COURSE APPROVAL DOCUMENT
Southeast Missouri State University

Department: __Human Environmental Studies_________________________ Course No. CF 385

Title of Course: __Stress, Violence, Trauma and Families_________________________ Date: Spring 2016

Please check: X New Revision

I. Catalog Description:
An overview of the causes, signs, adaptations and impact of stress, violence, and trauma on the family. Theoretical models application. (3)

II. Co- or Prerequisite(s):
CF209 – Intro to Family Process and Systems

III. Purposes or Objectives of the Course (optional): The student will be able to:

A. Identify life cycle transitions and assess their potential for stress and crises.
B. Describe demographic trends related to stress, violence, and trauma involving families.
C. Identify causes, signs and behaviors associated with stress, violence and trauma.
D. Define and discuss major issues related to traumatic events and experiences.
E. Review theoretical models of stress, crises and trauma.
F. Assessment of families’ potential to function in relation to traumatic events.

Add additional Objectives as needed

IV. Student Learning Outcomes (Minimum of 3): The student will

A. Match theoretical models of family stress/crises with family case studies.
B. Analyze risk factors for violence in family systems.
C. Identify stressors common to typical family life transitions.

V. Optional departmental/college requirements:

NA

VI. Course Content or Outline (Indicate number of class hours per unit or section):

Course Outline

A. Introduction of the course, instructor, students
   Content Assignments, expectations for Students, for Instructor
   Academic background, experience, Interests of instructor
   Majors, experience, interests of students
   Hours

B. Stress
   Definitions
   The Toll of Stress
   Resources and Coping Strategies
   Common Transitional Stressors
   Typical Family Stressors
   Money/Poverty
   Children
   Housekeeping, “work/life balance”
   Relationships
   Caregiving
   Hours
Holidays – the “good” stuff on the scale
Fear, uncertainty
Attitudes and perceptions
Expectations
Change
Ambiguity

C. Violence
Definitions
Physical
Sexual
Psychological
Economic

Theories/Law
Cycle of Abuse
Power & Control Wheel
Conflict Tactics Scale
Mandated Reporting

Intimate Partner Violence
Signs
Common
Intimate Terrorism
Violent Resistance
Mutual Violent Control
Stalking/Cyberstalking
The Decision to Leave
The Law
Shelters
Consequences for the Abused

Rape
Statistics (by sex/ethnicity)
Culture
Drugs

Child Abuse
Signs
Who abuses?
Micro and Macro Causes
Outcomes for Children

Elder Abuse
Signs
Statistics

D. Crisis
Phases of Crisis Development
Event
Focus on “victim”
Finding Blame
Resolution/Reorganization

Review of Theoretical Models
ABC-X
Double ABC-X
FARR
Typology
Resiliency
Family Distress
Contextual

Crisis Management
Resources

E. Trauma
Definitions of Trauma
Fear trauma
Betrayal trauma
Interpersonal trauma
Secondary trauma
Vicarious Trauma

Trauma Informed Environments
Risk Factors

Trauma Symptoms and Responses
Post traumatic Stress Syndrome
Childhood Trauma

Resources

Total Hours 45

Please Attach copy of class syllabus and schedule as an example

Signature: ___________________________ Date: ________________
Chair

Signature: ___________________________ Date: ________________
Dean
Southeast Missouri State University
Course Syllabus
CF385  Stress, Violence, Trauma and Families

Meeting Days/Time: MWF 10
Room:

Instructor: Trish Farrish, MS, CFLE
Office: Scully 110A
Phone: (573) 651-2261
Email: pfarrish@semo.edu
Office Hours: MWF: 2:00   TR: 9:00


Course Objectives:

A. Identify life cycle transitions and assess their potential for stress.
B. Describe demographic trends occurring in stress, violence, and trauma involving families.
C. Identify causes, signs and behaviors associated with stress, violence and trauma.
D. Define and discuss major issues related traumatic events and experiences.
E. Review theoretical models of stress, crises and trauma.
F. Assessment of families potential to function in relation to traumatic events.

Student Learning Outcomes: (SLO’s)

A. Match theoretical models of family stress/crises with family case studies.
B. Analyze risk factors for violence in family systems.
C. Identify stressors common to typical family life transitions.

Methods of Evaluation:

3 Tests   @   100 pts each   300 pts
11 quizzes @ 10 pts each   100 pts (will drop lowest score)
6 in class assignments @ 50 pts each   300 pts
1 Research Paper @ 100 pts each 100 pts
Total points possible  800 pts

Grading Scale: 90-100% = A, 80-89% = B, 70-79% = C, 60-69% = D, 0-59% = F

Policies and Procedures:

Cell Phones and Other Electronic Devices. Not allowed unless the student meets special provisions from the Office of Disability Services. All such devices must be turned off/silenced and put away prior to beginning of class. If a pending situation requires you to be accessible by phone during class time, clear this with the professor before class begins. Failure to adhere to this policy will result in loss of class participation points.
Accessibility Statement. If a student has a special need addressed by the ADA and requires material in an alternative format, please notify the instructor at the beginning of the course. Reasonable efforts will be made to accommodate special needs. Please refer to the University’s official accessibility statement here: [http://www.semo.edu/pdf/old/ds_working-with-studentsS2.pdf](http://www.semo.edu/pdf/old/ds_working-with-studentsS2.pdf)

Academic Honesty. Academic honesty is one of the most important qualities influencing the character and vitality of an educational institution. Academic misconduct or dishonesty is inconsistent with membership in an academic community and cannot be accepted. Violations of academic honesty represent a serious breach of discipline and may be considered grounds for disciplinary action, including dismissal from the University. Academic dishonesty is defined to include those acts which would deceive, cheat, or defraud so as to promote or enhance one’s scholastic record. Knowingly or actively assisting any person in the commission of an above-mentioned act is also academic dishonesty. Students are responsible for upholding the principles of academic honesty in accordance with the “University Statement of Student Rights” found in the STUDENT HANDBOOK. The University requires that all assignments submitted to faculty members by students be the work of the individual student submitting the work.

Civil Policy: [http://semo.edu/search_results.html?q=civility+statement](http://semo.edu/search_results.html?q=civility+statement)

Integrity Procedures: Students in this course that have a grievance concerning a course grade, faculty member, instructional procedure, or other issues related to this course must first discuss with the appropriate faculty member in an effort to resolve the issue. If the issue can not be resolved, the Chair of the Department of Human Environmental Studies may be contacted – Shelba Branscum, Ph.D.

Schedule:

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Introduction of the course, instructor, students content, assignments Stress: Definitions</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>The toll of Stress Resources and Coping Strategies Begin theoretical models: ABC-X</td>
<td>Holmes &amp; Rahe Stress Scale</td>
</tr>
<tr>
<td>3.</td>
<td>Theoretical models, cont’d: Double ABC-X, Farr</td>
<td>Case Studies</td>
</tr>
<tr>
<td>5.</td>
<td>Family Violence-Definitions Theories of violence, intimate partners</td>
<td>Case Studies</td>
</tr>
<tr>
<td>6.</td>
<td>Familial Violence: Rape, Child abuse</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>Mandated Reporting Intimate Partner Violence Signs, Common, Intimate Terrorism, Violent Resistance, Mutual Violent Control</td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>Stalking/Cyberstalking, The Decision to Leave, The Law, Shelters, Outcomes</td>
<td>Case Studies</td>
</tr>
<tr>
<td></td>
<td>Elder Abuse signs-consequences-demographics</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>--------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>Crises management</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Typology, resiliency, family distress</td>
<td></td>
</tr>
<tr>
<td>11.</td>
<td>Review of theoretical crises models</td>
<td></td>
</tr>
<tr>
<td>12.</td>
<td>Typical family crises-prevention</td>
<td></td>
</tr>
<tr>
<td>13.</td>
<td>Definitions of trauma</td>
<td></td>
</tr>
<tr>
<td>14.</td>
<td>Post traumatic stress syndrome</td>
<td></td>
</tr>
<tr>
<td>15.</td>
<td>Trauma Informed Environments-risk factors</td>
<td></td>
</tr>
<tr>
<td>16.</td>
<td>Resources</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Review for Final exam</td>
<td></td>
</tr>
</tbody>
</table>

Final Exam: