



DIVISION OF ADULT LEARNING

SYLLABUS

CRJU-435: COMMUNITY TRAUMA MANAGEMENT

Date: 07/29/2020

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University Mission Statement:

Lee University is a Christian institution which offers liberal arts and professional education on both the baccalaureate and graduate levels through residential and distance programs. It seeks to provide education that integrates biblical truth as revealed in the Holy Scriptures with truth discovered through the study of arts and sciences and in the practice of various professions. A personal commitment to Jesus Christ as Savior is the controlling perspective from which the educational enterprise is carried out. The foundational purpose of all educational programs is to develop within the students knowledge, appreciation, understanding, ability and skills which will prepare them for responsible Christian living in a complex world.

Catalog Description:

This course includes a study of the literature and practice of community trauma management. Students will be educated about the major types of traumas that impact families and communities. Practical community trauma consultation and crisis management skills will be practiced in the context of this course.

Required Text(s) and/or Supporting Resources:**Required Texts:**

- Brymer, M., Jacobs, A., Layne, C., Pynoos, R., Ruzek, J., Steinberg, A., Vemberg, E., & Watson, P. (National Child Traumatic Stress Network and National Center for PTSD). *Psychological First Aid: Field Operations Guide, 2nd Edition*, July 2006. Available on: Textbook: *Psychological First Aid: Field Operations Guide*
https://www.ptsd.va.gov/professional/treat/type/PFA/PFA_2ndEditionwithappendices.pdf
 (Download PDF of PFA Manual with Appendices from Website).
- Craig, S. E. (2015). *Trauma-Sensitive Schools: Learning Communities Transforming Children's Lives, K-5*. Teachers College Press. ISBN: 9780807757451.
- Saul, J. (2013). *Collective Trauma, Collective Healing: Promoting Community Resilience in the Aftermath of Disaster. (Psychosocial Stress Series)* 1st Edition, Routledge. ISBN: 9780415884167.
- Yoder, C. (2005). *The Little Book of Trauma Healing: When Violence Strikes and Community Is Threatened (Little Books of Justice and Peacebuilding)*. Good Books. ISBN: 9781561485079.

Additional Supporting Resources:

Resources included in the Learning Management System (LMS).

Prerequisite Skills and Knowledge:

PSYC-200, SOCI-200, and CRJU-270

Course Goals and Learning Outcomes:**PURPOSE**

The purpose of this course is to prepare criminal justice students to effectively work with communities who have experienced trauma. This course is intended to teach students about the various types of trauma including sexual abuse, physical abuse, neglect, complex trauma, community violence, domestic violence, refugee trauma, and terrorism. Furthermore, this course will cover current models and theories regarding trauma, as well as empirically supported community interventions for trauma including Psychological First Aid.

General Learning Objectives (Course Goals):

This course seeks to:

1. Give an overview of the various types of trauma.
2. Give an overview of how trauma impacts vulnerable communities including assessment of the impacted community and accompanying community interventions.
3. Provide an overview of psychological disorders related to trauma.
4. Provide guidance in community trauma management responses in a variety of settings.
5. Discuss application of community trauma management models with underserved populations, including children and groups in developing nations.

Specific Behavioral Objectives (Learning Outcomes):

As a result of the activities and study in this course, the student should be able to:

1. Understand and identify symptoms of trauma.
2. Understand the role community and community organizations play in trauma recovery.
3. Demonstrate an understanding and application of Psychological First Aid.
4. Write a community trauma management plan related to community trauma.
5. Demonstrate an understanding an application of psychoeducation regarding community trauma.
6. Apply community trauma management skills to work with underserved populations.

MAJOR TOPICS:

- A. Childhood Trauma
- B. Complex Trauma
- C. Sexual Abuse
- D. Emotional Abuse
- E. Physical Abuse
- F. Neglect
- G. Post-traumatic Stress Disorder
- H. Trauma Treatment with underserved populations
- I. Terrorism
- J. Community Violence
- K. Refugee Trauma
- L. Domestic Violence
- M. Psychological First Aid

Course Assessments:

- A. **Text/Media.** All text/media is evaluated in the threaded discussions and assignments.
- B. **Threaded Discussions.** The threaded discussions are an opportunity for students to demonstrate their knowledge of the course material and interact with fellow students. Just doing an initial post and/or response will not guarantee any point value. Discussions will be evaluated as follows: a) on the depth of engagement with the discussion topic and/or issue; b) on the depth of understanding of the topic and/or issue; and c) on the depth of interaction with the other students. An initial post is required (evaluation of "a" and "b" above) and then response posts interacting to other students' initial posts (evaluation of "c" above). Once the discussion deadline is reached, there will be no further opportunity to attain points for that discussion. If you have further questions on how these are evaluated, please contact your instructor.

- C. **Unit Assignments.** Each unit includes a case study in community trauma management where students will respond to a community event and implement newly acquired trauma management skills associated with the particular unit.
- D. **Course Project.** The first step in the creation of the course project is the completion of the manual worksheet. The second step in the course project is the creation of a community trauma management manual to compile course information and resulting list of community interventions. The third step for the course project is for the student to create a narrated PowerPoint demonstrating teaching on one module or area to provide a sample to fellow students. Each student will review two presentations and provide feedback to those students.
- E. **Exams.** There will be two exams including short answer and list and describe.

Evaluation:

A. Threaded Discussions	210
B. Unit Assignments	245
C. Course Project	345
D. Exams	200

Grading Scale:

The standardized grading scale provides a uniform foundation from which to assess your performance.

Grade	Quality Points per Credit	Score
A	4.0	930 - 1000
A-	3.7	900 - 929
B+	3.3	870 - 899
B	3.0	830 - 869
B-	2.7	800 - 829
C+	2.3	770 - 799
C	2.0	730 - 769
C-	1.7	700 - 729
D+	1.3	670 - 699
D	1.0	600 - 669
F	.0	0 - 599

Letter Grade Equivalencies:

A = Clearly stands out as excellent performance. Has unusually sharp insights into material and initiates thoughtful questions. Sees many sides of an issue. Articulates well and writes logically and clearly. Integrates ideas previously learned from this and other disciplines. Anticipates next steps in progression of ideas. Example "A" work should be of such nature that it could be put on reserve for all cohort members to review and emulate. The "A" cohort member is, in fact, an example for others to follow.

B = Demonstrates a solid comprehension of the subject matter and always accomplishes all course requirements. Serves as an active participant and listener. Communicates orally and in writing at an acceptable level for a cohort member. Work shows intuition and creativity. Example "B" work indicates good quality of performance and is given in recognition for solid work; a "B" should be considered a good grade and awarded to those who submit assignments of quality less than the exemplary work described above.

C = Quality and quantity of work is average. Has average comprehension, communication skills, or initiative. Requirements of the assignments are addressed at least minimally.

D = Quality and quantity of work is below average. Has marginal comprehension, communication skills, or initiative. Requirements of the assignments are addressed at below acceptable levels.

F = Quality and quantity of work is unacceptable and does not qualify the student to progress to a more advanced level of work.

Unit and Time Distribution:

The time to complete each unit is approximately 14-17 hours per week on average for a three hour course. Actual assignment completion times will vary. A more detailed breakdown of each assignment can be found within the course.

POLICIES

Attendance Policy:

At Lee University student success is directly related to the student actively attending and engaging in the course. Online courses are no different from classroom courses in this regard; however, participation must be defined in a different manner.

Online courses will have weekly mechanisms for student participation, which can be documented by submission/completion of assignments, participation in threaded discussions, and/or specific communication with the instructor as outlined within the syllabus.

Academic Honesty Policy/Information:

Cheating is defined as the use or attempted use of unauthorized materials or receiving unauthorized assistance or communication during any academic exercise.

Examples of cheating include:

- Submitting work for academic evaluation that is not your own.
- Receiving assistance from another person during an examination.
- Using prepared notes or materials during an examination.
- Permitting another student to copy your work.
- Plagiarism.
- Falsification.
- Other misrepresentations of academic achievement submitted for evaluation or a grade.

As stated in the LEE UNIVERSITY Catalog, plagiarism is presenting as your own work the words, ideas, opinions, theories, or thoughts which are not common knowledge. Students who present others' words or ideas as their own without fair attribution (documentation) are guilty of plagiarizing. Unfair

attribution includes, but is not limited to, a direct quotation of all or part of another's words without appropriately identifying the source. It is also unfair attribution to have included a source within a Works Cited page without having carefully cited the source within the text of the document.

Plagiarism also includes, but is not limited to, the following acts when performed without fair attribution:

- a. directly quoting all or part of another person's words without quotation marks, as appropriate to the discipline.
- b. paraphrasing all or part of another person's words without documentation.
- c. stating an idea, theory, or formula as your own when it actually originated with another person.
- d. purchasing (or receiving in any other manner) a term paper or other assignment, which is the work of another person, and submitting that work as if it were one's own.

Late Policy:

- No credit is available for postings of any kind made in the **Threaded Discussions** after a given Unit ends.
- If your faculty approves your submission of late assignments, each assignment score will be penalized 10% per day up to five days late. After the fifth day, late assignments will not be accepted. (Note: An assignment is a paper, a project, a team presentation, etc., **not** a discussion.)
- No late assignments will be accepted after the close of the final unit.

EXPECTATIONS

Faculty Expectations of Students:

- Have consistent access to a computer and possess baseline computer and information skills prior to taking online courses.
- Log into their courses within 24 hours of the beginning of the session to confirm their participation. (Students who register after the session has begun will be responsible for any assignments or material already covered.)
- Take an active role in each unit, participating fully in discussions, assignments and other activities throughout the entire session. If some event interferes with that participation, the student is responsible for notifying the instructor in advance.
- Review the course syllabus and other preliminary course materials thoroughly as early as possible during the first few days of the course.
- Be responsible for raising any questions or seeking clarification about these materials, if necessary, within the first week of the session.
- Frequently check the course calendar for due dates.
- Submit assignments and papers on time, and take tests by the posted dates. Acceptance of late work and any penalties for late submissions are up to the discretion of the instructor, based on the expectations outlined in the course syllabus.
- Contribute meaningful, timely comments to online discussions according to guidelines provided.
- Contribute substantively to group assignments (if required in course).

- Check for University announcements each time you log onto the LMS. These postings are critical.
- Use Lee email address.
- Complete the "Student Survey of Instruction" for each course to evaluate the instructor and the course.

Students' Expectations of Faculty:

- The opportunity to be active participants in a stimulating and challenging education that is global in scope, interactive in process and diverse in content and approach.
- A friendly, respectful, open, and encouraging learning environment.
- A course outline or syllabus that clearly provides information regarding course content, teaching methods, course objectives, grading, attendance/participation policies, due dates, and student assessment guidelines.
- Instructors who are responsive and available to discuss within 48 hours students' progress, course content, assignments, etc. at mutually convenient times from the first day of the session through the last day of the session. (Check the faculty contact information regarding weekends and holidays.)
- Individual instructor's contact information, schedules, availability, and procedural details are located within the course.
- To have access to instructor feedback and grading on projects, exams, papers, quizzes, etc., within ten (10) days of assignment due date so students are able to determine where they have made errors or need additional work.
- Final grade/feedback provided within ten (10) days after the last date of course.

IMPORTANT STUDENT INFORMATION

Special Needs:

Lee University is committed to the provision of reasonable accommodations for students with disabilities, as defined in Section 504 of the Rehabilitation Act of 1973. Students who think they may qualify for these accommodations should contact the Office of Academic Support to set up accommodations.

BIBLIOGRAPHY

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