I. LOCATOR INFORMATION:
Instructor: 
Course Number and Name: SWRK 629 Social Work Practice and Traumatic Brain Injury
Semester Hour of Credit: 3 semester hours
Day/Time Class Meets: 
Email: 
Building: 
Office Phone: 
Fax: 
Office Location: 
Office Hours:

FSU Policy on Electronic Mail: Fayetteville State University provides to each student, free of charge, an electronic mail account (username@uncfsu.edu) that is easily accessible via the Internet. The university has established FSU email as the primary mode of correspondence between university officials and enrolled students. Inquiries and requests from students pertaining to academic records, grades, bills, financial aid, and other matters of a confidential nature must be submitted via FSU email. Inquiries or requests from personal email accounts are not assured a response. The university maintains open-use computer laboratories throughout the campus that can be used to access electronic mail. Rules and regulations governing the use of FSU email may be found at http://www.uncfsu.edu/PDFs/EmailPolicyFinal.pdf

II. COURSE DESCRIPTION:
After completing course, students will develop knowledge and skills in counseling clients with traumatic brain injury. Students will acquire an understanding of TBI community resources and services. The physical, behavioral, cognitive and emotional changes that can occur after a traumatic brain injury are discussed.

III. DISABLED STUDENT SERVICES: In accordance with Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act (ACA) of 1990, if you have a disability or think you have a disability to please contact the Center for Personal Development in the Spaulding Building, Room 155 (1st Floor); 910-672-1203
IV. REQUIRED TEXTS:

No textbook is required for this course. Coursework information will be provided by the professor.

V. SUPPLEMENTAL TEXT


(Additional readings will be required)

WEBSITES

Brain Injury Resource Foundation
http://www.birf.info

Brain and Spinal Cord Injury
http://www.internationalbrain.org/

Brain Trauma Foundation
www.braintrauma.org
Center for Women Veterans
www1.va.gov/womenvet/

Department of Veteran Affairs Office of Rural Health
http://www.ruralhealth.va.gov/

Defense and Veterans Brain Injury Center
www.dvbic.org/

Guide to VA Benefits
www1.va.gov/OPA/vadocs/current_benefits.asp

Homeless Veterans Treatment Programs
www.va.gov/homeless

International Society for Traumatic Stress Studies
http://www.istss.org/Home.htm

Military Severely Injured Center (MSIC)
http://tinyurl.com/ybbrdy

National Center for PTSD
http://www ptsd.va.gov/professional/ptsd101/course-modules/course-modules.asp

National Institute for Mental Health Information on PTSD

National Resource Center for Traumatic Brain Injury
http://www.neuro.pmr.vcu.edu

The Post-Deployment Health Reassessment
http://fhp.osd.mil/pdhrainfo/battlemind.jsp

The Society for Cognitive Rehabilitation (SCR)
www.societyforcognitiverehab.org

The Mentor Network
http://thementornetwork.com/

Military Health System

National Alliance on Mental Illness (NAMI)
www.nami.org/veterans

National Resource Directory
VI. COURSE OBJECTIVES:

Upon successful completion of this course, the student will be able to:

1. Discuss the etiology, characteristics, physiology, cognitive, cultural and social aspects of TBI.

2. Explain the history of traumatic brain injuries in the military.

3. Describe counselors’ roles and settings in providing care to persons diagnosed with TBI.

4. Define and explain the physical symptoms of mild, moderate and severe traumatic brain injuries.


6. Discuss the association of effects of psychiatric disorders and symptoms of TBI.

7. Demonstrate understanding of resilience behind trauma and TBI and describe how counselors can foster resilience in their clients.

8. Structuring the initial interview and assessing the needs of persons diagnosed with TBI

9. Identify and explain strategies involving caregivers and the family system in providing care and in developing an intervention plan.

10. Identify and discuss resources to meet short-term and extended care needs and resources for persons diagnosed with TBI.

11. Exhibit skills in identifying and applying appropriate theoretical models in working with persons diagnosed with TBI.
VII. COURSE OUTLINE
This schedule is subject to change as needed throughout the semester. If revisions are needed, the instructor will provide an amendment to the syllabus.

<table>
<thead>
<tr>
<th>Sessions</th>
<th>Topics</th>
<th>Course Objectives</th>
<th>Session Objectives</th>
<th>Activities &amp; Readings</th>
<th>Outcome Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Session 1</td>
<td>Course &amp; Syllabus Overview</td>
<td>(Obj. 1,2)</td>
<td>Understand class format and expectations.</td>
<td>Struchen &amp; Clark</td>
<td>Class discussion and participation</td>
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<tr>
<td></td>
<td>Overview of TBI</td>
<td></td>
<td>Acquire an understanding of what is TBI and the history of TBI in the Military.</td>
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<tr>
<td>Session 2</td>
<td>Types of Brain Injuries</td>
<td>(Obj. 1)</td>
<td>Acquire an understanding of how a brain becomes injured.</td>
<td>Struchen &amp; Clark</td>
<td>Class Discussion</td>
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<td>Describe the difference between a head injury and a TBI</td>
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<tr>
<td>Session 3</td>
<td>What are the physical changes</td>
<td>(Obj. 1)</td>
<td>Develop an understanding of the physical changes and patterns of the dysfunctions of the brain that are caused by</td>
<td>Struchen &amp; Clark</td>
<td>Class Discussion &amp; Exercises</td>
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<td>emerge when TBI occurs.</td>
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<tr>
<td>Session 4</td>
<td>Physical Impairments of the Body that are Caused by TBI</td>
<td>(Objs. 1,4)</td>
<td>Acquire an understanding of physical consequences of TBI on body movement, speech, swallowing, headaches, pain, sensory challenges, motor coordination, fatigue and sleep disturbances</td>
<td>Struchen &amp; Clark</td>
<td>Class Discussion &amp; Exercises</td>
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<tr>
<td>Session 5</td>
<td>Cognitive Impairments Caused by TBI</td>
<td>(Objs. 1, 4)</td>
<td>Gain knowledge concerning cognitive consequences of TBI in relation to memory, concentration deficits, language comprehension, expressive language difficulties, being able to sequence, plan and problem solve and ability to initiate.</td>
<td>Struchen &amp; Clark</td>
<td>Class Discussion &amp; Role Plays</td>
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<tr>
<td>Session 6</td>
<td>Behavioral Consequences of TBI</td>
<td>(Objs. 1, 4)</td>
<td>Develop an understanding of how TBI may contribute to the inability to control emotions, social appropriateness</td>
<td>Struchen &amp; Clark</td>
<td>Class Discussion &amp; Role Plays</td>
</tr>
<tr>
<td>Session 7</td>
<td>Effective Communication Skills to Approach Role Changes within Family and Culture</td>
<td>(Obj. 9)</td>
<td>Develop an understanding of role changes and how the individual and their family adapt within the family system. Acquire skills in assessing wellness of family system. Identify effective strategies to assist family adjustment to TBI.</td>
<td>Struchen &amp; Clark</td>
<td>Classroom discussions</td>
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<td>Session 8</td>
<td>Neurobiological and Development Research on TBI and PTSD</td>
<td>(Objs. 1, 4, 6)</td>
<td>Develop understanding of the complexities of TBI and PTSD.</td>
<td>Struchen &amp; Clark</td>
<td>Class Discussion &amp; Exercises</td>
</tr>
<tr>
<td>Session 9</td>
<td>Resiliency and Client Strengths</td>
<td>(Objs. 5, 7)</td>
<td>Develop understanding and ability to promote resiliency and emphasize client strengths.</td>
<td>Struchen &amp; Clark</td>
<td>Class Discussion &amp; Exercises</td>
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<tr>
<td>Midterm Exam</td>
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<td>Session 10</td>
<td>Resources Needed for Persons Affected by TBI</td>
<td>(Objs. 3, 10)</td>
<td>Identify and discuss resources to meet short-term and extended care services and resources for persons diagnosed with TBI.</td>
<td>Struchen &amp; Clark</td>
<td>Class Discussion &amp; Exercises</td>
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<tr>
<td>Session 11</td>
<td>Types of Health Providers that have Involvement with Persons Affected by TBI</td>
<td>TBI. Identify and discuss community integration strategies for persons diagnosed with TBI.</td>
<td>Struchen &amp; Clark</td>
<td>Class Discussion &amp; Role Playing</td>
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<td>Identify and discuss resource needs to include assistive technology, transportation and driving medical care, attendant care, education, employment, psychological and psychiatric care, leisure and recreation, financial assistance and support groups. Identify other health providers and discuss roles in treating persons with TBI</td>
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<tr>
<td>Session 12</td>
<td>Conceptual Framework for TBI Assessment &amp; Management</td>
<td>Acquire skills in developing intervention outcomes and recovery expectations.</td>
<td>Benedict, Chapter 1</td>
<td>Class Discussion &amp; Role Plays</td>
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<td></td>
<td>(Obj. 8)</td>
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<tr>
<td>Session 13</td>
<td>Assessment and Structured Clinical</td>
<td>Identify factors complicating assessment of</td>
<td>Struchen &amp; Clark</td>
<td>Class Discussions</td>
<td></td>
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<tr>
<td></td>
<td>(Obj. 8)</td>
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</tr>
<tr>
<td>Session</td>
<td>Activity</td>
<td>Objective</td>
<td>Description</td>
<td>Source</td>
<td>Notes</td>
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<tr>
<td>14</td>
<td>Interviews</td>
<td>TBI</td>
<td>Recognize symptoms and problems that may require referrals from medical and behavioral health professionals</td>
<td></td>
<td>Role Plays</td>
</tr>
<tr>
<td>14</td>
<td>Role Plays</td>
<td></td>
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<tr>
<td>14</td>
<td>Psychotherapy Strategies</td>
<td>(Obj. 11)</td>
<td>Apply psychotherapy strategies addressing education, social support, skills development, and interpersonal processes, and</td>
<td>Briere &amp; Scott Chapter 8</td>
<td>Class Discussions Role Plays</td>
</tr>
<tr>
<td>15</td>
<td>Treatment Issues and Symptom Management</td>
<td>(Obj. 11)</td>
<td>Apply Cognitive Intervention in addressing areas such as depression and anxiety with persons diagnosed with TBI</td>
<td>Kennedy, &amp; Moore, pp.151-157</td>
<td>Class Discussions Role Plays</td>
</tr>
<tr>
<td>16</td>
<td>Final Exam</td>
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</table>
VIII. COURSE REQUIREMENTS:

Learning Process and Assignments

PowerPoint Group Presentation-25%

Students will identify and research a theoretical model used in working with persons diagnosed with TBI. Students will provide a 15 minute group presentation on their research findings.

TBI Project-25%

Prepare a handout for a family with a veteran who is diagnosed with mild, moderate or severe TBI. In the handout use lay-person concepts to describe mild, moderate or severe TBI. Discuss in handout issues concerning memory, attention, problem-solving, sequencing, language, expressive and social deficits. Include in your handout community resources. Also provide strategies that family members may use to facilitate communication, adjustment and relationship enhancements.

Exams (2)-25% Each

FSU Policy on Disruptive Behavior in the Classroom (Optional)

The Code of the University of North Carolina (of which FSU is a constituent institution) and the FSU Code of Student Conduct affirm that all students have the right to receive instruction without interference from other students who disrupt classes.

FSU Core Curriculum Learning Outcome under Ethics and Civic Engagement (6.03): All students will “prepare themselves for responsible citizenship by fulfilling roles and responsibilities associated with membership in various organizations.” Each classroom is a mini-community. Students learn and demonstrate responsible citizenship by abiding by the rules of classroom behavior and respecting the rights all members of the class.

The FSU Policy on Disruptive Behavior (see FSU website for complete policy) identifies the following behaviors as disruptive:

1. Failure to respect the rights of other students to express their viewpoints by behaviors such as repeatedly interrupting others while they speak, using profanity and/or disrespectful names or labels for others, ridiculing others for their viewpoints, and other similar behaviors;
2. Excessive talking to other students while the faculty member or other students are presenting information or expressing their viewpoints.
3. Use of cell phones and other electronic devices
4. Overt inattentiveness (sleeping, reading newspapers)
5. Eating in class (except as permitted by the faculty member)
6. Threats or statements that jeopardize the safety of the student and others
7. Failure to follow reasonable requests of faculty members
8. Entering class late or leaving class early on regular basis
9. Others as specified by the instructor.
10. The instructor may take the following actions in response to disruptive behavior. Students should recognize that refusing to comply with reasonable requests from the faculty member is another incidence of disruptive behavior.

   1. Direct student to cease disruptive behavior.
   2. Direct student to change seating locations.
   3. Require student to have individual conference with faculty member. At his meeting the faculty member will explain the consequences of continued disruptive behavior.

IX. EVALUATION CRITERIA

Grade Distribution:

Group Presentation (25% each)

Create a 10-15 minutes Video TBI Information Commercial For Military Families (25%)

Two Exams (25% each)

Evaluation:

   a. Comprehensiveness in addressing assignment outline
   b. Neatness, grammar, spelling and sentence structure
   c. APA Format (if applicable)

Papers with severe misspelling and poor grammar will receive a drastic grade reduction or “F” grade.

Grading Scale: Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100</td>
<td>Exceptionally High</td>
</tr>
<tr>
<td>B</td>
<td>89-80</td>
<td>Good</td>
</tr>
<tr>
<td>C</td>
<td>79-70</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>Below</td>
<td>70</td>
<td>Academic Failure</td>
</tr>
</tbody>
</table>

A grade of A represents work which is of outstanding quality, well-researched, or unusually insightful; B work is that which is thoughtful and above the group average; C work meets but does not exceed expectations; Below 70 work is inadequate, incomplete, poorly organized and presented, or shows evidence of little thought or integration of concepts.
Final Grades – This policy became effective on August 16, 2009

Final grades are calculated on a four-point system and affect a student’s grade point average as indicated below. Faculty members will delineate in each class syllabus the methods and evaluative criteria for determining final grades in the class.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Hours attempted</th>
<th>GPA impact</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>FN</td>
<td>- Not earned</td>
<td>0 per credit hour</td>
<td>Failing due to non-attendance. (Student registered, but never attended.)</td>
</tr>
<tr>
<td>W</td>
<td>- Not earned</td>
<td>No impact on GPA</td>
<td>Class withdrawal prior to deadline (see Academic Calendar)</td>
</tr>
<tr>
<td>P</td>
<td>and earned</td>
<td>No impact on GPA</td>
<td>Satisfactory - Assigned only in classes specified as Pass/Fail</td>
</tr>
<tr>
<td>WU</td>
<td>- Not earned</td>
<td>No impact on GPA</td>
<td>Withdrawal from all classes for semester or term</td>
</tr>
<tr>
<td>AU</td>
<td>- Not earned</td>
<td>No impact on GPA</td>
<td>Auditing</td>
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</table>

**REVISION OF GRADES – STUDENT RESPONSIBILITIES**

The following revisions became effective on August 16, 2007.

**WN GRADE DISCONTINUED:**


  **STUDENTS:** Do not expect faculty to withdraw you for non-attendance. Drop or withdraw* from classes according to the deadlines published in the catalog. *See warning below about class withdrawals.

**NEW TYPE OF GRADE: INTERIM GRADES** – (New name for “midterm grade,” with additional purposes). Interim grades will be assigned from the first week of the semester until the deadline for class withdrawals. Interim grades are used for informational and warning purposes only; they are not part of your permanent transcript and have no effect on your GPA. Instructors may assign interim grade of F to warn students of poor academic performance or they may assign “X” or “EA” grades. (See below for explanations) After midterm, faculty will assign all students an interim grade of A – F to inform students of their academic status as of midterm.
- **INTERIM GRADE X = NO SHOW** – Assigned to students who are on a class roster, but never attend class. For warning purposes only; NOT a final grade.

  STUDENTS: Check interim grades early in the semester. If you have an X grade, either begin attending the class or withdraw* from it. *See warning below about class withdrawals. If you do not take action in response to an X grade, you will receive a final grade of FN. (See “FN” below)

- **INTERIM GRADE EA = EXCESSIVE ABSENCES** - Assigned to students whose class absences exceed 10% of the total contact hours. For warning purposes only, NOT a final grade.

  STUDENTS: Check your interim grades often. If you have an “EA” grade for a class, you are in jeopardy of failure if you do not take immediate actions. Either resume attending the class or withdraw from it. *See warning below about class withdrawals.

**NEW FINAL GRADE:**

- **FN = FAILURE DUE TO NON-ATTENDANCE** – Assigned to students who are on class roster, but never attend the class. An FN grades is equivalent to an F grade in the calculation of the GPA.

  STUDENTS: You must attend (or withdraw* from) all the classes for which you are enrolled. *See warning below about class withdrawals.

**WARNING ABOUT CLASS WITHDRAWALS:**

- When you withdraw from a class, you are wasting your money and time. You receive no refund for withdrawing from individual classes and you slow your progress toward degree completion.
- If you withdraw from or fail more than one-third of your classes, you will no longer be eligible for financial aid.
- STRIVE TO EARN CREDIT FOR ALL THE CLASSES IN WHICH YOU ENROLL; WITHDRAW FROM CLASSES ONLY WHEN IT IS ABSOLUTELY NECESSARY!

Attendance and Class Participation Class attendance and participation means students will come to class having read the assigned materials and be prepared to discuss them with their peers. Regular and punctual class attendance is essential to the enhancement of student performance. If students are absent for any reason, it is their responsibility to find out from other students what they have missed.
Course Expectations

Students are responsible for all material assigned and discussed in the course. Students are expected to submit their assignments in a timely manner. Late submission of assignments will receive a letter grade reduction per day, (day count includes weekends). Students are expected to complete assigned readings and review web sites prior to class to promote participation in classroom discussions. Students are expected to participate in classroom discussions, and group exercises. All students are required to have an e-mail address. Cellular phones, and beepers should be set on vibrate or not be turned on during class time. Bluetooth and similar devices are not to be displayed or worn during class. According to University policy visitors and children are not allowed in class.

X. ACCESSING THE WEB ENHANCED COURSE ON BLACKBOARD

XI. TEACHING STRATEGIES

Teaching strategies will include a combination of lectures, multi-media presentations, computer applications, classroom discussions, group work, classroom exercises, Blackboard, and student presentations.

XII. ACADEMIC SUPPORT RESOURCES

1. The University College Learning Center is open for computer use. They are located at the Helen T. Chick Building.

2. There is also assistance for Supplementary Instruction in writing. This department is also located in the Helen T. Chick Building. Please contact them at 910-672-1864 to make an appointment or inquire about their services.

3. Smarthinking: www.smarthinking.com/static/colleges

   On line tutorial and on line writing lab.

4. Turnitin.com

   On line plagiarism review Turnitin.com

Other services are listed and described on the FSU Office of Student Affairs website.