



Course Syllabus: Trauma Informed Practice
College of Health Sciences and Human Services
SOWK 4353 x30
Summer I: June 3-July 5, 2024

Contact Information

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Course Description

This course is designed to provide students with an overview of trauma-informed care and related neuroscience research across populations. It will provide basic, foundational knowledge and awareness of trauma. It will address the impact of trauma on individuals, families, and communities as a behavioral health concern that requires a healing and recovery process. It is designed to prepare students to understand and recognize trauma, to understand the impact of trauma, to respond compassionately to people exhibiting symptoms of trauma, and to advocate for the importance of considering and understanding trauma. The course covers different types of potentially traumatic events as well as the roles and responsibilities of helping professionals in addressing their own experiences and self-care practices.

The textbook used in this course explains how trauma can alter brain structure, identifies the challenges and commonalities for each population, and provides emergent treatment intervention options to assist those recovering from acute and chronic traumatic events. In reading the text, students will find information on the risk factors and self-care suggestions related to compassion fatigue, and a simple rubric is provided as a method to recognize behaviors that may be trauma-related.

Developing helping professionals need to engage in interactive styles of education. This course is taught through group discussions, individual and group assignments, and audiovisual presentations. To prepare students to apply their learning in the field, students will complete outside professional trainings as part of the course. Students are expected to actively participate in discussions and assignments to apply course concepts to practice situations. Students will make use of both theoretical and applied literature. It is expected that students will have read the assigned reading to facilitate class discussions and interactions.

Course Objectives

Upon completion of this course, students will be able to:

- Demonstrate understanding of the definitions and types of trauma and secondary trauma,
- Understand how trauma impacts the brain, child development, and life functioning,
- Respond compassionately to people exhibiting symptoms of trauma,
- Assess the short and long-term impact of trauma on individuals, including themselves,
- Understand cultural differences in the causes, experience, and responses to trauma,
- Implement trauma-informed approaches,
- Identify and advocate for the implementation of key principles for creating a trauma-informed organization, and
- Describe the consequences of compassion fatigue, recognize its warning signs, and employ self-care strategies to prevent and combat it.

Midwestern State University Values:

People-Centered – Engage others with respect, empathy, and joy.

Community – Cultivate a diverse and inclusive campus environment.

Integrity – Always do the right thing.

Visionary – Adopt innovative ideas to pioneer new paths.

Connections – Value relationships with broader communities.

Textbook & Instructional Materials

Required:

Evans, A., & Coccoma, P. (2014). *Trauma-Informed Care: How neuroscience influences practice* (1st ed.). Routledge.

<https://doi.org/10.4324/9781315815572>

- **List price: \$69.95** (prices may vary depending on the vendor)

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). <https://doi.org/10.1037/0000165-000>

- **List price: \$31.99** (prices may vary depending on the vendor)

Writing Assistance

Begin drafting assignments as early as possible and take advantage of the [TASP Learning Center](#). Located in Moffett Library, The Office of Tutoring and Academic Support Programs (TASP) offers a variety of resources designed to help students meet the demands of the college classroom. Their mission is to provide the necessary support to help students achieve academic success. Students are invited to bring any kind of writing to a session with a writing tutor. They do not provide an editing service; instead, they offer feedback and support to help writers develop into more effective communicators.

Student Handbook

Refer to: [Student Handbook](#)

Academic Misconduct Policy & Procedures

Academic Dishonesty: Cheating, collusion, and plagiarism (the act of using source material of other persons, either published or unpublished, without following the accepted techniques of crediting, or the submission for credit of work not the individual's to whom credit is given). Additional guidelines on procedures in these matters may be found in the Office of Rights and Responsibilities.

Grading

Table 1: Student achievement will be evaluated on the basis of written assignments, class exams, class participation, and class presentation.

Assignments	Percentage
Discussion Boards (6 averaged for total)	40%
Self-Care Project (2 averaged for total)	25%
Trauma-Informed Trainings	10%
Group Presentation with handout	25%

Table 2: Weighted average will be used to calculate final grade.

Grade	Percentages
A	90-100
B	80 to 89
C	70 to 79
D	60 to 69
F	Less than 60

A grade less than C in this course is considered failing according to the Social Work Program Grade Policy and the course will have to be repeated to count towards Social Work Major Requirements.

Discussion Board Participation:

For each week, the instructor will post questions on D2L for the class to respond. Unless specified otherwise, everyone should post an initial response to the question(s) and should also respond to at least two peers' posts. The discussion board is a mandatory component. Students are expected to participate actively throughout the summer sessions. Students are expected to write formally (no shorthand or text messaging abbreviations) and use APA format and referencing where appropriate. There will be general questions relating to the chapter(s), case vignettes, current events, and/or watching a video and posting your response. Thoughtful responses, constructive critique of fellow students, and meaningful participation are expected. Please keep in mind the discussion board is a formal assignment and part of your grade.

Because summer courses are significantly shortened, students are asked to read and respond to multiple chapters each week. To alleviate multiple due dates, I have addressed multiple chapters in each post assignment. Please read and follow the discussion board instructions and rubrics carefully and do not hesitate to reach out if you have questions.

Discussion Thread Participation:

As stated earlier, the discussion board is a mandatory component. Discussion questions will be posted on the discussion board each week. Typically, your initial post to the discussion assignments are due by 11:30pm on Sundays and your responses to at least two peer's posts (you may respond to as many peers' posts as you want) are due by 11:30 pm on Mondays. Due dates will change at times during the semester (specifically for the introductory and final posts) so it is the responsibility of the student to follow the due dates listed in each post assignment.

If anyone fails to do the initial posts and fails to respond to peers' posts for any two discussion threads he or she may be dropped from the course.

I will review your posts and responses and give individual feedback when grading posts. I may respond in the discussion thread to a select few posts and/or responses or respond collectively to the class. This does not mean only the posts and/or responses of those to whom I respond are good and other posts and/or responses are not good. **Students are strongly encouraged to complete discussions early** as each discussion board will close at 11:30 on the reply due date. **No requests for late access will be considered** unless the student has submitted documentation through the Dean of Student's office proving incapacitation for the entire week that the discussion was available.

Note: If needed, changes will be made in the syllabus while the sessions are on.

Self-Care Project

Self-Care Plan

According to the NASW Code of Ethics, (2021) "Professional self-care is paramount for competent and ethical social work practice". Using the SAMHSA publication *Creating a Healthier Life: A Step-By-Step Guide to Wellness*, develop a self-care plan that addresses each of the eight dimensions of wellness. You may use other references and guides in creating your plan, but you still must address each of the SAMHSA eight dimensions of wellness, with at least 2 goals for each dimension. Your plan may include goals that extend past the duration of this course, but you should be able to take and document steps toward each goal during the semester.

See D2L for additional assignment guidelines.

Self-Care Journal

Journaling is a way of coping with stress, can help writers increase awareness of their own needs, and can serve as a means of accountability for following through on self-care goals. Through journaling, students will address your self-care plan throughout the semester and reflect on your self-care experiences while taking this course. During the 4th week, students will submit a written journal that addresses your reactions to the course and how your self-care plan has been implemented, noting how self-care activities have impacted your overall well-being. The final journal to be graded will include a minimum of 4 journal entries per week (minimum total of 16 entries).

Journal entries should record your thoughts and feelings for the purpose of helping you to process and understand them and should discuss your self-care activities and progress toward goals set in your self-care plan. The final journal entry must include your reflection on the experience of intentionally practicing self-care and your plans to continue self-care after course completion.

See D2L for additional assignment guidelines.

Professional Training Certifications

To prepare students to apply course learning in the field, and to help students build professional development for resumes, professional training courses will be required in lieu of quizzes. Students will complete professional training certifications as indicated in the class schedule. Each training may take a significant amount of time for students to complete, so students should begin the trainings early in the week they are assigned. Students will have an entire week to complete each training, but the dropbox to submit the training certificate will close at 11:59 on the evening when they are due. **In order to prepare students to meet professional deadlines, certifications cannot be submitted after they are due, and a grade of zero (0) will be recorded.** Certifications with completion dates prior to the beginning of the course will not be accepted. No requests for late submission will be considered unless the student has submitted documentation through the Dean of Students' office proving incapacitation for the entire week that the assignment was available.

Final Project: Research Presentation

APA style formatting is required for all written work in this course. Be sure to use appropriate APA 7 style citations for any information you take from the textbook, handouts, reference materials, websites, or other outside sources while completing assignments, including in PowerPoint slides and handouts.

Description: During the first week of classes, students will be asked to organize into groups of **2 to 3** members for the purpose of creating group presentations for the course final project. You will post the names of your group members and your topic selection on the Group Presentation Selection Discussion Board for instructor approval of your topic. Each group will select a different topic and will be responsible for submitting a PowerPoint presentation and supporting handout. You should prepare both just as you would if you were going to be presenting to a live classroom or professional conference. You may use any of the following topics or propose one of your own:

- child abuse
- sexual abuse
- intimate partner violence,
- elder abuse
- military-related trauma
- natural disaster
- gun violence
- historical trauma
- sudden death
- medical trauma
- bullying
- community violence
- political violence
- refugees
- terrorism

During your first group meeting please review and discuss the syllabus Instructor Class Policies regarding plagiarism and use of AI. If you have any questions, please review the Plagiarism and APA help sections of the D2L course and then reach out to me for clarification. On the first slide of your presentation please include a statement certifying that all members of your group understand and agree to abide by the plagiarism, AI, and academic dishonesty policies of this course and certify that the entirety of your submissions are original work by members of the group.

Your group will research your approved trauma-related topic, present an overview of it supported with data, and discuss why it is important for social workers and/or other helping professionals (please explain your perspective(s) relative to the expected career paths of your group members) to understand the issues surrounding the topic. Your presentation must specify symptoms that impacted individuals may exhibit, ways that a professional may be able to recognize the symptoms as a trauma response, and labels and stigma that may arise. You should then present methods that a professional may employ to develop a relationship of trust with the population you have selected. You must discuss biological and/or developmental considerations, address methods of fostering resilience for survivors, and present evidence-based methods of intervention for trauma recovery with the population you have discussed. Be sure to specify the credentials required for professionals who wish to implement each intervention type. A minimum of five scholarly or professional resources are required and are to be listed in APA format on the last slide(s) of the presentation. Each reference must be cited in the body of your presentation.

Each group will submit a supporting “Handout” to the drop box and post it alongside your presentation on the discussion board. It must be informational, scholarly, and visually appealing, and, at a minimum, must include the title of the presentation (including the selected topic), names of group members, an overview of the trauma-related topic, resources available (including links), a reference list of scholarly sources that have been correctly cited in the handout (3-6 sources minimum); and at least 2 Questions for Class Discussion. Your handout must provide resources that may be used to support a client who has been impacted by your selected topic and present multiple points, approaches, and/or considerations.

Evaluation of Presentation: Presentations will be submitted to the drop box and posted as a Microsoft PowerPoint on the discussion board. They should either **include a link to a presentation video** of all members presenting the slides **or a PDF of the presentation showing speaker notes to clarify slide content.** Each group member is responsible for looking at the discussion board to make sure that the presentation and video or speaker notes are visible and that any links work properly. (The discussion itself is still an individual assignment; group submission is allowed only to prevent students from sorting through duplicate posts.) If you do not have Microsoft PowerPoint, you may access it through the “Get Started with Office 365” for Students for free link in the Read Me First Section of this course.

In addition to evaluating each required inclusion (underlined in the description sections above), grading will be based on the following criteria: audience engagement, selection of relevant, scholarly readings, preparation of a supportive handout (described above); accurate identification of appropriate professional methods; critical analysis; reflectiveness; creativity (in process); originality (of argument); and effective use of time (if you submit speaker notes instead of a recording this is the time it takes readers to interpret your notes in support of your slides). **When you discuss any information (research, words, ideas, data, or information) that is not exclusively your own, ensure that you both cite and reference original sources.** Inclusions that do not require citation are common knowledge, generally accepted or observable facts, and original ideas and lived experiences.

All members of a group will receive the same grade. If a group agrees to an alternative arrangement for grading, the group must submit this agreement in writing and signed by all the members prior to their presentation, subject to the approval of the professor.

Equal Division of Responsibilities: Please ensure that everyone contributes equally to the presentation, including organizing/planning, brainstorming ideas, researching, preparing the handout, critically thinking through the assignment, preparing PowerPoint or other audiovisual aids, and if you elect to submit a video, participating in the presentation recording (you may divide responsibilities among group members, but ensure that there is approximately equal participation over the entire list of responsibilities).

If a member of the group is not participating equally, then the group is responsible for letting the instructor know at least 5 days prior to the presentation. Please do not wait until just before the presentation is to be made. The instructor may ask that member to do a separate, individual assignment.

Late Work

Students who fail to post required assignments on time will receive a lower grade, and those who do not complete the assignments will receive a grade of zero (please review the **time** submission criteria on the rubrics for each assignment). **If anyone fails to post an original discussion or replies for 2 or more assignments, they will be dropped from the course or will be given a failing grade.** There are no exceptions to this rule.

Make Up Work

Make up work will only be considered in cases of university excused absences or verifiable emergencies. Students will not be allowed to complete discussions late or take make-up exams after the original exam has been given.

Important Dates

Last day for term schedule changes: June 4th

Deadline for August graduates to file for graduation: June 26th

Last Day to drop with a grade of "W:" June 23rd at 4:00 p.m.

Refer to: [Drops, Withdrawals & Voids](#)

Desire-to-Learn (D2L)

Extensive use of the MSU D2L program is a part of this course. Each student is expected to be familiar with this program as it provides a primary source of communication regarding assignments, examination materials, and general course information. You can log into [D2L](#) through the MSU Homepage. If you experience difficulties, please contact the [Distance Education Office](#) or contact your instructor.

Attendance

Students are responsible for checking emails and logging onto D2L regularly to ensure that messages from the instructor and fellow students are received in a timely manner. Students who wish to meet with me face-to-face should schedule an appointment in advance via email catherine.earley@msutexas.edu.

Online Computer Requirements

Taking an online class requires you to have access to a computer (with Internet access) to complete and upload your assignments. It is your responsibility to have (or have access to) a working computer in this class. **Assignments and tests are due by the due date, and personal computer technical difficulties will not be considered reason for the instructor to allow students extra time to submit assignments, tests, or discussion postings.** Computers are available on campus in various areas of the buildings as well as the Academic Success Center. **Your computer being down is not an excuse for missing a deadline!** There are many places to access your class. Our online classes can be accessed from any computer in the world which is connected to the internet. Contact your instructor immediately upon having computer trouble. If you have technical difficulties in the course, there is also a student helpdesk available to you. The college cannot work directly on student computers due to both liability and resource limitations, however they are able to help you get connected to our online services. For help, log into [D2L](#).

Instructor Class Policies

All students registered for courses in the Social Work Department are expected to adhere to the responsibilities, and behavior as articulated in both the [Student Handbook](#) and the NASW (National Association of Social Workers) [Code of Ethics](#). An essential feature of these codes is a commitment to maintaining intellectual integrity and academic honesty.

This course requires that work submitted for a grade by students – all discussions, process work, drafts, brainstorming artifacts, final works, etc. – will be generated by the students themselves, working individually or in groups as directed by class assignment instructions. This means that the following constitute violations of academic honesty: a student has another person/entity do the work of any portion of a graded assignment for them, which includes using the work of another student as a template, purchasing work from a company, hiring a person or company to complete an assignment or exam, and/or using generative AI tools (such as ChatGPT, QuillBot, or any generative AI assistance such as GrammarlyGO, Grammarly Premium, etc.). I have a **zero-tolerance policy for academic dishonesty, cheating, plagiarism, or collusion** and violations will result in substantial penalties including a failing grade (zero) on the assignment with no make-up opportunity and/or a referral to the Dean of Students.

Repeated **accidental or willful cheating, plagiarism, or collusion or use of someone else's words, ideas, or evidence without attribution will be met with a failing grade in the course and a referral to the Dean of Students,** regardless of whether the first occurrence was in this course. If you have any doubts or questions about what constitutes academic misconduct, please do not hesitate to contact me.

Students are expected to display professional decorum at all times. This includes, but is not limited to, respecting classmates and the instructor. In this regard, it is expected that students will not engage in unprofessional behaviors in or in relation to the class. Students should prepare appropriately for discussions and refrain from causing disruptions to the class and course discussions.

Professional Expectations of Student Behavior

Midwestern State University Department of Social Work is mandated by the Council on Social Work Education (CSWE) to foster and evaluate professional behavioral development for all students in social work courses. The Department of Social Work also bears a responsibility to the community at large to produce fully trained professional social workers who consciously exhibit the knowledge, values, and skills of the profession of social work. The values of the profession are codified in the NASW Code of Ethics. Given this context, all students taking classes in the social work program will be expected to exhibit the following ethical standards of behavior.

- 1. Accountability:** Complete reading assignments, participate in class discussions, and submit assignments on time.
Participate in group activities and assignments at a comparable level to peers.
Complete work in a timely fashion and according to directions provided.
- 2. Respect:** Treat all your peers, your instructors and all those you come in contact with, with dignity and respect at all times.
Give feedback to peers in a constructive manner.
Approach conflict with peers or instructors in a cooperative manner.
Use positive and nonjudgmental language.
- 3. Confidentiality:** Treat any personal information that you hear about a peer or an instructor as strictly confidential.
Maintain any information shared in class, dyads or smaller groups within that unit.
Use judgment in self-disclosing information of a very personal nature in the class. (Class time should not be used as therapy or treatment. If students feel the need to talk about issues they are struggling with, they may consult with their instructor to receive a referral for counseling.)
Never use names of clients or disclose other identifying information in the classroom.
- 4. Competence:** Apply yourself to all your academic pursuits with seriousness and conscientiousness, meeting all deadlines as given by your instructors. Constantly strive to improve your abilities.
Seek out appropriate support when having difficulties to ensure success in completing course requirements.
Take responsibility for the quality of completed tests and assignment.
Strive to work toward greater awareness of personal issues that may impede your effectiveness with clients.

5. **Integrity:** Practice honesty with yourself, your peers, and your instructors. Constantly strive to improve your abilities.
Academic: Commit yourself to learning the rules of citing other's work properly.
Do your own work and take credit only for your own work.
Acknowledge areas where improvement is needed.
Accept and benefit from constructive feedback

Submission of Papers: Students will submit their written assignments on paper and electronically. Electronic copies will be subject to plagiarism analysis and will be kept in electronic file for future reference. A student may not submit the same paper, or essentially the same, paper, project, assignment, or finished project to an instructor, which has been submitted to another instructor, unless specifically authorized by both instructors to do so.
6. **Diversity:** Strive to become more open to people, ideas, and creeds that you are not familiar with. Embrace diversity.
Maintain speech free of racism, sexism, ableism, heterosexism, or stereotyping.
Exhibit a willingness to serve diverse groups of persons.
Demonstrate an understanding of how values and culture interact.
7. **Communication:** Strive to improve both verbal and written communication skills as these skills are used heavily in interactions with clients and peers and also with creating client records.
Demonstrate assertive communication with peers and instructors.
Practice positive, constructive, respectful, and professional communication skills with peers and instructor: (body language, empathy, listening)
8. **Social Justice:** Strive to deepen your commitment to social justice for all populations at risk.
Demonstrate an understanding of how institutional and personal oppression impede the experience of social justice for individuals and groups.
Strive to learn about methods of empowering populations and enhancing social justice at micro, mezzo, and macro levels.

Change of Schedule

A student dropping a course (but not withdrawing from the University) within the first four class days of a summer semester is eligible for a 100% refund of applicable tuition and fees. Dates are published in the Schedule of Classes each semester.

Refund and Repayment Policy

A student who withdraws or is administratively withdrawn from Midwestern State University (MSU) may be eligible to receive a refund for all or a portion of the tuition, fees and room/board charges that were paid to MSU for the semester. HOWEVER, if the student received financial aid (federal/state/institutional grants, loans and/or scholarships), all or a portion of the refund may be returned to the financial aid programs. Two formulas (federal and state) exist in determining the amount of the refund. (Examples of each refund calculation will be made available upon request).

Services for Students with Disabilities

In accordance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, Midwestern State University endeavors to make reasonable accommodations to ensure equal opportunity for qualified persons with disabilities to participate in all educational, social, and recreational programs and activities. After notification of acceptance, students requiring accommodations should make application for such assistance through Disability Support Services, located in the Clark Student Center, Room 168, (940) 397-4140. Current documentation of a disability will be required in order to provide appropriate services, and each request will be individually reviewed. For more details, please go to [Disability Support Services](#).

College Policies

Campus Carry Rules/Policies

Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes as prohibited. The new Constitutional Carry law does not change this process. **Concealed carry still requires a License to Carry permit, and openly carrying handguns is not allowed on college campuses.** For more information, visit [Campus Carry](#).

Active Shooter

The safety and security of our campus is the responsibility of everyone in our community. Each of us has an obligation to be prepared to appropriately respond to threats to our campus, such as an active aggressor. Please review the information provided by MSU Police Department regarding the options and strategies we can all use to stay safe during difficult situations. For more information, visit [Safety / Emergency Procedures](#). Students are encouraged to watch the video entitled "Run. Hide. Fight." which may be electronically accessed via the University police department's webpage: ["Run. Hide. Fight."](#)

Smoking/Tobacco Policy

Midwestern State University seeks to provide a safe, healthy, pleasant environment for its faculty, staff, and students. To this end, the use of tobacco products, including smoke and smokeless tobacco, and the advertising, sale, free distribution, and discarding of tobacco products shall be prohibited in all indoor and outdoor facilities and in all university vehicles. The policy extends to faculty, staff, students, vendors, guests, and visitors. Syllabus

Alcohol and Drug Policy

To comply with the Drug Free Schools and Communities Act of 1989 and subsequent amendments, students and employees of Midwestern State are informed that strictly enforced policies are in place which prohibits the unlawful possession, use or distribution of any illicit drugs, including alcohol, on university property or as part of any university-sponsored activity. Students and employees are also subject to all applicable legal sanctions under local, state and federal law for any offenses involving illicit drugs on University property or at University-sponsored activities.

Grade Appeal Process

Students who wish to appeal a grade should consult the Midwestern State University [Undergraduate Catalog](#)

Course Schedule:

Online delivery with asynchronous interactions between students and students and teacher, interactive discussions, and assignments.

D2L will be used throughout the semester. The course materials (syllabus, discussion board, and other course items) will be posted onto D2L. Power points will consist of materials from the textbook and other sources.

Course Changes:

Although much thought, study, and research has gone into designing the course and learning opportunities, often the most significant learning comes in unexpected moments. The instructor cannot predict these times but responds to them. Changes in the course syllabus, procedure, assignments, and schedule may be made at the discretion of the instructor.

References

- American Psychiatric Association. (2022). Diagnostic and statistical manual of mental disorders (5th ed., text rev.).
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- Perry, B. D., & Szalavitz, M. (2008). *The boy who was raised as a dog and other stories from a child psychiatrist notebook: What traumatized children can teach us about loss, love, and healing*. Basic Books
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Trauma Informed Practice Course Schedule

(The instructor reserves the right to adjust the syllabus schedule as needed.)

Week & Dates	Chapters/Readings	Assignments
Week 1 (Intro) June 3 – 6	<p>Course Introduction</p> <p>Chapter 1: Understanding trauma-informed care</p>	- Discussion board 1 due June 5 th
Week 1 (continued) June 3 – 9	<p>Chapter 2: Understanding types of trauma</p> <p>Chapter 3: Neurobiology and the impact of trauma</p>	<p>- Selection of group member(s) and topic for final project</p> <p>- Discussion board 2</p> <p>- Self-Care Plan</p>
Week 2 June 10 – 16	<p>Chapter 4: Resilience and trauma recovery</p> <p>Chapter 5: Children and trauma</p>	<p>- Discussion board 3</p> <p>- DFPS Trauma-Informed Care Training</p>
Week 3 June 17 – 23	<p>Juneteenth Holiday: June 19th</p> <p>Chapter 6: Adult survivors of childhood trauma</p> <p>Chapter 7: Military veterans and trauma</p>	<p>- Discussion board 4</p> <p>- Trauma-Informed Training #2</p>

Week & Dates	Chapters	Assignments
<p>Week 4 June 24 – June 30</p>	<p>Chapter 8: Trauma experienced in adulthood</p> <p>Chapter 9: Understanding compassion fatigue</p> <p>Chapter 10: Future directions in trauma-informed care</p>	<ul style="list-style-type: none"> - Discussion board 5 - Self Care Journal
<p>Finals Week July 1 – 5</p>	<p>Independence Day Holiday: July 4th</p>	<p>Research Presentation due July 2 by 10 pm</p> <ul style="list-style-type: none"> - Handout - PowerPoint Presentation - Presentation video or speaker notes <p>- Discussion board 6 due July 2rd (Individual replies due July 5th)</p>