

## Liverpool John Moores University

Title: MINIMISING TRAUMATIC IMPACT  
Status: Definitive  
Code: **7001CPCOMM** (106790)  
Version Start Date: 01-08-2014

Owning School/Faculty: Nursing and Allied Health  
Teaching School/Faculty: Nursing and Allied Health

Team	Leader
Anne Smith	Y

**Academic Level:** FHEQ7  
**Credit Value:** 20.00  
**Total Delivered Hours:** 24.00  
**Total Learning Hours:** 200  
**Private Study:** 176

### Delivery Options

Course typically offered: Semester 2

Component	Contact Hours
Lecture	12.000
Seminar	5.000
Tutorial	2.000
Workshop	5.000

**Grading Basis:** 40 %

### Assessment Details

Category	Short Description	Description	Weighting (%)	Exam Duration
Essay	AS1	One of the following combinations: Write a case study for training purposes to be delivered in the work place and one set of psycho-education materials for use with the client population. Or: One set of psycho-education materials for use with the client population and a second set of psycho-education materials for the beneficial use with/of colleagues in the work place. As such, this	100.0	

Category	Short Description	Description	Weighting (%)	Exam Duration
		will be a 'negotiated assessment' which will be equivalent to between 2500 and 3000 words.		

## Aims

*To master and reflectively evaluate appropriate trauma related theory and material to facilitate experiential learning and reflective enquiry within the professional work place.*

## Learning Outcomes

After completing the module the student should be able to:

- 1 Evaluate and debate Critical Incident Debriefing in relation to existing practice models, contemporary thinking and relevance to the specific professional work place
- 2 Disseminate in-depth knowledge and understanding of compassion fatigue and burn out for the benefit of colleagues in the work place
- 3 Initiate developmental and innovative practices into the professional work place which capture the essence of inter-professional, co-operative learning and relationships, designed to benefit both practitioners and the client group
- 4 Critically evaluate theory and evidence based research to inform best practice within the specific professional context and setting.

## Learning Outcomes of Assessments

The assessment item list is assessed via the learning outcomes listed:

Training/psycho-education info	1	2	3	4
--------------------------------	---	---	---	---

## Outline Syllabus

*Critical Incident Debriefing models - critique and practices*

*Critical incident policies in operation - exploring the protocols and procedures of such documentation and interfacing these with trauma theory and practice*

*Communication - the importance of attuning to left-to-left (cognitive) and right-to-right affective brain contact to create safety and guard against re-traumatisation*

*Human resilience and post-traumatic growth: how earlier secure attachments and personality type and temperament of 'recipient' can mitigate against trauma and constellate post-traumatic re-evaluation and growth*

*Psycho-education*

## Learning Activities

This module will be delivered with the use of lectures, seminars, interactive learning in discussion groups to review research with an emphasis on case study methodology. Workshop activity will also feature, with a focus on psycho-education materials.

## References

<b>Course Material</b>	Book
<b>Author</b>	Figley,C.R. (ed.)
<b>Publishing Year</b>	2002
<b>Title</b>	Brief treatments for the traumatised (electronic source)
<b>Subtitle</b>	A project of the Green Cross Foundation
<b>Edition</b>	
<b>Publisher</b>	Westport, Conn.: Greenwood Press
<b>ISBN</b>	

<b>Course Material</b>	Book
<b>Author</b>	Goldman, L.
<b>Publishing Year</b>	2002
<b>Title</b>	Breaking the silence: a guide to help children with complicated grief-
<b>Subtitle</b>	suicide, homicide, AIDS, violence and abuse
<b>Edition</b>	2nd edition
<b>Publisher</b>	Brunner-Routledge
<b>ISBN</b>	

<b>Course Material</b>	Book
<b>Author</b>	Joseph, S., Linley,P.A.
<b>Publishing Year</b>	2008
<b>Title</b>	Trauma, Recovery and Growth
<b>Subtitle</b>	Positive Psychological Perspectives on Posttraumatic Stress
<b>Edition</b>	
<b>Publisher</b>	New Jersey: John Wiley & Sons
<b>ISBN</b>	

<b>Course Material</b>	Book
<b>Author</b>	Lucas, C.
<b>Publishing Year</b>	2007
<b>Title</b>	Silent grief: living in the wake of suicide
<b>Subtitle</b>	
<b>Edition</b>	
<b>Publisher</b>	Jessica Kingsley Publishers
<b>ISBN</b>	

<b>Course Material</b>	Book
<b>Author</b>	Stroebe,W., Stroebe, M.S.

<b>Publishing Year</b>	1987
<b>Title</b>	The psychological and physical consequences of partner loss
<b>Subtitle</b>	
<b>Edition</b>	
<b>Publisher</b>	Cambridge University Press
<b>ISBN</b>	

<b>Course Material</b>	Book
<b>Author</b>	Gibson, M.
<b>Publishing Year</b>	2006
<b>Title</b>	Order from chaos: responding to traumatic events
<b>Subtitle</b>	
<b>Edition</b>	3rd edition
<b>Publisher</b>	Bristol : Policy
<b>ISBN</b>	

---

## Notes

The wordage for the assessment tasks is to be negotiated and agreed according to the format of the psycho-education materials being produced. The inter-professional nature of this programme precludes a uniform approach to assignment tasks, hence the use of a 'negotiated assessment'. Further guidance and example formats are included in the module handbook.