

**Syllabus**

**SCHOOL OF HEALTH AND SCIENCES**  
**HSVC 365: Understanding Trauma and Recovery**

3 Credits  
Effective: Spring 2017

*Access to the Internet is required.*  
*All written assignments must be in Microsoft-Word-compatible formats.*  
*See the library's APA Style Guide tutorial for a list of resources that can help you use APA style.*

## **FACULTY**

Faculty Name: FACULTY NAME

Contact Information: CONTACT INFORMATION

[INSTRUCTOR MAY INSERT PERSONAL MESSAGE IF DESIRED]

## **COURSE DESCRIPTION**

An investigation into the impact of physical and psychological trauma on individuals, families, groups, and communities. The course examines different trauma theories and approaches to trauma treatment, with an emphasis on providing trauma-informed care.

## **COURSE RESOURCES**

Required and recommended resources to complete coursework and assignments are also found on the course [Reading List](#). The reading list can be found under Course Information in Blackboard as well as from the library homepage.

Note: Required resources that must be purchased by the student are tagged “Purchase from a vendor of your choosing.” Required resources with a direct link, “Available through CityU Library”, are available at no cost to students.

Students in Canada will see required resources they need to purchase tagged “Purchase from the Canadian Bookstore.” Students outside the U.S. and Canada should contact their advisor or textbook coordinator for additional information

## **COURSE OUTCOMES**

In this course, learners:

- Describe the effects of trauma on the emotional, cognitive, neurological, and physical human systems
- Apply different trauma theories and major approaches to trauma treatment in work with individual, groups, families, and communities
- Explain the types of trauma and the general impacts of trauma on individuals, families, groups, and communities.
- Explain the core components of trauma-informed care and how to apply these principles to create an environment that addresses the trauma and violence history of clients seeking services
- Discuss secondary or vicarious traumatization among clinicians who work with clients with trauma

## **CORE CONCEPTS, KNOWLEDGE, AND SKILLS**

- Biological, cognitive, and psychological aspects of trauma
- Identifying trauma-related symptoms
- Secondary trauma; vicarious traumatization
- Stress and trauma
- Trauma prevention, intervention, and treatment

- Trauma theories
- Trauma-informed care

## OVERVIEW OF COURSE GRADING

The grades earned for the course will be derived using City University of Seattle’s decimal grading system, based on the following:

<i>Overview of Required Assignments</i>	<i>% of Final Grade</i>
Course Activities & Discussion	30%
Current Events Application Paper	30%
Trauma-Informed Care Treatment Paper	40%
<b>TOTAL</b>	<b>100%</b>

## SPECIFICS OF COURSE ASSIGNMENTS

The instructor will provide grading rubrics that will provide more detail as to how this assignment will be graded.

### Course Activities & Discussion

Class participation through discussion activities is an integral part of this course. To provide a structure for balanced participation and allow the student to maximize the benefit of the discussion activities, students should follow these guidelines: 1) Post responses to discussion questions in the first three days of the school week (Monday through Wednesday in online classes; various days in mixed-mode classes). 2) Post at least three or more thoughtful and topic-relevant comments to responses made by classmates over at least three different days of the school week, ending on Sunday in online classes and various days in mixed-mode classes. 3) Respond to any questions that the instructor has regarding the original post by the end of the school week. Additionally, students are expected to attend and participate in all classroom sessions and course activities conducted during those sessions. Instructors will provide detailed grading criteria for in-class attendance and participation in classroom-based activities. The following is the grading criteria for online discussion board activities.

<i>Components</i>	<i>% of Grade</i>
Quality of Responses	70%
Quantity of Responses	15%
Timeliness	15%
<b>TOTAL</b>	<b>100%</b>

### Current Events Application Paper

Using the concepts covered in this course, students will write a six- to eight-page, double-spaced Current Events paper using a current world event/population of their choice, focusing on a specific trauma event or population affected by trauma. The paper will demonstrate the following competencies: 1) Present students’ understanding of empirical and theoretical perspectives on trauma, in the context of the course material, including the students’ personal philosophical assumptions and speculations of human behavior, and experience of and response to trauma; 2) Present students’ understanding of the biopsychosocial model of trauma and the implications of trauma at a micro and macro levels; 3) Provide opportunity for

students to investigate a particular world event and the population vulnerable to trauma, with emphasis on the unique characteristics of the population influencing the experiences and reactions to trauma.

The paper will have two sections, Section 1: Overview and Section 2: Analysis.

Section 1: This section should include a brief overview of the trauma event and the population affected by the event, and address all relevant biopsychosocial factors. The paper should articulate the responses to trauma from a micro and macro level and what implications these responses might have to the populations affected and to the community at large.

Section 2: The second portion of the paper will require an analysis of academic literature and popular culture, both of which provide interpretation of events, trauma responses, and treatment (from micro and macro perspectives). This analysis will assess how similar and different the information provided is, how this is or is not in alignment with the Trauma Informed Care model, and what are the implications to the individual and society.

For example, if child trauma is chosen, view available websites on the National Child Traumatic Stress Network website and the Child Trauma Academy, and compare that to class readings and a search of the professional literature. You might include in the search in this particular example such keywords as "children and trauma", or "helping children deal with trauma", to find any additional advice-related websites. Include an evaluation of the websites and other public information. Does the advice found on those websites align with the clinical research and information provided in the text? Include relevant printouts from the website as appendices.

Students are expected to use as many class terms and concepts as possible in their Application Paper, as well as at least 3 peer-reviewed sources. The Application Paper must meet APA requirements of format and style. Students must cite the sources of all ideas, facts, and information used that are not their own, even if they have put the information into their own words. Failure to do so is plagiarism, even if the oversight is unintentional.

<i>Components</i>	<i>% of Grade</i>
DAS-U-Organization and coherence	15%
DAS-U-Style and mechanics	15%
DAS-U-Evidence and support	30%
Application of trauma theories	40%
<b>TOTAL</b>	<b>100%</b>

### Trauma-Informed Care Treatment Paper

Using concepts and material covered in this course, and building on the Current Events Paper, students will prepare an eight- to ten-page, double-spaced paper that analyzes the current world event chosen in the initial paper from a Trauma Informed Care approach. Students will create a cohesive paper formulating a plan of action/treatment plan from the perspective of Trauma Informed Care to address the current world events and trauma outlined in the Current Events Paper.

The paper will demonstrate the following competencies: 1) Articulate an understanding of Trauma Informed Care; 2) Integrate the course knowledge of theory with treatment implications; 3) Create a treatment plan including the investigation of people in the current events histories related to trauma as a community, individual or culture; recognize and define possible trauma symptoms on a micro and macro scale, and present the role that trauma has/may impact the individual and community going forward; 4)

Analyze a traumatic event in the context of trauma theory, characteristics of trauma experiences and reactions relative to a chosen population, empirical approaches to prevention, intervention, and treatment, and additional considerations in the context of post-traumatic stress reactions and development of co-occurring substance use disorders.

Students are expected to use as many class terms and concepts as possible in their Treatment Paper, as well as at least four peer-reviewed sources. The Treatment Paper must meet APA requirements of format and style. Students must cite the sources of all ideas, facts, and information used that are not their own, even if they have put the information into their own words. Failure to do so is plagiarism, even if the oversight is unintentional.

<i>Components</i>	<i>% of Grade</i>
DAS-U-Organization and coherence	15%
Style and Mechanics	15%
DAS-U-Evidence and support	30%
Trauma treatment approaches	20%
Trauma-informed care	20%
<b>TOTAL</b>	<b>100%</b>

## **COURSE POLICIES**

### **Late Assignments**

Per Division of Arts and Sciences policy, undergraduate students are required to submit all assignments by the due dates stated in the syllabus. A late assignment is one that is submitted after the due date and time or after any extension has expired.

If circumstances prevent a student from meeting the due date, the student is obliged to contact the instructor and request an extension at least 48 hours prior to the date the assignment is due. Emergency situations will be considered on a case-by-case basis. Being busy, pressured with outside work, or having competing academic commitments are not valid reasons to grant extensions.

A student who receives an extension in advance of the due date and abides by the agreement with the instructor is not subject to late penalties.

Without prior arrangement with the instructor, students who submit assignments late will receive a 15 percent deduction in grade each day or part of the day that the assignment is late. For example, if the assignment is submitted two days late, 30 percent of the grade will be deducted. Coursework received after one week (seven days) will not be graded and will receive a zero grade.

### **Participation**

Undergraduate online and mixed-mode classes are required to use the Blackboard Discussion Board online. Participation through discussion to exchange knowledge, ideas, and thoughts is an integral, mandatory part of this course. Participation on the Discussion Board – the virtual classroom – enhances the student’s learning process and experience in this course, and lack of participation will result in a reduction in grade (see grading rubric).

Participation is active engagement in discussions in the form of sharing new ideas, examples and resources, as well as constructive disagreement and incorporation of course materials and concepts in

comments. This requires frequent monitoring of the Discussion Board, timely responses, integration of course material and other sources, and ongoing conversations that extend, modify, and add to understanding, creating a vibrant learning community.

The following guidelines apply to all DAS undergraduate online and mixed-mode classes:

1. For fully online courses, students are expected to spend one hour per credit hour per week participating in online activities (for example, for a 5-credit course, the student would spend 5 hours per week on the Discussion Board). It is expected that students access their Blackboard course shell, including the Discussion Board, a minimum of 3 days per week.  
For mixed-mode courses, students are expected to spend the allotted online hours participating in online activities (for example, for a 5-credit mixed-mode course where 3 hours are spent face-to-face in a classroom, students would spend 2 hours per week on the Discussion Board).
2. The instructor will provide 2 or more discussion board questions/assignments by early Monday each week (normally 2 or 3 per week for fully online classes, and one or more for mixed-mode classes). Students must post their initial comments to each discussion board question/assignment no later than midnight Wednesday.
3. For each discussion question/assignment, a minimum of 2 thoughtful and topic-relevant responses to classmates' comments per discussion question are required no later than midnight Sunday. Explain why you agree or disagree, ask questions, add to or modify ideas, and respectfully find strengths and weaknesses in classmates' ideas.
4. In order to encourage discussion, it is expected that students will participate throughout the week rather than waiting until Sunday to post all responses.
5. Each post should be at least one well-developed paragraph (no less than 10 sentences in length). "Good post" or similar responses are not considered contributions to class discussions and will not count toward posting requirements.
6. In addition to making at least 2 responses to classmates' comments per discussion question/assignment, students must respond to all questions posed by instructor to their initial discussion comments.
7. All posts must have correct grammar, spelling, punctuation, and APA style.
8. Students are expected to act professionally, avoiding personal attacks, questionable language, and off-topic comments.

### **Professional Writing**

Assignments require error-free writing that uses standard English conventions and logical flow of organization to address topics clearly, completely, and concisely. CityU requires the use of APA style.

## **UNIVERSITY POLICIES**

You are responsible for understanding and adhering to all of City University of Seattle's academic policies. The most current versions of these policies can be found in the [University Catalog](#) that is linked from the CityU Web site.

### **Non-Discrimination & Prohibition of Sexual Misconduct**

City University of Seattle adheres to all federal, state, and local civil rights laws prohibiting discrimination in employment and education. The University is committed to ensuring that the education

environment is bounded by standards of mutual respect and safety and is free from discriminatory practices.

In the U.S., the University is required by Title IX of the Education Amendments of 1972 to ensure that all of its education programs and activities do not discriminate on the basis of sex/gender. Sex include sex, sex stereotypes, gender identity, gender expression, sexual orientation, and pregnancy or parenting status. Sexual harassment, sexual assault, dating and domestic violence, and stalking are forms of sex discrimination, which are prohibited under Title IX and by City University of Seattle policy. City University of Seattle also prohibits retaliation against any person opposing discrimination or participating in any discrimination investigation or complaint process internal or external to the institution. Questions regarding Title IX, including its application and/or concerns about noncompliance, should be directed to the Title IX Coordinator. For a complete copy of the policy or for more information, visit <https://my.cityu.edu/titleix> or contact the Title IX Coordinator.

In Canada, in compliance with the British Columbia Human Rights Code, the Alberta Human Rights Act, WorksafeBC, and the Workers' Compensation Board of Alberta, the University believes that its environment should at all times be supportive and respectful of the dignity and self-esteem of individuals. Discrimination, harassment and bullying conduct, whether through person to person behaviour or via electronic communications such as email or social media is not acceptable and will not be tolerated. As an educational institution, it is our responsibility to cultivate an environment of excellence, equity, mutual respect and to recognize the value and potential of every individual. The University will take all necessary steps to meet or exceed the requirements of the law to prevent discrimination, harassment and bullying. The Respectful Workplace Policy for the prevention of discrimination, harassment and bullying policy and procedure can be found at <https://www.cityu.edu/discover-cityu/about-cityu/> under the Policies section or at <https://www.cityuniversity.ca/about/>.

### **Religious Accommodations**

City University of Seattle has a policy for accommodation of student absences or significant hardship due to reasons of faith or conscience, or for organized religious activities. The University's policy, including more information about how to request an accommodation, is available in the University Catalog and on the my.cityu.edu student portal. Accommodations must be requested by the 20% mark of this course (e.g. day 14 of a ten-week course, day 7 of a 5-week course) using the Religious Accommodations Request Form found on the student dashboard in the my.cityu.edu student portal.

### **Academic Integrity**

Academic integrity in students requires the pursuit of scholarly activity that is free from fraud, deception and unauthorized collaboration with other individuals. Students are responsible for understanding CityU's policy on academic integrity and adhering to its standards in meeting all course requirements. A complete copy of this policy can be found in the University Catalog in the section titled [Academic Integrity Policy](#) under Student Rights & Responsibilities.

### **Attendance**

Students taking courses in any format at the University are expected to be diligent in their studies and to attend class regularly. Regular class attendance is important in achieving learning outcomes in the course and may be a valid consideration in determining the final grade. For classes where a

physical presence is required, a student has attended if they are present at any time during the class session. For online classes, a student has attended if they have posted or submitted an assignment. A complete copy of this policy can be found in the [University Catalog](#) in the section titled Attendance under Student Rights & Responsibilities.

### **Final Assignments Due Date**

Final assignments for each class at CityU must be due on or before the final date of the course as indicated in the university's course information system. Due dates that extend beyond the final date of the course may negatively impact tuition funding for students.

## **SUPPORT SERVICES**

### **Disability Services Accommodations Statement**

Students with documented disability who wish to request academic accommodations are encouraged to contact Disability Support Services to discuss accommodation requests and eligibility requirements. Please contact Disability Support Services at [disability@cityu.edu](mailto:disability@cityu.edu) or 206.2369.4752 or visit the [Disability Support Services](#) page in the my.cityu.edu portal. Confidentiality will be observed in all inquiries. Once approved, information about academic accommodations will be shared with your course instructors.

### **Library Services**

CityU librarians are available to help students find the resources and information they need to succeed in this course. Contact a CityU librarian through the [Ask a Librarian](#) service, or access [library resources and services](#) online, 24 hours a day, seven days a week.

**Smarthinking Tutoring** CityU students have 24/7 access to free online tutoring offered through Smarthinking, including writing support, from certified tutors. Contact CityU's Student Support Center at [mycityusupport@cityu.edu](mailto:mycityusupport@cityu.edu) to request a username and password.