

# RPTA 169: TRAUMATOLOGY: AN INTRODUCTION TO POSTTRAUMATIC GROWTH

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## In Workflow

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## Approval Path

1. Tue, 23 Feb 2021 22:26:49 GMT  
Marty Wilson (mcwilson): Rollback to Initiator
2. Thu, 25 Feb 2021 23:54:11 GMT  
Marty Wilson (mcwilson): Approved for RPTA Committee Chair
3. Thu, 25 Feb 2021 23:55:32 GMT  
Marty Wilson (mcwilson): Approved for RPTA Chair
4. Tue, 16 Mar 2021 22:45:10 GMT  
Heather Thompson (heather.thompson): Rollback to Initiator
5. Fri, 14 May 2021 17:00:35 GMT  
Marty Wilson (mcwilson): Approved for RPTA Committee Chair
6. Fri, 14 May 2021 17:01:44 GMT  
Marty Wilson (mcwilson): Approved for RPTA Chair
7. Fri, 14 May 2021 23:43:39 GMT  
Heather Thompson (heather.thompson): Approved for HHS College Committee Chair
8. Sat, 15 May 2021 18:55:43 GMT  
Robert Pieretti (sac19804): Approved for HHS Dean

Date Submitted: Fri, 14 May 2021 16:59:22 GMT

**Viewing: RPTA 169 : Traumatology: An Introduction to Posttraumatic Growth**

**Formerly known as: RPTA 196E**

**Last edit: Fri, 14 May 2021 16:59:20 GMT**

Changes proposed by: Erik Luvaas (210464684)

### Contact(s):

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### Catalog Title:

Traumatology: An Introduction to Posttraumatic Growth

### Class Schedule Title:

Traumatology: An Introduction

### Academic Group: (College)

HHS - Health & Human Services

### Academic Organization: (Department)

Recreation, Parks, and Tourism Administration

**Will this course be offered through the College of Continuing Education (CCE)?**

No

**Catalog Year Effective:**

Spring 2021 (2021/2022 Catalog)

**Subject Area: (prefix)**

RPTA - Recreation, Parks, and Tourism Administration

**Catalog Number: (course number)**

169

**Course ID: (For administrative use only.)**

202606

**Units:**

3

**In what term(s) will this course typically be offered?**

Fall, Spring

**Does this course require a room for its final exam?**

No, final exam does not require a room

**Does this course replace an existing experimental course?**

Yes

**This course replaces the following experimental course:**

RPTA 196E - Traumatology: An Introduction to Posttraumatic Growth

**This course complies with the credit hour policy:**

Yes

**Justification for course proposal:**

Due to changes in graduation requirements (i.e. the need for more GE B5 options for health majors) and the increased life science content added to this course, upper division area B5 classification is requested.

**Course Description: (Not to exceed 80 words and language should conform to catalog copy.)**

Traumatic and challenging life events occur. Although there are levels and degrees of significance and damage, when these events happen, individual survivors, families, friends, health care professionals and communities are affected. This life science course uses critical experiences and observations, pre-existing assumptions, trauma informed care, neuroscience, genetics and contemporary research to analyze and compare ideas and practices involving current rehabilitation models in an effort to guide survivors toward personal resilience, grit and posttraumatic growth (PTG)

**Are one or more field trips required with this course?**

No

**Fee Course?**

No

**Is this course designated as Service Learning?**

No

**Does this course require safety training?**

No

**Does this course require personal protective equipment (PPE)?**

No

**Does this course have prerequisites?**

No

**Does this course have corequisites?**

No

**Graded:**

Letter

**Approval required for enrollment?**

No Approval Required

**Course Component(s) and Classification(s):**

Lecture

**Lecture Classification**

CS#02 - Lecture/Discussion (K-factor=1WTU per unit)

**Lecture Units**

3

**Is this a paired course?**

No

**Is this course crosslisted?**

No

**Can this course be repeated for credit?**

No

**Can the course be taken for credit more than once during the same term?**

No

**Description of the Expected Learning Outcomes: Describe outcomes using the following format: "Students will be able to: 1), 2), etc."**

Students must meet all objectives in order to pass the course. By the end of this course students will:

1. Investigate and analyze neurological, genetic/epigenetic and psychological aspects associated with trauma to form evidence-based conclusion and form reasoned based opinions. (GE area B5: Objective 1&3)
2. Make critical observations and form reasoned opinions using neuro science, genetics and their influence on stress – resilience, mental fitness and posttraumatic growth (PTG) from the perspective of the individual, secondary / vicarious trauma survivor and community. (GE area B5: Objective 2&3)
3. Analyze current rehabilitative practices and underlying assumptions by comparing and contrasting them to contemporary practices that promote resilience, grit and encourage post traumatic growth (PTG). (GE area B5: Objective 2 &3)
4. Evaluate mental health issues and form reasoned opinions about trauma as a personal, public and ethical concerns including issues with foster youth, veterans, first responders, clinicians. (GE area B5: Objective 2)
5. Compare and contrast aspects of an existing rehabilitation program to create a specific intervention or recommend a specific practice that will explicitly promote PTG. (GE area B5: Objective 1&2)

**Attach a list of the required/recommended course readings and activities:**

Articles used in RPTA 2020 and 2021.docx

**Assessment Strategies: A description of the assessment strategies (e.g., portfolios, examinations, performances, pre-and post-tests, conferences with students, student papers) which will be used by the instructor to determine the extent to which students have achieved the learning outcomes noted above.**

Course Learning Outcomes will be met through a variety of teaching strategies and methodologies including: weekly attendance and online assignments, quiz, midterm paper, case study and a final project.

1. Attendance and Class Participation: ELO 1-5.
2. Quiz: ELO 1 & 2.
3. Complete weekly online posts: ELO 1, 2 & 3.
4. Midterm Paper: ELO 1 & 2.
5. Case Study and Presentation: ELO 3, 4 & 5
6. Final Project: ELO 1,2 & 4.

Specifically students will acquire information: weekly attendance and participation in class, a quiz covering neuroanatomy, physiology and genetics as it relates to trauma and PTG, weekly online posts, analysis assignments using current science related matters of personal and public concerns relating to trauma and PTG, a midterm paper using real-life events analyzing outcomes identifying PTG using supportive evidence from Bandura's self-efficacy, the neurobiology of resilience and PTG as well as the five domains of PTG. A case study focused on the practices of current recovery and rehabilitation programs/organizations will be used as the basis of identifying underlying assumption and /or limitations regarding clinical practice that promote and/or guide PTG. Finally, a final project – students will write about and present a 'real-life' example of stress-resilience, personal strength and PTG. Incorporating family and social history (genetics and epigenetics and self-efficacy) students will exemplify PTG using scholarly and evidence-based support and clear statements regarding the process involved and the challenges experienced in the process of achieving growth post trauma.

**Is this course required in a degree program (major, minor, graduate degree, certificate?)**

No

**Does the proposed change or addition cause a significant increase in the use of College or University resources (lab room, computer)?**

No

**Will there be any departments affected by this proposed course?**

No

**I/we as the author(s) of this course proposal agree to provide a new or updated accessibility checklist to the Dean's office prior to the semester when this course is taught utilizing the changes proposed here.**

I/we agree

## **University Learning Goals**

**Undergraduate Learning Goals:**

Knowledge of human cultures and the physical and natural world

**Is this course required as part of a teaching credential program, a single subject, or multiple subject waiver program (e.g., Liberal Studies, Biology) or other school personnel preparation program (e.g., School of Nursing)?**

No

## **GE Course and GE Goal(s)**

**Is this a General Education (GE) course or is it being considered for GE?**

Yes

**In which GE area(s) does this apply?**

B5. Further Studies in Physical Science, Life Forms and Quantitative Reasoning (Upper Division Only)

**Which GE objective(s) does this course satisfy?**

Gain a general understanding of current theory, concepts, knowledge, and scientific methods pertaining to the nature of the physical universe, ecosystems, and life on this planet.

**Attach Course Syllabus with Detailed Outline of Weekly Topics:**

RPTA 169 Traumatology Syllabus 2020.docx

Syllabi must include: GE area outcomes listed verbatim; catalog description of the course; prerequisites, if any; student learning objectives; assignments; texts; reading lists; materials; grading system; exams and other methods of evaluation.

**Will more than one section of this course be offered?**

No

## **General Education Details - Area B5: Further Studies in Physical Science, Life Forms and Quantitative Reasoning**

Section 1.

**Indicate in written statements how the course meets the following criteria for Category B5. Relate the statements to the course syllabus and outline. Be as succinct as possible.**

**Course type:**

Physical Science or Life Forms

**For courses in physical science or life forms:**

**Develops an understanding of the principles underlying and interrelating natural phenomena including the foundations of our knowledge of living systems.**

For area B5 #1, the course provide a variety of learning methods to fulfill this, i.e. using the assignment of analysis, as well as exploring the topics of neuro anatomy, neuroplasticity and brain development as they relate to trauma and posttraumatic growth (PTG).

**Introduces students to one or more of the disciplines whose purpose is to acquire knowledge of the physical universe and/or living systems and life forms.**

This course will cover living systems and life forms including understanding the neuroscience, epigenetics and behavioral responses (individual and vicarious trauma survivors) to trauma to include the outcome of PTG. Specific rehabilitation programs will provide guidance for survivors of trauma.

**Develops an appreciation of the methodologies of science and the limitations of scientific inquiry.**

To meet this objective, students analyze and discuss readings from current peer-reviewed journals on topics related to stress, environmental influences, growth mindset and treatment for survivors of trauma and rehabilitation to recognize outcomes and suggest the ability of trauma survivors to achieve PTG.

**Please Note: Courses listed in this category:**

- 1) Need not be introductory courses and need not be as broad in scope as courses included in B1, B2, B3 or B4 i.e.; they may deal with a specialized topic.
- 2) These courses may have prerequisites or build on or apply concepts and knowledge covered in Areas B1, B2 and B4. For math courses, there must be an intermediate algebra prerequisite.

**Addresses the specific GE student learning outcomes for area B5. A student should be able to do one or more of the following:**

**Cite critical observations, underlying assumptions and limitations to explain and apply important ideas and models in one or more of the following: physical science, life science, mathematics, or computer science.**

This is accomplished via 5 analysis assignments where they are required to read, critically analyze and discuss current and proposed rehabilitation models and identify underlying assumptions and limitations.

**Recognize evidence-based conclusions and form reasoned opinions about science-related matters of personal, public and ethical concern.**

This will be accomplished using a quiz, midterm paper and final project to clarify and identify evidence based conclusions related to survivors of trauma, especially as it relates to current public, personal and ethical concerns.

**Discuss historical or philosophical perspectives pertaining to the practice of science or mathematics.**

This is met via use of topics covering historical events including the impact of September 11, Boston Marathon Bombings from the perspective of vicarious and communities responses to trauma and their experiences of survival and ultimate growth post events. Other topics included to support these ideas include theoretical models of self-efficacy, stress-resilience, pathways to guide PTG and the multicultural context of the experience of trauma.

**Includes a writing component described on course syllabus**

- 1) If course is lower division, formal and/or informal writing assignments encouraging students to think through course concepts using at least one of the following: periodic lab reports, exams which include essay questions, periodic formal writing assignments, periodic journals, reading logs, other. Writing in lower division courses need not be graded, but must, at a minimum, be evaluated for clarity and proper handling of terms, phrases, and concepts related to the course.
- 2) If course is upper division, a minimum of 1500 words of formal, graded writing. [Preferably there should be more than one formal writing assignment and each writing assignment (e.g. periodic lab reports, exams which include essay questions, a research/term paper etc.) should be due in stages throughout the semester to allow the writer to revise after receiving feedback from the instructor. Include an indication of how writing is to be evaluated and entered into course grade determination.]

Using weekly online assignments (250-300/words each). Students will receive feedback on content as well as writing. In addition, there are 5 analysis assignments (500 words each) as well as a midterm paper (may use up to 1500 words) that again, will receive feedback on content, analysis of ideas and writing.

Section 2.

**If you would like, you may provide further information that might help the G.E. Course Review Committee understand how this course meets these criteria and/or the G.E. Program Objectives found in the CSUS Policy Manual, General Education Program, Section I.B.**

Please review all text, articles, assignments and attachments.

**Please attach any additional files not requested above:**

Nursing approval changes to RPTA 169.pdf  
Psychology Department Letter of Support.pdf

**Reviewer Comments:**

**Marty Wilson (mcwilson) (Tue, 23 Feb 2021 22:26:49 GMT):** Rollback: Please change number to RPTA 169.

**Heather Thompson (heather.thompson) (Tue, 16 Mar 2021 22:45:10 GMT):** Rollback: Committee approved the form with pending changes. Please refer to the discussion during meeting. Committee members from the department will provide the detailed changes to the chair/author. Once re-submitted, the chair may approve the proposal immediately.

Key: 4165