health team where you are a member (e.g. youth and family services). Best to conduct an interview outside of your agency. Conduct a 25-30 minute in person interview with a mental health professional. Before calling to arrange an appointment, research the organization. Most have websites or annual reports you can review.
You will share this information during a small group presentation. You may do this assignment in pairs, but your paper must be written independently!

It is pointless for everyone to investigate the same organization. Please send me a short list (e.g. 2-3) of the possible agencies where you hope to conduct an interview no later than Tuesday March 19. The sooner you choose, the more likely you will be able to explore the organization of your choice. I will review your request ASAP and get back to you.

Include the following questions in your interview, but feel free to ask other questions as time and interest permit. Be very considerate of the interviewee’s time and thank them. Send a personal note after!

(a) How did you choose your profession?
(b) How do you approach your work with regard to crisis intervention and trauma treatment?
(c) How do you think your work influences individuals, families, and communities at the local, regional, and/or national or international levels? (Depending on the type of interview you conduct)
(d) Please discuss specific considerations in working with diversity (e.g., culture, class, age, gender, and sexual orientation)?
(e) What are the best and the most challenging aspects of your position?
(f) Would you be willing to tell me about your self-care plans?
(g) What recommendations would you make to someone interested in pursuing a career similar to yours?

Your hard copy paper is due Friday April 12 and will include a 3-4-page summary of information about the organization, interview questions and responses, your personal responses, and how this interview may influence your career direction. Also include materials you gathered about the organization (websites, brochures, etc. Brochures and related materials will be returned, if you wish). Do not transcribe the entire interview.

5) Mini-Clinical Presentation (up to 22 points) Please prepare a presentation that will last 8-10 minutes. The remaining 5-7 minutes will be spent taking questions and discussing. You will provide a mini clinical presentation (15 minutes) to your classmates on a specific topic in the area of trauma/a.

Select and read six (6) recent (within the last ten years) peer reviewed articles from scientific journals (see a list of possible journals at the end of syllabus) pertaining to a specific population of trauma survivors or area of crisis intervention (e.g., ‘crisis in schools’ or ‘trauma in males’ are both too vague). Possible topics may include, but are not limited to: Empirically supported crisis intervention models in the schools; Crisis and resilience factors in military families; Cultural concerns and trauma among urban African American teens; Resilience after trauma, etc.

Topic for training paper. Due by Thursday April 4, before 5pm (up to 2 points). Please send via e-mail. The selected topics should be pre-approved by the instructor. In the paper, include two-three paragraphs about the topic in which you are interested, your motivation for working on this topic, and 3-4 of the references that you plan to use.

Clinical training presentation (up to 15 points): After reviewing the articles on your topic area, you will be knowledgeable on this subject. In class, you will provide a 8-10-minute presentation with PPT on the highlights from your topic to the class. Presentations will take place April 13-14 in small groups. Your presentation will include a brief overview of the topic, key points from your literature review, a list of references, and clinical implications for counselors. Be thoughtful about using your time effectively. You will be given a two-minute warning and your presentation will end on time. Keep your presentation both INFORMATIVE and CONCISE!

Handout (up to 5 points). In addition to the class presentation, you will develop a brief hardcopy informational handout to distribute to the class. The purpose of this handout is to provide psycho-education on the topic for clients and their family members. Thus, it should be user-friendly with sufficient and accurate information as well as 3-5 relevant references and/or links. Both the PPT and
Handouts are due **Wednesday April 10 by 5pm**, through Canvas or to the class and instructor via class e-mails.

**6. Online Trauma or Crisis Training** (up to 15 points total, of which up to 5 points for organization and quality of writing.) **12-15 hours of online (or live) clinically focused training.** In most cases you will need to take more than one training in order to accumulate the required hours. One of the trainings must be 6 hours of Psychological First Aid from [http://learn.nctsn.org/course/index.php?catid=11](http://learn.nctsn.org/course/index.php?catid=11) unless you have already completed this training. If you have completed PFA, please choose another training to meet the requirement.

There are many other FREE trainings available. **Do not count previously completed trainings.** Please provide documentation of the training. For example, the TF-CBT and AF-CBT (see [http://www.nctsn.org](http://www.nctsn.org)) provide certificates at the end of the completed training. Submit your list of possible trainings via e-mail for approval by **April 2**.

After completion of the training, provide documentation that you completed the program and write a 3-4-page double-spaced reflection paper on the training(s). Please do not write a paper for each training. No cover page needed but type your name on the first page. Begin the paper with the training title(s), focus, summary of the module(s), and relevant website link. Next, discuss your responses to the content and quality of the training(s); provide a critique about the strengths of, and concerns about, the training. Lastly, summarize several of the most important points or skills you learned, questions you may have about the applicability of the training to various populations (ages, cultures, etc.), recommendations, and how you plan to use this information in your future career. Again, organization and writing quality will be graded. Bullet points are fine to use to summarize your paper.

Below are links to several free trainings, again, these are not the only trainings you may choose. Your hardcopy final paper is due **Friday April 12**. Some trainings are 9 and 10 hours while others are only 1 hour.


International Society for Traumatic Stress Studies [https://www.istss.org/education-research/online-learning.aspx](https://www.istss.org/education-research/online-learning.aspx)

Trauma Focused Cognitive Behavioral Therapy [https://tfcbt.musc.edu/](https://tfcbt.musc.edu/)

[https://tfcbt.musc.edu/](https://tfcbt.musc.edu/)

Colorado School Safety Resource Center
[https://www.colorado.gov/pacific/cssrc/cssrc-online-training](https://www.colorado.gov/pacific/cssrc/cssrc-online-training)

Live trainings for: Mental Health First Aid (some are free, some not, please see [http://www.mhfaco.org/](http://www.mhfaco.org/))

Applied Suicide and Intervention Skills Training (ASIST) [https://www.livingworks.net/programs/asist/](https://www.livingworks.net/programs/asist/)

The City of Longmont has upcoming free trainings for the eight hour MHFA [https://www.longmontcolorado.gov/departments/departments-a-d/community-services-department/supporting-action-for-mental-health](https://www.longmontcolorado.gov/departments/departments-a-d/community-services-department/supporting-action-for-mental-health)

**7) Read all of the materials assigned.**

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<td><strong>General</strong></td>
<td>A</td>
<td>above 93</td>
<td>B-</td>
<td>80 - 82</td>
<td>D+</td>
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<td>A-</td>
<td>90 - 92</td>
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<td>B</td>
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<td><strong>Writing</strong></td>
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Assignments - Overall Guidance

- Your papers should demonstrate writing skills at the graduate level. Please refer to writing guidelines posted below.
- Your writing should be of a professional quality with a clear focus, strong paragraph construction, and good grammar and punctuation.
- APA style. See online resources for style rules and sample papers. Be sure to cite page numbers, include running heads, etc. All references must be properly cited.
- Advice: Consult with the UNC Writing Center before submitting papers to the professor.
- Late papers are unacceptable.

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<tr>
<th>Category</th>
<th>Scoring Criteria</th>
<th>Total Points</th>
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<tr>
<td><strong>Organization</strong></td>
<td>The presentation is appropriate for the topic and audience</td>
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<td></td>
<td>Information is presented in a logical sequence.</td>
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<td>Presentation appropriately cites requisite number of references.</td>
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<td><strong>Content</strong></td>
<td>Introduction: attention-getting, lays out the problem well, and establishes a framework for the rest of the presentation.</td>
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<td>Technical terms are defined in language appropriate for the target audience.</td>
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<td>Presentation contains accurate information and citations are used.</td>
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<td>Material included is relevant to the overall message/purpose.</td>
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<td>Appropriate amount of material is prepared, and points made reflect well their relative importance.</td>
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<td>There is an obvious conclusion summarizing the presentation.</td>
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<td><strong>Presentation and Handout</strong></td>
<td>Speaker has a clear, audible voice, maintains good eye contact with group, and is appropriately animated (e.g., gestures, etc.).</td>
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<td>Delivery is poised, controlled, and smooth.</td>
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<td>Visual aids are well prepared, informative, effective, and not distracting.</td>
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<td>Length of presentation is within the assigned time limits.</td>
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<td>Handout quality: user-friendly with sufficient and accurate information, not distracting with excessive imagery or content. Used several citations (not 13!)</td>
<td>5</td>
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<td>Topic paper followed instructions and due on time.</td>
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<td><strong>Score</strong></td>
<td>Total Points</td>
<td>22</td>
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Tips for Success:
1. Attend all class meetings.
2. Read all materials assigned BEFORE each class meeting.
3. Actively participate in class discussions and individual and group projects.
4. Ask questions in class.
5. Provide proper feedback and consultation to classmates.
6. Treat all guest speakers with respect, attention, and gratitude.
7. Written work is due at the START of the class. Late assignments are not acceptable.

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<tr>
<th>ASSIGNMENT</th>
<th>Due Date</th>
<th>Points</th>
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<tbody>
<tr>
<td>Participation</td>
<td>Ongoing</td>
<td>18</td>
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<tr>
<td>&quot;Burning Questions&quot; Mini Paper (e-mail)</td>
<td>Noon March 15</td>
<td>5</td>
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<tr>
<td>Book Response Paper (3) (hard copies unless sent early via e-mail, see assignment details)</td>
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<tr>
<td>Personal Experience Perspective</td>
<td>3.29 (unless e-mailed no later than 3.21)</td>
<td>10</td>
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<tr>
<td>Judith Herman</td>
<td>3.30 (unless e-mailed no later than 3.22)</td>
<td>10</td>
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<tr>
<td>Non-Fiction Reading</td>
<td>4.12. (unless e-mailed no later than 4.4)</td>
<td>10</td>
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<tr>
<td>Community Agency Interview (request)</td>
<td>March 19</td>
<td>-</td>
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<tr>
<td>Community Agency Interview Paper</td>
<td>April 12</td>
<td>10</td>
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<tr>
<td>Mini Clinical Presentation in class (see detailed timelines on p. 7 syllabus)</td>
<td>Topic paper: 4.4 Presentation 4.13 &amp; 4.14</td>
<td>22</td>
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<tr>
<td>Clinical Presentation PPT and handout posted on Canvas, or to instructor and class e-mail.</td>
<td>4.10 by 5pm</td>
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<tr>
<td>Online Trauma or Crisis Training</td>
<td>Proposed plan: 4.2 Hard copy paper: 4.12</td>
<td>15</td>
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<tr>
<td></td>
<td>TOTAL</td>
<td>100</td>
</tr>
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</table>

Recommended Reading/Reference List
(Not all articles listed are required. Additional articles may be added closer to when the class meets)


an international perspective. European Journal of Psychotraumatology, 4, 10.3402/ejpt.v4i0.22897. doi:10.3402/ejpt.v4i0.22897


Useful site for information on the PCL-5 which measures PTSD symptoms according to the DSM - 5: http://www.ptsd.va.gov/professional/assessment/adult-sr/ptsd-checklist.asp

Relevant Journals

Attachment and Human Development Home page: 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#
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/
Psychological Trauma:  Theory, Research, Practice, and Policy (Div. 56 of APA)  http://www.apa.org/pubs/journals/tra/
The Family Journal  http://tfj.sagepub.com/
Other links of interest:  Trauma-Informed Care:  http://www.samhsa.gov/nctic/trauma.asp