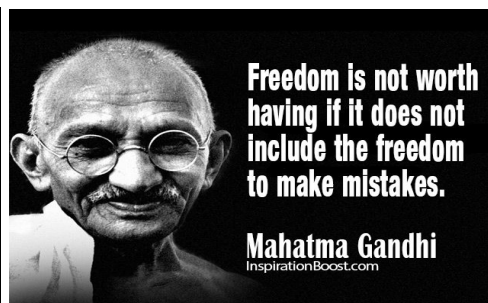
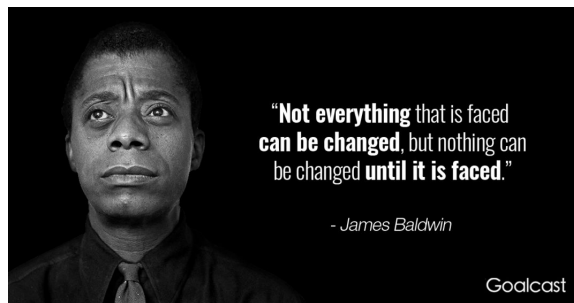


Carthage College Social Work Department
Trauma Across Social Contexts—SWK 2700
Fall 2021

Professor: Debbie Minsky-Kelly, MSW, LCSW
Office: Lentz Hall 224-G
Phone/Email: cell: 414.323.0414
office: 262.551.5729 (Office) dkelly1@carthage.edu (email or cell phone are the best ways to reach me)
Office Hours: Tuesdays 2:30-5:00 pm, Thursdays 9:30-noon and by appointment. Masks required for in-person office hours
<https://zoom.us/j/4615075025>
Class Time/Location: Tuesdays, 6-9 pm, Clausen 111

Course Prerequisites: Sophomore standing or instructor permission

Expectations in a social work course: One of the ways we live out our profession's commitment to social justice is in the way we run our classroom. I am committed to creating an environment in which all of us will learn and grow (including me!) I recognize and value the wide range of life experiences and learning styles that will make up our class. I expect that we will all work together to create an environment where we can courageously discuss and reflect on many challenging subjects. We all contribute to the safety and quality of discussion in our classroom by listening to others with respect and by understanding that mistakes are often the most powerful seeds for learning and growth. If any student is struggling with aspects of our classroom environment, please be sure to let me know how I might be able to address this or other issues to ensure an accessible learning environment for all. Because of the collaborative, interactive and adaptive nature of this class, it is highly likely that aspects of this syllabus could change. We will communicate on an ongoing basis about any necessary changes.



Trigger alert: When studying the sensitive subject of trauma, it is inevitable that you will see, hear, read about, and experience a wide range of emotions. Nearly every reading, video, discussion, and case study has the potential to be triggering and/or upsetting to students with or without previous trauma histories. We are literally studying horrific and terrifying events that occur in our society far more often than many would wish to believe. It is OK to feel upset by these aspects of the class, as our ability to empathize with others who have gone through these experiences will be critical in our ability to be a healing presence to survivors. Please know that I am available as a resource to any students who struggle with these aspects of our class.

Course Description: The purpose of this course is to provide an overview of the impact of trauma on individuals, families, organizations, and communities. Students will be provided with an overview of the impact of traumatic experiences including, but not limited to: child abuse, domestic violence, sexual assault, exposure to war, natural disasters, genocide, etc. Institutional forces such as poverty, racism, and sexism will be explored in terms of their relationship to both traumatic experience and to the community response to trauma. Students will learn about the latest research which underscores the impact of trauma on brain development, on the human body, on a person’s ability to learn, and on human relationships. Students will critically examine approaches to addressing trauma in various settings. The foundation of this course is the social context in which trauma occurs, and includes examination of counseling approaches, educational interventions, medical model as well as “alternative” promising practices including yoga and theater and how these fit into the overall response to trauma.

Required Texts:

Perry, B. & Szalavitz, M. (2017). *The Boy Who Was Raised as a Dog and Other Stories from a Child Psychiatrist’s Notebook*. New York: Basic Books.

Van Der Kolk, B. (2014). *The Body Keeps the Score: Brain, Mind, and Body in the Healing of Trauma*. New York: Penguin Books. unlimited free e-book copies available online through the library <https://carthage.on.worldcat.org/>

You will also need a spiral notebook or journal for taking handwritten notes and for completing in-class reflection activities.

Additional course materials will be made available.

Course policies: To learn more about policies for this course, follow this link: https://docs.google.com/document/d/1Rml_cYYyV5jMiTGFZr_2jmM2nGijvZyg--BSISnMpes/edit

Learning Objectives

| | | |
|--|---|---|
| <p>Students will critically examine research related to the impact of trauma on individuals, families, and communities, with a focus on trauma in American culture.</p> | | |
| <p>Students will evaluate the ACES study and the subsequent knowledge gained from this and other follow up studies on the lifetime impact of childhood trauma.</p> | <p>Students will demonstrate understanding of the brain response to trauma and developmental concepts related to trauma effects across the lifespan.</p> | <p>Students will recognize factors such as intergenerational transmission of trauma and the related impact on families and communities that have suffered historical traumatic events.</p> |
| <p>Students will critique historical backlash movements that emerged as efforts to silence trauma survivors and other significant developments in the historical study of trauma and related efforts to seek justice for survivors.</p> | | |

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| <p>Students will recognize and challenge historical responses to trauma movements through the lens of structural forces of oppression which allow victimization to occur.</p> | <p>Students will examine the relationship between trauma and other forms of historical oppression such as poverty, racism, gender inequality, homophobia, etc.</p> | <p>Students will critique uninformed and harmful interventions related to trauma that have been promoted throughout history by mental health and other professionals.</p> |
| <p>Students will recognize and demonstrate the written and oral communication skills necessary to articulate the unique needs of trauma survivors across social context in order to effectively advocate on their behalf.</p> | | |
| <p>Students will differentiate between deficit-based and strengths-based approaches to writing about trauma survivors in order to write and communicate about cases with minimal pathology-based language.</p> | <p>Students will translate emotionally-charged trauma material into writing frameworks that demonstrate objective and evidence-informed understandings of the impact of trauma on individuals, families, and communities.</p> | <p>Students will utilize writing as a therapeutic mechanism for trauma processing through journal activities which involve peer-review and revision toward the goal of delivering effective major assignments which include both written and oral presentation of material.</p> |
| <p>Students will evaluate promising approaches to trauma in their primary field of study and develop a plan for how they will establish trauma-informed practice in their future work setting.</p> | | |
| <p>Students will identify and evaluate evidence-based approaches to trauma recovery, including contributions from multiple disciplines.</p> | <p>Students will apply trauma-informed approaches to working with traumatized individuals in a variety of professional settings.</p> | <p>Students will develop recommendations for programs and/or approaches to their future clients, patients, or customers that will support recovery and full participation for individuals with trauma histories.</p> |

Course grading: As a writing-intensive class, we are required to have a combination of low stakes and higher stakes papers/writing assignments throughout the semester. We also have two larger assignments that are broken down into smaller drafts, which allow students to receive instructor and/or peer feedback as you work toward the final version of these papers. **It will almost always help your grade on assignments when you make reference to information from classroom readings, videos and discussions to support your points.** Because I provide students with a significant amount of feedback on your work, I prefer that all assignments (except **discussion boards**) are turned in as **shared Google documents**. You do not need to submit these via Schoology, but be sure to share your Google doc assignments with me on time.

For our first class session on 9/7, we will meet for the full three hour time frame from 6-9 pm. For the remainder of the semester, this class will meet in-person for two hours each week (6-8 pm) instead of three hours. This means that students are expected to complete video-based discussion board assignments on your own time with the extra hour that you will not be spending in the classroom. These posts must be completed prior to the start of class so we can discuss the videos during class. Papers that involve research must use [APA citation standards](#)

| Assignments | | Points possible |
|---|------------|---|
| Discussion board posts (up to 2 points per class) | | 24 |
| Class participation | | 13 |
| Historical examination of trauma paper 5-7 pages final version | | 15 |
| Informal discussion/presentation of historical examination of trauma papers | | 3 |
| Case study paper - early draft 500 word minimum, final draft 5-7 pages final version | | 1st draft 5 points Final draft 15 points |
| ACES follow up study - one paragraph - this may or may not be an early draft of your trauma-informed care proposal, it is up to each student); second draft length up to student; final draft 6-8 pages | | 1st draft 3 points 2nd draft 5 points final proposal 17 point |
| Total points possible | | 100 |
| B+ | 87 - 89.99 | A 93 - 100 |
| C+ | 77 - 79.99 | B 83 - 86.99 |
| D+ | 67 - 69.99 | C 73 - 76.99 |
| | | D 63 - 66.99 |
| | | A- 90 - 92.99 |
| | | B- 80 - 82.99 |
| | | C- 70 - 72.99 |
| | | D- 60 - 62.99 |
| | | F 0 - 59.99 |

Late Assignments: Assignment due dates are final. There will be no acceptance of late work. As within the professional field, late work is not tolerated, nor accepted (see course policy link above).



Honor Policy:

As integrity is a core value of the field of social work, it is expected that honesty be upheld in the classroom and within students' academic work. This encompasses students' written work, as well as information used in video projects, case assessments, analysis papers, research projects, etc. This includes plagiarizing. Any work that is not the original idea of the student or is taken directly from other sources, without proper citation is considered plagiarizing. The social work department uses APA format for citation, please refer to the Publication Manual Edition 6 or 7, or this link

https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html

for the most recent rules of citation. Should a student be discovered to have cheated and/or plagiarized their work, the social work department may exercise one of the following disciplinary actions: (It is up to the discretion of the Instructor/Department on which action is taken.)

- Failing the student on the plagiarized project/exam.
- Failing the student for the entire class.
- Involving the Dean of Students office in a formal disciplinary action.
- Removing the student from the social work major.
- Removal from the college.

The Community Code clearly addresses this issue and Carthage College's expectations of honesty in the academic environment. Please refer to this section online at <http://www.carthage.edu/campus-life/code/academic-concerns/>

Basic Needs Concerns:

Your safety and well-being are more important than anything in this class. Please feel free to reach out to me if you are struggling for any reason – including issues securing food, housing, or personal safety. In addition to any support I can provide, I will work hard to help you find every resource available to you at Carthage and/or in the larger community.

Disability Services:

Carthage College strives to make all learning experiences as accessible as possible, and I share this priority. If you anticipate or experience academic barriers due to your disability (including mental health, learning disorders and chronic medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, you also need to register with Diane Schowalter in Learning Accessibility Services (dschowalter1@carthage.edu).

For more information on disability services at Carthage, follow this link:

https://docs.google.com/document/d/1Jlj4l3S1JuWSfrozDQUGYzx4TzGI0_irk5dzSEWOQR0/edit

The Writing Center:

The Writing Center, located on the upper level of the library (HL 213B), is a free resource for student writers. The center is staffed by undergraduate Writing Fellows who have been recommended by Carthage faculty and trained to work with other students on their writing. They can work with you at all stages of the writing process, including understanding the assignment, brainstorming ideas, drafting, revising, and proofreading. For more information and to schedule an appointment, visit carthage.edu/writing-center.

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| Attendance |
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Attendance - Engagement with our course activities remains an important part of your learning this semester and will play a critical role in your ability to be successful in completion of assignments. Class sessions will be in-person and live Tuesday from 6-8 pm (our first class will run for the full three hours 6-9 pm) and will not be recorded. I will require all students in the classroom to wear a mask (over the nose and mouth), and maintain physical distancing. Missing class sessions will result in deductions from your class participation grade (1-point deduction for full class periods missed) because you cannot participate in class if you are not in attendance. *****If a student is not feeling well, they should self-isolate and not come to class.***** *Students are expected to follow public health and college guidelines related to vaccinations and masking to*

maximize your ability to remain healthy and able to attend class. Situations in which a student is unable to attend class in person will be handled on a case-by-case basis with the goal being to ensure a safe and in-person learning environment for all students. Please work with the Dean of Students Office in documenting any individual health needs/quarantine requirements so they can confirm your needs and I can best evaluate and make necessary accommodations.

Class Participation

Whether you attend class in-person or virtually, engaged participation will enhance your learning. [Expectations for class participation](#) should be reviewed by all students

There are specific behaviors that contribute to and detract from, a healthy and vibrant learning community in the classroom:

| YES! | NO! |
|--|--|
| <ul style="list-style-type: none"> ☺ Being <i>*present*</i> in class—this means that when you are in class, you are expected to give your full attention to the class discussion, activities and exchange of ideas ☺ Asking thoughtful questions ☺ Listening carefully to others and supporting them as they work to understand and contribute to the course ☺ Sustained attention in class ☺ If attending class remotely, your engaged participation is most effectively demonstrated by having your camera on | <ul style="list-style-type: none"> ☹ Having side conversations in class while the instructor or another student is speaking ☹ Arriving late or leaving early to/from class ☹ Excessive going in and out of class during class time ☹ Sleeping in class ☹ Cell phone use (including ringing/buzzing/incoming/outgoing text messaging) ☹ Use of electronic devices in class for purposes other than class activities |
| <ul style="list-style-type: none"> ☺ Challenging oneself and others to expand your ideas, frames of reference and “questioning your circles of certainty.” (P. Frieire) ☺ Demonstrating intellectual curiosity where we keep an open mind to considering the perspectives of others, even when we disagree | <ul style="list-style-type: none"> ☹ Using disrespectful language or comments to criticize someone else’s beliefs ☹ Dominating class discussions to the point of restricting others’ participation ☹ Disrupting others’ opportunity to listen and/or participate |

Class time is designed to be very participative and heavy on group discussion. Your understanding of course material will be enhanced by your active engagement with the instructor and peers in our class sessions.

Mask policy



Due to the ongoing pandemic, Carthage College has adopted a policy requiring masks to be worn by all individuals in all buildings. Masks must be worn at all times in the classroom, laboratory, studio spaces, hallways, bathrooms, and during in-person meetings. The face covering must conform to CDC guidelines and must cover both the nose and mouth at all times. Note that bandanas, neck gaiters, and masks with exhalation or external valves are not acceptable and are not sufficient for protection of others or yourself. Acceptable masks tie behind the head or loop behind the ears, fit snugly over the nose and chin, and can include cloth masks, medical/surgical masks, and N95s or KN95s. Eating and/or drinking are prohibited while in the classroom (because those activities interfere with consistent mask wearing).

Any student who refuses to wear a mask or consistently forgets one will be dismissed from the class and not be given an opportunity to make up missed work. The student will also be referred to the Dean of Students, as outlined by the process on Carthage’s Stay Safe website.

Stay Safe Guidelines: <https://www.carthage.edu/carthage-covid-19/stay-safe-carthage/>

Frequently Asked Questions: <https://www.carthage.edu/carthage-covid-19/fags/>

To review Carthage resources related to health and counseling services, please go to the following link:

<https://docs.google.com/a/carthage.edu/viewer?a=v&pid=sites&srcid=Y2FydGhhZ2UuZWR1fG5mby0yMDE4LWRvY3VtZW50LWNvbGxIY3Rpb258Z3g6NmMwNjM4ZTQ2NmM1Mjk4>

Course Outline and Calendar:

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| <p>Date: 9/7/21 Class 1</p> | <p>Topics for the Class:</p> <ul style="list-style-type: none"> Introduction to trauma Review syllabus Course overview Overview of textbooks Definitions of trauma Overview of journal for this course <p>Discuss first assignment to find a follow up article to the original ACES study.</p> <p>History of ACES study presentation</p> | <p>Readings and Assignments to complete before class:</p> <p>Read article:</p> <p>Burke Harris, N. (2018). <i>The Deepest Well</i>. Boston: Mariner Books, p. 31-42, intro to the ACES study in Schoology</p> <p>Read Dawes, H. (2020). An Invitation to White Therapists. <i>Medium</i>. Retrieved from https://medium.com/@hcdawes_32629/an-invitation-to-white-therapists-a04cc93b1917 in Schoology (5 minute read)</p> |
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| <p>9/14/21 Class 2</p> | <p>Review Van Der Kolk reading</p> <p>The Case of Tina. Why are children so vulnerable to trauma?</p> <p>Big T and little t traumas.</p> <p>Introduction to brain development, the stress response system, and memory. What we know about therapy and other interventions.</p> <p>Discuss learned helplessness.</p> <p>Discussion of Van Der Kolk and what we know about the brain's response to trauma.</p> <p>Introduce sensory interventions (bottom up approaches)</p> | <p>Turn in your article which follows up on the original ACES study by the start of class. Post to discussion board 1 due by start of class.</p> <p>Read Van Der Kolk ch. 1 pgs. 7-21 Lessons from Vietnam Veterans</p> <p>Read Perry p. 1- 28, Tina's World. Then read Perry pgs 305-309, the 2017 commentary on Tina's World</p> <p>Read Van Der Kolk ch. 2, pgs 22 - 38 Revolutions in Understanding Mind and Brain</p> |
| <p>9/21/21 Class 3</p> | <p>Bottom up brain development. Top down and bottom up approaches to healing from trauma.</p> <p>Discuss the case of Sandy from Perry text.</p> <p>Discuss sensitization and tolerance.</p> <p>The case of Laura and her mother, Virginia - the intergenerational transmission of trauma.</p> <p>Classroom discussion of deficit-based vs. strengths-based/trauma-informed approaches.</p> <p>Introduction of mirror neurons</p> <p>Introduce the events at Waco, Texas in preparation for next Perry chapter.</p> | <p>Post to discussion board 2 due by start of class. **This is the largest amount of video content that will be assigned in any single week - about an hour and 5 minutes.**</p> <p>Read Perry ch. 2, pgs. 29-58 For Your Own Good and pgs 309-314, the commentary on For Your Own Good</p> <p>Read Perry ch. 4, pgs 87-106 Skin Hunger and pgs 317-321 commentary on Skin Hunger</p> <p>Read Van Der Kolk ch. 3, pgs 39 - 47 Looking Into the Brain: The Neuroscience Revolution</p> |
| <p>9/28/21 Class 4</p> | <p>Discussion of early draft of case study papers</p> <p>What children need after a traumatic event</p> <p>Trauma informed organizations and the role of non-professionals in creating safety</p> <p>The importance of relationships for human survival</p> <p>Stockholm Syndrome</p> <p>Battered Women's Syndrome</p> <p>Activated vs. shut down brain responses</p> | <p>ACES study follow-up article summary due (1st draft of trauma-informed care proposal). Post to discussion board 3 due by start of class.</p> <p>Read Perry pgs 59-85 Stairway to Heaven and 314-317 commentary on Stairway to Heaven</p> <p>Read article De Fabrique, N, Romano, S. J., and Van Hasselt, V. B. (2007). Understanding Stockholm Syndrome. <i>FBI Law Enforcement Bulletin</i>, 76, 7, 10-16. In Schoology</p> <p>Read article Walker, L. (1991). Post-Traumatic Stress Disorder in Women: Diagnosis and Treatment of Battered Woman Syndrome. <i>Psychotherapy</i>, 28, 1, 21-29. In Schoology</p> |

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| <p>10/5/21 Class 5</p> | <p>Top down and bottom up approaches to regulation</p> <p>Mindfulness</p> <p>Discuss Satanic Panic and the dangers of using approaches to trauma that are not well-researched</p> <p>In-class time to begin thinking about historical examination of trauma papers</p> | <p>Case study and trauma-informed writing - 1st draft due Post to discussion board 4 due by start of class.</p> <p>Read Van Der Kolk ch. 4 pages 65-73 (just part of the chapter, from Stan and Ute's Brains on Trauma to the end of the chapter)</p> <p>Read Perry pgs 171-197 Satanic Panic and pgs 330-334 commentary on Satanic Panic.</p> |
| <p>10/12/21 Class 6</p> | <p>Mid-semester course evaluations</p> <p>The development of sociopathy</p> <p>Processing of video on child sex offenders</p> <p>The damaging effects of neglect on brain development</p> <p>The role of emotions in survival</p> <p>The autonomic nervous system</p> <p>Helping trauma survivors re-attune to their bodies</p> <p>Using mindfulness with clients</p> | <p>Post for discussion board 5 due by start of class.</p> <p>Read Perry pgs 107-135 The Coldest Heart and pgs 321-325 commentary on The Coldest Heart</p> <p>Read Van Der Kolk ch. 5 pgs 74-88 Body-Brain Connection</p> <p>Read Van Der Kolk ch. 6 pgs. 89-104 Body-Brain Connection and Losing Your Body, Losing Yourself</p> |
| <p>10/19/21 Class 7</p> | <p>More discussion of memory</p> <p>The challenges of child sexual abuse</p> <p>Class time for further discussion of historical examination of trauma papers/presentations</p> <p>The capacity of the traumatized, neglected brain to recover</p> <p>The importance of repetitive, patterned experiences, sequential brain development, and connected relationships</p> <p>Repressed memory controversies</p> <p>Normal vs. traumatic memory</p> <p>The importance of the first year of life and early childhood attachment</p> | <p>Post for discussion board 6 due by start of class.</p> <p>Read Van Der Kolk ch. 11 pgs 173-185 Uncovering Secrets: the Problem of Traumatic Memory</p> <p>Read Van Der Kolk ch. 12 pgs. 186-201 Uncovering Secrets: The Unbearable Heaviness of Remembering</p> <p>Read Perry pgs. 137-170 The Boy Who Was Raised as a Dog and pgs 325-330 commentary on The Boy Who Was Raised as a Dog</p> |
| <p>10/26/21</p> | <p>Fall Break</p> | <p>Historical Examination of Trauma papers due by midnight</p> |

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| <p>11/2/21 Class 8</p> | <p>Discussion of Historical Examination of Trauma papers The history of trauma and the trauma of history</p> <p>Dissociative responses to trauma</p> <p>Depersonalization and derealization</p> <p>Cognitive approaches to trauma recovery</p> <p>What do you want to learn more about this semester?</p> | <p>Turn in a 2-3 minute videotaped presentation by midnight Post for discussion board 7 due by start of class</p> <p>Read Perry pgs 199-225 The Raven and pgs 334-338 commentary on The Raven</p> <p>Read Read Van Der Kolk ch 13 pgs 205-229 Healing from Trauma: Owning Your Self but stop at top of page 229.</p> |
| <p>11/9/21 Class 9</p> | <p>What is necessary for recovery from trauma?</p> <p>The connection between trauma, dissociation, and self-harm</p> <p>The evidence-base for yoga in helping people reconnect to their bodies after trauma</p> <p>Healing one's trauma through speaking, writing, art, music, and other forms of communication</p> | <p>Post for discussion board 8 due by start of class Bring updated draft of your case study paper to class for peer review purposes.</p> <p>Read Van Der Kolk ch. 16 pgs 265-278 Learning to Inhabit Your Body: Yoga</p> <p>Read Van Der Kolk ch. 18 pgs 298-310 Filling in the Holes: Creating Structures</p> |
| <p>11/16/21 Class 10</p> | <p>Peer review of final drafts of case study papers</p> <p>The need for and inadequacy of language in healing from trauma</p> <p>The complexity of differentiating abuse from other problems</p> <p>Munchausen syndrome by proxy</p> <p>Attachment problems</p> <p>Trauma-informed approaches</p> <p>Yoga, mindfulness, movement and rhythm, and body-based therapies</p> <p>The role of relationships in healing from trauma</p> <p>The connection between trauma and other social issues/policies</p> | <p>Case study papers due by midnight. Post for discussion board 9 due by start of class.</p> <p>Read Van Der Kolk ch. 14 pgs 232-249 Language: Miracle and Tyranny</p> <p>Read Perry ch. 9 pgs 227-239 Mom is Lying. Mom is Hurting Me. Please Call the Police and commentaries on Mom is Lying, Mom is Hurting me p.338-343.</p> |
| <p>11/23/21 Class 11</p> | <p>Normal/healthy attachment</p> <p>Problematic attachment styles</p> <p>What did you learn from case study papers?</p> | <p>Documentation of optional extra credit assignments due. 2nd draft of trauma informed care proposals due by midnight Post for discussion board 10 due by start of class.</p> <p>Read Perry ch. 10 pgs 241-258 The Kindness of Children and pgs 343-347 commentaries on The Kindness of Children</p> |

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| <p>11/30/21 Class 12</p> | <p>Theater-based interventions with trauma survivors</p> <p>School shootings and the many aftermaths of intensely traumatic events</p> <p>Begin discussion of ongoing toxic stressors such as racism</p> <p>Theater-based approach to trauma recovery and why these approaches seem to help</p> <p>DSM V diagnosis of PTSD</p> <p>Secondary/vicarious trauma</p> | <p>Post for discussion board 11 due by start of class.</p> <p>Read Perry ch 11 pgs 259-276 Healing Communities</p> <p>Read Van Der Kolk ch. 20 pgs 332-358 Finding Your Voice: Communal Rhythms and Theater and Epilogue: Choices to be Made</p> <p>Read Foiles, J. (2019). <i>This City is Killing Me: Community Trauma and Toxic Stress in Urban America</i>, p.112-118 on vicarious trauma</p> |
| <p>12/7/21 Class 13</p> | <p>Peer review of TIC proposal draft 2</p> <p>Historical and intergenerational trauma</p> <p>Discussion of the link between racism and other forms of oppression and trauma</p> <p>Special considerations in working with refugee populations, communities of color, and Indigenous communities</p> <p>Healing for survivors of war and other mass atrocities</p> <p>Bringing justice to survivors</p> <p>The inextricable link between trauma and politics</p> <p>Post Traumatic Slave Syndrome</p> <p>What communities need in order to be responsive to trauma</p> | <p>Post for discussion board 12 due by the start of class. Trauma informed care final proposals due by midnight</p> <p>Methot, S. (2019). <i>Legacy: Trauma, Story, and Indigenous Healing</i>. Ontario: ECW Press, pgs. 62-85. In Schoology</p> <p>Talvi, S. (2006). Post Traumatic Slave Syndrome. <i>In These Times</i> https://inthesetimes.com/article/2523/ , pgs. 1-3. In Schoology</p> <p>DSM V criteria for PTSD (we will review this in class) in Schoology</p> |

Description of Assignments:

All written responses are required to include proper citations using APA format. The most updated citation manual for APA format can be found in the following text or at this link

https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html

American Psychological Association (2011). *Publication Manual of the American Psychological Association, 6th Edition*. Washington, D.C.: American Psychological Association.

A. Weekly discussion board assignments

Here is a summary of the [expectations for discussion boards](#), or you will find this in Schoology.

B. Historical examination of trauma paper and informal discussion/presentation

Here is a summary of the [historical examination of trauma paper and informal discussion/presentation assignment](#), or you will find this in Schoology.

C. Case study paper

Here is a summary of the [case study paper](#), or you will find this in Schoology.

D. Trauma-informed care proposal (includes ACES study and 2nd draft assignments)

Here is a summary of the [trauma informed care proposal assignment](#), or you will find this in Schoology.

E. Optional extra credit options

Here is a summary of [extra credit options](#) for this class, which can also be found in Schoology.

G. Writing rubric

Because this is a writing intensive course, the quality of student writing will be an important focus for evaluation. While not explicitly included in the point totals for any assignment, a very well-written paper will likely get points added for this, while a poorly written paper will likely lose points. Here is a detailed summary of the [Carthage College writing rubric](#), which can also be found in Schoology.

Acknowledgements

I wish to acknowledge the following authors' (in addition to our textbook authors) contribution to my study of the subject of trauma. Their insights have contributed significantly to my development of this course:

Burke Harris (2018). *The Deepest Well*. Boston: Mariner Books.

Coates, T. (2015). *Between the World and Me*. New York: One World.

Foiles, J. (2019). *This City is Killing Me: Community Trauma and Toxic Stress in Urban America*. Cleveland: Belt Publishing.

Hermann, J. (2015). *Trauma and Recovery*. New York: Basic Books.

Methot, S. (2019). *Legacy: Trauma, Story, and Indigenous Healing*. Ontario: ECW Publications.

Perry, B. & Winfrey, O. (2021). *What Happened to You?* New York: Flatiron Books.