



Proposal #
(Academic Affairs use only)

AY20-414 Proposal #
(College use only) **Revisions made based on LACC comments**

REQUEST FOR A NEW COURSE

University of Central Oklahoma

Course Subject (Prefix), Number, and Title:

Course Subject	Recommended Number	Course Title (maximum of 30 characters) <small>*Remember when abbreviating names, this is how they will appear on student's transcripts.</small>
MCOM	5423	Trauma & Leadership in Comm

Course Title: (full title of course if longer than 30 characters)

Trauma and Leadership in Communications

For information regarding CIP codes contact your department chair or visit: http://www.uco.edu/academic-affairs/ir/program_inventory.asp

CIP Code: **09.0900**

For graduate courses, please attach a syllabus for this course. (See syllabus requirement policy 2.2.)

Course description as it will appear in the appropriate catalog.

Course description only Do not include prerequisites or enrollment restrictions, these should be added under questions 6-12.
(Please use standard American English including full sentences.)

Trauma and Leadership in Communications addresses how trauma affects professionals in the communications industry. It explores reactions to and ethical considerations of workplace trauma. Proactive approaches in anticipating traumatic events are highlighted.

Mass Communication

Department submitting the proposal

Mark Zimmerman

Person to contact with questions

mzimmerman@uco.edu

email address

5174

Ext. number

Approved by:

Mary Carver

9/10/20

Department Chairperson

Date

Dean Catherine Webster

Digitally signed by Dean Catherine Webster
Date: 2020.09.14 15:17:51 -05'00'

College Dean

(Please notify the department chair when proposal is forwarded to AA.)

Date

Office of Academic Affairs

Date

Rozilyn Miller

Digitally signed by Rozilyn Miller
Date: 2020.09.11 09:31:39 -05'00'

College Curriculum Committee Chair

Date

(Please notify department chair when proposal is forwarded to dean.)

Academic Affairs Curriculum or Graduate Council

Date

Effective term for this new course

(Assigned by the Office of Academic Affairs.)

1. Does this course have an undergraduate / graduate counterpart?
 Yes No
2. Is this proposal part of a larger submission package including a program change? **[New Program]**
 Yes No
3. Does this new course affect a teacher preparation program? (All courses required for any teacher preparation program must have approval from the Council on Teacher Education (CTE) before approval from AACC or Graduate Council.)
 Yes No If yes, send copy of proposal to the Education Curriculum Committee Chair, Dr. Darla Fent.
 CTE Approval (Stamp or initial) _____
4. Has this course been previously taught as a common course (4910 seminar, 4960 institute, etc.)?
 Yes No If yes, when was the most recent offering? _____
5. Does this course affect majors or minors outside the department?
 Yes No If yes, provide name(s) of department chair(s) contacted, dates, and results of discussion.

6. Prerequisite courses:
 Example 1: MATH 1213 and (MATH 2165 or MATH 2185) and CHEM 1213 Example 3: 8 hours of biology including BIO 1404
 Example 2: (ACCT 2113 and 2213) and (MGMT 3013 or ISOM 3613)
None

7. Co-requisite(s): Which of the above prerequisite courses, if any, may be taken in the same semester as the proposed new course?
None

8. Concurrent enrollment: Courses that must be taken the same semester. Example: lab courses.
None

9. Will this course have enrollment restrictions?
 Yes No If No, go to question 13.

10. Specify which major(s) may or may not take this course. Specifying a major, excludes all other majors from enrolling.
 Check one: May _____ May not _____
 Major Code: _____

11. Which of the following student classification(s) may enroll in this course?
 Check all that apply:

Graduate	(2) 19 + hours	<input checked="" type="checkbox"/>
Graduate	(1) 0-18 hours	<input checked="" type="checkbox"/>
Post Baccalaureate *		_____
Senior		_____
Junior		_____
Sophomore		_____
Freshman		_____

* Graduate level courses are not open to Post Baccalaureate students.

12. Check or list other restrictions for this course.

Admission to Graduate Programs	<input checked="" type="checkbox"/>
Admission to Nursing Program	_____
Admission to Teacher Education	_____
Other	_____

13. **Course objectives:** Objectives should be observable, measurable and include scholarly or creative activities to meet the course level characteristics. Course objectives should also be in line with the course description. (Please refer to instructional objectives documents at: <http://www.uco.edu/academic-affairs/faculty-staff/aacc.asp#FAQ/Helpful%20Hints>.)

Upon completion of the course, students will:

1. **Discuss foundational readings of workplace trauma and trauma communications focused research.**
 2. **Analyze normal and abnormal trauma reactions in workplaces.**
 3. **Differentiate trauma vocabulary, such as secondary traumatic stress (STS) and compassion fatigue (CF).**
 4. **Create workplace trauma planning.**
 5. **Explore ethical considerations of trauma experience in the workplace.**
 6. **Assess the role of leadership in communications workplace trauma.**
-

Course Detail Information:

14. Contact Hours (per week)

- 3 Lecture hours (in class)
 Lab hours (also studios)
 Other (outside activities)

15. Repeatable course.

- 1 Number of times this course can be taken for credit.

16. Schedule type: (select one only)

- Activity P.E. (A)
 Lab only (B)
 Lecture/Lab (C)
L **Lecture only (L)**
 Recitation/Lab (R)
 Student Teaching (STU)
 Studio Art/Design (XSU)

17. List existing course(s) for which this course will be a prerequisite. Adding a "new course" as a prerequisite to an existing course will likely cause enrollment problems. (Please submit a prerequisite change form for each course for which this course will serve as a prerequisite.)

None

18. What resources, technology or equipment must be acquired to teach this course? List items, which must be purchased and estimate cost. (Be specific, e.g., technology software, equipment, computer lab; etc.)

None

19. The UCO Library has the required library resources available for this new course?

- x** Yes No If yes, provide names of Librarian/Faculty Liaisons contacted, dates, and results of discussion.
Kaitlyn Palone; August 26, 2019; sufficient databases are currently accessible through the library.
-

If no, what additional library resources must be acquired for this new course? List items which must be purchased and estimated cost. (Be specific, e.g., books, magazines, journals, etc.)

NA

20. Names of current faculty qualified to teach this course.

Dr. Desiree Hill, Dr. Christy Vincent, Dr. Mary Carver

21. Additional faculty (adjunct or full-time) required and specific competencies required to teach this course:

None

22. How will this course be staffed and equipped? Identify the additional costs associated with this new course. If no costs, explain why not.

This course will need to be developed online through CeCE. Otherwise, it will become part of faculty rotations, with fewer elective options offered in the undergraduate schedule.

23. Identify the source(s) of funds for any additional costs for the new course. i.e. internal reallocations, special fees from students, etc. If you plan to propose special fees be assessed for this course, be aware there is a separate approval process for special fees.

Developing the course for online delivery is an additional cost. Existing course fees for online courses will provide the funding.

24. Projected enrollment for two academic years following approval of new course:

Semester	2021	2022
Fall		
Spring		
Summer	7	7

25. Using State Regents' definition of liberal arts and sciences (quoted below), characterize the course as follows:

- Non-liberal arts and sciences
- Liberal arts and sciences

"The liberal arts and sciences are defined as those traditional fields of study in the humanities; social and behavioral sciences; communications; natural and life sciences, mathematics; and the history, literature, and theory of fine arts (music, art, drama, dance). Courses in these fields whose primary purpose is directed toward specific occupational or professional objectives, or courses in the arts which rely substantially on studio or performance work are not considered to be liberal arts and sciences for the purpose of this policy. Courses required for the General Educational Program are not necessarily synonymous or mutually exclusive with the liberal arts and sciences." State Regents Policy and Procedures. Chapter 2, Section 5, "Degree Requirements" part 1, (2). P. II-2-86

26. Please provide a concise, yet comprehensive, statement that explains the reasons for requesting the new course. Include documentation or assessment information supporting the specific request (if possible). Indicate the expected source of student enrollment (majors, minors, programs etc.)

The course will be offered as an elective option for the proposed new M.A. in Strategic Communications. In-depth interviews conducted with communications management professionals as part of the program proposal indicate that the content of this course is highly desired. Additionally, research on workplace trauma is a fairly new area of study that would set UCO's program apart from other communications graduate programs around the country.

27 Which of the six transformative learning tenets does this course incorporate? (check all that apply or only those that apply) This question was a directive from the Provost and is used for informational purposes.

Discipline Knowledge	<u> X </u>
Leadership	<u> X </u>
Research, Scholarly and Creative Activities	<u> X </u>
Service Learning and Civic Engagement	<u> X </u>
Global and Cultural Competencies	<u> </u>
Health and Wellness	<u> X </u>

28. Clearly explain how the characteristics of this course meet or exceed those outlined in Course Level Characteristics. (Copy and paste table from "Course Level Characteristics" document for the appropriate course level of proposed course. Document may be found on: <http://sites.uco.edu/academic-affairs/files/course-level-characteristics-table.doc>

5000 LEVEL COURSES

Course Level Characteristics	Please describe how this course meets this requirement.
1. It is assumed that students in these courses have acquired the ability to use language effectively, to engage in analytical thought and creative processes, and to use information and bibliographic sources with skill.	Students will develop a research paper on workplace trauma as a part of this course.
2. It is assumed that students in these courses have achieved a significant level of maturity in the discipline, evidenced by a considerable background of knowledge.	A high level of communications and leadership background will be needed to generate a workplace trauma plan and incorporate it into new employee orientation materials.
3. These courses should be more than a mere extension of undergraduate courses. Rather, they should be qualitatively different. At a minimum: a. Students should be required to undertake original scholarly/creative activity. b. Students should assume greater responsibility for mastering the subject matter. c. Close working relationships should exist between instructors and students.	There is a research component to this course as well as a written report. Although undergraduate communications students learn about trauma as part of their ethics coursework, this class will help students apply the most recent research in workplace trauma and incorporate it into orientation and management plans.

**University of Central Oklahoma
College of Liberal Arts
Department of Mass Communication
MCOM 5423 – Trauma & Leadership in Communications CRN #####**

Fall 2021

Desiree Hill, Instructor
Office: MCOM 135
Office Phone: 974-2792
email: dhill33@uco.edu
@dezhill

Office Hours: M-Th 1–3 p.m. and by appointment

MEETING TIMES: Online format

COURSE PREREQUISITES: None

COURSE DESCRIPTION:

Trauma & Leadership in Communications addresses how trauma affects professionals in the communications industry. It explores reactions to and ethical considerations of workplace trauma. Proactive approaches in anticipating traumatic events are highlighted.

STUDENT LEARNING OBJECTIVES:

1. Discuss foundational readings of workplace trauma and trauma communications focused research.
2. Analyze normal trauma reactions in work and abnormal workplace reactions.
3. Differentiate trauma vocabulary, such as secondary traumatic stress (STS) and compassion fatigue (CF).
4. Create workplace trauma planning.
5. Explore ethical considerations of trauma experience in the workplace.
6. Assess leadership considerations regarding workplace trauma in communications work.

CLASS TIME:

We will explore how workplace trauma occurs specific to communications work. We will explore how employees are affected and how leaders can mitigate traumatic work experience.

TEXTBOOKS:

TBA

COURSE POLICIES:

1. **DEADLINES:** Projects are expected to be turned in on time. Late work is not accepted. Written work will be uploaded to D2L. Deadlines are extremely important to follow industry standards.
2. **Work from other/previous classes/projects is not accepted for this class and will result in 0 points.**

TRANSFORMATIVE LEARNING

This course addresses five of the university's transformative learning goals. **Discipline Knowledge** will be attained via the hands-on and creation of work product from the course. **Leadership and Service Learning** will be gained as students develop workplace trauma plans that may be implemented in their own organizations. Students will gain **Problem-Solving** skills as they encounter barriers to the final work product and then creatively remove those barriers. **Health and Wellness** will be addressed as workplace trauma is associated with significant mental health issues, and students will learn who to manage workplace trauma in a way to better the health of their co-workers.

Grading and point scale

- 90-100 A
- 80-89 B
- 70-79 C
- 60-69 D
- 59 and below F

Requirements of the class

Assignments, projects and quizzes will count toward a final score for the course in this way:

Weekly discussion papers – 20% - 100 points

The papers will be based on weekly readings regarding targeted, specific areas regarding trauma in the workplace. The student is expected to synthesize the reading materials assigned for the week.

Discussion participation – 10% - 100 points

The class will generate a conversation from the discussion paper assignments. Students will be evaluated on the quality and quantity of discussion posts (one per week minimum).

Trauma readings outline – 10%

Students will generate a list of trauma-informed readings which will become the core material for the upcoming research paper.

Trauma report – 20% - 200 points

Each student will select a topic related to trauma in the workplace and generate an in-depth written report and video component to be shared with the class.

Trauma onboarding outline – 20%

Students will create a plan for new employee orientation which will include a component of trauma preparation.

Trauma plan – 20% - 200 points

Students will create a workplace plan in the event of a difficult situation occurring in or outside the workplace and affecting employees.

Week 1

- Define trauma
- What is the manager's role?
- What can the manager do? What should the manager not do?

- Define emotional consequences in the workplace:
 - PTSD
 - Secondary traumatic stress
 - Compassion fatigue
 - Burnout

Week 2

- Resources for employee trauma
 - DART Center
 - EAP
- Protecting against trauma
 - Resilience
 - Cognitive framing
 - Spirituality
- Consequences of emotional trauma for media leaders
 - Perceived organizational support (POS)

Week 3

- Case studies
 - Oklahoma City bombing
 - 9/11

- Trauma research and media work
- Selected readings
 - Newman
 - Simpson and Boggs
 - Beam and Spratt

Week 4

- Trauma research and other work
 - Military
 - First responder
 - Medical
- Support in the workplace
 - Corporate
 - Supervisor
 - Peer
 - Industry
 - Competitor

Week 5

- Leadership considerations
 - Building empathy
 - Listening
 - Care techniques
 - Trauma planning/teaching for communications fields in academia
- Trauma responses of leaders
 - Manager trauma
 - Solutions
 - Research

Week 6

- Trauma: Pre-planning, hiring, onboarding
- Developing a trauma plan for the workplace
- Trauma: During and after traumatic event planning
- Case studies
 - Houston flooding
 - Employee deaths

Week 7

- **Trauma video review**
- **Students will upload their videos and provide feedback for one another**

Week 8

- **One-on-ones scheduled with instructor to review material for final papers**
- Final trauma plan finished and uploaded to D2L