Document N: Course and Program Development:
IMPACT AND APPROVAL SIGNATURES

See Course and Program Development Policy and Procedures (www.ubalt.edu/provost) for instructions.

SCHOOL: ○ LAW ○ MSB ○ CAS ◉ CPA

CONTACT NAME: Debra L. Stanley **PHONE:** 6082

DEPARTMENT/DIVISION: School of Criminal Justice **DATE PREPARED:** 2/12/2015

PROPOSED SEMESTER OF IMPLEMENTATION: ◉ fall ○ spring **YEAR:** 2015

TYPE OF ACTION: ◉ add (new) ○ deactivate ○ modify ○ other

LEVEL OF ACTION: ○ noncredit ○ undergraduate ◉ graduate ○ other

ACTION BEING REQUESTED (select one category, either Course Actions or Program Actions):

◉ ***COURSE ACTIONS*** ○ ***PROGRAM ACTIONS***

Original Subject Code/Course Number:

CRJU 684

Original Course Title:

Responding to Trauma

Original Program Title:

*Select one or multiple actions from **one** of the lists below (review the list of necessary documents and signatures):*

	COURSE ACTIONS
	1. Experimental Course
	2. Course Title
	3. Course Credits
	4. Course Number
	5. Course Level
	6. Pre- and Co-Requisite
	7. Course Description
✔	8. New Course
	9. Deactivate Course
	22. Other

	PROGRAM ACTIONS
	10. Program Requirements
	11a. Undergraduate Specialization (24 credits or fewer)
	11b. Master's Specialization (12 credits or fewer)
	11c. Doctoral Specialization (18 credits or fewer)
	12. Minor (add or delete)
	13. Closed Site Program
	14. Program Suspension
	15. Program Reactivation
	16a. Certificate Program (UG/G) exclusively within existing degree program
	16b. Certificate Program (UG/G) outside of or across degree programs (12 or more credits)
	17. Off-Campus Delivery of Existing Programs
	18a. Undergraduate Concentration (exceeds 24 credits)
	18b. Master's Concentration (exceeds 12 credits)
	18c. Doctoral Concentration (exceeds 18 credits)
	19. Program Title Change
	20. Program Termination
	21. New Degree Program
	22. Other

ADDITIONAL DOCUMENTATION (check all appropriate boxes of documents included; *review the list of necessary documents*):

☑ summary proposal (O) ☑ course definition document (P) ☐ full five-page MHEC proposal (Q)

☐ financial tables (MHEC) (R) ☐ other documents as may be required by MHEC/USM (S) ☐ other (T)

IMPACT REVIEW *(review the list of necessary signatures)*:

Impacted Entity	Signature	Date
a. Library ❑ no impact ❑ impact statement attached		
b. OTS ❑ no impact ❑ impact statement attached		
c. University Relations ❑ no impact ❑ impact statement attached		
d. Admissions ❑ no impact ❑ impact statement attached		
e. Records ❑ no impact ❑ impact statement attached		

APPROVAL SEQUENCE *(review the list of necessary signatures)*:

Approval Level	Signature	Date
A. Department/Division (Chair)	Debra L Stanley	3/10/15
B. General Education (for No. 7, 8)		
C. Final Faculty Review Body Within Each School (Chair)		3/10/15
D. Dean		3/13/15
E. University Faculty Senate (Chair)		
F. University Council (Chair)[1]		
G. Provost and Senior Vice President for Academic Affairs		3/22/15
H. President		
I. Board of Regents (notification only)		
J. Board of Regents (approval)		
K. MHEC (notification only)		
L. MHEC (approval)		
M. Middle States Association notification	Required only if the University's mission is changed by the action	

[1] University Council *review* (for recommendation to the president or back to the provost) shall be limited to curricular or academic policy issues that may potentially affect the University's mission and strategic planning, or have a significant impact on the generation or allocation of its financial resources.

Document O: Course and Program Development: SUMMARY PROPOSAL

See Course and Program Development Policy and Procedures (www.ubalt.edu/provost) for instructions.

SCHOOL: ○ LAW ○ MSB ○ CAS ◉ CPA

CONTACT NAME: Debra L. Stanley **PHONE:** 6082

DEPARTMENT/DIVISION: School of Criminal Justice **DATE PREPARED:** 2/12/2015

PROPOSED SEMESTER OF IMPLEMENTATION: ◉ fall ○ spring **YEAR:** 2015

ACTION BEING REQUESTED (select one category, either Course Actions or Program Actions):

◉ ***COURSE ACTIONS*** ○ ***PROGRAM ACTIONS***

Original Subject Code/Course Number:

CRJU 684

Original Program Title:

Original Course Title:

Responding to Trauma

*Select one or multiple actions from **one** of the lists below (review the list of necessary documents and signatures):*

COURSE ACTIONS	
	1. Experimental Course
	2. Course Title
	3. Course Credits
	4. Course Number
	5. Course Level
	6. Pre- and Co-Requisite
	7. Course Description
✔	8. New Course
	9. Deactivate Course
	22. Other

PROGRAM ACTIONS	
	10. Program Requirements
	11a. Undergraduate Specialization (24 credits or fewer)
	11b. Master's Specialization (12 credits or fewer)
	11c. Doctoral Specialization (18 credits or fewer)
	12. Minor (add or delete)
	13. Closed Site Program
	14. Program Suspension
	15. Program Reactivation
	16a. Certificate Program (UG/G) exclusively within existing degree program
	16b. Certificate Program (UG/G) outside of or across degree programs (12 or more credits)
	17. Off-Campus Delivery of Existing Programs
	18a. Undergraduate Concentration (exceeds 24 credits)
	18b. Master's Concentration (exceeds 12 credits)
	18c. Doctoral Concentration (exceeds 18 credits)
	19. Program Title Change
	20. Program Termination
	21. New Degree Program
	22. Other

For changes to existing courses:

OLD TITLE **SUBJECT CODE/COURSE NO.** **CREDITS**

NEW TITLE **SUBJECT CODE/COURSE NO.** **CREDITS**

DESCRIBE THE REQUESTED COURSE/PROGRAM ACTION (additional pages may be attached if necessary):

A new course required in the post-Baccalaureate Trauma Informed Certificate for students exclusively enrolled in the MSCJ Program.

SET FORTH THE RATIONALE FOR THIS PROPOSAL:

This course is a foundational course for the post-Baccalaureate Trauma Informed Certificate program.

Course description:

Provides an understanding of trauma symptoms and the specific needs of trauma survivors, describes approaches for engaging individuals with histories of trauma, examines the tools to identify and screen for trauma and other mental health disorders to facilitate early intervention and treatment referrals. Increases knowledge and skills on trauma-specific services, and self-care methods for reducing symptoms of vicarious trauma and burn-out.

DOCUMENT P: COURSE DEFINITION

See Course and Program Development Policy and Procedures (http://www.ubalt.edu/template.cfm?page=257) for instructions.

1. DATE PREPARED 2/12/2015

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2. PREPARED BY

Debra L. Stanley, Ph.D.

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3. DEPARTMENT/DIVISION School of Criminal Justice

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4. COURSE NUMBER(S) with SUBJECT CODE(S: CRJU 684

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5. COURSE TITLE Responding to Trauma

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6. CREDIT HOURS 3 credits

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7. CATALOG DESCRIPTION Provides an understanding of trauma symptoms and the needs of trauma survivors; describes approaches for engaging individuals with histories of trauma; describes client-centered communication and interviewing skills for working with trauma; examines tools to identify and screen for trauma and mental health disorders to facilitate early intervention and treatment referrals. Increases knowledge of trauma-specific services, community resources, and self-care methods for reducing symptoms of vicarious trauma and burn-out.

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8. PREREQUISITES none

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9. COURSE PURPOSE (how the course is to be used in the curriculum; e.g., required for the major, elective, etc.) required for the Trauma Informed Certificate

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10. GENERAL EDUCATION AREA (if applicable; e.g., social sciences, humanities, mathematics, etc.) n/a

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11. COURSE TYPE/COMPONENT (clinical, continuance, discussion, field studies, independent study, laboratory, lecture, practicum, research, seminar, supervision, thesis research, tutorial or workshop; **and traditional lecture.**

12. FACULTY QUALIFIED TO TEACH COURSE **Debra Stanley, Heather Pfeifer, Tara Richards, and select adjunct professors in SCJ.**

13. CONTENT OUTLINE

- Provide an understanding of trauma symptoms and needs of trauma survivors
  - Understand the models and various types of trauma
  - Recognize the symptoms of trauma
  - Become aware and knowledgeable about the impact and consequences of traumatic experiences for individuals, families, and communities
  - Discuss the emotional, physical and behavioral impact of trauma
  - Understand the diverse needs of individual survivors of trauma
- Describe approaches for engaging individuals with histories of trauma
  - Develop strategies for working with individuals toward successful processing through the criminal justice system
  - Recognize strategies for facilitating recovery and maintaining a trauma framework
  - Engage resistant client in treatment
- Describe client-centered communication and interviewing skills
  - Identify effective methods for communicating and engaging with individuals with trauma Histories
- Examine the tools for identifying and screening trauma and mental health disorders
  - Identify appropriate trauma-related screening and assessment tools
  - Recognize the need for specific trauma-informed treatment planning strategies that support individual's recovery
- Identify trauma specific services, community resources, and self care methods
  - Integrate trauma interventions into the criminal justice treatment plan and case management
  -

14. LEARNING GOALS **At the completion of the course students will be able to –**

- Identify trauma symptoms
- Identify needs of trauma survivors
- Define approaches for engaging individuals
- Understand and use client centered communication and interviewing skills
- Identify and use screening and assessment instruments for identifying and screening trauma, addictions, and mental health disorders
- Recognize trauma specific services and other community resources
- Recognize self care methods for addressing vicarious trauma and compassion fatigue

15. ASSESSMENT STRATEGIES The learning goals will be assessed through case studies, exams, student papers and presentations. Specifically, students will learn to analyze case studies and critique the current literature.

16. SUGGESTED TEXT(S) and MATERIALS (e.g. textbooks, equipment, software, etc., that students must purchase)

Most of the reading materials will be drawn from a variety of sources: published journal articles, intervention tools and models, public reports, cases, and agencies policies and procedures. To include a variety of research publications and presentations:

Tolin, D. F. & Foa, E. B. (2006). Sex differences in trauma and posttraumatic stress disorder: Aquantitative review of 25 years of research. Psychological Bulletin, 132, 959–992.

van der Kolk, B. A., McFarlane, A. C., & Weisaeth, L. (1996). Traumatic stress: the effects of overwhelming experience on mind, body, and society. New York: Guilford Press.

In Trauma-Informed Juvenile Justice Roundtable: Current Issues and New Directions in Creating Trauma-Informed Juvenile Justice Systems (2013) (PDF), Carly B. Dierkhising, Susan Ko, and Jane Halladay Goldman, staff at the National Center for Child Traumatic Stress, discuss the Juvenile Justice Roundtable event, describe the current issues and essential elements of a trauma-informed JJ system, and outline possible new directions for the future.

In Trauma-Informed Assessment and Intervention (2013) (PDF), Patricia Kerig, Professor at the University of Utah, discusses how trauma-informed screening and assessment and evidence-based treatments play integral roles in supporting traumatized youth, explores the challenges of implementing and sustaining these practices, and highlights practice examples for integrating them into a justice setting.

Assessing Exposure to Psychological Trauma and Posttraumatic Stress in the Juvenile Justice Population (2004) (PDF)
This factsheet explores the importance, clinical considerations and approaches to assessing for psychological trauma and post-traumatic stress with youth in the juvenile justice population. It addresses challenges that are unique to assessment within the juvenile justice environment.

Greenwald, R. (2009) Treating Problem Behaviors: A Trauma Informed Approach Routledge Publishing.

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17. SPECIAL GRADING OPTIONS (if applicable) none

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18. SUGGESTED CLASS SIZE 25

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19. LAB FEES (if applicable) none