

# COURSE APPROVAL/CHANGE DOCUMENT

(See back of form for instructions)

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1. ADDITION \_\_\_ REVISION \_\_\_ TERMINATION \_\_\_

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2. IF REVISION: denote changes (i.e. Title only; Title, CIP and Description; etc.):

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3. COURSE NUMBER \_\_\_

4. COURSE TITLE \_\_\_\_\_

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5. IF REVISION: Previous Course No. \_\_\_\_\_ Previous Title \_\_\_\_\_

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6. FOR ADDITIONS AND REVISIONS -  
FIRST TERM/YEAR TO BE OFFERED:

7. FOR TERMINATIONS ONLY -  
LAST TERM/YEAR TO BE OFFERED:

Fall\_\_\_ Spring\_\_\_ Summer\_\_\_ Term\_\_\_\_\_

Fall\_\_\_ Spring\_\_\_ Summer\_\_\_ Term\_\_\_\_\_

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8. COLLEGE:

9. DEPARTMENT NAME:

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10. CIP CODE (Classification of Instructional Program / US Bureau of Labor Statistics): \_\_\_\_\_

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11. FIXED CREDIT HOURS: YES\_\_\_ NO\_\_\_

12. VARIABLE CREDIT HOURS: YES\_\_\_ NO\_\_\_

\_\_\_ Total Credit Hours

\_\_\_ Min Total Credit Hours \_\_\_ Max Total Credit Hours

\_\_\_ Lec Contact Hours

\_\_\_ Min Lec Contact Hours \_\_\_ Max Lec Contact Hours

\_\_\_ Lab Contact Hours

\_\_\_ Min Lab Contact Hours \_\_\_ Max Lab Contact Hours

\_\_\_ Other Contact Hours

\_\_\_ Min Other Contact Hours \_\_\_ Max Other Contact Hours

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13. CAN THIS COURSE BE TAKEN FOR ADDITIONAL CREDIT: YES\_\_\_ NO\_\_\_ If YES, total number of times course can be taken \_\_\_\_\_

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14. MAXIMUM ENROLLMENT ALLOWED FOR COURSE: \_\_\_\_\_ Justification of maximum enrollment:

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15. CLASS SCHEDULE TYPE/ FACULTY WORKLOAD: Choose appropriate schedule type:

Faculty Workload: \_\_\_\_\_

Class schedule type justification:

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16. COURSE LEVEL:

17. GRADE TYPE:

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18. DEVELOPMENTAL COURSE: YES\_\_\_ NO\_\_\_

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19. CROSS-LISTED COURSE:

20. SPECIAL COURSE FEE? (Must be Board approved)

YES\_\_\_ WITH \_\_\_\_\_ NO\_\_\_

YES\_\_\_ Amount \$ \_\_\_\_\_ NO\_\_\_

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21. Required faculty qualifications to teach this course:

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22. GENERAL EDUCATION COURSE: YES \_\_\_\_\_ NO \_\_\_\_\_

If yes, please select one general education category:

If yes, please select up to three general education learning goals that reflect the priorities for student learning in the course. Please rank these in priority order, i.e. 1,2,3 by inserting the numbers/rankings into the boxes:

- \_\_\_ General Education Learning Goal 1: Ethical Reasoning
- \_\_\_ General Education Learning Goal 2: Global Learning
- \_\_\_ General Education Learning Goal 3: Information Literacy
- \_\_\_ General Education Learning Goal 4: Written Communication
- \_\_\_ General Education Learning Goal 5: Oral Communication
- \_\_\_ General Education Learning Goal 6: Critical Thinking
- \_\_\_ General Education Learning Goal 7: Quantitative Literacy

If the proposed new or revised course is a General Education course, please provide a short rationale why this course should be considered as a general education course.

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Attach the following:

- a) Class syllabus using the syllabus template.
- b) Memo from Library Dean assessing available and needed library resources and services.
- c) If applicable, memos from Department Chair(s) in affected department(s) stating support or that issues/conflicts are resolved.

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COURSE APPROVAL SIGNATURES

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Department Chairperson

Dean of Kent Library

College Council

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Educator Preparation Committee

General Education Council

Graduate Council

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To obtain the next signature, save the pdf to your desktop and then email the form as an attachment to the next individual for signing. When submitting the form, the **email must come from your Southeast email account.**

**Registrar's Office Use Only**

SCACRSE \_\_\_\_\_ Degree Audit \_\_\_\_\_ Bulletin \_\_\_\_\_ Degree Map \_\_\_\_\_ SHATATR \_\_\_\_\_

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## Instructions for Completing Course Approval/Change Document

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1. Is the course an Addition, Revision or Termination?
2. If Revision: Please list changes being made to course such as title change; or title, CIP, and description change, etc.
3. Course Number: Two letters (choose discipline from drop down menu) and three numbers (i.e., EN 140). For course additions, ask for a list of available course numbers from the Registrar's Office.
4. Course Title: Full title of course.
5. If Revision: Indicate previous course number and/or title if change has been made. A new course number must be used if the revised course is not equivalent to the previous course offered.
6. For Additions and Revisions-First Semester/Year To Be Offered: Indicate first semester/year course is to be offered or when changes to the revised course will be put into place.
7. For Terminations Only-Last Semester/Year To Be Offered: Indicate last semester/year course is to be offered. For course terminations skip questions 10-22.
8. College Name: Choose the College Name from drop down menu. UI/IU courses belong to the School of University Studies.
9. Department Name: Choose the Department Name from drop down menu. UI/IU courses belong to the School of University Studies.
10. CIP Code: Enter six digit code number. Contact Institutional Research for information.
11. Fixed Credit Hours: Enter the total credit hours student will earn for course. Lecture, Lab, and/or Other Contact Hours should be completed as appropriate. Lecture contact hours should equal the student credit hours earned for the lecture component of the class. Lab contact hours will in most cases be entered as a 2 to 1 ratio (2 contact hours equals 1 student credit hour) for the lab component of the class. Other Contact hours will be entered for field experience courses, internships, practicums, etc.
12. Variable Credit Hours: If course is variable credit hour, indicate total minimum hours and total maximum hours for which credit can be received. Indicate minimum and maximum lecture, lab, and/or other contact hours as appropriate. See 10 for more detailed instructions.
13. Can This Course be Taken for Additional Credit: Indicate if students will be allowed to enroll in this course more than once for additional credit. NOTE: If the course allows for multiple repeats, it is outside the normal repeat procedure. If a student making a grade of 'D' or 'F' wants to repeat the course for a better grade, special handling is required.
14. Maximum enrollment allowed for course: Indicate the total number of students allowed to enroll in this course and the justification for that maximum.
15. Class Schedule Type/Faculty Workload: See Class Schedule Types sheet on Document Share for appropriate type of course and faculty workload.
16. Course Level: Choose appropriate course level from drop down menu. 500 level courses are mixed undergraduate/graduate.
17. Grade Type: Indicate if course is standard grade (A, B, C, etc.) or Credit/No Credit
18. Developmental Course: Indicate if course is to be offered for degree credit or developmental credit.
19. Cross-listed Course: List course that is cross-listed across disciplines (e.g., PY120/CF120)
20. Special Course Fee: Indicate course fee amount as approved by Board of Regents
21. Required faculty qualifications: What are the degrees, areas of specialty, and/or other characteristics of a faculty member that would qualify them to teach this course.
22. General Education Course: Choose NO, or the category in which the course falls and the general learning goals.

**Southeast Missouri State University**

<b>Department of Criminal Justice, Social Work, &amp; Sociology</b>	<b>Course No. SW 354</b>
<b>Title: Foundations of Trauma and Crisis Intervention</b>	<b>Semester:</b>
<b>Classroom:</b>	<b>Time:</b>
<b>Instructor: Dana C. Branson, PhD, LCSW</b>	<b>Office: Brant Hall RM 323</b>
<b>E-mail: <a href="mailto:dbranson@semo.edu">dbranson@semo.edu</a></b>	<b>Phone: 573-986-7396</b>

**Office Hours:**

**I. Catalog Description:**

Course explores the phenomena of trauma and crisis reactions, using theory, skills, and methodology to develop individual, family and community-level interventions. (3 credit hours).

**II. Prerequisites: SW 110 with a minimum grade of C or consent of instructor.**

**III. Course Description:**

The purpose of this course is to provide a general overview of the complicated physical, emotional, cognitive, social, and spiritual aftermath of trauma, while also developing effective crisis intervention methods for individuals, families, and communities. The range of topics includes various theoretical lenses used to understand traumatic reactions; definitions of trauma, crisis, and stress; types of trauma; physiological traumatic response; normative and paradoxical reactions to trauma; basic concepts of crisis intervention; individual, family, and community-level interventions; coping skills; suicide prevention, assessment, and outcomes; community disasters; secondary and vicarious trauma; and professional values and ethics. Emphasis on a generalist practice approach framed by the person in the environment perspective in the rural social work context also provides for development of the core competencies of the social work profession.

**Course Objectives:**

Upon completion of this course, students will be able to:

- A. Recognize the impact of trauma, natural and/or man-made, on individuals, families, and communities.
- B. Identify how to provide effective crisis interventions for individual, families, and communities struggling with trauma, while also maintaining safety for the professional, both physically and emotionally.
- C. Identify and apply trauma-based theories to understand traumatic aftermath, with an emphasis on the person in environment perspective.

- D. Use multiple sources of knowledge to appreciate normative and paradoxical traumatic reactions of clients, families, and communities.
- E. Apply diversity and differences in life experiences, culture, and historical underpinnings in traumatic outcomes.
- F. Assess one's personal biases that may affect work with diverse groups, traumatic events, and working with emotionally difficult situations.
- G. Evaluate how long-standing forms and mechanisms of oppression and discrimination related to sexual orientation, gender, gender identity and expression, immigration status, political ideology, age, race, color, culture, ethnicity, religion, disabilities, class and rural status might affect traumatic aftermath.
- H. Identify traumatic coping skills, both functional and dysfunctional, and crisis interventions to encourage positive change.
- I. Discuss concepts of secondary and vicarious trauma, risks for social workers, and preventive/responsive cognitions and behaviors to assist social workers with professional and personal wellbeing.

**IV. Student Learning Outcomes:**

- A. Identify components of trauma and factors of traumatic aftermath.
- B. Identify and apply crisis intervention models for individuals, families, and communities.
- C. Summarize professional boundaries and ethical social work practice as they relate to trauma and crisis intervention

**Core Competencies**

- EPAS 1: Demonstrate ethical and professional behavior.
- EPAS 2: Engage diversity and differences in practice.
- EPAS 3: Advance human rights and social, economic, and environmental justice.
- EPAS 4: Engage in practice-informed research and research-informed practice.
- EPAS 5: Engage in policy practice.
- EPAS 6: Engage with individuals, families, groups, organizations, and communities.
- EPAS 7: Assess individuals, families, groups, organizations, and communities.
- EPAS 8: Intervene with individuals, families, groups, organizations, and communities.
- EPAS 9: Evaluate practice with individuals, families, groups, organization, and Communities.

**V. Expectations of Students:**

- A. **Americans with Disabilities Act:**  
If you have special needs as addressed by the Americans with Disabilities Act and need any course materials provided in an alternative format, please notify the instructor as soon as possible. Reasonable efforts will be made to accommodate your needs. Students with disabilities seeking academic accommodation must also register with Office of Disability Services, Dearmont B 1, 651-5927. The office

will then assist in planning for any necessary accommodations.

[http://www.semo.edu/ds/program\\_info.html](http://www.semo.edu/ds/program_info.html)

B. **Scholastic Dishonesty: (Found in student handbook)**

Academic honesty is one of the most important qualities influencing the character and vitality of an educational institution. Academic misconduct or dishonesty is inconsistent with membership in an academic community and cannot be accepted. Violations of academic honesty represent a serious breach of discipline and may be considered grounds for disciplinary action, including dismissal from the University.

**Plagiarism:**

In speaking or writing, plagiarism is the act of passing someone else's work off as one's own. In addition, plagiarism is defined as using the essential style and manner of expression of a source as if it were one's own. If there is any doubt, the student should consult his/her instructor or any manual of term paper or report writing. Violations of academic honesty include:

1. Presenting the exact words of a source without quotation marks;
2. Using another student's computer source code or algorithm or copying a laboratory report; or
3. Presenting information, judgments, ideas, or facts summarized from a source without giving credit.

**Cheating:**

Cheating includes using or relying on the work of someone else in an inappropriate manner. It includes, but is not limited to, those activities where a student:

1. Obtains or attempts to obtain unauthorized knowledge of an examination's contents prior to the time of that examination;
2. Copies another student's work or intentionally allows others to copy assignments, examinations, source codes, or designs;
3. Works in a group when she/he has been told to work individually;
4. Uses unauthorized reference material during an examination; or
5. Has someone else take an examination or takes the examination for another.

C. **Cell Phones, Other Electronics, and Disruptive Behavior Policy:**

Cell phones, MP3 players, iPods, and other similar devices are prohibited. They must remain off or muted during the entire class period. Furthermore, these devices are not permitted to be visible during examinations. This prohibition also extends to text messaging during class time. Furthermore, these devices are not permitted to be visible during examinations. **Any student using or having visible access to these types of devices during examinations will be immediately removed from the classroom, her/his exam confiscated, and she/he will receive a zero for the**

**examination.** There are no exceptions to this policy.

Check with the instructor for permission to use recording devices and laptop computers during classroom lectures.

Civility:

Your university experience is purposely designed to introduce you to new ideas, help you think effectively, develop good communication skills, evaluate information successfully, distinguish among values and make sound judgements. Doing this well requires respectful and courteous discussion among and between students and the instructor. Together, we must create a space where we acknowledge and respect others have different experiences, perspectives and points of view. Disagreements are likely. Mutual respect for one another and a willingness to listen are important. Remember, you are responsible for your behavior and actions. There is a no tolerance policy on bullying or harassment of any kind. Additional information on student conduct may be found at: <http://www.semo.edu/pdf/stuconduct-code-conduct.pdf?ver=1.0> and [http://www.semo.edu/pdf/Conduct\\_Faculty\\_Resource\\_Guide.pdf](http://www.semo.edu/pdf/Conduct_Faculty_Resource_Guide.pdf)

Disruptive Behavior:

Every student at Southeast is obligated at all times to assume responsibility for his/her actions, to respect constituted authority, to be truthful, and to respect the rights of others, as well as to respect private and public property. Disruptive behavior includes, but is not limited to, name calling, intimidation, verbal aggressiveness, physical aggressiveness, etc. Incivility and disruptive behavior in violation of the University's Code of Student Conduct will be dealt with according to University Policy. Please see <http://www.semo.edu/stuconduct/> for additional information and specific examples of incivility.

Questions, comments or requests regarding this course or program should be taken to the instructor for the course. Unanswered questions or unresolved issues involving this course may be taken to the BSW Program Director, Brandt Hall, Room 202A, 573-651-2328. Issues that are not resolved with the BSW Program Director will be referred to the Chair of the Department of Criminal Justice, Social Work, and Sociology, Brandt Hall, Room 329, 573-651-2541.

- D. Failure to hand in a portfolio assignment will result in an incomplete for the final grade. (Social Work majors only)
- E. Attend class and actively contribute to the development and maintenance of a supportive environment where they can share practice experiences as

peers, process those experiences and examine their personal abilities, skills and knowledge for personal awareness and growth;

- F. Consistently be familiar with, and conversant on all reading as assigned;
- G. Students are expected to complete all assignments by the due dates and submit all written assignments when due.;
- H. Communicate clearly, including speaking articulately and writing in correct form. (In general, all written work should follow the APA format in the body of the text).
- I. All work is expected to be the student's own. Work that violates the academic integrity policy (see above) outlined in the student handbook will receive a failing grade on the assignment! Academic honesty must be observed.
- J. Detailed discussion of student resources, responsibilities, and expectations can be found on the Department of Criminal Justice, Social Work, and Sociology website: <https://semo.edu/cjsws/resources/html> Then follow the drop-down menu for Social Work Publications and Portfolio Resources

## VI. Course Content:

### Unit I: Nature of Trauma and Crisis Response

#### Week 1:

- Overview of syllabus
- Assignments and student expectations
- What is trauma and crisis intervention
- Importance to the profession and why it matters

Reading: Chapter 1 textbook & Chapter 1--Tip 57

#### Week 2:

- Safety first--clients and social workers
- Ethical and legal considerations

Reading: Chapter 1 & 2 textbook

#### Week 3:

- Trauma, stress, and crisis
- Types of trauma
- Characteristics of trauma

Reading: Chapter 2—Tip 57

**\*\*\*Test 1-Textbook Chapters 1 & 2, Tip 57 Chapter 1\*\*\***



**Week 4:**

- Understanding the impact of trauma
- Neurological changes
- Hypothalamus-pituitary-adrenal response

Reading: Chapter 3-Tip 57 & Supplemental

**Week 5:**

- Traumatic aftermath
- Symptoms and the DSM

Reading: Chapter 3-Tip 57 & Supplemental

**Unit II: Crisis Intervention****Week 6:**

- Crisis intervention basics
- Crisis response ABC-X

Reading: Chapter 3 textbook

**Week 7:**

- Assessment & screening
- Normal and paradoxical reactions to trauma

Reading: Chapter 4 textbook & Chapter 4-Tip 57

**\*\*\*Test 2-Textbook Chapters 3, Tip 57 Chapters 2 & 3, Supplemental\*\***

**Week 8:**

- Crisis intervention strategies and techniques

Reading: Chapter 4 textbook

**Week 9:**

- Trauma-informed care

Reading: Chapter 6-Tip 57

**Unit III: Specific Traumas and Crisis Responses****Week 10:**

- Individual and family crisis response
- Developmental phase
- Cultural diversity of trauma & crisis response

Reading: Chapter 5 textbook

**Week 11:**

- Personal, man-made trauma
- Childhood abuse and neglect
- Adverse Childhood Experiences (ACE)
- Foster care and institutionalization

Reading: Chapter 9 textbook & Supplemental

**\*\*\*Test 3-Textbook Chapters 4 & 5, Tip 57 Chapters 4 & 6\*\*\***

**Week 12:**

- Continued...
- Sexual trauma
- Female experience

Reading: Chapter 10 textbook

**Week 13:**

- Community level, natural-made trauma

Reading: Chapter 7 textbook

**Unit IV: The Helper**

**Week 14:**

- Help for the helper

Reading: Supplemental

**Week 15:**

- Group Presentations

Reading: None

**Week 16:**

- Group Presentations

Reading: None

**Week 17:**

**\*\*\*\*\* Final Exam—Not Comprehensive—Chapters 7, 9, &10 and Supplemental\*\*\***

**VII. Textbook:**

Kanel, K. (2018). *A guide to crisis intervention* (6<sup>th</sup> ed.). Boston, MA: Cengage Learning

SAMHSA (2014). *Trauma-informed care in behavioral health services*. Treatment Improvement Protocol (TIP), Series 57. Rockville, MD: Author. Available in its entirety at:

<https://store.samhsa.gov/system/files/sma14-4816.pdf>

**VIII. Basis for Student Evaluation:**

Assignments and Exams:

1. Trauma/Crisis Process Paper	100 pts
2. Interview of Crisis Worker	50 pts
3. Group Project-Historical/Community trauma & response	100 pts
4. Tests (x4 at 100 pts each)	400 pts
5. Class participation	50 pts

Grand total: 700 pts

A = 90% or higher	700 - 630 pts
B = 80% - 89.4%	629 - 560 pts
C = 70% - 79.4%	559 - 490 pts
D = 60% - 69.4%	489 - 416 pts
F = 59.4% or below	415 and below

**NOTE: Tests may consist of multiple choice, true and false questions, matching, and short answer questions. Students should also note that exams are given on the date scheduled and the scheduled dates for quizzes/tests will be announced in class at least a week before the quiz/test will be given. Make-up quizzes/tests will only be given when the instructor is notified in advance and approves the absence or is presented with documentation as to an emergency.**

**Assignments are due on the date assigned at the beginning of the class period. After the class has begun, assignments will be considered late and reduced by 20%. No assignments are accepted after 7 days past the due date.**

**Semester Assignments:**

**1. Trauma/Crisis Process Paper**

Students will select a movie/documentary from a pre-approved list to watch. Students will then write a 4-5 page-paper processing the trauma and crisis response of one character in the film. The purpose of this paper is to provide the student with an opportunity to examine the reactions of others to crisis, as well as the factors that are related to the reaction, coping skills that the character is using to deal with the crisis, the survivalist nature of the coping skills employed (even if they are negative and/or dysfunctional), and a crisis intervention plan specifically for the character. The following elements need to be included in the paper:

- **Important background information and factors of diversity:** Basic demographic information (estimate as needed), age, gender, ethnicity, SES, education, sexual

orientation, factors of oppression, trauma history, supports, and other important factors to understanding the character's specific traumatic response. Remember to include both strengths and challenges to the character's background and situation

- **Description of trauma and response:** Discuss the events that the character experienced, reactions, and coping skills used.
- **Points of empathy and validation:** Students will provide three statements to the character that demonstrate empathy for his/her situation and/or validation of his/her use of coping skills to deal with it.
- **Crisis intervention:** Students will create a 3-point crisis intervention plan: (1) How would you normalize and educate the character concerning his/her crisis feelings, (2) What services or referrals would you suggest, and (3) What is the most important take-away service, resource, or item will you give him/her for hope?

**\*\*Important Note:** Please consult with the instructor or look the films up on IMDb.com and read the parent guide for content advisories for sex/nudity, violence/gore, profanity, alcohol/drug/smoking, and frightening/intense scenes before you watch a film. Some of the films may contain images and subject matters that students might find triggering of personal traumas. Please use personal boundaries to avoid a negative experience. Traumatic topics do not need to be traumatically depicted for the purposes of this assignment.

Due to the nature of this paper, the following elements are required:

- Body of text is 4-5 pages long (Reference page and title page are **NOT** included in page count)
- Reference page (if applicable)
- A title page is needed
- An abstract is **NOT** needed

**Due Date:** Week 8

**Point value:** 100 pts

## 2. Interview a Crisis Worker

Students will conduct a semi-structured interview with someone who has experience with dealing with trauma and crisis as part of their professional life. There are a number of possibilities:

Social worker	Social service worker
Paramedic/EMT	Firefighter
Police officer	Correctional officer
Nurse	Disaster relief provider
911 dispatcher	Soldier (combat)
Probation/Parole Officer	Humanitarian aid worker
Funeral director	Religious leader

Students will address the following questions and write a paper summarizing the information collected:

- What are some of the crisis-oriented roles and tasks associated with your position?
- What are the greatest rewards of your job?

- What are the greatest challenges of your job?
- What is a common crisis/trauma that you deal with?
- What is your immediate goal when faced with a person/group in crisis?
- How important is resiliency of the human spirit in your work?
- What kind of training have you had that has equipped you for crisis work?
- How do you handle the stress associated with your work?
- What suggestions do you have for someone who will be working with trauma in the future as part of their work?
  
- **Question for student:** What was your reaction to the information you gathered? Specifically, does it make you anxious to help others in crisis or do you have a sense of self-efficacy about being able to help others?

Due to the nature of this paper, the following elements are required:

- Body of text is 3-4 pages long (Reference page and title page are **NOT** included in page count)
- Reference page (if applicable)
- A title page is needed
- An abstract is **NOT** needed

**Due Date:** Week 12?

**Point value:** 100 pts

### 3. Group Project and Group Presentation

Students will be placed in groups and together the group will pick a historical and/or community crisis event and provide an in-depth account of what happened, the crisis response of individuals, families, and the community, significant change to the community's worldview, and the community crisis intervention response. In order to have a wide variety of topics presented, each group must have a different event. Possible events are:

Water crisis, Flint, MI	Hurricane Katrina
Sept 11, 2001	Pearl Harbor
Wounded Knee 1890	Wounded Knee 1973
Columbine	Virginia Tech
Indian boarding homes	Genocide-Armenia
Genocide-Holocaust	Genocide-Cambodia (Killing fields)
Genocide-Rwanda	Joplin, MO tornado
Syrian refugees	West Africa Ebola outbreak
AIDs-1980's	Somalia/Ethiopia famine
Haiti earthquake	Iran hostage crisis 1979
Great Depression	Munich Massacre 1972 Olympics
Waco Siege 1993	Jonestown Massacre

If a group wants to focus on an event not listed, it needs to be pre-approved by the instructor.

The group will get one grade as a whole for the PowerPoint (50 pts max) and each individual student will receive a grade for his/her group presentation (50 pts max). Each member of the group is expected to present 5-7 minutes of information. Members who do not meet the 5-minute requirement or go over 7 minutes will be penalized. The following topics need to be

covered in a group PowerPoint that will be presented to the class. A copy of the PowerPoint needs to be turned into the instructor before the presentation.

- History of the event
- Meaning of trauma/crisis to those involved: victims, perpetrators, bystanders/community members, next generation
- Behaviors of those involved—Discuss trauma reactions, using knowledge of normal and paradoxical reactions to explain reactions
- Community response and resolution (if applicable) to the event
- Resulting worldview, changes, legislation, etc.
- Present day response of social work discipline
- Group as a task-force—what would your response be?
- How would you guard against secondary and/or vicarious trauma?

Groups need to use at least one (1) scholarly resource per team member. The final slides of the PowerPoint will include an APA reference list. The scholarly sources need to be identified by student name. Failure of a student to contribute a scholarly source will result in a reduction of points for that specific student. Additional resources from other sources can be used as needed.

Due to the nature of this paper, the following elements are required:

- PowerPoint—1 per group
- Reference pages (final slide(s) of PowerPoint)

**Due Date:** Week 15 & 16

**Point value:** 100 pts

#### 4. Participation Points:

Participation points are awarded on the first day of class for all students. Each day a student does not attend class, sleeps during class, engages in side conversations, is involved in activities not related to class, or spends class time on her/his cell phone for non-class activities, 5 points will be deducted. On days when there is a guest speaker or group activity, the same behaviors will result in a 10-point deduction. Guest speakers and group activities are learning opportunities for students; therefore, attendance and respectful behavior are very important. Speakers will be scheduled at their convenience; therefore, the above course schedule is tentative. This will provide students with an opportunity to practice a core value and attribute of social work—flexibility. There are no excused absences except University sponsored activities, family emergencies, or medical excuses accompanied by a doctor's note. Attendance points cannot be made-up, and no extra credit will be provided to students individually.

### IX. Social Work Department Writing Standards:

#### 1. Documentation:

- In general, all written work should follow APA guidelines (the most recent revision).
- All citations should follow APA format in the body of the text.

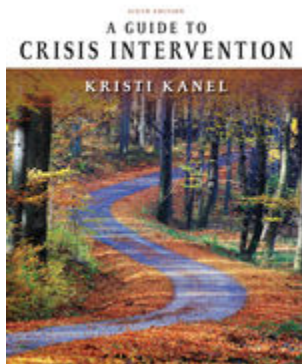
- All papers with citations should include a "reference list" in APA format at the end. The basic APA format is essential for referencing books, articles, and all other material. This is the case no matter how the material was located or accessed. The student should refer to APA standards under the Writing Center's web page for additional APA guidelines (See: [http://ustudies.semo.edu/writing/Documentation/mla\\_apa.htm](http://ustudies.semo.edu/writing/Documentation/mla_apa.htm)).
  - In addition to always documenting direct quotations, general references to ideas, summarized texts, and quotes from lectures must also be documented using APA standards. In short, *any idea, in any form, that is taken from someone else* must be documented. Deviations from this standard will be regarded as plagiarism. Plagiarism may result in disciplinary action in accordance with university and departmental standards.
  - Running headers and abstracts are unnecessary for student work unless required by the specific professor.
2. Grammar:
- Papers should be completely free of spelling mistakes and grammatical errors including sentence fragments, run-on sentences, subject/verb agreement problems, verb/object agreement problems, missing articles, vague pronoun references, improper or missing punctuation, and so forth.
3. Organization:
- All written work should be organized into clear, logical sections. Subheadings are encouraged in every paper.
  - Within the sections, ideas should be organized into clear paragraphs. An individual paragraph should be about one idea (generally stated close to the beginning). Subsequent sentences within the paragraph should all be related to that idea. Paragraphs should typically end with a conclusion or summary sentence related to the original idea and/or a transitional sentence introducing the subject of the next paragraph in the text. Students should avoid overly long or very short paragraphs.
4. Flow of thought:
- Sentences should be organized so that they sustain a consistent flow of thought. Sentences within paragraphs should flow into each other in a way that makes sense and enhances readability.
5. Economy of language:
- In general, students should strive to write with a minimum of words. Consider combining short sentences in ways that enhance readability and use less space. (At the same time, however, avoid overly long and complex sentences.) Consider dropping whole sentences that may be redundant or unnecessary.
6. Consider word choice very carefully and work toward building a stronger vocabulary. Individual professors may have requirements in addition to those specified here.

**X. References:**

- Barrington, A. J., & Shakespeare-Finch, J. (2013). Working with refugee survivors of torture and trauma: An opportunity for vicarious post-traumatic growth. *Counselling Psychology Quarterly*, *26*(1), 89–105. doi:10.1080/09515070.2012.727553
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