

**NORTHERN KENTUCKY UNIVERSITY**  
**DEPARTMENT OF COUNSELING, SOCIAL WORK, AND LEADERSHIP**  
Trauma-Focused Care

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**SYLLABUS**

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**COURSE INFORMATION**

- Instructor: Amanda Dishon Brown, Ph.D., M.S.S.W., LMFT, CSW
- Days, Time, & Location
  - This course is offered online, through distance education. The beginning of each week will start on Monday. Assignments for each week are due by midnight the following Sunday. Further information on assignments and due dates are discussed in the EXPECTATIONS section of the syllabus.
- Credit Hours: 3.0
- Instructor's Email Address: brown53@nku.edu  
*Communication via email is preferred and will generally result in the timeliest response.*
- Instructor's Office: MP 222
- Office Hours: Tuesday/Thursday from 1:00-4:00pm; however for the quickest assistance, just schedule an appointment with me!
- Phone: 859-572-1383

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**COURSE DESCRIPTION**

Prerequisites: Instructor approval.

Shifting from a “what’s wrong with you?” to a “what’s happened to you?” paradigm includes connecting presenting behaviors to an individual’s trauma history. This course covers the trauma-informed care model, reviewing the neuroscience of trauma with associated outcomes, and exploring trauma’s impact on children/adolescent development.

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**STUDENT LEARNING OUTCOMES AND THE COUNCIL ON SOCIAL WORK EDUCATION (CSWE)  
CORE COMPETENCIES WITH PRACTICE BEHAVIORS**

After participating in this course, students will be able to do the following:

2015 CSWE Core Competency	Practice Behavior(s) <sup>1</sup> / Student Learning Outcomes	Required Assignment(s)/ Measurement of Learning
<b>Engage Diversity and Difference in Practice (Core Competency 2).</b> Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple	Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;  Present themselves as learners and engage clients and constituencies as experts of their own experiences; and	Weekly Participation Activities  Book Study  Trauma

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<sup>1</sup> Adapted from Council on Social Work Education Educational Policy Standards (EPAS) 2015.

<p>factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power.</p>	<p>Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.</p>	<p>Assessment</p>
<p><b>Engage in Policy Practice (Core Competency 5).</b> Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation.</p>	<p>Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services; Assess how social welfare and economic policies impact the delivery of and access to social services; Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.</p>	<p>Weekly Participation Activities Book Study Trauma Resources Project Trauma Assessment</p>
<p><b>Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities (2.1.10).</b> Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social</p>	<p>Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.</p>	<p>Weekly Participation Activities Trauma Resources Project Book Study</p>

<p>workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.</p>		<p>Trauma Assessment</p>
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## COURSE OBJECTIVES

Upon completion of this course, students will also be expected to demonstrate an understanding of:

- The components of the trauma-informed care model and its implications for direct interactions with clients/students
- The definition of trauma, including the biological underpinnings, as well as associated outcomes
- The connections between trauma and its impact on child and adolescent development
- The impact of developmental trauma from a social work/counselor/educator perspectives

### Student Learning Outcomes and Standards Alignment

Course Objectives	PSEL Alignment
<ul style="list-style-type: none"> <li>• The components of the trauma-informed care model and its implications for direct interactions with clients/students</li> </ul>	<p>1A; 2B; 3A; 5A; 6C,E; 8J; 9H</p>
<ul style="list-style-type: none"> <li>• The definition of trauma, including the biological underpinnings, as well as associated outcomes</li> </ul>	<p>2B; 3A; 5A; 6C; 6E; 8J; 9H</p>
<ul style="list-style-type: none"> <li>• The connections between trauma and its impact on child and adolescent development</li> </ul>	<p>2B; 3A; 5A; 6C; 6E; 8J; 9H</p>
<ul style="list-style-type: none"> <li>• The impact of developmental trauma from a social work/counselor/educator perspectives</li> </ul>	<p>3A; 5A; 6C,E; 8J; 9H</p>
<ul style="list-style-type: none"> <li>• The components of the trauma-informed care model and its implications for direct interactions with clients/students</li> </ul>	<p>2B; 3A; 5A; 6C; 6E; 8J; 9H</p>
<ul style="list-style-type: none"> <li>• The definition of trauma, including the biological underpinnings, as well as associated outcomes</li> </ul>	<p>2B; 3A; 5A; 6C; 6E; 8J; 9H</p>

## TEXTBOOKS

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Textbooks can be purchased at the location of the student's choice, including but not limited to:

- Northern Kentucky University Bookstore, Student Union (Building), (859) 572-5142. Website: <http://nku.bncollege.com/webapp/wcs/stores/servlet/BNCBHomePage?storeId=65199&catalogId=10001&langId=-1>.
- Ordering instructions are located on Blackboard under the Textbook Button.

### Required Text:

- van der Kolk, B. (2014). *The Body Keeps the Score: Brain, Mind, and Body in the Healing of Trauma*. New York, NY: Penguin Books.
- Substance Abuse and Mental Health Services Administration. (2014). *SAMHSA's Concept of Trauma and Guidance for a Trauma-Informed Approach*. HHS Publication No. (SMA) xx-xxxx. Rockville, MD: Author. (provided on Blackboard)

### Recommended Resources:

- American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6<sup>th</sup> ed.). Washington, DC: American Psychological Association.

- Council on Social Work Education (2012). Advanced social work practice in trauma. Retrieved from: [www.cswe.org](http://www.cswe.org).

## EXPECTATIONS OF STUDENTS

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**1. Online participation** – This course is learner/student-centered and entirely online, therefore regular participation in the online classroom is essential for maintaining the best learning environment. The following guidelines are expected:

- **You are expected to spend 10-18 hours per week to this course, including participation in the online classroom.** You will be expected to log on to the course site 2-3 times per week, including checking announcements as any updates or changes will be found here as the course progresses.
- **You are expected to open and complete all activities, assignments, and readings assigned each week.** The assigned reading(s) is/are found in the Fall Schedule Table located in this syllabus. The assigned activities, quizzes, and supplements are located in the weekly folders under the Weekly Modules Tab in Blackboard.
- **You are expected to illustrate Netiquette.** You are expected to communicate between your peers and professor in a manner that encourages open dialogue, appreciates diversity, and tolerates disagreement. Discussions are open for debate in order to challenge critical thinking skills/ability, but these forms of communication will be done with respect. I reserve the right to intervene in discussion/communication between and among students if the atmosphere begins to appear hostile or aggressive in any manner as my role as instructor is to ensure a safe classroom for all students.
- **It is your responsibility to turn in all weekly and core assignments on time.** This course contains smaller, weekly participation activities and larger, core assignments. Weekly activity due dates are explained below. Core assignment due dates are provided in the Fall Schedule Table in this syllabus. Reminders of these dates are also located under the Weekly Modules Tab in Blackboard.

*NOTE: This online class demands that you have basic computer skills, be self-motivated, and self-disciplined. You are responsible to keep up with the schedule and assignments. I will be contacting you throughout the semester by email as necessary.*

**2. Weekly Participation Activities - Each class week begins Monday and ends midnight the following Sunday.** I will use Monday and Tuesday to read and grade lessons, provide feedback to you individually and as a group. **You will have access to the folders at 8:00am every Monday morning. Your completion of all assigned activities for the week are due *by 11:59 pm Sunday of each week, unless otherwise specified.*** Be careful about cutting the time too close, just in case the system locks you out a minute before 11:59 p.m. For example, Week 1 begins on 8/22/16 and all activities due for this week are due by Sunday, 8/28/16 by 11:59pm EST.

- **Each week has an assigned folder, where your participation activities and assignments are located.** This includes quizzes, discussion boards, reflections, etc... varying each week based upon the content covered that week. **You have the opportunity to earn 50 participation points each week. Full points are given for completion of all assigned activities on time, and critical thinking/effort is obvious in your submissions. If you do not complete the weekly participation activity by the due date/time you will earn a 0 for that participation activity.** Discussion board responses will be given full points if all questions are addressed, with evidence of critical thinking. Answers such as “Yes/ No; I agree with X student; I’m not sure; I have nothing to add etc...” will result in 0 participation points. This is a Master’s level course, and requires you to practice critical thinking. Other assigned activities will be given full points if all aspects/questions/components are included, and your attempt to do so is evident. These are

designed to help you learn. If the answer/design is incorrect, but you have evidence of attempt, you will earn full points and given the correct feedback. **You are required to complete 6 of the 7 weekly participation activities. Weekly online participation is worth 300 points of your final grade.**

- Some weeks may have supplemental resources, readings, and Power Point presentations; these **DO NOT** take the place of your weekly readings. Rather, they provide **hot topic reviews, further explanation/clarification, and critical thinking challenges** to assist you in the development of your direct practice toolbox. It is therefore in your best interest to review the provided supplements, as they may also include preparation for upcoming assignments.

### **3. Core Assignments- You will have three Core Assignments for this course: the Trauma Resources Project, the Trauma Assessment, and the Book Study.**

1. You may work ahead if you need to on core assignments, however early submission does not guarantee earlier grading of your assignment. As stated above, you will have weekly activities for participation as well as your larger “core assignments”. All weekly activities and the directions for those will be found in the corresponding weekly folder on Blackboard. The Assignments Tab in Blackboard contains submission links and grading rubrics for the core projects (Trauma Resources Project, Trauma Assessment, and the Book Study).
2. All core assignments will be returned to you with a grade within one week to the best of my ability, outside of holidays and weekends (unless an emergency arises). Remember, this is a Masters level course; I do not give grades to students, you **earn** them. All graded assignments will be returned with my comments using tracking changes in the Blackboard system. **Please make it a practice to read my feedback and review the grading rubric to help you understand your grade, BEFORE you contact me regarding any grading issues you may have.**
3. **Late Assignments:** An assignment is considered late, one minute after the cut-off date and time. **Late assignments will be penalized ten percent each day including weekends, unless approval has been granted in ADVANCE. Unless you have communicated with me regarding extenuating circumstances prior to the due date/time, your grade will be penalized.** Make-up assignments and projects are not given. Failing to complete your assignments will result in a zero for those points. Request for extensions must be based on significant extenuating circumstances (i.e., hospitalizations, death in immediate family, prolonged sickness) and must be discussed **before** the assignment is due, where possible. The decision to grant or not to grant an extension is at the discretion of the professor. **Because this is an eight week course, assignments that are more than 48 hours late, will not be accepted, and you will earn a zero on the assignment.**
4. **Paper Requirements:** Where applicable, typewritten papers must conform to APA (6<sup>th</sup> edition) format including cover page, reference page(s), appropriate headings/subheadings, double-spaced, neat, and free of grammatical and spelling errors. Please note, Internet references/articles are not acceptable unless they are online professional journal articles. **Pay special attention to page length for each assignment.**
5. You are not required to meet with the professor outside of class. However, if you are having difficulty, I strongly encourage you to reach out and schedule an appointment with me via phone, skype, or in-person when accessible.

*Note: If you have **Blackboard problems** - Under the Start Here button in Blackboard, there are troubleshooting resources for you to utilize. These include: a student resource link, <http://help.blackboard.com/en->*

[us/Learn/9.1\\_2014\\_04/Student](#); and video tutorials, <http://ondemand.blackboard.com/students.htm>. If this does not solve your problem, you may contact NKU IT Help Desk at: <http://oit.nku.edu/students.htm> or (859) 572-6911.

## STATEMENT OF THE PROFESSOR<sup>2</sup>

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- This is a learner-centered (i.e. YOU-centered) course. I am here to facilitate course material, provide guidance, enhance critical thinking, ensure a safe online classroom environment for all, and support you in your academic and professional endeavors. I do not see myself as the oracle of knowledge that pours information into empty vessels (the student) for you to then repeat. Rather, I value and respect what you bring into the learning environment. Therefore, I create a collaborative learning environment in which your life/professional experiences and my expertise are honored, supported, and encouraged to enhance the overall course and learning opportunity.
- I see students as individuals, with lives outside of this course. I work to ensure a fair, safe, and ethical learning environment. As such, help me get to know who you are as a person! **Further, if you feel you are struggling with content or assignments, please reach out to me before it becomes a problem.** I am happy to help and accommodate students whenever it is possible and fair, however if I am unaware of a problem (particularly after an assignment is due) then I am not able to help. Please alert me as soon as possible if you need assistance with anything course related.
- I do my best to respond to emails within 24 hours (except for weekends). If you have not heard from me after one full day (Monday-Friday), please feel free to re-send your email to me. I typically check my email frequently during the day, however if you email me after 9:00pm I will respond the following morning/day.
- When I receive assignments, I work to provide feedback as quickly as possible. As such, unless unforeseen circumstances arise, my goal is to grade and give feedback to you on assignments within one week from the due date.

## CORE ASSIGNMENTS

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### **1. Trauma Resources Project (200 points) Due by 9/10 before 11:59pm EST.**

This is a **two-part assignment** (each part is worth 100 points) designed for you to demonstrate knowledge regarding trauma and the trauma-informed care model in addition to gathering and disseminating community resources for working with trauma across disciplines.

Part 1: Based on the *SAMHSA's Concept of Trauma and Guidance for a Trauma-Informed Approach* reading and the *Seven Domains of Trauma Sensitive Schools* (if applicable to placement/setting), answer the following questions in a Word Document and submit them under the Assignments Tab in Blackboard.

- 1) In your own words, describe what trauma is and *how social workers/counselors/educators (utilize your discipline) might respond to trauma* based on a trauma-informed care model approach. (1-2 pages)
- 2) Discuss which of the six key principles of the trauma-informed approach (outlined in SAMHSA reading on pages 10-15) and/or the seven domains (outlined in the Trauma-Sensitive School reading) your practicum agency/field placement/school setting demonstrates, with one example of each principle. You need to explicitly state *how* your example is a demonstration of the principle identified. (1-2 pages)

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<sup>2</sup> The instructor reserves the right to make changes to the syllabus/course as necessary.

Part 2: You then need to POST the following answers to the “Trauma Resources Project” Discussion Board Thread on Blackboard:

1) Based on your findings regarding the six key principles in the SAMHSA reading and/or the seven domains in the Trauma-Sensitive Schools reading, how does your agency/placement/school specifically respond to clients/students who present with trauma? For example, is there a set step-by-step method of interaction; is there a particular person who is trauma-trained that works with these folks; are there set places for them to meet that are trauma-friendly, etc...?

2) **For social workers and counselors**, provide a list of the services your agency/placement offers to clients with trauma. In addition to the services provided, also list any additional agencies or services providers that your agency/placement collaborates with when working with trauma-involved clients. Please include contact information when applicable (phone numbers, locations, services hours, etc...) This is to add to your overall clinical toolbox, so remember the more information you provide, the more you also receive. This will significantly improve collaborative community care efforts between schools and community mental health agencies.

**For educators**, please provide a list of resources your school offers to students with trauma. In addition to the resources provided directly by your school setting, also list any additional agencies or service providers that your school collaborates with when working with trauma-involved students. Please include contact information when applicable (phone numbers, locations, services hours, etc...) This is to add to your overall student-service toolbox, so remember the more information you provide, the more you also receive. This will significantly improve collaborative community care efforts between schools and community mental health agencies.

3) You must respond to at least one of your peer’s posts. The peer must be outside of your professional discipline.

## **2. Trauma Assessment (200 points total) Due by 10/1 before 11:59pm EST.**

Based on the materials presented in this course, answer the following questions in a Word Document and submit it under the Assignments Tab in Blackboard:

1) In your own words, describe the impact of trauma on child and adolescent development. Be sure to include in this discussion at least 2 specific examples (with explicit connections) for the following: 1) how trauma impacts the development of attachment/attunement, 2) brain development, and 3) associated outcomes/behaviors typically displayed. (1-2 pages)

2) Discuss at least 5 “red flags” or warning signs that a child has experienced trauma. You are required to use at least 1 peer-reviewed scholarly article to back up your discussion of the red flags. (This research will aid in your understanding of trauma generally, and specifically will give you some real-world tools for practice.) (1/2 to 1 page)

3) Develop 2-3 questions to ask clients/students in an assessment that target potential trauma histories, and state why these questions should be added to an assessment. Remember that these questions need to be non-blaming, strengths-based, rapport building, and open-ended. (1/2- 1 page)

## **3. Book Study (300 points total) Due by 10/13 before 11:59pm EST.**

After reading Part 1, 2, and 3 of the van der Kolk (2014) text, please answer the following application question in a Word Document and upload it under the Assignments Tab in Blackboard:

1) **For social workers and counselors**- The book discusses the evolution of the *DSM*, including information regarding the creation of the PTSD diagnosis, and the lack of the Developmental Trauma Diagnosis. Based on your readings of Chapter 10 and your general understanding of diagnosis, discuss at least 3 practical implications of not having a billable Developmental Trauma Diagnosis from a social work perspective? Specifically, how does this affect or limit our ability to accurately assess and treat clients, AND what does this mean for the individual client whose trauma-related behaviors are diagnosed incorrectly? You are required to use at least 2 peer-reviewed, scholarly articles to back up your discussion of this topic. (2-4 pages)



**For educators-** The book discusses the lack of the Developmental Trauma Diagnosis and how that implicates treatment for children who are labeled with other diagnoses such as Attention Deficit Hyperactivity Disorder (ADHD), Oppositional Defiant Disorder (ODD), Conduct Disorder (CD), etc. Based on your readings of Chapter 10 in the van der Kolk text, and your general understanding of the PBIS model, discuss at least 3 total areas of strength and areas of growth of the PBIS model generally. Then, discuss how this model might be revised given the information you have learned regarding Trauma Focused Care. Lastly, discuss how this will affect student care/ conceptualization of students labeled with EBD from a staff perspective and from the perspective of the individual student. You are required to use at least 2 peer-reviewed, scholarly articles to back up your discussion of this topic. (2-4 pages)

## GRADING

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### Percentage of Final Grade by Assignment/Activity

Trauma Resources Project-----	200 points
Weekly Participation Activities (50 points per week x 7 weeks)-----	300 points
Book Study -----	300 points
Trauma Assessment -----	200 points
 TOTAL -----	 1000 points

*Note: Opportunities to earn extra credit will not be provided. Student grades will be based solely on accomplishment of the course objectives.*

### Grading Scale

Letter Grade	% Equal to or Greater than
A	94-100
A-	90-93
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
F	≤ 72

### NKU SUPPORTS STUDENTS

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Any student who has difficulty affording groceries is encouraged to contact FUEL NKU, the campus food pantry for students. FUEL NKU is located in University Center (UC) 142, and may be reached at [fuel@nku.edu](mailto:fuel@nku.edu). Any student who is experiencing challenges with accessing sufficient food to eat every day, or who lacks a safe and stable place to live, is urged to contact the Dean of Students for support. Our Dean of Students is Arnie Slaughter, and he may be reached at [slaughtera@nku.edu](mailto:slaughtera@nku.edu). Furthermore, please notify the instructor if you are comfortable in doing so. This will enable them to provide any resources that they may possess.

NKU is committed to fostering a safe and inclusive educational environment free from sexual misconduct. NKU's sexual misconduct policy: <http://titleix.nku.edu/sexual-misconduct-policy.html>.

As an instructor, I am a NON-confidential mandated reporter. This means I am required to report any information a student shares with me regarding sexual misconduct that occurred on NKU's campus or with an NKU student. However, NKU does offer confidential resources for any student who has

experienced sexual assault, dating violence, or stalking. The Norse Violence Prevention Center website describes these resources for you: <http://nvp.nku.edu/support.html>.

## **DISABILITY STATEMENT**

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The University is committed to making reasonable efforts to assist individuals with disabilities in their efforts to avail themselves of services and programs offered by the University. To this end, Northern Kentucky University will provide reasonable accommodations for persons with documented qualifying disabilities. If you have a disability and feel you need accommodations in this course, you must present a letter to me from the Disability Programs and Services Office (SU 303), indicating the existence of a disability and the suggested accommodations. More information can be found at <http://disability.nku.edu>.

## **PROFESSIONAL AND ACADEMIC INTEGRITY**

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As a social work student, you are expected to adhere to the National Association of Social Workers (NASW) Code of Ethics. You are expected to thoroughly read the NASW Code of Ethics and ask questions for clarification (<http://www.socialworkers.org/pubs/code/code.asp>). You will learn to display behaviors and attitudes that are professional at all times. Do frame communications in positive, professional, and collegial manner. Severe violations of the NASW Code of Ethics are justification for student review, and disciplinary action by the Social Work Faculty.

Plagiarism is expressly forbidden. Plagiarism describes the use of someone else's words without giving specific credit for those words to the author. It is perfectly acceptable to use someone else's words in your compositions, but when you do so, the rules of quoting must be observed per the American Psychological Association's (APA) style manual (6<sup>th</sup> ed.). Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Student Honor Code. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is expected that a student will refrain from plagiarism and cheating. Plagiarism and cheating are serious breaches of academic conduct and may result in permanent dismissal. Instructors may use a range of strategies (including plagiarism-prevention software at the university) to compare student works with private and public information resources in order to identify possible plagiarism and academic dishonesty.

This Student Honor Code [the "Honor Code"] is a commitment by students of Northern Kentucky University, through their matriculation or continued enrollment at the University, to adhere to the highest degree of ethical integrity in academic conduct. It is a commitment individually and collectively that the students of Northern Kentucky University will not lie, cheat, or plagiarize to gain an academic advantage over fellow students or avoid academic requirements.

The purpose of the Honor Code is to establish standards of academic conduct for students at Northern Kentucky University and to provide a procedure that offers basic assurances of fundamental fairness to any person accused of violations of these rules. Each Northern Kentucky University student is bound by the provisions of the Honor Code and is presumed to be familiar with all of its provisions. Students also should aspire to conduct themselves in a manner that is consistent with the highest degree of ethical integrity in all matters, whether covered in the Honor Code or not. The success of this commitment begins in the diligence with which students uphold the letter and the spirit of the Honor Code. Students may view the complete honor code at <http://deanofstudents.nku.edu/policies/student-rights.html#policies>.

## **CREDIT HOUR POLICY STATEMENT**

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In accordance with federal policy, NKU defines a credit hour as the amount of work represented in the achievement of student learning outcomes (verified by evidence of student achievement) that reasonably approximates one hour (50 minutes) of classroom instruction and a minimum of two hours or out-of-class student work. For every course credit hour, a typical student should expect to spend at least three hours per week of concentrated attention on course-related work including, but not limited to, class meeting time, reading, reviewing, organizing notes, studying, and completing assignments. At least an equivalent amount of time is expected for other academic activities such as online courses laboratory work, internships, practica, studio work and other academic work leading to the award of credit hours.

Estimates of the time required for a typical student to complete course expectations are as follows:

Online: 8 hours a week x 8 weeks	= 64.0 hours
Readings /Studying:	
8 readings/chapters x 4 hours each	= 32.0 hours
Trauma Resources Project	= 12.0 hours
Book Study	= 15.0 hours
Trauma Assessment	= 12.0 hours
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Total	135 hours

## **STUDENT EVALUATION OF INSTRUCTOR AND COURSE**

Northern Kentucky University takes Instructor and Course Evaluations very seriously as an important means of gathering information for the enhancement of learning opportunities for its students. It is an important responsibility of NKU students as citizens of the University to participate in the instructor and course evaluation process. During the two weeks\* prior to the end of each semester classes, you will be asked to reflect upon what you have learned in this course, the extent to which you have invested the necessary effort to maximize your learning, and the role your instructor has played in the learning process. It is very important that you complete the online evaluations with thoughtfully written comments.

Student evaluations of courses and instructors are regarded as strictly confidential. They are not available to the instructor until after final grades are submitted, and extensive precautions are taken to prevent your comments from being identified as coming from you. Students who complete an evaluation for a particular course (or opt out of doing so in the evaluation) will be rewarded for their participation by having access to their course grade as soon as that grade is submitted by the instructor. On the other hand, any student who does not complete the course evaluation (or opt out of doing so in the evaluation) should expect to incur a two week delay in access to his or her course grade beyond the university's official date for grade availability. To complete online evaluations go to <http://eval.nku.edu>. Click on "student login" and use the same USERNAME and PASSWORD as used on campus.

In addition, you should be aware of:

- Evaluations can affect changes in courses. Evaluations without comments are less valuable and less credible than those filled out thoughtfully. Comments that are expressed well are more effective than those that are not.
- Positive feedback is just as important as criticism. Moreover, negative evaluations without any explanation and specifics are not especially useful.

□ Once grades are submitted, all evaluations are read not only by the instructor, but also by the instructor's department chairperson.

□ Evaluations not only provide feedback to your instructor, but also provide information to the department chair for use in performance evaluations. This information affects reappointments, promotions, salaries, and teaching assignments.

In addition, we will have an informal mid-semester evaluation. I will ask you to tell me what is going well for you in the course and offer suggestions for ways in which it can be improved. I will ask you to write your suggestions on a piece of paper, WITHOUT your name being on the paper. Pending the flow of the course, additional evaluations may be solicited for anonymous feedback throughout the semester to improve the overall course structure.

#### FALL 2017 CLASS SCHEDULE

Date	Topics	Readings & Assignments:
Week 1	Getting Started: Navigating this Course  Introductions  Instructions regarding Core Assignments	All readings, video lectures, weekly participation activities and supplemental materials are in the <b>Week 1 Folder</b> on Blackboard under the Weekly Folders Tab.  Read: <i>SAMHSA's Concept of Trauma and Guidance for a Trauma-Informed Approach</i> pdf located in Blackboard.
Week 2	Trauma-Informed Approach: The Model, Agency Application, and Social-Worker/Educator Application	All readings, video lectures, weekly participation activities and supplemental materials are in the <b>Week 2 Folder</b> on Blackboard under the Weekly Folders Tab.  Read: van der Kolk, Chapter 1 and 2

Week 3	What is Trauma: The Biology of Trauma and Brain Development	<p>All readings, video lectures, weekly participation activities and supplemental materials are in the <b>Week 3 Folder</b> on Blackboard under the Weekly Folders Tab.</p> <p>Read: van der Kolk, Chapter 3</p> <p><b>Trauma Resources Project Due</b></p>
Week 4	Impact of Trauma: ACE's and Associated Outcomes	<p>All readings, video lectures, weekly participation activities and supplemental materials are in the <b>Week 4 Folder</b> on Blackboard under the Weekly Folders Tab.</p> <p>Read: van der Kolk, Chapter 4 and 5</p>
Week 5	Impact of Trauma: Attachment and Attunement	<p>All readings, video lectures, weekly participation activities and supplemental materials are in the <b>Week 5 Folder</b> on Blackboard under the Weekly Folders Tab.</p> <p>Read: van der Kolk, Chapter 6 and 7</p> <p><b>Trauma Assessment Due</b></p>
Week 6	Impact of Trauma: Development and Behaviors	<p>All readings, video lectures, weekly participation activities and supplemental materials are in the <b>Week 6 Folder</b> on Blackboard under the Weekly Folders Tab.</p> <p>Read: van der Kolk, Chapter 8 and 9</p>
Week 7	Impact of Trauma: Resilience	<p>All readings, video lectures, weekly participation activities and supplemental materials are in the <b>Week 7 Folder</b> on Blackboard under the Weekly Folders Tab.</p> <p>Read: van der Kolk, Chapter 10</p> <p><b>Book Study Due</b></p>