

FLORIDA ATLANTIC UNIVERSITY™

Graduate Programs—NEW COURSE PROPOSAL ¹

UGPC APPROVAL _____
 UFS APPROVAL _____
 SCNS SUBMITTAL _____
 CONFIRMED _____
 BANNER POSTED _____
 CATALOG _____

DEPARTMENT: SOCIAL WORK

COLLEGE: CDSI

RECOMMENDED COURSE IDENTIFICATION:

PREFIX SOW COURSE NUMBER 6116 LAB CODE (L or C) _____

(TO OBTAIN A COURSE NUMBER, CONTACT NMALDONADO@FAU.EDU)

COMPLETE COURSE TITLE: SOCIAL WORK AND TRAUMA

EFFECTIVE DATE

(first term course will be offered)

CREDITS ²: 3

TEXTBOOK INFORMATION: TEXTBOOK INFORMATION: COLLINS, B., & COLLINS, T. (2006). CRISIS AND TRAUMA: DEVELOPMENTAL-ECOLOGICAL INTERVENTION (1ST ED.). PACIFIC GROVE, CA: BROOKS/COLE

GRADING (SELECT ONLY ONE GRADING OPTION): REGULAR SATISFACTORY/UNSATISFACTORY _____

COURSE DESCRIPTION, NO MORE THAN THREE LINES:

THIS COURSE WILL EXPLORE AND DEVELOP AN UNDERSTANDING OF TRAUMA IN ITS MANY FORMS AND GUIDE SOCIAL WORKERS IN SELECTING EMPIRICALLY BASED INTERVENTIONS. THE COURSE WILL INFORM SOCIAL WORKERS ON THE PREVENTION OF SECONDARY TRAUMA.

PREREQUISITES*:

MSW FOUNDATION CURRICULUM

COREQUISITES*:

REGISTRATION CONTROLS (MAJOR, COLLEGE, LEVEL)*:

* PREREQUISITES, COREQUISITES AND REGISTRATION CONTROLS WILL BE ENFORCED FOR ALL COURSE SECTIONS.

MINIMUM QUALIFICATIONS NEEDED TO TEACH THIS COURSE:

MEMBER OF THE GRADUATE FACULTY OF FAU AND HAS A TERMINAL DEGREE IN THE SUBJECT AREA (OR A CLOSELY RELATED FIELD): MSW

Faculty contact, email and complete phone number:
 Elwood R. Hamlin II, Ph.D, ehamlin@fau.edu
 7-2864

Please consult and list departments that might be affected by the new course and attach comments.³
 Counselor Education, College of Education

Approved by:

Department Chair: _____
 College Curriculum Chair: _____
 College Dean: _____
 UGPC Chair: _____
 Graduate College Dean: _____
 UFS President: _____
 Provost: _____

Date:

2/11/2014
 11/24/2014
 11/24/14
 12/3/14
 12/10/14

1. Syllabus must be attached; see guidelines for requirements: www.fau.edu/provost/files/course_syllabus.2011.pdf
2. Review Provost Memorandum: **Definition of a Credit Hour** www.fau.edu/provost/files/Definition_Credit_Hour_Memo_2012.pdf
3. Consent from affected departments (attach if necessary)

Email this form and syllabus to UGPC@fau.edu one week before the University Graduate Programs Committee meeting so that materials may be viewed on the UGPC website prior to the meeting.

**FLORIDA ATLANTIC UNIVERSITY
SCHOOL OF SOCIAL WORK
SOW 6116 Social Work and Trauma**

Semester: Spring 2015
Start/End Date: Jan '15 – May '15
Instructor: Gavin Malcolm
Phone: 954-422-2517
Email: gvmalcolm@gmail.com
Blackboard: <http://bb.fau.edu>

Classroom: SOW 111
Class Times: Mon 7:10pm – 10:00pm
Office Hours: As needed.
Office Location: As needed.
Web: www.fau.edu/ssw
3 Credit Hours

Course Description:

The general goal of the course is to explore and develop an understanding of trauma in its many forms and to increase comfort with clinical interventions and how social workers can prevent impact of secondary trauma. As social work professionals, we have an obligation to utilize and contribute to knowledge in our field and to ensure that we are providing the best possible treatment within our areas of competence and training. The purpose of this course, therefore, is to utilize existing theoretical knowledge and practice to individual clients, programs and the community nationally and internationally.

In social work to enhance human well-being, alleviate poverty and oppression, and promote social and economic justice. A focus of this course will be how trauma in its various forms impacts women, as well as racial, ethnic, sexual orientation, and other minority groups, and to those from different socioeconomic backgrounds. An emphasis on understanding the concerns and need of vulnerable populations in the south Florida area is made. Course work is further reinforced by the ongoing requirement that students expand their clinical skills and apply what they learn in class to their field education placements, where appropriate, and other tracts.

Relevance to Educational Program:

This course relates to the social work curriculum by providing students with the knowledge, and skills that will enable them to assess impact of trauma, develop treatment plans through integration of social work theory, and ensure continued competence through self-care. There is a planned relationship between this course and the following:

- 1) The Human Behavior and Social Environment sequence, concentrating on the ways human behavioral theories can be incorporated into clinical practice;
- 2) The Social Work Research sequence, concentrating on evidence based research for effective interventions with individuals, families, groups and communities;
- 3) The Social Work Policy and Programs sequence, with a concentration on organizations and social policy related to disaster relief and mass trauma;

Curricular content includes **APA** writing style, development of empirically sound theories and interventions, evaluation of efficacy of practice with all levels of client systems.

Students are taught that professional social workers must be able to assess signs of trauma, utilize and appropriately apply empirical research and social work theory, and assess the soundness of their interventions. Content in SOW 6930 is supported horizontally by the practice, human behavior, and social policy courses.

Upon satisfactory completion of this course, students will develop the knowledge and skills necessary to:

- 1) Describe trauma in its various forms, ranging from acute medical and mass trauma situations to more subtle and pervasive forms;
- 2) Understand the factors related to trauma and how it disproportionately impacts people of color, women, and other minority groups;
- 3) Identify and utilize clinical techniques for addressing acute and long-standing PTSD that are sensitive to diverse groups, including women, people of color, persons with disabilities, and gays and lesbians;
- 4) Understand how human behavior and developmental theories are applied to clinical practice to promote health and social well-being;
- 5) Describe how social work commitment to equity and social justice influences and differentiates the response to crisis and trauma;
- 6) Understand practical self care techniques for social workers entering the profession in anticipation of exposure to clients and to mitigate the impact of secondary trauma;
- 7) Describe and access resources on local, state, and Federal level for individuals who have been the victims of trauma.

Teaching Methodologies:

The course objectives shall be accomplished through the instructor's provision of a stimulating schedule of readings, lectures, class activities, and discussions between class/group participants. In particular, each lecture is based on text book, other supplementary books, and articles.

An adult-learner model is the basis of the course. Emphasis is placed on active student participation during all classes. Class sessions are comprised primarily of lectures and discussions or other activities. The course is designed to maximize self-directed learning by applying course concepts in individual assignments.

The instructor will use Blackboard to post hand-out, reading materials, announcements including any changes to class sessions, assignment details, and etc. **Students are responsible remaining current with any content presented on Blackboard.**

Professional Expectations of Student Behavior

The Florida Atlantic University School of Social Work is mandated by the Council on Social Work Education (CSWE) to foster and evaluate professional behavioral development for all students in the

social work program. The School 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 in the social work program will be expected to exhibit the following ethical standards of behavior.

- 1. Accountability:** Attend class, arrive on time, and return from break in a timely manner.
Participate in group activities and assignments at a comparable level to peers.
Complete work in a timely fashion and according to directions provided.
Come to class prepared, with readings and other homework completed.
- 2. Respect:** Treat all your peers, your instructors and all those you come in contact with, with dignity and respect at all times.
Listen while others are speaking.
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 classroom. (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.
Come to class with books, handouts, syllabus, and pens
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 communications 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.

Consequences of Unacceptable Behavior

The School of Social Work may terminate a student's participation in the program on the basis of professional non-suitability if the School's faculty members determine that a student's behavior has constituted a significant violation or pattern of violations of the NASW Code of Ethics, the FAU School of Social Work Student Manual, or the FAU Academic Policies and Regulations. Examples of violations that may lead to termination include (but are not limited to) the following:

1. Failure to meet or maintain academic grade point requirements as established by the University and the Social Work program.
2. Academic cheating, lying, or plagiarism.
3. Behavior judged to be in violation of the NASW Code of Ethics.
4. Failure to meet generally accepted standards of professional conduct, personal integrity, or emotional stability requisite for professional practice.
5. Inappropriate or disruptive behavior toward colleagues, faculty, or staff (at the School or in the field placement).
6. Consistent failure to demonstrate effective interpersonal skills necessary for forming professional relationships (for example, unable to demonstrate nonjudgmental attitude or unable to allow client self-determination).
7. Documented evidence of criminal activity occurring during the course of study.

For additional university-wide policies and regulations see the FAU Catalog at <http://www.fau.edu/registrar/universitycatalog/welcome.php>. This web site contains information on grading, incomplete grades, cheating on exams, plagiarism, expectations of student behavior, and communications devices.

Class Attendance and Participation

Social work education is designed to help students prepare for professional practice. In order to model ethically appropriate practice, please treat coming to classes as you would treat working at an agency. Given the Council on Social Work Education's requirements for professional behavior, *attendance for all classes is required*. More than one unexcused absence, excessive tardiness, or patterns of leaving early may result in a reduction of the final grade. Students may be asked to present a written excuse from a healthcare provider for excused absences due to illness or other documentation for other circumstances. Since participating in class is an integral part of social work education, it is vital that the student be in class; therefore, *even with excused absences, the student*

may be required to withdraw or retake the class. If a student misses more than 2 classes – whether or not there is a documented, excused absence – the student may receive a substantial decrease in the final grade.

Policy on Use of Computers and Recording Devices in the Classroom

The School of Social Work prohibits the use of computers, audio recording, or video recording devices during instructional activities in classrooms, laboratories, and studios without the expressed written consent of the instructor. This prohibition does **not** apply to specific accommodations approved by the FAU Office for Students with Disabilities. When the instructor's consent is given, the materials produced are for personal use only and are not for distribution or sale in any fashion. [I give you expressed written consent to record or use computers to aid in your learning.](#)

Textbook:

Collins, B., & Collins, T. (2006). *Crisis and Trauma: Developmental-Ecological Intervention* (1st ed.). Pacific Grove, CA: Brooks/Cole.

Other course readings may be distributed in class. Also, please visit the **Blackboard Web site** for this course at <http://blackboard.fau.edu> for additional information. If you are experiencing problems logging onto MyFAU or Blackboard, you can contact the helpdesk at 561.297.3999.

The grading scale for this course is as follows:

93 – 100% = A	73 – 76% = C
90 – 92% = A-	70 – 72% = C-
87 – 89% = B+	67 – 69% = D+
83 – 86% = B	63 – 66% = D
80 – 82% = B-	60 – 62% = D-
77 – 79% = C+	0 – 59% = F

* In the event of a hurricane warning, see www.fau.edu or watch for other media announcements for updates on whether there will be a disruption in FAU classes. Class times and assignments will be modified as needed.

Bibliography:

Herman, J (1992). *Trauma and Recovery: The aftermath of violence – from domestic violence to political terror* New York, NY: Basic Books.

Paulson, D., & Krippner, S. (2007). *Haunted by Combat: Understanding PTSD in War Veterans* Lanham, MD: Rowman & Littlefield.

Prince Warren, M. (2006). *From Trauma to Transformation* Norwalk, CT: Crown House.

COUNSELING AND PSYCHOLOGICAL SERVICES

Group and individual counseling is available through Florida Atlantic University. The office is located on the second floor of the Student Services Building (above the breezeway cafeteria) and is open from 8:00-5:00 Monday through Friday **561-297-3540**. For after-hours crisis, National Suicide Prevention Hotline is available 24 hours a day at **800-273-8255**.

SAFEWALK – Night Owls

Boca Raton 561-297-6695 Davie 954-236-1902 Ft. Lauderdale 954-762-5611 Jupiter 561-799-8700
Campus security will escort individuals, day or night. Call ahead or go to their offices at Room 155 in the LA Building, Davie to make appropriate arrangements.

STUDENTS WITH DISABILITIES

In compliance with the Americans with Disabilities Act (ADA), students who require special accommodations due to a disability to properly execute coursework must register with the Office for Students with Disabilities (OSD) located in Boca Raton - SU 133 (561-297-3880), in Davie - MOD I (954-236-1222), in Jupiter - SR 117 (561-799-8585), or at the Treasure Coast - CO 128 (772-873-3305), and follow all OSD procedures.

DISCRIMINATION OR HARASSMENT – 561-297-4004

Students who have concerns about on-campus discrimination or harassment (including sexual harassment) can contact the FAU Equal Opportunity Program for assistance. The Boca office is located in Administration Building Room 291. Our full Nondiscrimination Policy is posted on our website at <http://www.fau.edu/ssw/nondiscrim.html>.

RELIGIOUS HOLIDAYS

This course has been arranged so that there will be no classes on religious holidays, such as Christmas or Yom Kippur. Please advise the instructor at the beginning of the term if you need accommodations for other religious holidays.

HONOR CODE

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty, including cheating and plagiarism, is considered a serious breach of these ethical standards, because it interferes with the University mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the University community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see http://www.fau.edu/regulations/chapter4/4.001_Honor_Code.pdf.

ADDITIONAL INFORMATION ON STUDENT RIGHTS and RESPONSIBILITIES

For additional information on student rights and responsibilities, please see the FAU Catalog at <http://www.fau.edu/registrar/universitycatalog/welcome.php> and the MSW Student Manual at <http://www.fau.edu/ssw/pdf/MSWstudmanual.pdf> or the MSW Student Manual at <http://www.fau.edu/ssw/pdf/MSWstudmanual.pdf>.

Please Note: Trauma and violence pervades our daily life through media, politics, entertainment, and losses and trauma you and/or your family may have suffered during the course of your life. The content and subject material in this class may be disturbing to some students. As we will discuss throughout the semester, if the content becomes too distressing or triggers your own history of trauma, it is imperative that you seek appropriate support and treatment as early as possible. This is not only for your own well-being but is your responsibility to your colleagues and the profession as indicated in the NASW Code of Ethics (Standards 2.09 & 2.10).

A large component of this class involves self-examination, in-class role playing and practicing clinical skills that you will use as a professional social worker. This class is in no way intended to supplement or take the place of your own individual or group therapy. In addition, one very important skill that we will develop during this semester is maintaining appropriate boundaries with your clients.

Course Outline and Reading Assignments:

The following outline and readings may change as the course progresses, given student interests and needs. Please read the required readings **prior** to the class when we will be discussing them.

(Note: The instructor reserves the right to make changes in the course calendar if necessary)

1/5: Trauma

- Course requirements and overview
- Definition of Trauma and Social Work
- Review of key themes throughout course

1/12: Understanding Crisis and Crisis Intervention

- Crisis Theory
- Assessing Crisis Reactions: ABCDE Model

[Reading: Collins & Collins, Chapter 1 & 2](#)

1/19 No Class – Martin Luther King, Jr. Day

1/26: Crisis Intervention – Developmental Ecological Approach

- Single Session Counseling
- Ongoing Crisis Counseling

[Reading: Collins & Collins, Chapter 3](#)

2/2 Crisis Intervention Competence

- Crisis Intervention Skills
- Empowering crisis intervention.

[Reading: Collins & Collins Chapter 4](#)

First Paper Due

2/9: Continuum of Crisis Response: Diagnosis and Lethality

- Diagnosis
- Danger to Self and others
- Counselor Safety Awareness

[Reading: Collins & Collins, Chapter 5](#)

2/16: Sexual Assault

- Myths about rape
- Crisis intervention with families and partners
- Ongoing Crisis Counseling for survivors

Reading: Collins & Collins, Chapter 6

2/23: Battery, Control, and Power in Intimate Relationships

- Defining Violence in intimate relationships
- Differential experiences of specific groups
- Barriers to leaving
- Ongoing vs single session counseling

Reading: Collins & Collins, Chapter 7

3/2 No Class – Spring Break

3/9: Helping the helpers

- Avoiding burnout
- Secondary Traumatic Stress and Vicarious Traumatization

Reading: Collins & Collins, Chapter 14

3/16: Substance Abuse

- Models of recovery
- Brief intervention techniques
- Motivational Interviewing

Reading: Collins & Collins, Chapter 8

Mid-Term

3/23: Chronic and Terminal Illness The Crisis of Death

- Defining chronic illness
- Single session vs ongoing counseling

Reading: Collins & Collins, Chapter 9

3/30: Chronic and Terminal Illness The Crisis of Death

- Models of grieving
- Single session vs ongoing counseling

Reading: Collins & Collins, Chapter 10

4/6: Crisis Intervention with Abused Children

- Prevalence and incidence
- Dynamics and impact
- Competence

Reading: Collins & Collins, Chapters 11

Second Paper Due

4/13: School and Workplace Violence

- Prevalence and incidence
- Dynamics and impact
- Competence

[Reading: Collins & Collins, Chapters 12](#)

4/20: Trauma and Crisis Intervention

- Impact on survivors
- Crisis intervention with disaster survivors
- Single session vs ongoing counseling

[Reading: Collins & Collins, Chapter 13](#)

4/27: Final Exam – In Class

Description of Assignments and Exams

Written communication is a vital component of your role as a professional social worker. As a result, proper grammar and spelling will be a determining factor and can impact up to 10% of your grade in all written assignments. APA style is to be used in written assignments as indicated above.

Below is a brief description of each of the major assignments.

Paper #1 – This paper is focused on utilizing the ABCDE model to assess a client. In 6 to 8 pages, students will complete an assessment of a client at your present or most recent field education placement. Utilizing the ABCDE Model described in the text, assess their response to one of the following;

- 1) a traumatic event that they experienced personally; **or**
- 2) a global traumatic event (like September 11th, 2001) that they lived through; **or**
- 3) a developmental crisis they are experiencing.

The intent of this paper is to practice the assessment skills we will be utilizing throughout this course and to pay close attention to the person's stage of development and their ecosystem or eco-map. The paper will be graded on your ability to assess the five components of the ABCDE model and **how** their present stage of development and the resources available to them would assist them or impede them in their coping. If you do not have a present field placement, I will discuss other options with you to complete this assignment.

Paper #2 - The second paper is focused on establishing a treatment plan for the client described in Paper # 1. In 6 to 8 pages, students will establish a treatment plan for ongoing **OR** single/brief session counseling for this client.

The intent of this paper is to apply the clinical skills and techniques we have been discussing and reading about throughout this course. As always, it is important to pay close attention to the person's stage of development and their ecosystem in treating them since this may be a source of strengths and/or challenges. I will be looking for the following components in the paper:

- 1) What is the ultimate goal on each domain (ABCDE) for this specific client;
- 2) What are the specific changes you hope to see in each of the five domains;

- 3) What are some specific techniques from this semester that you would apply to this client;
- 4) Are there potential barriers to the client accomplishing his/her goals and **how** would you attempt to address these barriers?

****Specific instructions for each paper will be posted on Blackboard and discussed in class in advance of their respective due dates.**

Mid-Term – The mid-term will cover topics from Lectures 1 - 6 and will be essay only. The content for the mid-term will be taken directly from the text book as well as class lecture. As a result, if you miss a class, it is strongly encouraged that you obtain notes from your colleagues to ensure that you are properly prepared for the examination. You will be graded on your ability to concisely and completely answer the essay questions on the class content. Each student will be given feedback on your responses to the questions. This will incorporate not only knowledge of theory but practical interventions that we discuss in class. As indicated above, up to 10% may be taken away for poor grammar and spelling.

Final Exam – The final exam will be cumulative for the semester and will be essay only. The content for the final will be taken directly from the text book as well as class lecture. As a result, if you miss a class, it is strongly encouraged that you obtain notes from colleagues. You will be graded on your ability to concisely and completely answer the essay questions on the class content. As with the mid-term, this will incorporate not only knowledge of theory but practical interventions that we discuss in class. As indicated above, up to 10% may be taken away for poor grammar and spelling.

Participation – Because this class is intended to be engaging and interactive, active participation is an integral component to be successful in this class. I will utilize the Socratic method if necessary but students should exhibit your engagement and initiative by volunteering independently. Your success in this area will be measured by your participation in role plays, positive contributions to class discussion that demonstrate your completion of the reading and grasp of the topics at hand, and attendance. Students are expected to come to class on time and to return from breaks in a timely fashion. As indicated above, more than two absences, may result in a substantial decrease in the final grade.

Course Assignments and Grading:

Assignment	Due Date	Percent of Grade
Paper #1	2/2	10%
Midterm Exam	3/16	20%
Paper #2	4/6	10%
Final Exam	4/27	20%
Homework/Participation	Ongoing	40%
TOTAL		100 %

From: Paul Peluso <ppeluso@fau.edu>
Date: November 6, 2014 at 2:40:36 PM CST
To: Elwood Hamlin <ehamlin@fau.edu>
Subject: Re: Support for Course Proposal

Hi Woody!

I'm sorry it has taken me so long to get back to you. I think that clinical emphases on trauma is a must (we are starting to do that as well), so I don't see a problem with this and I fully support this course.

I would also like to find some time to grab lunch and catch up! Let me know when you are available!

Paul

Sent from my iPhone

On Oct 28, 2014, at 2:05 PM, Elwood Hamlin <ehamlin@fau.edu> wrote:

Greetings Paul:

The MSW program is offering a course titled Social Work and Trauma this spring. This is a course that had been conducted for the past two years coded under special topics, SOW 6930. Before submitting this course proposal to our GPC, I would like to obtain your support from Counselor Education. We are reviewing and in some cases revising our curriculum in preparation for our upcoming reaffirmation and site visit from the Council on Social Work Education this spring.

Thank you,
Woody

Elwood R. Hamlin II, Ph.D, MSW
Coordinator, MSW Program

Stay connected with The School of Social Work by visiting us on:
<image001.png><image002.png><image003.jpg><image004.png>

<Spring Trauma 2015 _preliminary.docx>

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