

College Curriculum Proposal Approval and Routing Form

TITLE OF PROPOSAL: Psychology of Trauma & Disaster

Originating Faculty: Kate Yurgil

Department/College: Psychological Sciences Chairperson: Erin Dupuis

Contact Phone/Email: (504) 865-3325, kyurgil@loyno.edu

Type of Proposal (Check all that apply):

New Major¹ New Minor New Concentration Revise Existing Program

New Course Change to Existing Course Discontinue Program

Undergraduate Graduate Online Professional & Cont. Studies Other

1. Resources and Fees:


If this is a proposed revision, are there existing fees? n/a No Yes \$

Will course or program fees be required for this course/program? No Yes \$

Are new resources needed for implementing this proposal? No Yes

If yes, include complete description and dollar amount in proposal.

2. College Review and Approvals:

a. Department/School  (Chair) Date: 2/20/17
Approved Not Approved

b. College Curriculum Committee _____ (Chair) Date: _____
Approved Not Approved

c. College Dean _____ Date: _____
Supported Not Supported

3. Intercollegiate Review and Recommendations Required as applicable to proposal:

a. Online Education Committee _____ (Chair) Date: _____
Recommended Not Recommended

b. Professional and Continuing Studies Committee _____ (Chair) Date: _____
Recommended Not Recommended

c. Graduate Council _____ (Chair) Date: _____
Recommended Not Recommended

4. University² Recommendations Required as applicable to proposal:

a. University Courses & Curriculum Committee _____ (Chair) Date: _____
Recommended Not Recommended

b. Standing Council for Academic Planning _____ (Chair) Date: _____
Recommended Not Recommended

¹ New Degree to be Offered---Requires SACS Notification 6 Months Prior to Start

² Approval by the Strategic Planning Team, University Budget Committee, and/or Board of Trustees may be required for proposals that have significant impact on resources or mission. Proposals to establish or discontinue degree programs require approval by Board of Trustees and SACS.

Course Description:

This course is intended as a mid-upper level introduction to the study of psychology's psychological trauma and the impact of natural and man-made disasters on mental health. Through instruction, discussion, and critical thought students will examine: 1) the various immediate and long-term psychophysiological responses to traumatic events, 2) factors that predict resilience vs. psychological distress, 3) vulnerable populations and group responses to trauma, and 4) how social and cultural factors as well as the media shape perception of trauma victims. In addition, students will complete a paper that examines the short- and long-term impact of trauma on an individual, group, or institution, and what lessons can be learned for future victims, communities, and responders.

I. Course Justification

This course will be an elective for majors and minors in Psychological Sciences. At the present time, there is a need for available mid-level electives for Psychology majors/minors. The proposed course would not replace any current courses, but would give students an additional elective option.

Due to the unpredictable nature of major life events, there is a growing need to understand both the immediate and long-term impact of trauma in order to assist those on the road to psychological recovery. Furthermore, it is important to examine how interpersonal, social, and environmental factors influence our response to trauma victims and our likelihood of helping those in need. A course in Psychology of Trauma and Disaster would enhance psychology students' education and citizenry, instill Jesuit values of service and social justice, and provide foundational knowledge for students who wish to pursue a career in clinical mental health or other health-related field.

The topic and goals of the course are compatible with the Academic Plan for the University and for the College of Arts and Sciences. As stated in the strategic plan:

In keeping with the Loyola University Mission to prepare students to "lead meaningful lives with and for others," and to "work for a more just world," the College will recruit and retain students who can become productive and socially responsible leaders in their communities and society, dedicated to the Ignatian traditions of faith, service, and justice."

A course in Psychology of Trauma and Disaster will require students to think critically about psychophysiological, interpersonal, and societal responses to disaster and trauma. For example, one core issue concerns identifying environmental and individual factors that predict resilience vs. distress (e.g., post-traumatic stress). Further, knowledge of psychological reactions to trauma is necessary for many different mental health professions (e.g., counseling, social work, disaster relief, first responders, and so on) and is pertinent to coping with unpredictable stressful events in everyday life.

II. Impact on the Curriculum:

A. This course will add a needed psychology elective to our existing curriculum. The course will add an option for students who may be interested in learning more about psychology and trauma or who may be interested in pursuing a career in counseling, public health, or disaster relief.

B. The course will be an elective course in the curriculum and will not increase or decrease the major/adjunct/elective hour distribution.

III. Impact of a new course on frequency of course offerings:

- A. This course will increase the number of courses offered during the semester.
- B. The proposed course depends upon the availability of instructors in the psychology department. The faculty member who would teach this course normally teaches several other required courses which would take priority over the proposed elective. Currently, no other courses would need to be dropped to accommodate the proposed elective course.
- C. There will be no impact on enrollments in other courses, nor will it prevent a core or required course from being offered.
- D. As an elective course for Psychology majors/minors the impact on other departments within the college should be minimal.
- E. Letters of support are attached from the Chair of Psychological Science.
- F. An example syllabus is attached.

IV. Attach a detailed plan for assessment of the proposed course that includes the following elements:

A. Student learning outcomes for this course that are tied to course content and assignments. Key Question: What do you want student to know or be able to do at the end of this course?

The learning outcomes are stated on the course syllabus and paraphrased below.

1. Students will gain an understanding of the immediate physical and emotional stages of disaster responses. In doing so, students will examine characteristics of both normative and extreme physiological, psychological, and interpersonal responses to disaster and trauma.
2. Students will identify significant environmental, social, and individualistic factors that predict the overall severity of post-traumatic psychological distress or resilience.
3. Students will examine the role of the media and other social factors in disaster response. Specifically, students will understand how the media may influence the perception of victims as well as how we respond to trauma victims.

In sum, at the end of the course we want students to have an understanding of the immediate and long-term impact trauma can have on an individual, community, or institution. Greater awareness of the far-reaching implications of trauma will hopefully encourage students to be socially conscious and prepared citizens.

B. Methods, tools, instruments that will be employed to measure success. Describe methods for measuring inputs and outputs. Key Question: What the indicators of learning and course effectiveness?

PSYCA 220 is intended to be a seminar-inspired lecture course. Traditional lecture material will be further examined and applied through discussion of course text, scientific papers, news stories, and

clinical assessment criteria. Students will prepare and submit questions pertaining to reading assignments to (1) ensure the material is read, (2) ensure the material is understood, and (3) stimulate class discussion.

Mastery of the material will be assessed through numerous exams throughout the semester as well as a final application paper, for which students must integrate course material and examine how a particular traumatic event affected an individual, group, or institution. The paper will also develop students' critical thinking and writing skills.

C. Criteria that will be used to measure accomplishments or outcomes. Key Question: How will we know that we are having a positive impact on our students' learning?

Student learning will be assessed via three mechanisms:

1. Exam scores
2. Depth of discussion questions generated for assigned readings. The attached document details instructions given to students for generating critical questions of assigned readings.
3. Application paper. The attached rubric created by the instructor should show detailed content criteria. This rubric will be available to students early in the semester to provide clear expectations.

D. Frequency and schedule of assessment of student learning in this course.

Student learning will be assessed regularly throughout the semester. Discussions of assigned readings take place at least once per week to ensure student comprehension of material. Five exams are scheduled throughout the semester in an effort to reduce course content into manageable units. The final application paper is a culminating project due at the end of the semester designed to integrate all course material. Please refer to the attached course syllabus for detailed schedule of topics, assignments, and exams.

E. Describe mechanisms that will be in place to ensure continuous improvement of course.

Feedback from individual assessments described in IV C will be used to make any necessary improvements of the course (i.e., maintain course elements that are successful and/or modify or eliminate elements that are not).

F. Structure and process for administrative and academic oversight of course.

In keeping with departmental policies, PSYCA 220 will be assessed through course evaluations and oversight by other faculty in the department.

G. Impact of course on accreditation or certification.

This course is an elective and has no impact on accreditation or certification.

V. Impact on the Budget

- A. There will be no impact on staffing.
- B. There will be no impact on support services.
- C. There will be no new equipment needed.
- D. There will be no need for additional physical space.
- E. There will be no negative impact on other departments.

Course Syllabus

PSYC-A220: Psychology of Trauma & Disaster

Instructor: Dr. Kate Yurgil

Office: Monroe 369	Class Room:
Phone: (504) 865-3325	Class Times:
Email: kyurgil@loyno.edu	Office Hours:

Required Text: Amanda Ripley (2008). *The Unthinkable – Who Survives When Disaster Strikes*. Crown Publishers: New York.

ISBN: 9780307352903 Bookstore Price:

Additional readings will be provided throughout the course. For a list of additional readings, please see page 8 of the course syllabus.

COURSE DESCRIPTION

Who survives in the wake of a disaster? When faced with fear, why do some individuals freeze while others jump to action? What factors predict resiliency and growth after trauma? These are but a few questions that we will try to answer as we examine psychological and physiological responses to disaster and trauma. Using empirical and clinical research, case histories, and personal narratives, students will explore topics including the human stress response, coping and resilience, memory and trauma, and reactions of non-victims.

COURSE OBJECTIVES

1. Students will gain an understanding of both normative and extreme physiological, psychological, and interpersonal responses to disaster and trauma.
2. Students will identify significant environmental and individualistic factors that predict the overall severity of post-traumatic psychological distress or resilience.
3. Students will examine the role of the media and other social factors in disaster response.

STUDENT ADVISORY:

This is NOT a clinical or therapeutic course, but rather an *analytical* course on how we respond to stress and trauma. We will be discussing the nature and impact of traumatic events, including some potentially stressful or sensitive topics. Some of these topics may trigger uncomfortable memories or emotions related to your OWN past experiences. **If you have experienced a traumatic event, regardless of your stage of recovery, I urge you to speak to me prior to enrolling in this course.**

COURSE STRUCTURE & REQUIREMENTS

Lecture & Assigned Reading

This 3-credit course includes a combination of lecture, discussion, and demonstration. Students will be expected to have read the assigned book chapters and articles *before* coming to class and should come to class prepared to discuss topics and ask questions.

Grading

Your final grade in this course will be based on the following performance scale (final grades NOT negotiable):

Percentage of Total Points	Grade Letter	Grade Value
93 - 100%	A	4.0
90 - 92.9%	A-	3.7
87 - 89.9%	B+	3.3
83 - 86.9%	B	3.0
80 - 82.9%	B-	2.7
77 - 79.9%	C+	2.3
73 - 76.9%	C	2.0
70 - 72.9%	C-	1.7
67 - 69.9%	D+	1.3
60 - 66.9%	D	1.0
<60%	F	0.0

Attendance & Participation (10 points)

Attendance will be taken each scheduled class, and students are responsible for signing the attendance roster. Failure to do so will result in an absence for that class period. You will be allowed 2 absences (excused or unexcused) for this course without penalty. Three or more absences will result in a loss of 5 points per absence.

Please make every effort to be on time, as late arrivals are disruptive to both instructor and other students. In the event that you arrive late and I have already taken attendance, you must let me know **that same class session** – otherwise you will be marked absent.

An excused absence will be granted **ONLY** for a family emergency, documented illness, or university-related commitment that conflicts with class meeting times. If you anticipate missing class for any of these reasons, you must email me (kyurgil@loyno.edu) as soon as possible. I may require documentation for your absence.

Students are responsible for ALL material and information presented during an absence, even if the absence is excused. I strongly suggest you obtain notes you missed from a fellow classmate. You may also meet with me during my scheduled office hours to discuss any questions you may have regarding missed material.

Discussion Questions (10 points)

There will be various reading assignments throughout the semester that will be posted on Blackboard. *A list of Course Readings can be found on page 8 of the course syllabus.* For **10 of the 15** assigned readings, you will develop **TWO** questions to use in classroom discussions. Each set of questions is worth 1 point, for a maximum of 10 points. The purpose of these questions is to (1) ensure that you read the material, (2) stimulate classroom discussions, and (3) inform me of any

misunderstandings you may have of the material, which will then help me focus my lectures. In addition, some questions may be used as items on course exams.

You must prepare TWO COPIES of your questions: one hard copy to be submitted to the instructor on the date specified on the course schedule, and the second copy (can be a photo) will be used for small group discussion. Discussion questions may be hand-written or typed and will be graded on the depth and persuasiveness of your questions, your understanding of the readings, spelling, grammar, and punctuation. *Guidelines on creating discussion questions can be found on page 9 of the course syllabus.* Keep in mind that just because you submit a set of questions does NOT guarantee you will receive points. **Late discussion questions will not be accepted.**

Exams (~50 points each)

There will be 4 exams and 1 non-cumulative final exam administered in class. Each exam will be worth approximately 50 points (points may vary slightly) and will consist primarily of multiple-choice and short answer questions covering material from class discussions and reading assignments. Make-up exams are not given. Exceptions can be made ONLY for extreme and verifiable circumstances (hospitalization, family emergency, or athletic event) and with prior permission from the instructor.

Trauma Paper (80 points)

The impact of trauma is as broad as it is deep, affecting individuals and populations alike for mere minutes to entire lifetimes. Students will prepare a 6-page reflection paper that delves into some aspect of the impact trauma has on an individual, group, or institution. Paper topics will be brainstormed in class, and final topics will be submitted for approval. Final papers are due on the last day of class in hard copy. no exceptions!

Papers must be typed, double-spaced, in 12-point Times New Roman with 1-inch margins and in compliance with either APA or MLA format. These assignments will be graded on quality of content and clarity of writing. *A grading rubric for the trauma paper can be found on page 10-11 of the course syllabus.* More detailed instructions regarding content, formatting, and grading will be posted on Blackboard and discussed in class.

Extra Credit (10 points maximum)

You may obtain a **maximum of 10 points** to be added to your point total for the class, which may correspond roughly to 2 percentage points, or a letter point increase (B- to a B, etc.). You may earn these points in one of three ways:

- A. Research Participation. (5 points each). You may to participate in up to TWO different research studies conducted by other Loyola students or faculty. To sign up for a research study, first create a user name in the SONA research system then view the different studies available along with their descriptions. When you sign up, note that you will be receiving credit for this course. Please participate earlier rather than later in the semester, as researchers may close out studies once their sample size criteria are met. I cannot award you any research participation points if you fail to participate.
- B. Museum + Paper (5 points). Visit the [National WWII Museum](#) and write a 2-page, double-spaced paper connecting course material with something specific you learned by visiting the museum (person, event, effect, etc). The museum is located at 945 Magazine Street New Orleans, LA 70130, Entrance on Andrew Higgins Drive. Tickets are \$14.50 with student ID. You must submit your paper in hard copy and your museum ticket to receive full credit.

- C. **Film + Paper (5 points)**. Watch a film and write a 2-page, double-spaced paper summarizing the trauma or disaster event and how it affected the character(s), connecting details in the film to topics discussed in class. You may choose one of the following films or submit a different one for approval:

The Fisher King (1991)	Winter's Bone (2010)
Monster (2003)	Precious (2009)
Hotel Rwanda (2004)	Room (2015)
The Machinist (2004)	The Impossible (2012)

COURSE POLICIES

Classroom Etiquette

The study of psychology involves thoughtful questions, experiments, analysis, and interpretation, and the classroom is meant to be a learning environment for both the students and the instructor. Participation in this course is highly valued and strongly encouraged. At all times I expect students to demonstrate respect for the opinions and concerns of everyone in the classroom. Disrespectful attitudes or behavior will not be tolerated.

Electronic Devices

LAPTOPS and TABLET devices are permitted ONLY for class-related activities, such as taking notes or viewing course-related online materials (including Blackboard). Please do not check your email, use social media, instant message, surf, or shop – these activities are incredibly rude and distracting to everyone – you, your classmates, and instructors. CELL PHONES must be turned off/silenced and put away during class. **Violations of any of the above policies will result in a 10-point reduction for each offense.**

Course Communication

You will be responsible for information sent to your Loyola student e-mail account. Please use your Loyola email to communicate with me electronically, and please be respectful! Emails should contain a subject line, appropriate salutation, message, and your name.

I expect students enrolled in this course to use Blackboard. When necessary, I may use Blackboard as a means to post course material and send class announcements. To activate Blackboard, please go to <http://loyno.blackboard.com> or gain access from the university's home page. You must use your Loyola student e-mail account when using Blackboard. If you need help using Blackboard, please visit the Learning Commons desk at the Monroe Library or call 1.888.562.7278.

Ethics

Loyola University expects the highest level of academic honesty and integrity. Academic dishonesty in any form will not be tolerated and honor code violations, including instances of plagiarism will be reported. Plagiarism includes taking material from another source without proper citation, inadequate paraphrasing of a cited source, or re-using your own written work. Punishment for acts of plagiarism are at the discretion of the instructor, and may include failure of the assignment in which plagiarism occurred, failure of the course, and possibly suspension or dismissal from the University.

Please refer to the Loyola University Bulletin for a full explanation of the University's policy on academic dishonesty, including procedures for handling honor code violations (<http://2013bulletin.loyno.edu/academic-honor-code>). The following webpage provides information for avoiding plagiarism: <http://researchguides.loyno.edu/avoidingplagiarism>

Accommodations

If you have a disability and wish to receive accommodations, please contact Disability Services, Marquette Hall 112 (504-865-2990) and/or Dr. Richelle Voelker, Director of Disability Services at rvoelker@loyno.edu. If you wish to receive testing accommodations (e.g., extended test time), you will need to provide the course instructor an official Accommodation Form from Disability Services. The Student Success Center also provides assistance via the Writing Across the Curriculum (WAC) Center. For information regarding WAC, please contact Dr. Robert Bell, Director of Learning Resources and Writing Across the Curriculum, at 504-865-3094 or rbel@loyno.edu.

Emergency Preparedness

At times, ordinary university operations are interrupted as a result of tropical storms, hurricanes, or other emergencies that require evacuation or suspension of on-campus activities. To prepare for such emergencies, all students will do the following during the first week of classes:

1. Practice signing on for each course through Blackboard.
2. Provide regular and alternative e-mail address and phone contact information to each instructor.
 - In the event of an interruption to our course due to the result of an emergency requiring an evacuation or suspension of campus activities, students will:
3. Pack textbooks, assignments, syllabi and any other needed materials for each course and bring during an evacuation/suspension
4. Keep up with course work during the evacuation/suspension as specified on course syllabi and on-line Blackboard courses.
5. Complete any reading and/or writing assignments given by professors before emergency began.
 - Assuming a power source is available...
6. Log on to university Web site within 48 hours of an evacuation/suspension.
7. Monitor the main university site (www.loyno.edu) for general information.
8. Log on to each course through Blackboard or e-mail within 48 hours of an evacuation/suspension to receive further information regarding contacting course instructors for assignments, etc.
9. Complete Blackboard and/or other online assignments posted by professors (students are required to turn in assignments on time during the evacuation/suspension period and once the university campus has reopened.)
10. Contact professors during an evacuation/suspension (or as soon as classes resume on campus) to explain any emergency circumstances that may have prevented them from completing expected work.

Further information about student responsibilities in emergencies is available on the Academic Affairs web site: <http://academicaffairs.loyno.edu/students-emergency-responsibilities>

TENTATIVE SCHEDULE OF TOPICS

Date	Topic	Assignments
8/21	Introduction & Course Overview	
8/23	Disaster Characteristics	
8/25	Disaster Characteristics	
8/28	Disaster Mental Health	Vernberg & Varela (2001)
8/30	Disaster Mental Health	
9/1	Stages of Disaster Reactions	Disaster Response Phases
9/4	<i>LABOR DAY - NO CLASS</i>	
9/6	Impact & Risk Assessment	Ripley Chapters 1 & 2
9/8	Impact & Risk Assessment	
9/11	Review	
9/13	Exam 1	
9/15	Stress Response	Ripley Chapters 3 & 7
9/18	Stress Response	
9/20	Stress Response	
9/22	Coping, Grief & Loss	TBD
9/25	Coping, Grief, & Loss	
9/27	Coping, Grief, & Loss	
9/29	Response Trajectories	Bonanno (2005)
10/2	Response Trajectories	
10/4	Review	
10/6	Exam 2	
10/9	<i>FALL BREAK - NO CLASS</i>	
10/11	Post-traumatic Stress	APA PTSD criteria
10/13	Post-traumatic Stress	
10/16	Trauma & Memory	Lehrer (2012)
10/18	Trauma & Memory	
10/20	PTSD treatment	

10/23	PTSD treatment	
10/25	Post-traumatic Growth (possible guest speaker)	Ripley Chapter 4
10/27	Post-traumatic Growth	
10/30	Review	
11/1	Exam 3	
11/3	Vulnerable Populations	
11/6	Vulnerable Populations	Marusak (2015)
11/8	Group Responses	Ripley Chapters 5 & 6
11/9	Group Responses	
11/10	Cultural Differences	Trespasso-Grullon (2012)
11/13	Cultural Differences	
11/15	Review	
11/17	Exam 4	
11/20	Media, Race, & Poverty	Katrina: 10 Years of Media Neglect (audio)
11/22	<i>THANKSGIVING - NO CLASS</i>	
11/24	<i>THANKSGIVING - NO CLASS</i>	
11/27	Media, Race, & Poverty	
11/29	Learning from the Past	Ripley Chapter 8; RAND (2012)
12/1	Learning from the Past	
12/4	Helping and Heroism	Efthimiou (2016); Friend (2014) TED talk
12/6	Helping and Heroism	
12/8	Review	Final Paper Due
TBD	Exam 5	All Extra Credit Due

Course Reading List

Required Text: Amanda Ripley (2008). *The Unthinkable – Who Survives When Disaster Strikes*. Crown Publishers: New York.

Bonanno, G. A. (2005). Resilience in the face of potential trauma. *Current directions in psychological science*, 14(3), 135-138.

DSM 5 Fact Sheet: Posttraumatic Stress Disorder (2013). American Psychiatric Association. Retrieved from <https://psychiatry.org/psychiatrists/practice/dsm/educational-resources/dsm-5-fact-sheets>

Efthimiou, O. (2015). The search for a hero gene: Fact or fiction?. *Heroism Science*, 1, 1-6.

Friend, S. (2014, March). The hunt for “unexpected genetic heroes” [Video file]. Retrieved from https://www.ted.com/talks/stephen_friend_the_hunt_for_unexpected_genetic_heroes.

Jackson, J. (Producer). (2015, August 21). Katrina 10 years of media neglect [Audio podcast]. Retrieved from <http://fair.org>

Lehrer, J. (2012). The forgetting pill erases painful memories forever. *Wired Magazine*, 17. Retrieved from https://www.wired.com/2012/02/ff_forgettingpill/

Marusak, H. A., Martin, K. R., Etkin, A., & Thomason, M. E. (2015). Childhood trauma exposure disrupts the automatic regulation of emotional processing. *Neuropsychopharmacology*, 40(5), 1250-1258.

Trespasso-Grullon, E. (2012). Differences among ethnic groups in trauma type and PTSD symptom severity. *Graduate Student Journal of Psychology*, 14, 102-112.

US Department of Veterans Affairs - National Center for PTSD. (2000). Phases of Traumatic Stress Reactions in a Disaster. Excerpted from Raphael & Newman (Directors), *Disaster Mental Health Response Handbook*, NSW Health, 2000. Retrieved from <http://www.ptsd.va.gov/professional/trauma/disaster-terrorism/phases-trauma-reactions.asp>

Uscher-Pines, L., & Chandra, A., Acosta, J., & Kellermann, A.L. (June 29, 2012). Why Aren't Americans Listening to Disaster Preparedness Messages?. The RAND Blog. Retrieved from <http://www.rand.org/blog/2012/06/why-arent-americans-listening-to-disaster-preparedness.html>

Vernberg, E.M., & Varela, R.E. (2004). Impact of disasters. In G.P. Koocher, J.C. Norcross, & S.S. Hill (Eds.), *The psychologist's desk reference* (2nd Edition) (pp. 249-254). Oxford, Great Britain: Oxford University Press.

What makes a good discussion question? *

Good discussion questions stimulate thinking beyond factual elements presented in a text. During your reading, ask questions that may help clarify the material, relate the material to other content, evaluate or even question its importance, etc. The reason *why* you are asking a particular question is just as important as the question itself.

Below are some examples of the types of questions I would like you to ask. This list is not exhaustive, so feel free to get creative!

Generic Questions	Specific Skills Involved
What are the strengths and weaknesses of...?	Analysis/Inference
What is the difference between... and...?	Comparison-Contrast
Explain why/how...	Analysis
What would happen if...?	Prediction/hypothesizing
What is the nature of...?	Analysis
Why is...happening?	Analysis/Inference
What is a new example of...?	Application
How could...be used to...	Application
What are the implications of...?	Analysis/Inference
What is...analogous to?	Creation of metaphors/analogies
What do we already know about...?	Prior knowledge
How does...affect...?	Cause-Effect
How does...tie in with what we learned before?	Prior knowledge
What does ...mean?	Analysis
Why is ...important?	Analysis
How are...and...similar?	Comparison-Contrast
How does...apply to everyday life?	Application
What is a counterargument for...?	Rebuttal
What is the best...and why?	Evaluation
What is a solution to the problem of...?	Synthesis
Compare...and...with regard to...	Comparison-Contrast
What do you think causes...? Why?	Cause-effect
Do you agree or disagree with this statement...?	Evaluation
What is another way to look at...?	Shifting perspectives

*Adapted from King, A. (1995). Inquiring minds really do want to know: Using questioning to teach critical thinking. *Teaching of Psychology*, 22, 13-17.

Rubric for Application Trauma Paper (80 points)

Written assignments will be evaluated by the criteria below in order to give you specific feedback to help you improve your writing and critical thinking skills. Your writing will be graded point by point by the items below then summed for an overall score.

	Exemplary	Accomplished	Competent/ Satisfactory	Developing	Unacceptable	Missing	
	5	4	3	2	1	0	Score
Content							
Articulates a specific individual or community that was impacted by a disaster or traumatic event and offers a framework for discussing the impact of the event.							
Provides appropriate pre-impact background information about the individual/community and presents an accurate description of the event.							
Describes how the event initially influenced the individual/community (physically, cognitively, emotionally, etc), drawing connections between these responses and topics discussed in class.							
Examines how cognitive biases discussed in class may have influenced the individual/community's initial response.							
Discusses the event's long-term impact on the individual/community, including chronic symptoms and functional life changes							
Evaluates whether the individual/community's response reflects normal stress response, chronic stress, or post-traumatic growth, again drawing connections with topics discussed in class.							
Evaluates any cultural, contextual, or individual risk/resilience factors that contributed to the person's response over time. This may include coping styles, treatment or therapeutic interventions and their efficacy.							

Examines the public's response to the victim/community impacted by the trauma, and discusses what role (if any) the media played in shaping that response.							
Discusses what efforts, if any, were made to prevent similar future events. If none exist, offer your own thoughts.							
Offering a broad interpretation of the event's impact on the individual/community, including lessons learned and possible future responses.							
Reflects upon the impact this project has had on the student's own life. What will you take away from this? Do you think your own response to trauma will be different – as a victim or nonvictim?							
Organization, Mechanics, and Format							
Organization is purposeful, logical, and suggests a framework for examining topic.							
Title page/header is appropriately formatting according to APA, MLA, or Chicago style.							
In-text citations are appropriately formatted.							
Cited works are listed in an appropriately formatted works cited/references page.							
Punctuation, grammar, spelling, and mechanics are appropriate throughout paper.							

Comments:

Total Score: _____/80