

University of Northern Colorado  
 APCE 661-701  
 Psychological Trauma and Intervention  
 for Individuals, Families and Communities  
 Semester: Spring 2025 (3 credits)

**Required Class Meetings**

First Weekend  
 Friday March 28 4-10pm  
 Saturday March 29 8am-5pm  
 Sunday March 30 8am-4pm

Second Weekend  
 Friday April 11 4-10 pm  
 Saturday April 12 8am-5pm  
 Sunday April 13 8am- 4pm

**Instructor:** Mary Sean O'Halloran, Ph.D., L.P. [sean.ohalloran@unco.edu](mailto:sean.ohalloran@unco.edu) Pronouns: she, her, hers.  
**Co-Instructor:** Pan Yone, MA, LPCC [mapan.yone@unco.edu](mailto:mapan.yone@unco.edu) Pronouns: she, her, hers  
**Teaching Assistant:** Brittney Frankson, MA, [Fran8171@bears.unco.edu](mailto:Fran8171@bears.unco.edu) Pronouns: she, her, hers.

**Course Description:** This course explores the impact of crises, disasters, and trauma on individuals, families, and communities, while introducing strategies and interventions for supporting these populations.

**Required Texts:**

- Herman, J. L. (2015 edition). *Trauma and recovery. 2<sup>nd</sup> edition*. NY: Basic Books.
- Briere, J.N. & Scott, C. (2025). *Principles of Trauma Therapy: A Guide to Symptoms, Evaluation, and Treatment. 3<sup>rd</sup> edition*. Sage NJ: Pearson. (available digitally only at this time \$61 from Sage).
- A contemporary novel, autobiography, or film of your choice (see assignment 3, below).

PLEASE NOTE: Journal articles will also serve as required readings in addition to the texts.

**IMPORTANT NOTE:** This course will help you gain a deeper understanding of crises and psychological trauma and their effects. However, it is not solely academic. Some of the topics, class activities, and guest speakers may have an impact on you or on your classmates. Especially if you or someone you know has experienced significant stress, crises, or trauma. Please be aware that while the course addresses these topics, the class it is not intended to facilitate exploration or healing from trauma. If you have any concerns, please reach out to me as soon as possible. It's important to develop and use self-care strategies throughout and after the course.

**CACREP COURSE KNOWLEDGE AND SKILL OUTCOMES (CACREP 2016 Standards)**

Upon successful completion of this course students will:

1. History and philosophy of the counseling profession and its specialty areas (CACREP Standard: 2.F.1.a) (met through: readings, in class activities).
2. Counselors' roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams (CACREP Standard: 2.F.1.a) (online training, class lecture).
3. Self-care strategies appropriate to the counselor role (CACREP Standard: 2.F.1.I) (met through: assignments, in class activity, class lectures).
4. Effects of crisis, disasters, and trauma on diverse individuals across the lifespan (CACREP Standard: 2.F.3.g) (met through: class lecture, in class activity, assignment).
5. Crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid (CACREP Standard: 2.F.5.m) (met through: class lecture, assignment).

6. Procedures for identifying trauma and abuse and for reporting abuse (CACREP Standard: 2.F.7.d) (met through: class lectures, in class activities).
7. Impact of crisis and trauma on individuals with mental health diagnoses (CACREP Standard: 5.C.2.f) (met through: in class activities, class lectures).
8. Impact of crisis and trauma on individuals with disabilities (CACREP Standard: 5.D.2.h) (met through: in class discussion, in class activity).
9. 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 Standard: 5.E.2.b) (met through: class lecture, online training).
10. Impact of crisis and trauma on marriages, couples, and families (CACREP Standard: 5.F.2.g) (met through: assignment, class lecture) .
11. School counselor roles and responsibilities in relation to the school emergency management plans, and crises, disasters, and trauma (CACREP Standard: 5.G.2.e) (met through: class lecture).

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

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

**GENERAL EXPECTATIONS:**

1. Written work must follow APA 7th edition guidelines, with a 12-point font.
2. Avoid overloading your schedule, as compromising standards is not acceptable. This class is demanding.
3. The value you gain from this class will depend on your personal goals and the effort you put forward.

**AI POLICY:**

Intellectual honesty is vital to an academic community and for my fair evaluation of your work. All work submitted in this course must be your own, completed in accordance with the University's academic regulations. You may not engage in unauthorized collaboration or make use of ChatGPT or other AI composition software without prior authorization.

**DISABILITY RESOURCES:** It is the policy and practice of the University of Northern Colorado to create inclusive learning environments. If there are aspects of the instruction or design of this course that present barriers to students' inclusion or to accurate assessments of students' achievement (e.g., inaccessible web content, use of videos without captions), students should communicate about these aspects with their instructor(s). Additionally, if you have a temporary health condition or a permanent disability that requires accommodations, contact the Disability Resource Center (DRC) as soon as possible. DRC facilitates the interactive process that establishes reasonable accommodations. Office: (970) 351-2289, Michener Library L-80. Students can learn more here: [www.unco.edu/disability-resource-center](http://www.unco.edu/disability-resource-center)

**ACADEMIC INTEGRITY:** Students are expected to practice academic honesty in every aspect of this course. Students who engage in academic misconduct are subject to grading consequences with regard to this course and/or university disciplinary procedures through the Student Conduct and Accountability. More information about the academic misconduct process can be found in UNC's Student Code of Conduct (BEAR Code).

**TITLE IX:** The University of Northern Colorado is committed to providing a safe learning environment for all students that is free of all forms of discrimination and sexual harassment, including sexual assault, domestic violence, dating violence, and stalking. Students who have experienced (or who know someone who has experienced) any of these incidents should know that they are not alone. UNC has staff members trained to support

students to navigate campus life, to access health and counseling services, to provide academic and housing accommodations, to help with legal protective orders, and more. Please be aware all UNC instructors and most staff members are required to report their awareness of sexual violence to the Office of Institutional Equity and Compliance (OIEC). This means that if students tell an instructor about a situation involving sexual harassment, sexual assault, dating violence, domestic violence, or stalking, the instructor must share that information with the Title IX Coordinator, Larry Loften. Larry or a trained staff member in OIEC will contact the reporting students to let them know about accommodations and support services at UNC as well as their options to pursue a process to hold accountable the person who caused the harm to them. Students who have experienced these situations are not required to speak with OIEC staff regarding the incident. Students' participation in OIEC processes are entirely voluntary. If students do not want the Title IX Coordinator notified, instead of disclosing this information to the instructor, students can speak confidentially with the following people on campus and in the community. They can connect you with support services and help explore options now, or in the future.

### **Confidential Campus Resources**

- Assault Survivors Advocacy Program (ASAP) Office Located: 2nd floor of Cassidy Hall Office Phone: 970-351-1490 Web: [unco.edu/asap](http://unco.edu/asap) Hours: M-F, 9am-5pm 24 Hour Hot Line: 970-351-4040 Email: [advocacy@unco.edu](mailto:advocacy@unco.edu)
- UNC Counseling Center Office Located: 2nd floor of Cassidy Hall Office Phone: 970-351-2496 Hours: M-F, 8am-12PM, 1pm-5pm Web: [unco.edu/counseling-center](http://unco.edu/counseling-center)
- Psychological Services Office Located: McKee Hall Room 247 Office Phone: 970-351-1645 Web: <https://www.unco.edu/cebs/psychological-services-clinic/> Hours: By Appointment Email: [ppsy.clinic@unco.edu](mailto:ppsy.clinic@unco.edu)

\*Staff members at confidential campus resources are not required to automatically report incidents of sexual or relationship/dating violence or stalking to the University. There are limits to confidentiality, and before speaking with a staff member, those exceptions will be outlined.

Students who are survivors, who are concerned about someone who is a survivor, or who would like to learn more about sexual misconduct or report an incident, can visit [www.unco.edu/sexual-misconduct](http://www.unco.edu/sexual-misconduct). Students may also contact OIEC at 970-351-4899 or email [titleix@unco.edu](mailto:titleix@unco.edu).

**COVID-19:** The COVID-19 pandemic is a complex, challenging, and fluid situation, which continues to evolve. UNC will follow applicable legal requirements and public health mandates, and evaluate federal, state, and county public health recommendations in all decisions related to university operations. Students should review the Coronavirus website for the current academic term for the most up to date guidance. Students who fail to comply with any public health requirements that UNC puts in place, such as the use of masks and social distancing, will be reminded of current policy; students who fail to correct their behavior will be asked to leave the classroom and may be referred to the Student Conduct and Accountability. The safety and well-being of our Community of Bears requires each of us to be prepared to do our part to protect the health of our entire campus community, as well as our friends, families, and neighbors. It is important that all members of the university community work together to do all we can to keep our community safe.

**FOOD INSECURITY:** Knowing that food insecurity is experienced at higher rates among college students, UNC offers assistance to students facing food insecurity through an on-campus food pantry. The Bear Pantry is located in University Center 2166A and is open for regular hours throughout the semester. Please visit [www.unco.edu/bear-pantry](http://www.unco.edu/bear-pantry) for more information.

**LAND ACKNOWLEDGMENT:** The University of Northern Colorado occupies the lands in the territories of the Ute, Cheyenne, Lakota and Arapaho peoples. The University acknowledges the 48 tribes that are historically tied to the state of Colorado. Thus, the land on which UNC is situated is tied to the history and culture of our native and indigenous peoples. UNC appreciates this connection and has great respect for this land. Additionally, the University community pays its respect to Elders past, present, and future, and to those who have stewarded this land throughout the generations. As part of the learning and reflection process please visit <https://native-land.ca/> or call the Office of Equity & Inclusion at 970-351-1944.

**NAME IN USE/PRONOUN IN USE/NAME CHANGE:** Some students may have changed their names to better reflect their gender identity or for other reasons. The process to request that the University change the name that appears on Canvas and on the course roster is available here: <https://www.unco.edu/registrar/name-change.aspx>

**EQUITY AND INCLUSION:** The University of Northern Colorado (UNC) embraces the diversity of students, faculty, and staff. UNC honors the inherent dignity of each individual, and welcomes their unique perspectives, behaviors, and world views. People of all races, religions, national origins, sexual orientations, ethnicities, genders and gender identities, cognitive, physical, and behavioral abilities, socioeconomic backgrounds, regions, immigrant statuses, military or veteran statuses, sizes and/or shapes are strongly encouraged to share their rich array of perspectives and experiences. Course content and campus discussions will heighten your awareness of others' individual and intersecting identities. For information or resources, contact the Division of Diversity, Equity and Inclusion, at 970-351-1944. If students want to report an incident related to identity-based discrimination/harassment, please visit [www.unco.edu/institutional-equity-compliance](http://www.unco.edu/institutional-equity-compliance).

There are several cultural and resource centers across the campus that are equipped and designed to serve as caring and thoughtful centers for students, staff and faculty. You can find their information below:

**Asian Pacific American Student Services (Cultural Center)** 924 20th St Greeley, CO (970) 351-1909  
[AsianPacificAmerican.StudentServices@unco.edu](mailto:AsianPacificAmerican.StudentServices@unco.edu)

**Center for Women and Gender Equity (Resource Center) & Stryker Institute for Leadership**  
Development 1915 10th Ave Greeley, CO 80639  
970-351-1492 [cwge@unco.edu](mailto:cwge@unco.edu)

**Marcus Garvey Cultural Center (Cultural Center)**  
928 20th St., Campus Box 41 Greeley, CO 80639  
(970) 351-2351 [MGCC@unco.edu](mailto:MGCC@unco.edu)

**Veteran's Services (Resource Center)** 1815 8th Ave Greeley, CO 80631 970-351-1403  
[timothy.nellett@unco.edu](mailto:timothy.nellett@unco.edu)

**Cesar Chavez Cultural Center & DREAMer Engagement Program (Cultural Center)** 1410 20th St Greeley, CO 80639 (970) 351-2424  
[ChavezCenter@unco.edu](mailto:ChavezCenter@unco.edu)

**Center for Gender and Sexuality (Resource Center)** 2215 10th Ave., Campus Box 42 Greeley, CO 80631 970-353-0191 [gsrc@unco.edu](mailto:gsrc@unco.edu)

**Native American Services (Cultural Center)** 924 20th St Greeley, CO 80639 (970) 351-1909  
[AsianPacificAmerican.StudentServices@unco.edu](mailto:AsianPacificAmerican.StudentServices@unco.edu)

**Writing Center:** The Writing Center offers three kinds of sessions to meet your writing needs: In-Person, Email, and Zoom Sessions. Trained Writing Center Consultants can assist you with writing assignments from any course or subject. Even if you think your writing is pretty good, it's always nice to have another reader look over your work. To guarantee a session time, make an appointment using our online scheduling system by visiting our website. We also have walk-in session times available during our scheduled open hours, Monday – Friday 9:00 am – 4:00 pm in the Writing Center, Ross Hall 1230 as well as walk-in sessions in the library (first floor) Monday – Thursday evenings, 5:00 pm – 8:00 pm.

If your instructor requires you to visit the Writing Center, make sure to alert your Consultant, and/or check the box on the appointment form, and we will send an email confirmation of your session to your instructor. For more information, email the Writing Center at [writingcenter@unco.edu](mailto:writingcenter@unco.edu) or visit the website: [www.unco.edu/writing-center](http://www.unco.edu/writing-center).

**Center for Career Readiness:** Come visit us at the Center for Career Readiness to talk about resume, cover letter, interviewing, career/major exploration, job/internship search, graduate school search, and everything else career. For more information on student *resources*, or to schedule an *appointment*, visit the website: [www.unco.edu/career/students](http://www.unco.edu/career/students) or for student *events*, visit: [www.unco.edu/career/events](http://www.unco.edu/career/events). We are located: Office: University Center 1st floor Hours: M-F, 8am-5pm  
 Appointments: Virtual and In-Person Drop-Ins: Visit our website for up-to-date information

### COURSE REQUIREMENTS/ASSIGNMENTS

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

#### Readings and Assignments

Students are expected to complete the assigned readings before class. Failure to do the readings or submit assignments on time will result in a lower grade.

#### 1. Attendance and Participation (16 points):

Graduate students are expected to attend class regularly and on time, participating fully in discussions and activities. If you cannot commit to the scheduled times, consider taking the course at another time.

Tardiness or lack of participation will result in a 2–3-point deduction per class, and absences may lower your final grade by at least one letter grade. You can earn up to 2 points for each Friday class and 3 points for each Saturday or Sunday class based on your level of participation.

Attendance and participation grade will be evaluated in the following way:

**Excellent (80-100%)** – 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 (70-79%)** – Reactive participation: supportive, follow-up contributions that are relevant and of value, but rely on the leadership and study of others, or reflect opinion rather than study, thought, and contemplation.

**Minimally Acceptable (50-69%)** – Passive participation: present, awake, alert, attentive, but not actively involved.

**Unsatisfactory (49% or less)** – Uninvolved: absent, present but not attentive, for example, sleeping, answering email, surfing the internet.

**2. Assignment: Burning Questions Mini Paper.** 5 Points total possible, with up to 2 points for writing quality. Due electronically to: [sean.ohalloran@unco.edu](mailto:sean.ohalloran@unco.edu) Due: No later than [Friday 3/21/25 2PM \(one week before class begins\)](#).

Please answer the following questions in two pages or less. Bullet points are acceptable. No cover page is needed—just type your name at the top of page 1. Be prepared to discuss your responses on the first day of class. Label responses using the alphabet below.

- a) What is your specific program concentration/track (e.g., MFT, School, CES)
- b) What are you looking forward to as you prepare to take this course?
- c) What concerns (if any, besides the workload) do you have about taking this course?
- d) What are three (3) burning questions that you have related to crisis intervention and trauma?  
 I will cover the major topics in crisis intervention and trauma, so please go beyond questions such as “what is vicarious trauma?” or “how to treat PTSD?” We will cover that and so much more!
- e) Describe your background or training in working with trauma and/or crisis intervention.
- f) What is one “fun” or interesting fact about yourself that you would like to share?
- g) Is there anything else that you would like your instructors for 661 to know about you, either personally, or professionally?

**3. Assignments: Three Response Papers (3):** Up to 10 points for each paper, with up to 4 points for writing quality and clarity (APA format, grammar, etc.). I expect your paper to reflect graduate-level writing standards. Each paper should be about three pages. These are not book reports. Instead, focus on responding critically to the readings or film, **highlighting** parts you found helpful for understanding and treating trauma. You should not simply summarize but rather engage with the material

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Submission Guidelines:

- No cover page needed.
- Include your name on the first page.
- Specify the question you are responding to (e.g., #1).
- Be prepared for class small group discussions based on your paper.

**a) Personal Experience Paper (PEP)** For this assignment, choose a contemporary novel, autobiography, or film that aligns with the course content and your professional interests. Put yourself in the shoes of the main character (or one of the main characters) who has experienced the traumatic events and write from the first-person perspective. This exercise allows you to connect deeply with the material and better understand the emotional and psychological impacts of trauma from a personal perspective. Check with me ASAP if you have any questions on the suitability of the resource. [Hardcopy Paper due by 4PM Friday 3/28/25, the first day of class.](#)

You are not required to answer each question. Keep these in mind as you write your paper:

- 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? AND How did you develop these resources and strengths?
- How would your experiences with trauma affect your beliefs about self, others and the world?
- What signs (outward) associated with trauma would be evident to others?
- What symptoms (internal) might be less obvious to others?
- Specifically, and generally, how is your life influenced by the trauma?

The assignment is a reflective paper focusing on personal responses to readings and films related to trauma. It emphasizes a first-person perspective rather than a traditional report format. Students should identify specific parts from the materials that aid in understanding and treating trauma, including page numbers where relevant. Instead of general observations, describe experiences and symptoms as if you were the main character, particularly in relation to concepts like flashbacks. Active participation in small group discussions is also expected as the class explores these topics.

**b) Presentation and discussion of Briere & Scott book chapter.** Each student will be assigned a different chapter from the Briere & Scott textbook Prepare a 7-8-minute presentation for a small group of your peers summarizing the chapter's key points and develop 2-3 thought-provoking questions. After your presentation, facilitate a 20-minute group discussion. Additionally, write a 2-page summary of the key points and questions, and post it to Canvas [Thursday 4/10 by noon](#). Each class member will have access to your summary and questions. [Presentations: Friday 4/11/25.](#)

**c) Judith Herman: Trauma and Recovery** [Hardcopy paper due at the second class meeting on Saturday 3/29/25 at 4PM](#) Respond to *any* five of the 10 questions below. 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.*
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 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, (e.g., gender, race/ethnicity, religion, SES, etc.)? Expand on your thoughts.
4. What does "liberation from captivity" mean for the survivor? Elaborate.
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 to 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.

**4. Psychological First Aid Online** (15 points; [Certificate and paper Due by Saturday 3/29/25 by 8 a.m. through Canvas](#)) Complete the 5-hour Psychological First Aid online training from <https://learn.nctsn.org/course/view.php?id=596&section=0>

Register for a free user account on this site to take this training. Upon course completion, you will receive a certificate. Please contact Dr. O'Halloran ASAP if you have previously taken PFA. Write a two-page paper summarizing important points or skills you learned and how you plan to use this information in your career. Bullet points are fine for this paper.

**5. Selected Trauma or Crisis Training:** (up to 10 points total, of which up to 5 points counts for organization and the quality of writing.) [Certificate and paper Due by Friday 4/11/25 by noon through Canvas](#)). Complete 3-5 hours of trainings (online or in person). You may need to take more than one training in order to accumulate the required hours. Do not count previously completed trainings.

Write a 2-3 -page summary on the complete set of training(s). Do not write a paper for each training. No cover page. Type your name on the first page. Include: (a) the training title(s) and focus, and relevant website links. (b) discuss your responses to the content and quality of the training(s). and c) summarize several important points or skills you learned and how you plan to use this information in your career. Many free trainings are available (several are noted below). This list is not exhaustive. You may need to register for the courses. If you have any questions about *other* suitable trainings, contact me ASAP.

***The National Child Traumatic Stress Network***

- <http://www.nctsn.org/> Registration required
- Select courses under the Continuing Education folder or Military and Veteran Families folder

***National Center for PTSD***

v. 2/5/25 version



- [https://www.ptsd.va.gov/professional/continuing\\_ed/find\\_a\\_course.asp](https://www.ptsd.va.gov/professional/continuing_ed/find_a_course.asp)
- Registration required, under Continuing Education section

### ***International Society for Traumatic Stress Studies***

- <https://www.istss.org/education-research/online-learning.aspx> .Select courses under free resources

### ***Colorado School Safety Resource Center***

- <https://www.colorado.gov/pacific/cssrc/cssrc-online-training> .Registration required
- Many employers in the behavioral health field offer free trainings for employees. Ask at work or your internship site.
- Trauma Focused Cognitive Behavioral Therapy TF\_CBT  
<https://tfcbt2.musc.edu/introduction?locale=en> (note: here is a \$35 fee...). See the free introduction as you may decide you would like to pay for this training.

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**6. Small Group Crisis/Trauma Presentation:** (24 points, of which 10 points is for the presentation- see rubric) **Presentation date: Saturday 4/12.** Assignments for each small group (4-5 students) will be made during the **Friday 3/28** class. Final documents (presentation and handout with references) must be uploaded to Canvas no later than **Wednesday 9 April by 5PM.**

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The purpose of this assignment is for students to apply and integrate concepts from the class and to learn more about a specific trauma or crisis topic of interest. Outcome: develop a short (7-8 minute) presentation and a handout that could be useful for potential clients. Handouts will be available to all class members.

*Possible Topic populations:* Military and family members, Schools, Cultural subgroups, Prisons/Jails, Refugees, Trafficking, Substance Use Disorders, Intimate Partner Violence (IPV), Sexual Violence, Child abuse, Elder abuse, Pandemic trauma, New directions in therapy. Topic emphasis areas may include education, interventions, treatments for individuals, families or communities affected by crises/trauma.

Each student will prepare a 7-8 -minute presentation to be delivered in small groups, using individual PowerPoint presentations. Include at least the following: the topic title, a summary of findings, implications for counselors, and references. Each student will create a one-page handout, suitable for potential clients, to include key points, a few references, and relevant websites. Your *group* will have 20 minutes, following presentations, to discuss the topics with small group members.

Read four-five recent (around the last ten) peer reviewed articles from scientific journals and 1-2 reputable, high-quality professional websites pertaining to your specific topic.

**For example**, within the general topic area of ‘Military and family members’ you may choose to examine ‘Readjustment issues for families with a parent experience multiple deployments’. Here are two articles in peer reviewed journals:

<https://psycnet.apa.org/record/2022-63295-008>

<https://pmc.ncbi.nlm.nih.gov/articles/PMC4383395/> and

One high quality website that may have helpful information: <https://www.militaryonesource.mil/>

Your presentation will cover the \*topics noted above. Your handout may have tips and strategies for individuals, couples and families based on your examination of the literature and websites.

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### **Assignments- Overall Guidance**

- Papers should demonstrate writing and organizational skills at the graduate level.
- Writing should be of a professional quality with a clear focus, strong paragraph construction, and good grammar and punctuation. Please consult OWL Purdue for guidelines!



[https://owl.purdue.edu/writinglab/the\\_writing\\_lab\\_at\\_purdue.html](https://owl.purdue.edu/writinglab/the_writing_lab_at_purdue.html) AND  
<https://www.writingclasses.com/toolbox/tips-masters/strunk-white-11-composition-principles>

- 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.
- Consider working with the UNC Writing Center **before** submitting papers.

#### Tips for Success

- Read all materials assigned BEFORE each class meeting.
- Actively participate in each class discussion and group projects.
- Ask questions in class.
- Provide proper feedback and consultation to classmates.

**Policies for late and make-up work:** Assignments turned in late will result in the lowering of the assignment grade by 10% for each late day.

**Policies for incompletes:** Incomplete are rarely granted. I am teaching this class for Spring semester only and am not available to work with students after the term has ended.

#### **Additional Information**

**Email Policy:** The instructor(s) will respond to questions and other electronic correspondence within a timely, but not immediate, manner. Most e-mails will receive a response within 48 hours. Messages from the instructor(s) must be sent to the student's UNCO email address. Please identify the course and topic in the subject line (e.g. 661\_ question regarding assignment #3).

**PowerPoint Presentations:** PowerPoint presentations used in class are for instructional purposes only and will not be released to the students for personal use.

**Electronic Devices:** Turn off cell phones during class and please don't text during class. If you have a particular need (medical call or children at home) notify the instructor prior to the beginning of class. Computers are welcome as they are used for note taking. 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 attendance and participation points. Due to numerous student complaints, students misusing his or her computer will be asked to shut it down.

**Grading:** Final letter grades will be assigned based on the following distribution:

Letter Grade	Range	Letter Grade	Range	Letter Grade	Range
A	above 93	B-	80 - 82	D+	67 - 69
A-	90 - 92	C+	77 - 79	D	63 - 66
B+	87 - 89	C	73 - 76	D-	60 - 62
B	83 - 86	C-	70 - 72	F	< 60

**Tentative Plan – will be updated by early March**

#### **Friday:**

- Introductions

v. 2/5/25 version

- Vicarious Trauma / Self-Care, Resilience & Post traumatic Growth

### Saturday

- Introduction Crisis & Trauma: Terms
- Ethical considerations in practice
- Impact of trauma (ACE, Neurobiology & trauma)
- Crisis Intervention: Phases
- Disaster Mental Health (DMH)
- Other selected Crisis Interventions Models

### Sunday:

- Diagnoses
- Assessment
- Cultural Considerations
- Trauma Treatment overview
- Trauma Informed Care (TIC)

### Second Weekend

- Trauma in selected populations
- Neurobiology and trauma
- Risk Assessment (inc. suicide assessment)
- Elder Abuse
- Other Treatment topics: Children, Adolescents, Teens, Families

**Several speakers will be invited to class to discuss their areas of expertise.**

### Scoring Rubric for Oral Presentations [\(see assignment above\)](#)

Category	Scoring Criteria	Total Points	Score
<b>Organization</b>	Introduction: attention-getting, lays out the problem well, and establishes a framework for the rest of the presentation.	1	
<b>Content</b>	Material is accurate and relevant to the overall purpose with relevant and requisite number of references	1	
	Appropriate amount of material is prepared, and discussion points reflect relative importance.	1	
	There is an obvious conclusion summarizing the presentation.	1	
<b>Presentation &amp;</b>	Speaker has a clear, audible voice, maintains good eye contact with group, and is appropriately animated (e.g., gestures, etc.).	1	
	Students is actively engaged in post presentation discussion 1		
	Visual aids are creative, well prepared, informative, effective, and not distracting.	1	
	Length of presentation is within the assigned time limits.	1	

<b>Handout</b>	Handout quality: user-friendly with sufficient and accurate information, well-written, not distracting with excessive imagery or content. Used several citations	1	
	Topic paper followed instructions and was due on time.	1	
<b>Score</b>		<b>10</b>	

### *Relevant Journals*

Attachment and Human Development Home page: [www.tandf.co.uk/journals/titles/14616734.asp](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](http://www.elsevier.com/wps/find/journaldescription.cws_home/586/description#description)

Child Abuse Review: [http://onlinelibrary.wiley.com/journal/10.1002/\(ISSN\)1099-0852](http://onlinelibrary.wiley.com/journal/10.1002/(ISSN)1099-0852)

Child Welfare <http://www.cwla.org/articles/cwjabstracts.htm>

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](http://onlinelibrary.wiley.com/journal/10.1002/(ISSN)1097-0355)

Journal of Abnormal Psychology: <http://www.apa.org/pubs/journals/abn/>

Journal of Family Violence: <http://link.springer.com/journal/10896> Journal of Interpersonal Violence  
<http://jiv.sagepub.com/>

Journal of the American Academy of Child and Adolescent Psychiatry <http://www.jaacap.com/>

Journal of School Violence: <http://www.tandfonline.com/toc/wjsv20/current#.Uv67WoVdC1c>

Journal of Traumatic Stress: [http://onlinelibrary.wiley.com/journal/10.1002/\(ISSN\)1573-6598](http://onlinelibrary.wiley.com/journal/10.1002/(ISSN)1573-6598)

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>