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Proposal #  
(Academic Affairs use only)

S20hes12 Proposal #  
(College use only)

# 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>
FMCD	5xx3	Trauma/ Resilience in Families

Course Title: (full title of course if longer than 30 characters)  
Trauma and Resilience in Families

For information regarding CIP codes contact your department chair or visit: [http://www.uco.edu/academic-affairs/ir/program\\_inventory.asp](http://www.uco.edu/academic-affairs/ir/program_inventory.asp)  
CIP Code: 19.07

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.)

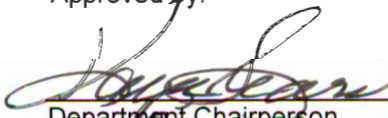
This course provides the student with a comprehensive exploration of the psychological trauma field, including the history and current theories in the field and the nature of trauma, how trauma affects individuals and systems, grief reactions, traumatic stress and behaviors. This course will look at practices that provide support and intervention to children and families. This course will develop foundational knowledge of trauma informed care including prevention and intervention services.

Human Environmental Sciences

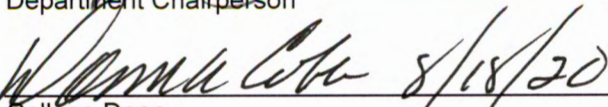
Department submitting the proposal

<u>Kaye Sears</u>	<u>ksears@uco.edu</u>	<u>5786</u>
Person to contact with questions	email address	Ext. number

Approved by:

 7-22-20  
 Department Chairperson Date

 8-18-20  
 College Curriculum Committee Chair Date  
(Please notify department chair when proposal is forwarded to dean.)

 8/18/20  
 College Dean Date  
(Please notify the department chair when proposal is forwarded to AA.)

Academic Affairs Curriculum or Graduate Council Date

Office of Academic Affairs Date

Effective term for this new course  
(Assigned by the Office of Academic Affairs.)

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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?

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? Last summer 2019 is only time – FMCD 5960: Trauma Informed practices

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)

n/a

7. Co-requisite(s): Which of the above prerequisite courses, if any, may be taken in the same semester as the proposed new course?

n/a

8. Concurrent enrollment: Courses that must be taken the same semester. Example: lab courses.

n/a

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
- Graduate (1) 0-18 hours
- 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
- 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>.)

The student will:

1. Interpret effective, theory-informed, research-based, culturally appropriate activities that promote, restore, sustain, or enhance positive functioning and a sense of well-being with families through preventive, developmental, or remedial services.
2. Use knowledge to plan interventions that reflect an application of theory, a basis in research within sociocultural context.
3. Identify and utilize skills based strategies which focus on childhood trauma, relational repair, trauma-informed care and wellness services specific to the needs of children & families.
4. Summarize programs that support the intervention and develop relationship based intervention strategies.
5. Describe positive approaches to severe negative behaviors.

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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)  
  x   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.)

  n/a  

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.)

  No additional equipment or materials will need to be purchased by the university  

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.  
  Dr. Kanika Bhargava, HES Liaison, stated that the library has adequate resources/can utilize interlibrary loan to provide adequate materials for the course. 3/2/2020

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.)



n/a

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

Dr. LaDonna Atkins

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

Amy Huffer, PhD (adjunct) and Julie Kellogg, BS, MS, LMFT (adjunct), Trauma Informed Practices training is required to teach the course.

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

3 credit hours for an adjunct to teach.

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.

The department's adjunct budget will be used to cover the \$2745.00 used for adjunct's salary.

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

Semester	2020	20 21
Fall	10	12
Spring		
Summer		

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

<input type="checkbox"/>	Non-liberal arts and sciences
<input checked="" type="checkbox"/>	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.)

Trauma informed practice is a timely subject and the professionals in the field working with children and families need this information immediately. The course will provide graduates of this program with foundational knowledge of trauma about practices that provide support and intervention to children and families for informed care including prevention and intervention services to these professionals.

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	<input checked="" type="checkbox"/>
Leadership	<input type="checkbox"/>
Research, Scholarly and Creative Activities	<input type="checkbox"/>
Service Learning and Civic Engagement	<input type="checkbox"/>

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.
<p>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.</p>	<p>This information is gained through the undergrad degree experiences and related experiences in the field. In the grad program, students will have group discussions, demonstrations, projects, observations, and as a part of those requirements, will need knowledge of bibliographic sources and how to use them.</p>
<p>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.</p>	<p>The graduate student will have completed specific undergraduate prerequisites as background for the subject. They will also have had coursework in the field related to the helping professions.</p>
<p>3. These courses should be more than a mere extension of undergraduate courses. Rather, they should be qualitatively different. At a minimum:</p> <ul style="list-style-type: none"> <li>a. Students should be required to undertake original scholarly/creative activity.</li> <li>b. Students should assume greater responsibility for mastering the subject matter.</li> <li>c. Close working relationships should exist between instructors and students.</li> </ul>	<p><b>Written Assignments:</b> Written assignments take the form of weekly reaction papers or essays and one final course paper. Assignments are due at the next class following each session. The essays are approximately two pages in length and typically consist of an assignment based on the reading or class presentation that week. The final paper is due at the end of the term. For this paper you will read an assigned novel and 1) identifying the traumatic events, 2) diagnose the main character's traumatic stress reactions, 2) evaluate both risk and protective features, 4) propose community resources and referrals that could be made. The final paper is approximately 10-12 pages in length, double-spaced.</p> <p><b>Oral presentation:</b> Each group will choose one of the following topics and create a presentation. See presentation handout for more information.</p> <p><b>Annotated Bibliography</b></p> <p>An annotated bibliography is an organized list of sources (like a reference list). It differs from a straightforward bibliography in that each reference is followed by a paragraph length annotation, usually 100–200 words in length. Included 10 references in the area of trauma.</p> <p><b>Final Exam</b></p>



## FMCD 5XX3

### Trauma and Resilience in Families

Faculty: Dr. Amy Huffer or Julie Kellogg

#### Textbook:

1. Herman, J.L. (2001). *Trauma and Recovery*. New York: Basic Books
2. Van der Kolk, B.A., McFarlane, A.C., and Weisaeth, L., (Eds.) (2007). *Traumatic Stress: The Effect of Overwhelming Experience on Mind, Body, and Society*. Guilford Press: New York.
3. *Trauma-Informed Care for Displaced Populations: A Guide for Community-Based Service Providers*
  - Packet, Articles and Forms available at D2L

#### Course Description

This course provides the student with a comprehensive exploration of the psychological trauma field, including the history and current theories in the field and the nature of trauma, how trauma affects individuals and systems, grief reactions, traumatic stress and behaviors. This courses will look at practices that provide support and intervention to children and families. This course will develop foundational knowledge of trauma informed care including prevention and intervention services.

#### General Objective

The University of Central Oklahoma has identified six transformative learning objectives (*The Central Six*) that place students at the center of their own active and reflective learning experiences. While any single class may not touch on all six tenets, this course offers opportunities for students to become engaged in several of the six tenants (*The Central Six*). It is the goal of the university, college, and department to support and foster transformative learning in order for students to develop competencies in *The Central Six* in order to become productive, creative, and ethical, and engaged citizens and leaders.

#### Course Objectives:

1. Interpret effective, theory-informed, research-based, culturally appropriate activities that promote, restore, sustain, or enhance positive functioning and a sense of well-being with families through preventive, developmental, or remedial services.
2. Use knowledge to plan interventions that reflect an application of theory, a basis in research within sociocultural context.
3. Identify and utilize skills based strategies which focus on childhood trauma, relational repair, trauma-informed care and wellness services specific to the needs of children & families.
4. Summarize programs the support the intervention and develop relationship based intervention strategies.
5. Describe positive approaches to severe negative behaviors.

## **INSTRUCTIONAL METHODS**

Lecture, Group Activities, Projects, Group Discussions, Guest Speakers, Presentation, Observation

### **Attendance:**

Class attendance and active participation is crucial to the learning process. At this point in your academic endeavor, it is expected that you will attend class in order to learn the content of this course. If you are absent more than one time, you will need to meet with the instructor regarding a make-up project to ensure your attainment of the course objectives. If the project is not completed, then the student's final grade will be lowered by one letter grade. This project must be turned in no later than the last week of class.

If you have three or more absences, grade for the course will be an F.

**Continual tardiness** is disruptive to the instructor and other classmates. If a student is tardy or leaves class early more than one time, the student will then be counted **absent** each time they are late or leave class early.

### **Instructional Methods:**

Lecture	Video
Group Discussions	Guest Speakers
Demonstrations	Field Experience
Observations	

### **Assessment Criteria:**

#### **Grading Scale:**

Participation	30
Annotated Bibliography	25
Interview Response Paper	75
Project Oral Presentation	50
Reflection Paper	50
Final Exam	100

93%-100% = A

92%-85% = B

84%-77% = C

76%-69% = D

68%-0% = F

(percentage from total points)

## **Course Requirements:**

**Written Assignments:** Written assignments take the form of weekly reaction papers or essays and one final course paper. Assignments are due at the next class following each session. The essays are approximately two pages in length and typically consist of an assignment based on the reading or class presentation that week. The final paper is due at the end of the term. For this paper you will read an assigned novel and 1) identifying the traumatic events, 2) diagnose the main character's traumatic stress reactions, 3) evaluate both risk and protective features, 4) propose community resources and referrals that could be made. The final paper is approximately 10-12 pages in length, double-spaced.

**Oral presentation:** Each group will choose one of the following topics and create a presentation. See presentation handout for more information.

### **Annotated Bibliography**

An annotated bibliography is an organized list of sources (like a reference list). It differs from a straightforward bibliography in that each reference is followed by a paragraph length annotation, usually 100–200 words in length. Included 10 references in the area of trauma.

Topics:

- Theories Explaining Trauma Symptoms
- Theories Explaining Trauma Symptoms – The Brain
- Coping, Culture and Traumatic Stress
- Interventions for Children
- Resilient Coping with Traumatic Events and Disasters

### **Final Written Exam**

There will be a final written essay examination over the course readings, presentations and lectures.