Instructor: Paul E Douthit  
Email: pdouthit@tamuct.edu  
Office Hours: 8:00 to 9:00 AM Mondays and Wednesdays via email

Method of Instruction and Course Access:  
This course meets 60% face-to-face and 40% online using the TAMUCT Canvas Learning Management System:  
[https://tamucte.instructure.com]

Student-Instructor Interaction:  
I will be available to discuss and resolve class-related issues upon notification by email. Officially I will check and reply to emails during the hours of 8:00 to 9:00 AM Monday and Wednesday. I will also check emails on a generally regular basis as well. I would greatly appreciate it if you would remember that there is only 1 of me and many of you, so allow at least 48 hours for a response.

Class Decorum:  
It is intended that the class environment will be conducive to increasing your knowledge about the topic and promoting self-discovery and personal growth. In order for that to occur, it is expected that every student be respectful of the thoughts, emotions, and behaviors of others in this course.

911 Cellular:  
Emergency Warning System for Texas A&M University – Central Texas  
911Cellular is an emergency notification service that gives Texas A&M University-Central Texas the ability to communicate health and safety emergency information quickly via email, text message, and social media. All students are automatically enrolled in 911 Cellular through their myCT email account.

Connect at 911Cellular [https://portal.publicsafetycloud.net/Texas-AM-Central/alert-management] to change where you receive your alerts or to opt out. By staying enrolled in 911Cellular, university officials can quickly pass on safety-related information, regardless of your location.

COURSE INFORMATION

Course Overview  
This course will explore the unique characteristics and symptoms of grief, PTSD, and combat related trauma. Additionally, this course will discuss systemic treatment options in order to help clients meet their treatment goals.

Course Learning Outcomes – this course targets three of the MFT program’s Student Learning Outcomes:

(SLO-3) - Assess how contextual issues affect individual lives and relational dynamics

(SLO-4) - Formulate treatment plans based on individual issues, relational dynamics, and contextual issues.
Develop collaborative relationships with other mental health professionals and agencies within the local community.

It targets these SLO’s through the following Course Learning Outcomes:

1. Identify components and dynamics of grief and loss (SLO-3)
2. Explain the impact that grief and loss have on military families. (SLO-4)
3. Navigate additional resources and services available to military families for grief and loss (SLO-6)
4. Identify symptoms of PTSD (SLO-3)
5. Identify effective treatment strategies for PTSD (SLO-4)
6. Discuss key principles for working systemically in treating individual issues. (SLO-4)

Required Reading –

Textbooks

- Techniques of Grief Therapy – Assessment and Intervention – Edited by Robert A. Neimeyer (TGF/Neimeyer)

COURSE REQUIREMENTS

A.) Class Presentation of a chapter in Casey and Strain textbook of your choice to the class. A selection of chapters to choose from along with different times to present in class in Week 3 and will be given at the beginning of Week 2. The presentation is to be 30 to 45 minutes in length and should include a short period for Q & A. More about this course requirement to follow.

B.) Discussion Boards – 7 DB Forums. The initial post should be at least 250 words. You are required to respond to at least two other initial posts. The responses should be at least 100 words each. The initial posts are due by 10:30am on the designated date and responses are due by 11:59pm on the due date. Points will be deducted for late post.

Discussion Board Rules

This is a space for us to share our idea, engage in dialogues, and learn from each other. Below are criteria for the discussion post, criteria for content of the discussion post, and rules about etiquette.

Criteria for discussion post

The initial post should be at least 250 words. You are required to respond to at least two other initial posts. The responses should be at least 100 words each. The initial posts are due by 8:00am on the designated date. Points will be deducted for late post.
The content of the discussion board should be your own ideas supported by information from the text, assigned readings, PowerPoints, or other scholarly references you find. You post should not entirely consist of quotes from an outside source, regurgitation of someone else’s ideas, or personal stories.

For example:
Big Bird (2012) stated that sexual violence was not an issue in developed countries. I disagree with that statement. I intern at a domestic violence shelter for my practicum and hear about the violence that occurs in this area. Even though Elmo (2013) stated that violence against women is lower in countries that have more liberties for women, violence against women in developed countries is still an epidemic. Since most victims of sexual violence know their perpetrator (Kermit, 2007) and most perpetrator are male (Dora 2013), I believe that we should develop preventative programs in middle and high school about sexual violence.

Discussion Board Etiquette
- Refrain from inappropriate language and personal attacks.
- Review your comments before you post for spelling and grammatical errors and to make sure it’s what you really want to say.
- Do not make sexist, racist, homophobic, or victim-blaming comments at all.
- Disagree with ideas, but do not make personal attacks.
- Be open to be challenged or confronted on your ideas or prejudices.
- Challenge others with the intent of facilitating growth. Do not demean or embarrass others.
- Most of your reply should not be quotes from the initial post.

C.) Final Critical Paper – Students will develop an 8 to 10-page scholarly paper that is to be your reflection upon the knowledge you have gathered during this course regarding trauma in general, PTSD, and grieving in general. I anticipate that you will rely a great deal on both textbooks we have used in this course. Remember to quote passages you take from another source and to use quotes sparingly. I am looking for how you now appreciate the impact that trauma has on us all and especially how longer term trauma such as what soldiers have experienced on deployments in war zones can be challenging to the individual, family, and friends. There will be more on the expectations of this paper later in the course.

Grading Criteria Rubric and Conversion

<table>
<thead>
<tr>
<th>Class Presentation</th>
<th>100 Points</th>
<th>A 250-270 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion Board</td>
<td>70 points</td>
<td>B 229-249 points</td>
</tr>
<tr>
<td>Critical Paper</td>
<td>100 points</td>
<td>C 208-228 points</td>
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<td></td>
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<td>D 187-207 points</td>
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<tr>
<td>Total</td>
<td>170 points</td>
<td>F &lt; 186 points</td>
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</table>

Posting of Grades

All student grades will be posted on Canvas Gradebook. Students should monitor their grade status through this tool.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assigned Readings</th>
<th>Assignment Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1: Monday 7/8</td>
<td>Introduction to course-Who am I and who are you?</td>
<td>To Toward a Developmental Theory of Grief – TGF/Neimeyer pg. 3</td>
<td></td>
</tr>
<tr>
<td>Week 1: Tuesday 7/9</td>
<td>Grief</td>
<td></td>
<td>Progressive Muscle Relaxation-handout &amp; YouTube video- Progressive Muscle Relaxation for</td>
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<tr>
<td>Week</td>
<td></td>
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<tr>
<td><strong>Week 1: Wednesday</strong>&lt;br&gt;7/10 <em>(online)</em></td>
<td>Exploring Grief</td>
<td>Grief is a Form of Love-TGF/Neimeyer pg. 14</td>
<td>Discussion Board</td>
</tr>
<tr>
<td><strong>Week 1: Thursday</strong>&lt;br&gt;7/11</td>
<td>Bereavement &amp; Traumatic Bereavement</td>
<td>Traumatic Bereavement-TGF/Neimeyer pg. 25</td>
<td></td>
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<tr>
<td><strong>Week 2: Monday</strong>&lt;br&gt;7/15</td>
<td>How to Determine the Degree of Bereavement or Grieving</td>
<td>TGF/Neimeyer pg. 37-Part II Assessing Bereavement</td>
<td></td>
</tr>
<tr>
<td><strong>Week 2: Tuesday</strong>&lt;br&gt;7/16 <em>(online)</em></td>
<td>Assessing Bereavement</td>
<td>TGF/Neimeyer pg. 37-Part II Assessing Bereavement</td>
<td>Discussion Board</td>
</tr>
<tr>
<td><strong>Week 2: Wednesday</strong>&lt;br&gt;7/17</td>
<td>Coping with Grief</td>
<td>TGF/Neimeyer pg. 103-Part III Coping with Grief</td>
<td></td>
</tr>
<tr>
<td><strong>Week 2: Thursday</strong>&lt;br&gt;7/18 <em>(online)</em></td>
<td>Trauma</td>
<td>Video found in library-Understanding Trauma by Bessel van der Kolk</td>
<td></td>
</tr>
<tr>
<td><strong>Week 3: Monday</strong>&lt;br&gt;7/22</td>
<td>PTSD</td>
<td>Posttraumatic Stress Disorder: Epidemiology, Diagnosis and Treatment pg. 99-TSRD/Casey and Strain</td>
<td></td>
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<tr>
<td><strong>Week 3: Tuesday</strong>&lt;br&gt;7/23</td>
<td>PTSD</td>
<td>(See above)</td>
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<tr>
<td><strong>Week 3 Wednesday</strong>&lt;br&gt;7/24 <em>(online)</em></td>
<td>PTSD</td>
<td>Video found in library-PTSD and Veterans: A Conversation with Dr. Frank Ochberg</td>
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<tr>
<td><strong>Week 3 Thursday</strong>&lt;br&gt;7/25</td>
<td>Learner Presentations</td>
<td>From Trauma-and Stressor-Related Disorders-a Handbook for Clinicians</td>
<td></td>
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<tr>
<td><strong>Week 4 Monday</strong>&lt;br&gt;7/29 <em>(online)</em></td>
<td>Posttraumatic Stress Disorder in Children</td>
<td>Video found in library-PTSD in Children: Move in the Rhythm of the Child by Frank Ochberb MD</td>
<td></td>
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<tr>
<td><strong>Week 4 Tuesday</strong>&lt;br&gt;7/30</td>
<td>Learner Presentations</td>
<td>From Trauma-and Stressor-Related Disorders-a Handbook for Clinicians</td>
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<tr>
<td><strong>Week 4 Wednesday</strong>&lt;br&gt;7/31</td>
<td>Learner Presentations</td>
<td>From Trauma-and Stressor-Related Disorders-a Handbook for Clinicians</td>
<td></td>
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<tr>
<td><strong>Week 4 Thursday</strong>&lt;br&gt;8/1 <em>(online)</em></td>
<td>Thoughts about your presentation</td>
<td>Self-Reflection</td>
<td>Discussion Board</td>
</tr>
<tr>
<td><strong>Week 5 Monday</strong>&lt;br&gt;8/5 <em>(online)</em></td>
<td>Grief as described by Elizabeth Kubler-Ross (A bit of history)</td>
<td>The Five Stages of Grief-Christina Gregory, PhD; go to following link <a href="http://www.psyc.com/depression.central.html">www.psyc.com/depression.centr al.html</a></td>
<td>Discussion Board</td>
</tr>
<tr>
<td><strong>Week 5 Tuesday</strong>&lt;br&gt;8/6</td>
<td>Discussion on Anxiety and Stress</td>
<td>Progressive Muscle Relaxation, Deep Breathing, Yoga, Mindfulness, and Hypnosis</td>
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<tr>
<td><strong>Week 5 Wednesday</strong>&lt;br&gt;8/7</td>
<td>Final thoughts on Trauma and Grieving</td>
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</tbody>
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TECHNOLOGY REQUIREMENTS AND SUPPORT

Technology Requirements
This course will use the A&M-Central Texas Instructure Canvas learning management system.
Logon to A&M-Central Texas Canvas [https://tamuct.instructure.com].

Username: Your MyCT username (xx123 or everything before the "@" in your MyCT e-mail address)
Password: Your MyCT password

Canvas Support
Use the Canvas Help link, located at the bottom of the left-hand menu, for issues with Canvas. You can select “Chat with Canvas Support,” submit a support request through “Report a Problem,” or call the Canvas support line: 1-844-757-0953.
For issues related to course content and requirements, contact your instructor.

Other Technology Support
For log-in problems, students should contact Help Desk Central.
24 hours a day, 7 days a week:
Email: helpdesk@tamu.edu
Phone: (254) 519-5466
Web Chat: [http://hdc.tamu.edu]

Please let the support technician know you are an A&M-Central Texas student.

UNIVERSITY RESOURCES, PROCEDURES, AND GUIDELINES

Drop Policy.
If you discover that you need to drop this class, you must complete a Drop Request Form [https://www.tamuct.edu/registrar/docs/Drop_Request_Form.pdf].

Professors cannot drop students; this is always the responsibility of the student. The Registrar’s Office will provide a deadline on the Academic Calendar for which the form must be completed, signed and returned. Once you return the signed form to the Registrar’s Office, you must go into Warrior Web and confirm that you are no longer enrolled. If you still show as enrolled, FOLLOW-UP with the Registrar’s Office immediately. You are to attend class until the procedure is complete to avoid penalty for absence. Should you miss the drop deadline or fail to follow the procedure, you will receive an F in the course, which may affect your financial aid and/or VA educational benefits.

Academic Integrity.
Texas A&M University -Central Texas values the integrity of the academic enterprise and strives for the highest standards of academic conduct. A&M-Central Texas expects its students, faculty, and staff to support the adherence to high standards of personal and scholarly conduct to preserve the honor and integrity of the creative community. Academic integrity is defined as a commitment to honesty, trust, fairness, respect, and responsibility. Any deviation by students from this expectation may result in a failing grade for the assignment and potentially a failing grade for the course. Academic misconduct is any act that improperly affects a true and honest evaluation of a student’s academic performance and includes, but is not limited to, cheating on an examination or other academic work, plagiarism and improper citation of sources, using another student’s work, collusion, and the abuse of resource materials. All academic misconduct concerns will be reported to the university’s Office of Student Conduct. Ignorance of the university’s standards and expectations is never an excuse to act with a lack of integrity. When in doubt on collaboration, citation, or any issue, please contact your instructor before taking a course of action.

For more information regarding the Student Conduct process, [https://tamuct.campuslabs.com/engage/organization/tamuct-student-conduct-panel].
If you know of potential honor violations by other students, you may submit a report, [https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=0].

**Academic Accommodations.**
At Texas A&M University-Central Texas, we value an inclusive learning environment where every student has an equal chance to succeed and has the right to a barrier-free education. The Office of Access and Inclusion is responsible for ensuring that students with a disability receive equal access to the university’s programs, services and activities. If you believe you have a disability requiring reasonable accommodations please contact the Office of Access and Inclusion, WH-212; or call (254) 501-5836. Any information you provide is private and confidential and will be treated as such.

For more information please visit our [Access & Inclusion web page](https://www.tamuct.edu/student-affairs/access-inclusion.html).

**Important information for Pregnant and/or Parenting Students.**
Texas A&M University-Central Texas supports students who are pregnant and/or parenting. In accordance with requirements of Title IX and related guidance from US Department of Education’s Office of Civil Rights, the Dean of Student Affairs’ Office can assist students who are pregnant and/or parenting in seeking accommodations related to pregnancy and/or parenting. Students should seek out assistance as early in the pregnancy as possible. For more information, please visit the [Student Affairs web page](https://www.tamuct.edu/student-affairs/index.html). Students may also contact the institution’s Title IX Coordinator. If you would like to read more about these requirements and guidelines online, please visit the website [http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf].

Title IX of the Education Amendments Act of 1972 prohibits discrimination on the basis of sex and gender— including pregnancy, parenting, and all related conditions. A&M-Central Texas is able to provide flexible and individualized reasonable accommodation to pregnant and parenting students. All pregnant and parenting students should contact the Associate Dean in the Division of Student Affairs at (254) 501-5909 to seek out assistance. Students may also contact the University’s Title IX Coordinator.

**Tutoring.**
Tutoring is available to all A&M-Central Texas students, both on-campus and online. Subjects tutored on campus include Accounting, Advanced Math, Biology, Finance, Statistics, Mathematics, and Study Skills. Tutors are available at the Tutoring Center in Warrior Hall, Suite 111.

If you have a question regarding tutor schedules, need to schedule a tutoring session, are interested in becoming a tutor, or have any other question, contact Academic Support Programs at (254) 519-5796, or by emailing Dr. DeEdra Albert-Green at deedra.albertgreen@tamuct.edu.

Chat live with a tutor 24/7 for almost any subject from on your computer! Tutor.com is an online tutoring platform that enables A&M-Central Texas students to log in and receive FREE online tutoring and writing support. This tool provides tutoring in over 40 subject areas. Access Tutor.com through Canvas.

**University Writing Center.**
Located in Warrior Hall 416, the University Writing Center (UWC) at Texas A&M University–Central Texas (TAMUCT) is a free workspace open to all TAMUCT students from 10:00 a.m.-5:00 p.m. Monday thru Thursday with satellite hours in the University Library Monday thru Thursday from 6:00-9:00 p.m. This semester, the UWC is also offering online only hours from 12:00-3:00 p.m. on Saturdays.

Tutors are prepared to help writers of all levels and abilities at any stage of the writing process. While tutors will not write, edit, or grade papers, they will assist students in developing more effective composing practices. By providing a practice audience for students’ ideas and writing, our tutors highlight the ways in which they read and interpret students’ texts, offering guidance and support throughout the various stages of the writing process. In addition, students may work independently in the UWC by checking out a laptop that runs the Microsoft Office suite and connects to WIFI, or by consulting our resources on writing, including all of the relevant style guides. Whether you
Students may arrange a one-on-one session with a trained and experienced writing tutor by visiting the UWC during normal operating hours (both half-hour and hour sessions are available) or by making an appointment via WCOnline. In addition, you can email Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu if you have any questions about the UWC and/or need any assistance with scheduling.

**University Library.**
The University Library provides many services in support of research across campus and at a distance. We offer over 200 electronic databases containing approximately 250,000 eBooks and 82,000 journals, in addition to the 85,000 items in our print collection, which can be mailed to students who live more than 50 miles from campus. Research guides for each subject taught at A&M-Central Texas are available through our website to help students navigate these resources. On campus, the library offers technology including cameras, laptops, microphones, webcams, and digital sound recorders.

Research assistance from a librarian is also available 24 hours a day through our online chat service, and at the reference desk when the library is open. Research sessions can be scheduled for more comprehensive assistance, and may take place on Skype or in-person at the library. Assistance may cover many topics, including how to find articles in peer-reviewed journals, how to cite resources, and how to piece together research for written assignments.

Our 27,000-square-foot facility on the A&M-Central Texas main campus includes student lounges, private study rooms, group work spaces, computer labs, family areas suitable for all ages, and many other features. Services such as interlibrary loan, TexShare, binding, and laminating are available. The library frequently offers workshops, tours, readings, and other events. For more information, please visit our [Library website](http://tamuct.libguides.com/index).

**Absences and Grading**
We are all adults and I fully appreciate that situations arise that are beyond our control; however, I expect you to attend and participate in the classroom experience if at all possible as I trust that it will enhance your overall learning experience in this course.

It is also important that you understand that an initial 5 points will be deducted for all assignments submitted after the deadline. Also, an additional 5 points will be deducted for every additional day an assignment is late.

**INSTRUCTOR POLICIES.**
*If you have any instructor policies list them here – for example, your policy regarding late work.*

*If you have concerns about copyright protection of your syllabus or course materials, consider adding the following notice:*

**Copyright Notice.**
Students should assume that all course material is copyrighted by the respective author(s). Reproduction of course material is prohibited without consent by the author and/or course instructor. Violation of copyright is against the law and Texas A&M University-Central Texas’ Code of Academic Honesty. All alleged violations will be reported to the Office of Student Conduct.

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