

SDS3462: Introduction to Trauma and Crisis (3 Credits)

Fall 2025

Mode of instruction: Online, Canvas website: <http://lss.at.ufl.edu>

Sections: Sections 1189 & 1A88

Course Instructor: Katie Spargo, M.S.

Office: Virtual Zoom Room Link:

<https://ufl.zoom.us/j/95870728351?pwd=KAegvmZfT6E46oyPHYpaajbD1wydol.1>

Meeting ID: 958 7072 8351

Passcode: 489624

Office hours: Monday 10 AM – 12 PM

Instructor email: kspargo@ufl.edu

Catalog Description

The purpose of this course is to develop knowledge about trauma and crisis, and increase awareness of its effects on individuals, families, groups, and communities, and the process of recovery. Students will disclose personal reflections related to the information covered in the course on trauma and crisis. The course also focuses on developing knowledge about careers affiliated with assisting survivors of trauma and crisis through their recovery.

This course is open and appropriate for all majors.

Course Objectives

By the end of the course, students will be able to:

1. Distinguish between trauma and crisis.
2. Discuss the universality of trauma, experiences of trauma survivors, and crisis events.
3. Explain crisis response.
4. Recognize the common responses of individuals, families, groups, and communities affected by trauma and crisis.
5. Identify university and community resources that assist those affected by trauma or crisis in recovery.
6. Examine the trauma and crisis recovery process, coping and resilience factors, and treatments that foster healing for those affected by trauma or crisis.
7. Identify professions and specializations affiliated with work in trauma and crisis.

Required Textbooks

Hollick, M, & Connelly, C. (2011). *Hope for Humanity: How understanding and healing trauma could solve the planetary crisis*. John Hunt Publishing. ISBN-13: 978-1846944437

Greenstone, J. L. & Leviton, S. C. (2011). *Elements of crisis intervention: Crises and how to respond to them* (3rd ed). Brooks/Cole Publishing.

Additional required readings may include electronic journal articles, books, and online resources.

Program Contact: Amber Moss-Lazarczyk, PhD, LMHC, NCC

Instructional Methods

Due to the online nature of the course, technology will be used in a variety of ways. Students will be expected to participate in online discussion board prompts with frequent dialogue and discussion. Another component of this course is personal reflection. Students will be expected to critically analyze their own responses and reactions and the experiences of others to promote self-development, self-awareness, empathy for others, and self-compassion. Reflection Journal assignments are to be typed and submitted online through Canvas. Course assignments, quizzes, and exams will also be submitted through Canvas. Additional instructional methods may include PowerPoint presentations and videos. Journal article citations are provided, and it is your responsibility to use UF library services to access these articles.

Course Format

There are no class meetings on campus. You work independently, at the time and place of your choosing and at your own pace, but must follow the identified course due dates. You must be online to see Canvas course announcements, submit the assigned work, take assessments/quizzes, and participate in class discussion boards.

Time management is crucial to your academic success, especially in an online course. Be prepared to create a schedule that works for you and stick to it. **Please note that NO late work will be accepted.** However, I understand that life happens. Should you find yourself not able to meet a deadline, please contact me *prior* to the deadline, so that we can discuss a resolution.

Course Communications

Since this is an online course, most of our communication will be through the Canvas website. Submission of all assignments, quizzes, and discussions will take place here. If a personal problem or concern arises, please email me directly at kspargo@ufl.edu. I will do my best to communicate with you in a timely manner; however, since there are typically many students enrolled in this course, please allow up to 48 hours for a response.

Netiquette Expectations

All students are expected to follow rules of common courtesy in all email messages, threaded discussions, and chats.

- **Be professional** at all times. You are preparing yourself to be a career professional. Remember this as you establish your online presence.
- **Be respectful** of other people. Everyone is entitled to his or her own opinion. While it is okay to disagree, please do so with respect to others.
- **Be calm.** If you are upset or frustrated, keep this out of your communications with your fellow students and instructor. An angry or sarcastic comment does not promote respect or cooperation. Think about what you are going to say in an unemotional, professional manner (Consider waiting overnight to think about what you truly want to say before sending/posting.) Provide adequate information when asking for help or assistance from your instructor or classmates.
- **Humor and sarcasm.** Because there are no visual cues in distance education, humor and sarcasm are nearly impossible to discern. Be very careful when interjecting humor, and refrain from using any remarks that are sarcastic in nature.
- **Harassment and other offensive behavior.** The online learning environment is no place to harass, threaten, or embarrass others. Comments that can be viewed as offensive, sexist, or racially

motivated will not be tolerated. It is never appropriate to put anyone down because of his or her age, race, religion, color, sex, or sexual preference. The instructor may deem it necessary to remove any such online postings or discussions.

- **Offensive material.** Students may not post, transmit, promote, or distribute content that is racially, religiously, or ethnically offensive or is harmful, abusive, vulgar, sexually explicit, or otherwise potentially offensive.
- **Capital letters and bolding.** In written communication, the use of capital letters and/or bolding is used for emphasis. In much of the corporate world, writing in all caps is considered yelling. Yelling is not tolerated in a residential classroom; therefore, is not acceptable in any online communications with students.

This syllabus represents my current plans and objectives. As we go through the semester, those plans may need to change to enhance the class learning opportunity. However, such changes will be clearly communicated to all students through online announcements on Canvas and updated in the course syllabus online.

Course Topics Structure

Section 1: Trauma

Week & Topic

1. Course syllabus, Introduction to Trauma, Causes, Universality, & Personal wellness
2. Trauma: Responses to Trauma, Symptoms and Effects
3. Trauma Causes, Types, & Effects: Family, Collective and generational trauma
4. Trauma: PTSD, The Brain and mind, & Biological bases
5. Trauma Causes, Types, & Effects: Birth, infancy, & childhood
6. Trauma Causes, Types, & Effects: Adolescence & Adulthood, Culture, diverse groups and populations
7. Trauma: Developing resilience and Universality of trauma, healing, and the healing process

Section 2: Crisis

Week & Topic

8. Crisis: What is Crisis, Events, Introduction to crisis intervention.
9. Crisis: Management, Intervention, Communication, & Psychological First Aid (PFA)
10. Crisis Intervention: Disaster Mental Health
11. Professional careers that work with crisis and trauma
12. Professional Careers & Vicarious trauma responses. Occupational risks, Vicarious trauma and prevention
13. Posttraumatic Growth, Coping, and Recovery
14. Advocating for a greater public awareness of trauma/crisis
15. Review, Exam Prep, and Course Evaluation

Assignments & Task Descriptions

Quizzes (5 quizzes at 15 points each):

There are five quizzes during the course. Quizzes **may** consist of true/false, multiple choice, select multiple, and/or short response questions.

Reflection Journal # 1 (20 points):

Write a reflection journal discussing your own thoughts and responses to all of the following three prompt questions below. Include your responses to each under three section headers in your reflection paper. (Paper to be 500+ words, size 12 font, times new roman or arial, double spaced) (Note: Number your response 1 to 3 and use the bolded part of the prompt questions as section headers or you can shorten the headers by creating a relevant header name for each question below. This is a reflection journal. I encourage you to take ownership of your reflections. It is okay to use “I”, “I think”, “I feel”, etc.)

1. **How do you think this course and the material discussed will affect you?** Your writing should be informed by what you learned about what influences your stress, as well as your personal experiences. (Please note: You do not have to disclose your personal experiences, but show that you are reflecting on them to inform your writing.)
2. **What will help you cope with the material discussed in this course?** Discuss your thoughts about any actions you currently use or want to start doing to help you cope with the material discussed while taking this course.
3. **Do you believe your current wellness strategies are effective for you in managing stress?** Discuss your thoughts and reflections about the effectiveness of your wellness strategies. What is most helpful for you at this time? If you think your wellness routine needs improvement, then discuss what strategies you need to incorporate into your current wellness strategy to improve it to better fit your current wellness needs (You may refer to the helper pocket card for ideas or another source of your choosing). If you feel your current wellness routine is effective, then discuss your reflections about what makes it most suited to your current needs. Reflect on how you will use this plan for your own wellness in helping you manage stressors or challenges.

*****Reminder: Your Reflection Journals are to be informed by the course readings, and you may also use peer- reviewed professional journal articles to support your discussions. You are to provide citations and a reference list in citing any sources used in your writing.*****

Reflection Journal #1 Rubric:

Criteria	Point Value
Affect: Discussion on how the course and material affects you	6
Coping Strategies: Identification and discussion of coping strategies	6
Wellness: Critical reflection about wellness strategies	6
Directions and Readability: Directions are followed. Written without syntax, grammar, and punctuation errors.	2
Total	20

Reflection Journal # 2 (20 points):

Watch this video titled: ‘Healing Neen’ which can be found at this link:

<https://www.youtube.com/watch?v=AnK00sXdTW8>

Then write a reflection journal discussing your own thoughts and responses to all of the following prompt questions (1 to 5) (Paper to be 500+ words, size 12 font, times new roman or arial, double spaced):

- 1) Discuss your thoughts about your experiences and reactions to the ‘Healing Neen’ video and the information shared by Tonier Cain?
- 2) Does this information affect your understanding and perceptions about trauma survivors?
- 3) How does this information impact your perspective of people involved in the criminal justice system, are incarcerated, or those with substance-related disorders/addictions?
- 4) Does this information affect how you may interact with and perceive others who you do not know?
- 5) Include your thoughts about how you may apply this knowledge and your understanding to your personal and professional life now or in the future.

Note: *These are your reactions, thoughts, and reflections, and it is expected that you use the word “I” in your writing to discuss your own reflections.*

Reflection Journal #2 Rubric:

Criteria	Point Value
Reaction: Discussion of reaction (thoughts and feelings) related to the video	4
Trauma Survivors: Discussion related to understanding and perceptions of trauma survivors after viewing the video	3
Corrections and Addictions: Discussion related to understanding and perceptions of individuals that are incarcerated or experiencing an addiction after viewing the video	3
Interactions: Discussion of perceptions and interactions with strangers after viewing the video	3
Personal and Professional Life: Application of the information and understanding from the video to one’s personal and professional life	4
Directions and Readability: Directions are followed. Written without syntax, grammar, and punctuation errors.	3

Reflection Journal # 3 (20 points):

Watch the video titled "[*What is Historical Trauma?*](#)" (linked in Canvas) and write a reflection addressing your own thoughts and responses to all of the following prompts (1 to 4). Responses should be approximately 500+ words, written in size 12 font, Times New Roman or Arial, and double-spaced.

- 1) **Discuss your thoughts and experiences** while watching the [*What is Historical Trauma?*](#) video. Reflect on your reactions, thoughts, and feelings about the content shared.
- 2) **Provide an example** of the impacts of collective or historical trauma on a community, group, or culture. Alternatively, discuss a situation relevant to the possible impacts of historical, collective, or intergenerational trauma.
- 3) **Reflect on the importance of understanding cultural history and identity.** Discuss how understanding a person’s culture and cultural history may provide insight into their identity, beliefs, values, and norms.

- 4) **Discuss professional implications.** Reflect on what professionals should be aware of when working with individuals from the culture or community you chose to discuss.

These are your reactions, thoughts, and reflections, so it is expected that you use the word “I” in your writing.

Reflection Journal #3 Rubric:

Criteria	Point Value
Reaction to Video: Discussion of thoughts, feelings, and reactions related to the video. Demonstrates critical thinking and personal insight.	5
Example of Trauma Impact: Clear and relevant example of historical, collective, or intergenerational trauma and its impacts. Thoughtfully connects the example to the broader concept of historical trauma.	5
Cultural History and Professional Implications: Thoughtful reflection on the importance of understanding cultural history in relation to identity, beliefs, and values. Provides meaningful insights into professional considerations when working with individuals from the chosen culture or community.	6
Directions and Readability: Follows all instructions, including word count and formatting (500+ words, size 12 font, Times New Roman or Arial, double-spaced). Writing is clear, well-organized, and free of syntax, grammar, and punctuation errors.	4
Total	20

Reflection Journal # 4 (20 points):

Reflect on and discuss your experiences in this course over the semester.

Write a 300+ words reflection journal discussing your thoughts and responses to the following prompt question:

What is your most valuable takeaway from the course and how might you use the information from the course personally and professionally in your life in the future?

Reflection Journal #4 Rubric:

Criteria	Point Value
Takeaway: Identification and discussion of most valuable takeaway from the course	8

Application: Discussion of how one will apply information from the course to their life personally and professionally.	8
Directions and Readability: Directions are followed. Written without syntax, grammar, and punctuation errors.	4
Total	20

Discussion Board (1 Discussion Board at 20 points):

You will have one discussion board during the course. The discussion board includes the initial response and two responses to your classmates' posts. Initial posting is due on **Tuesday**. You are required to write an initial posting of at least 200 words. These are typically your thoughts, responses, and/or reactions to the concepts presented in answering the specific discussion board prompt for that week. Additionally, you are required to respond to two other classmates' posts (100 words minimum for each response). Your responses to classmates' posts are due on **Friday of the discussion board week**.

Discussion Board Rubric:

Criteria	Point Value
Initial Post: Discussion of thoughts related to discussion post topic	9
Response to Peer #1: Response to a peer's post to include thoughts related to their post and additional information or other viewpoints	4
Response to Peer #2: Response to a peer's post to include thoughts related to their post and additional information or other viewpoints	4
Directions and Readability: Directions are followed. Written without syntax, grammar, and punctuation errors.	3
Total	20

Article Review and Critique (30 points):

This assignment has two parts.

Part 1: Pick one of the articles listed in canvas to read and use for this assignment. Write a description summarizing the article and the findings indicated by the article you chose. Summary (Part 1) should be 200+ words.

Part 2: Write a 300+ word critique on the article you picked to review for Part 1. Your article critique should include your reflections, thoughts, and reactions to reading the article. This may include your opinions on the concepts discussed or the findings presented in the article.

Article Review and Critique Rubric:

Criteria	Point Value
----------	-------------

Summary: Summary of the article, including the findings	10
Critique: Critical review of the article including thoughts and reactions, as well as opinion about topic and findings	15
Directions and Readability: Directions are followed. Written without syntax, grammar, and punctuation errors.	5
Total	30

AI-Assisted Role Play For Disaster Response (40 Points):

In this assignment, you will use [Microsoft Copilot](#), [UF NaviGator AI](#), or [ChatGPT](#) to generate a fictional crisis scenario involving a disaster survivor. You will then roleplay as a Psychological First Aid (PFA) responder, practicing how to apply trauma-informed, culturally sensitive support during a crisis until you provide at least ten responses in the roleplay dialogue.

Part 1 – Create and Roleplay a Crisis Scenario (25 points):

Choose one of the following prompts to guide your AI-generated roleplay scenario. The tone must remain respectful, avoid assumptions or stereotypes, and reflect trauma-informed care. You will roleplay as the disaster survivor and then respond as the PFA responder in a simulated dialogue and receive AI feedback on your PFA skills. Use the PFA approach, create a short dialogue of at least 10 back-and-forth responses as the Psychological First Aid responder. Ensure your responses reflect the core principles of PFA: Safety, Comfort, Calm, Connection, Practical Help, and Hope. Choose one of the following prompts to enter into the AI platform of your choosing:

1. *Generate a fictional scenario involving a 22-year-old college student who has been displaced due to a recent hurricane. The student is currently staying in a temporary shelter. Include their name, background, how the disaster has impacted them emotionally and physically, and any immediate concerns they express to a crisis responder. Respond to me in a roleplay chat as if you are this individual and I am a first responder. Provide a short critique of my responses the psychological first aid (PFA) training by the National Child Traumatic Stress Network (NCTSN) following ten responses from me.*
2. *Create a case example of a 40-year-old parent who has just lost their home in a wildfire. The person is responsible for two young children and is seeking assistance at a community center. Include realistic signs of stress or trauma they may display, their top concerns, and what they say when first meeting a Psychological First Aid responder. Avoid stereotypes based on race, gender, or socioeconomic status. Respond to me in a roleplay chat as if you are this individual and I am a first responder. Provide a short critique of my responses the psychological first aid (PFA) training by the National Child Traumatic Stress Network (NCTSN) following ten responses from me.*
3. *Write a fictional scenario involving a 68-year-old person who has survived a recent large-scale earthquake that struck their urban neighborhood. They are now staying at a temporary community shelter after their apartment building was severely damaged. Include their cultural background (without letting it define or stereotype their response), what they might say to a Psychological First Aid responder, visible signs of distress, and their immediate concerns. Respond to me in a roleplay chat as if you are this individual and I am a first responder. Provide a short critique of my responses the psychological first aid (PFA) training by the National Child Traumatic Stress Network (NCTSN) following ten responses from me.*

Part 2 – Reflection (15 points):

Write a 1-page reflection on your experience acting as the Psychological First Aid responder. Include:

- a) your insights, challenges, key takeaways from the roleplay, and
- b) your reflections and reactions to the AI generated feedback you received.

The reflection should be:

- Double spaced
- Times New Roman, 12-point font, 1 inch margins
- Approximately 1 page in length

Submission Instructions:

Assignment submission includes:

1. Part 1: AI-Generated Scenario and Dialogue (copied into the same word document as the reflection) (20 points)
2. Part 2: Reflection (10pts)

**Rubric details provided in Canvas*

Draft of Final Project Assignment (Draft of Final Project, AI feedback, and Reflection, 30 points)

(Be sure to complete Part 1, Part 2, and Part 3 in order to receive full points on this assignment):

- **Part 1 - Full draft of your final project paper (15 points):** Write a complete draft for the final project paper. Be sure to utilize the assignment description of the final project assignment in writing your draft.
- **Part 2 - AI generated feedback on your draft (5 points):** Once your draft is prepared, utilize the prompt provided to receive AI-generated feedback on your draft. Feel free to remove your name from your document if you prefer to do so before uploading to the AI platform.

Using [ChatGPT.com](https://chatgpt.com), upload an attachment of your final project paper and copy and paste the following prompt:

“Please provide feedback on the attached paper based on the following assignment description and rubric for the paper: Final Paper Assignment- For this final paper you will research a career that involves working with trauma survivors and/or providing crisis intervention. Choose a profession that interests you and explore its key responsibilities, required training, challenges, and more. Assignment Instructions Include (A-E below):

A. Choose a Relevant Career: Select and research a profession that regularly works with individuals experiencing trauma or crisis. Some examples of specific careers you may pick from include: Crisis response team workers, first responders (law enforcement, firefighters, EMS), medical professionals, mental health counselors, social workers, social services and Child Protective Services, hospital staff, insurance companies and state mental health providers, crisis counselors/therapists, emergency services, and mobile crisis workers.

B. Address the Following in Your Paper: Your paper must include clear, well-researched responses to the following components: 1) Roles & Responsibilities: What are the primary duties of the job? 2) Qualifications: What education, certifications, and training are needed? 3) Pros & Cons: What are the potential advantages and challenges of working in this field? 4) Self-Care: How do professionals in this role maintain their well-being and avoid burnout? 5) Personal Reflection, to include why you choose this career to research, how your interest in the career changed (if at all), and how might this information impact your future personal or professional goals.

C. *Use Scholarly Research: Support your writing with at least three peer-reviewed journal articles. Use APA 7th edition for in-text citations and your reference list.*

D. *Formatting Requirements include, Length: 3 to 6 pages (not including title or reference pages), Double-spaced, 12-point Times New Roman, APA 7th edition style format (abstract not required), and should include a title page and a properly formatted reference page.*

E. *Quality Expectations: Your paper should be clearly written, well-organized, and free from grammar, spelling, and punctuation errors. Be sure to follow all directions carefully.”*

- **Part 3 Reflection on AI feedback (10 points):** Write a reflection on the AI- generated feedback to your paper. Using the feedback generated by ChatGPT, write a reflection about the critique on your draft. The reflection should include your reactions and responses to the feedback, to include how you will or will not incorporate the feedback into your final project paper and why, as well as your reflections to the experience of uploading your paper and asking for feedback from an AI platform. Your reflection should be at least 300 words and written in APA format. Provide the link to the ChatGPT conversation thread.

Draft of Final Project, AI Feedback & Reflection Rubric (30 points total):

Component	What’s Expected for Full Points	Points
Part 1: Full Draft of Final Paper	Complete draft follows all assignment instructions (A–E), uses at least 3 scholarly sources, is well-organized, clearly written, and follows APA format.	15
Part 2: AI Feedback Submission	Draft was uploaded to ChatGPT using the provided prompt. Link to AI feedback is included.	5
Part 3: Reflection on AI Feedback	300+ word reflection explains how you responded to the AI feedback, what you’ll change (or not) and why, and your experience using AI. APA format is followed.	10

Final Project Paper (40 Points): *Career Exploration in Trauma & Crisis Response Fields*

For your final paper, you will research a **career that involves working with trauma survivors and/or providing crisis intervention**. Choose a profession that interests you and explore its key responsibilities, required training, challenges, and more.

Assignment Instructions Include:

A. Choose a Relevant Career

Select and research a profession that regularly works with individuals experiencing trauma or crisis. Some examples of specific careers you may pick from include: Crisis response team workers, first responders (law enforcement, firefighters, EMS), medical professionals, mental health counselors, social workers, social services and Child Protective Services, hospital staff, insurance companies and state mental health providers, crisis counselors/therapists, emergency services, and mobile crisis workers.

B. Address the Following in Your Paper

Your paper must include clear, well-researched responses to the following components:

- a. **Roles & Responsibilities:** What are the primary duties of the job?
- b. **Qualifications:** What education, certifications, and training are needed?
- c. **Pros & Cons:** What are the potential advantages and challenges of working in this field?
- d. **Self-Care:** How do professionals in this role maintain their well-being and avoid burnout?
- e. **Personal Reflection:**
 - i. Why did you choose this career to research?
 - ii. How has your interest in the career changed (if at all)?
 - iii. How might this information impact your future personal or professional goals?

C. Use Scholarly Research

Support your writing with **at least three peer-reviewed journal articles**. Use APA 7th edition for in-text citations and your reference list.

D. Formatting Requirements

- a. Length: **3 to 6 pages** (not including title or reference pages)
- b. Format: **Double-spaced, 12-point Times New Roman**
- c. Style: **APA 7th edition (abstract not required)**
- d. Include a title page and a properly formatted reference page.

E. Quality Expectations

Your paper should be clearly written, well-organized, and free from grammar, spelling, and punctuation errors. Be sure to **follow all directions carefully**. Review rubric and detailed assignment description on Canvas.

Final Project Paper Rubric:

Criteria	What's Expected for Full Points	Points
Job Roles & Responsibilities	Clearly describes key functions, duties, and professional scope of the role.	6
Training & Qualifications	Outlines necessary education, certifications, and professional training specific to the role.	9
Career Pros & Cons	Thoughtful discussion of both advantages and challenges of the career, supported by research or logical reasoning.	6
Self-Care Strategies	Identifies and explains self-care practices commonly used in the profession, with clear relevance to the role.	5
Personal & Professional Reflection	Insightful reflection on how the research informs your future goals, growth, or interest in the field.	6
Use of Scholarly Sources	Cites at least 3 peer-reviewed journal articles effectively in APA 7th ed. style (in-text and references).	3
Writing Quality & Formatting	Follows all directions; clear organization, grammar, spelling, and APA formatting. No major errors.	5

Culminating Exam (30 points):

Questions include topics discussed throughout the course. Questions may consist of true/false, multiple choice, and/or short response questions. Recommended study materials include chapter quizzes, course PowerPoints, textbook readings, and videos included in the course assignments and PowerPoints.

Psychological First Aid Online Training (30 Points):

Complete the Psychological First Aid (PFA) Online training provided by the National Child Traumatic Stress Network (NCTSN) and upload your certificate of completion of the PFA training. The training can be found at <https://learn.nctsn.org/>

Evaluation Criteria & Grading:

Reflection Journals (4 @ 20 points each)	80 points
Discussion Board (1 @ 20 points each)	20 points
Article Review and Critique	30 points
Quizzes (5 @ 15 points each)	75 points
AI Assisted Disaster Roleplay	40 points
Psychological First Aid Online Training	30 points
Reflection on AI Feedback to Final Project Draft	30 points
Final Project Paper	40 points
Culminating Exam	30 points
Total	375 points

Grading Scale:

Scale	Grading
A	94.0%-100%
A-	90.0%-93.9%
B+	87.0%-89.9%
B	84.0%-86.9%
B-	80.0%-83.9%
C+	77.0%-79.9%
C	74.0%-76.9%
C-	70.0%-73.9%
D+	67.0%-69.9%
D	64.0%-66.9%
D-	60.0%-63.9%
E	0-59.9%

Grading is consistent with the UF grades and grading policies, as posted here:

<https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>

Expectations for Tasks:

1. **Construct responses that demonstrate critical thinking.**

Try to avoid messages that simply agree with the discussion like Great job! or Totally agree! Although supportive comments are always encouraged, build on your affirmation by expressing your point of view or reasoning behind your agreement. Introduce related concepts, expand examples, or refine a point.

2. **Actively utilize course materials within discussions.**

As you consider discussion questions and others' observations, can you identify where concepts from our readings would help support or clarify points made? Use the readings and lectures to help validate your point. Your response might begin with "On page 89, the author (name of author) examines the..."

3. **Include your own perspectives and reactions.**

Bring in content from your personal/professional experience that you think adds clarity to a point discussed.

4. **Be descriptive.**

Provide details that illustrate your point of view. Adding narrative to your point adds interest and can clarify theories and concepts that might not otherwise be clear. Remember, your words are communicating your thoughts, feelings, and reactions.

Course Schedule, Readings, Assignments, and Due Dates

Course Schedule is Tentative – It is your responsibility to check for assignments and due dates on Canvas

Week	Topics	Reading	Assignments Due
1	Course syllabus, Introduction to Trauma & Personal wellness Trauma: Causes, Response, & Effects	Read Introduction and Chapter 1 (pages 1-13) in Hollick & Connelly. (2011). Read the Helper Pocket Card. Retrieved from https://proqol.org/uploads/proqol_org_helper_pocket_card.pdf Chapter 2, 3, & 4 (pages 14-39) in Hollick & Connelly. (2011).	Reflection journal #1 Quiz 1: Syllabus Quiz
2	Trauma Causes, Response & Effects: Collective, Family and Generational trauma	Chapter 5 & 6 (pages 40- 54) in Hollick & Connelly. (2011).	Discussion Board #1 Initial Post and two Responses to peers
3	Trauma: PTSD, The Brain and mind, Biological bases	Part II: Chapter 7, 8, Closure to Part II (pages 55- 75) & Chapter 16 (163-180) and Appendix A: PTSD (pages 371-373) in Hollick & Connelly. (2011)	Quiz 2
4	Trauma: Birth, infancy, & childhood	Part V: Chapters 17, 18, 19 (pages 181-226) in Hollick & Connelly. (2011).	Reflection Journal #2
5	Trauma: Adolescence & Adulthood, Culture, Diverse group and populations	Banyard, V. L., & Cantor, E. N. (2004). Adjustment to college among trauma survivors: An exploratory study of resilience. <i>Journal of College Student Development</i> , 45(2), 207-221. Retrieved from https://muse.jhu.edu/article/55451/pdf Ungar, M. (2013). Resilience, trauma, context, and culture. <i>Trauma, violence, & abuse</i> , 14(3), 255-266. Watch: https://news.emory.edu/stories/2014/01/video_mice_inheriting_sensitivity_to_smell/index.html#:~:text=That%20information%20comes%20not%20through,pups%20have%20never%20encountered%20it.	Article Review/Critique

6	Trauma: Developing resilience, Universality, Coping, and the Healing Process	Part VI: Chapter 23 & 24 (pages 269- 296) in Hollick & Connelly. (2011). Part VI: Chapter 25, 26, 27 (pages 297- 332) in Hollick & Connelly. (2011).	Quiz 3 Reflection Journal # 3
7	Crisis: What is Crisis, Events, Introduction to crisis intervention	Chapters 1 & 2 (pages 1-21) in Greenstone & Leviton	PFA training certificate
8	Crisis: Management, Intervention, Communication & Psychological First Aid (PFA)	Chapter 3 & 4 (pages 22- 50) in Greenstone & Leviton Complete PFA training online at https://learn.nctsn.org/enrol/index.php?id= 38	AI Assisted Disaster Roleplay
9	Crisis: Disaster Mental Health	Chapter 12 (pages 116-130) in Greenstone & Leviton Read PFA article: Ruzek, J. I, Brymer, M. J., Jacobs, A. K., Layne, C. M., Vernberg, E. M., & Watson, P. J. (2007). Psychological First Aid. Journal of Mental Health Counseling, 28(1), 17-49.	Quiz 4 Reflection on AI Generated Feedback to Final Project Paper Draft
10	Professional Careers that work with trauma and crisis	Chapter 8 in Greenstone & Leviton	
11	Professional careers that work with trauma and crisis, Occupational risks, Vicarious trauma and prevention	Chapter 5 & 6 (pages 50-73) in Greenstone & Leviton Read VT handout	Final Project Paper
12	Posttraumatic growth, Coping, and Recovery	Watch video Transitioning from Trauma (embedded in this weeks PowerPoint) Read PTG article: Prati, G., & Pietrantonio, L. (2009). Optimism, social support, and coping strategies as factors contributing to posttraumatic growth: A meta-analysis. Journal of Loss and Trauma, 14(5), 364-388.	Quiz 5

13	Advocate for a greater public awareness of trauma/crisis.	Chapter 29 (pages 344-356) in Hollick & Connelly	Reflection Journal # 4
15	Review		
16	Course Evaluations and Exam		Culminating Course Exam

Technology Requirements

- ✓ You are expected to have the equipment at your home **or** be able to travel to the UF campus to connect to a computer with stable internet service, such as Wifi. (Note: You are responsible for technical problems that arise with your equipment.)
- ✓ Technical problems on your end must be documented and communicated to the instructor **immediately** in order to receive extensions on the assignments. For the possibility of technical problems, please make it a practice to save all your messages and assignments submitted for the course.
- ✓ If you have any technical questions not answered, please send an email to help@coe.ufl.edu and the College of Education Helpdesk will get back to you. Their hours are Monday - Friday 8am - 5pm. If you need immediate assistance outside of the hours listed above, you can contact the [UF Computing Helpdesk](#)

Please email me directly to let me know that a problem has arisen and provide me with the tracking number.

University of Florida Policies

Attendance:

Requirements for class attendance and make-up exams, assignments, and other work in the course are consistent with university policies. *See UF Academic Regulations and Policies for more information regarding the University Attendance Policies.*

<https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>

Academic Policies and Resources:

Visit the [Academic Policies and Resources webpage](#) to access current policies and university-wide support services. This includes, but is not limited to, attendance policy, disability resource center information, grading scale, evaluation verbiage, honor code information, in-class recording policy, and campus academic, health, and wellness resources.

Link <https://syllabus.ufl.edu/syllabus-policy/uf-syllabus-policy-links/>

Supplemental Syllabus Information:

Visit the [Supplemental Syllabus Canvas site](#) for information common across College of Education courses. This information is categorized by [UF Quality Matters \(UF QM\)](#), an initiative to ensure high-quality instruction across the University of Florida. These resources support student success and can answer many common questions. This includes, but is not limited to, information on academic integrity violation, technology requirements and support information, accessibility policies and statements for common technology used in courses, and additional academic and student support services.

Use of Generative AI:

The use of AI tools is allowed for feedback in formulating the structure of written work and aiding in research for assignments in this course. However, the actual writing and revising must be your original work. You are not permitted to use AI text generators to compose any portion of writing you submit for this course. AI tools used in this manner will be considered a case of plagiarism and will be reported as a UF Honor Code violation.

It is each student's responsibility to assess the validity and applicability of any AI output that is submitted. You may not earn full credit if inaccurate or invalid information is found in your work. When incorporating AI-generated content to support your work, it is imperative to include the AI generator used as a source/citation in your references. Deviations from the guidelines above will be considered violations of UF's Honor Code. Please email me if you have questions regarding what is permissible and not for a particular course or assignment.

The use of generative AI tools, such as ChatGPT, is permitted in this course for the following activities:

- Brainstorming and refining your ideas
- Fine-tuning your research questions
- Finding information on your topic
- Providing feedback or a critique of your work
- When used as directed by assignment instructions

*Be sure to cite any source you use.

The use of generative AI tools is **not** permitted for the following activities:

- Impersonating you in classroom contexts, including composing discussion board prompts assigned to you or content entered into a Zoom chat
- Completing group work assigned to you by your group
- Writing a draft of a writing assignment
- Rewriting of your written work, paper, or draft
- Writing entire sentences, paragraphs, or papers to complete class assignments

Sexual Harassment & Title IX:

Sexual harassment is not tolerated in this class, in the School of Education, or anywhere at the University of Florida. Sexual harassment includes the inappropriate introduction of sexual activities or comments in a situation where sex would otherwise be irrelevant. Sexual harassment is a form of sex discrimination and a violation of state and federal laws, as well as of the policies and regulations of the university.

- **All UF employees and students** must adhere to UF's sexual harassment policy which can be found here: [Title IX-Laws and Policy](#).
- Please review your [Title IX rights](#) and contact a university official if you have any questions about the policy—[Office of Accessibility and Gender Equity](#).
- As mandatory reporters, university employees (e.g., administrators, managers, supervisors, faculty, teaching assistants, and staff) must report knowledge of sexual harassment to UF's Title IX coordinator. Title IX violations include sexual harassment, sexual assault, stalking, domestic/intimate partner violence, etc.
- **If you need help or to inform of any incident(s) that may constitute a Title IX violation**, please complete the Title IX Information Form here: **Title IX reporting form**, or email: inform@titleix.ufl.edu, or call **352-273-1094**

Additional Resources Related to Trauma and Crisis

- Disaster Distress Helpline: For people affected by disaster or crisis can call the Disaster Distress Helpline to receive immediate counseling. Calling 1-800-985-5990 or texting **TalkWithUs** to **66746** Crisis Text Line : Available 24 hours a day throughout the US by texting START to 741741
- National Suicide Prevention Lifeline : If you or someone you know is in a crisis, you can call 911 or the National Suicide Prevention Line at **1-800-273-TALK (8255)**. The lifeline is a free 24-hour, confidential suicide prevention hotline available to anyone in crisis or emotional distress. By calling the hotline number, you'll be connected to a skilled, trained counselor at a crisis center in your area 24/7. Veterans Chat **text to 838255** (part of the Veterans Crisis Line)
- American Red Cross at redcross.org for information about disaster services and disaster training. Disaster workers and volunteers provide food, shelter, comfort and care for families affected by major disasters such as fire, hurricanes and tornadoes.

