



## Fall 2019

<b>Course Number:</b>	SOWK 699.88 S04	<b>Classroom:</b> SA (Science A) 124A
<b>Course Name:</b>	Mental Health & Trauma	
<b>Day &amp; Time:</b>	Thursday 5:00 – 8:00pm	

<b>Instructor:</b> Tanis Petry, BSW, MSW, RSW	<b>Office Hours:</b> By Appointment (Telephone & Skype Available)
<b>Telephone:</b> 403 797 0944	<b>Email:</b> <a href="mailto:tanis.petry@ucalgary.ca">tanis.petry@ucalgary.ca</a>

## COURSE OUTLINE

### Syllabus Statement

Examines contexts, theories, practice models and skill development in specialized fields of practice. Explores the ecology of trauma from a professional social work perspective.

### Course Description

Trauma and Mental Health explores a brief history of our understanding of trauma's impact on human development, types of trauma, theoretical explanations of trauma, current policy/practices, local programming and the application of evidenced based treatment protocols. Self-care and the impact of trauma in the social work profession will be an important focus throughout.

Theoretical constructs and professional responses are critically examined from a biopsychosocial perspective for their potential application in the area of trauma and various examples of interventions and therapeutic techniques are examined for their usefulness in working with survivors of trauma. The issues of adult survivors of early childhood trauma, other post-traumatic stress-related disorders impacting adults and children, as well as situations of crisis and disaster, are included.

This course utilizes multiple methods of instruction and will be delivered via traditional lecture, guest speaker panels, persons with lived experience, mixed media materials, experiential learning and in-depth discussions. Professional commentary with ethical considerations is encouraged.

### Course Learning Objectives

**At the completion of this course students will be able to:**

1. Identify and understand important issues in counseling survivors of trauma;
2. **Compare and contrast** different forms of trauma (e.g. physical, sexual, emotional, cultural);
3. Expand their knowledge base of current theories regarding the impact of crisis, trauma, and disaster on the individual psyche;
4. **Demonstrate understanding of** attachment theory and the developmental implications when early attachment is interrupted by maltreatment;
5. **Identify and describe** relevant diagnostic and treatment issues as these pertain to survivors of trauma;
6. **Understand and evaluate** multiple theories of crisis intervention, disaster response, and trauma recovery;

7. **Apply** basic theoretical constructs to understanding of crisis intervention, disaster response, and trauma recovery work;
8. **Demonstrate understanding of** counseling techniques used in the current treatment of Post-traumatic Stress Disorder and other trauma- and stress-related disorders;
9. **Reflect on** personal significance of reflective practice and self-care; and
10. **Identify and apply** values and ethics in Social Work practice from a trauma-informed lens of practice.

### Relationship to Other Courses

There are no prerequisites for this course.

### Course Text(s) & Required Readings

Van der Kolk, B. A. (2014). *The body keeps the score: Brain, mind, and body in the healing of trauma*. New York, NY: Viking.

\*\*please note this book is available as an AUDIOBOOK on Google Play and Audible\*\*

#### October 24<sup>th</sup> Required Readings

Guruge, S., Butt, H.(2015) A scoping review of mental health issues and concerns among immigrant and refugee youth in Canada: Looking back, moving forward. *Canadian Journal of Public Health*, 108(2), 72-78

George, Miriam. (2012). Migration traumatic experiences and refugee distress: Implications for social work practice. *Clinical Social Work Journal*, 40(4), 429-37

Hartmann. E. (2019). American Indian historical trauma: Anticolonial prescriptions for healing, resilience, and survivance. *American Psychologist*, 74(1), 6-19

Lewis, M. Hartwell, E., & Myhra, L. (2018) Decolonizing mental health services for Indigenous clients: A training program for mental health professionals. *American Journal of Community Psychology*, 62(3-4), 330-339

Klinic Community Health Centre. (2013). Trauma-informed: The Trauma Toolkit.

Available online:

[https://trauma-informed.ca/wp-content/uploads/2013/10/Trauma-informed\\_Toolkit.pdf](https://trauma-informed.ca/wp-content/uploads/2013/10/Trauma-informed_Toolkit.pdf)

#### October 31<sup>st</sup> Required Readings

Michalopoulos, L., & Aparicio, E. (2012). Vicarious trauma in social workers: The role of trauma history, social support, and years of experience. *Journal of Aggression, Maltreatment & Trauma*, 21(6), 646-664.

### Class Schedule:

<u>DATE</u>	<u>CONTENT</u>	<u>READINGS &amp; DUE DATES</u>
Sept 5/19	<u>Introduction/Housekeeping</u> Self-Care/Ethics Personal Mission Statements	None!

Sept 12/19	<b><u>What is Trauma?</u></b> SAMHSA Definition Early Understandings	Van Der Kolk, M.D. Chapter 1-2
Sept 19/19	<b><u>Your Brain on Trauma</u></b> Smoke Detector/Watch Tower Anatomy of Survival Fight/Flight/Freeze	Van Der Kolk, M.D. Chapter 3-4
Sept 26/19	<b><u>Your Brain on Trauma</u></b> Polyvagal Theory Brain Scans DSM Diagnoses Medications	Van Der Kolk, M.D. Chapter 5-6
Oct 3/19	<b><u>Developmental Trauma</u></b> Attachment/ Attunement Resilience DSM Diagnoses of Childhood	Van Der Kolk, M.D. Chapter 7-8
Oct 10/19	<b><u>Developmental Trauma</u></b> Adverse Childhood Experiences Trauma Histories/ Screening Tools	Van Der Kolk, M.D. Chapter 9-10
Oct 17/19	<b><u>Traumatic Memory</u></b> <b>GUEST SPEAKER PANEL</b>	Van Der Kolk, M.D. Chapter 11-12
Oct 24/19	<b><u>Historical/Cultural Trauma</u></b> Racial Trauma Theory Indigenous Populations Refugee & Immigrant Populations	See required readings
Oct 31/19	<b><u>Vicarious Trauma</u></b>	<b>ASSIGNMENT #2 DUE</b> See required readings
Nov 7/19	<b><u>Healing &amp; Recovery</u></b> Limbic System Therapy Somatic Therapies Emotional Regulation Strategies Mindfulness Based Stress Reduction	Van Der Kolk, M.D. Ch 13-14
Nov 14/19	READING WEEK - <b>NO CLASS!!</b>	
Nov 21/19	<b><u>Healing &amp; Recovery</u></b>  Evidenced Based Treatments EMDR TF-CBT DBT ART	Van Der Kolk, M.D. Ch 15-16 & 17-18
Nov 28/19	<b><u>Working with Complex Trauma &amp; Addictions</u></b> <b>GUEST SPEAKER PANEL</b>	Van Der Kolk, M.D. Ch 19-20

Dec 5/19

## FINAL EXAM

Resources/Supports  
Mission Statements Reviewed/Revised  
Individual Closing Statements

### Assignments

**Assignment #1**                      **Participation/Engagement with Material**                      20%  
Professional/ethical commentary  
Mission Statements/Closing Statements  
Further details about this assignment will be provided in class.

**Assignment #2**                      **Trauma Informed Care (TIC) Assessment**                      30%  
Due Date: October 31, 2019

The purpose of this paper is to apply the Trauma Informed Care Assessment Checklist to a social/health providing organization of your choice. Please note: visiting the physical environment will be a required part of the assessment, therefore choosing an organization familiar to you may be helpful. Assignment details and checklist will be provided in class. Academic Paper, 3-5 pages, double spaced, APA Format

**Assignment #3**                      **Demonstration of Treatment Tool/Strategy**                      20%  
Due Date: A sign-up sheet will be provided in the first two weeks of the course.

You will lead our class through an evidenced based practice used in the treatment of trauma. Emotional regulation strategies, mindfulness and grounding techniques are great examples to choose from.

**Assignment #4**                      **Final Exam      Dec 5, 2019**                      30%

The first 90 minutes of our final class will be devoted to your completion of a multiple-choice exam, in which the foundational material of this course will be tested. Your instructor will provide plenty of practice and preparation for this exam throughout the course. This is not an open book exam. Further details about the exam will be provided in class.

### Future Recommended Readings

#### Becoming Trauma Informed:

Herman, J. L. (1997). *Trauma and recovery*. New York, NY: BasicBooks.  
Levine, P. A. (1997). *Waking the tiger: Healing trauma*. Berkeley, CA: North Atlantic Books  
Maté, Gabor. (2003). *When the body says no: The cost of hidden stress*. Toronto, ON: A.A.

### Grading

A student's final grade for the course is the sum of the separate assignments. It is not necessary to pass each assignment separately in order to pass the course.

The University of Calgary Graduate Grading System will be used.

Grade	Grade Point	Description	Percentage
A+	4.0	Outstanding	95-100
A	4.0	Excellent – superior performance, showing comprehensive understanding of subject matter	95-100
A-	3.7	Very Good Performance	90-94
B+	3.3	Good Performance	85-89
B	3.0	Satisfactory performance. <b>Note:</b> The grade point value (3.0) associated with this grade is the minimum acceptable <b>average</b> that a graduate student must maintain throughout the programme as computed at the end of each year of their program.	80-84
B-	2.7	Minimum pass for students in Graduate Studies. <b>Note:</b> Students who accumulate two grades of “B-” or lower can be required by the Faculty to withdraw from the programme regardless of the grade point average.	75-79
C+	2.3	All grades below “B-” are indicative of failure at the graduate level and cannot be counted towards Faculty of Graduate Studies course requirements.	70-74
C	2.00		65-69
C-	1.70		60-64
D+	1.30		55-59
D	1.00		50-54
F	0.00		Below 50

### Course Evaluation

Student feedback will be sought at the end of the course through the standard University and Faculty of Social Work course evaluation forms.

Students are welcome to discuss the process and content of the course at any time with the instructor.

### University of Calgary Information

#### Professional Conduct

As members of the University community, students and staff are expected to demonstrate conduct that is consistent with the University of Calgary Calendar <http://www.ucalgary.ca/pubs/calendar/current/k-2.html>. Students and staff are also expected to demonstrate professional behaviour in class that promotes and maintains a positive and productive learning environment.

Consistent with the aims of the Social Work Program, all students and staff are also expected to respect, appreciate, and encourage expression of diverse world views and perspectives. The University of Calgary also expects all to respect, appreciate, and encourage diversity.

All members of the University community participating in the Social Work Program are expected to offer their fellow community members unconditional respect and constructive feedback. While critical thought, and debate, is valued in response to concepts and opinions shared in class, feedback must at all times be focused on the ideas or opinions shared and not on the person who has stated them. Where a breach of

an above mentioned expectation occurs in class, the incident should be reported immediately to the Associate Dean or his/her designate. As stated in the University Calendar, students who seriously breach these guidelines may be subject to a range of penalties ranging from receiving a failing grade in an assignment to expulsion from the University.

Students and staff are expected to model behaviour in class that is consistent with our professional values and ethics. Students are expected to comply with professional standards for the Social Work profession as outlined by the Canadian Association for Social Workers, Code of Ethics (2005): <https://casw-acts.ca/en/Code-of-Ethics> and the Alberta College of Social Work Standards of Practice (2013): <https://acsw.in1touch.org/uploaded/web/website/DRAFT%20ACSW%20Standards%20of%20Practice%20Bill%2021%20Implementation%202282019.pdf>

Students are expected to ensure they are both familiar with, and comply with these standards.

### **Research Ethics**

"If a student is interested in undertaking an assignment that will involve collecting information from members of the public, he or she should speak with the course instructor and consult the CFREB ethics website (<http://www.ucalgary.ca/research/researchers/ethics-compliance/cfreb>) *before* beginning the assignment."

Any research in which students are invited to participate will be explained in class and approved by the appropriate University Research Ethics Board.

### **Writing Expectations**

It is expected that all work submitted in assignments should be the student's own work, written expressly by the student for this particular course. You are reminded that academic misconduct, including plagiarism, has extremely serious consequences, as set out in the University Calendar <http://www.ucalgary.ca/pubs/calendar/current/k-2.html>

All social work students are expected to review the Academic Integrity Module before beginning their program: <https://connect.ucalgary.ca/p8lgb1nucdh/>

A number of programs and services, including writing tutors, are available through the Student Success Centre (SSC) to assist graduate students increase productivity and overcome certain difficulties they may encounter. Additional information and the links for either appointment booking or event registration are available at: <http://ucalgary.ca/ssc/graduatestudent>  
Each individual is responsible to ensure compliance with the University of Calgary copyright policy. Individual questions and concerns should be directed to [copyright@ucalgary.ca](mailto:copyright@ucalgary.ca).

### **Supports for Mental Health and Wellness**

The UCalgary Student Wellness Centre <https://www.ucalgary.ca/wellness-services> is an on-campus student wellness centre offering a variety of medical services, mental health services, and drop in spaces and programs. The Centre is located on the third floor of MacEwan Student Centre (MSC 370).

The University of Calgary recognizes the pivotal role that student mental health plays in physical health, social connectedness and academic success, and aspires to create a caring and supportive campus community where individuals can freely talk about mental health and receive supports when needed. For more information visit the Campus Mental Health Strategy website <https://ucalgary.ca/mentalhealth/>

The UCalgary Student Wellness Centre provides mental health support and education to University of Calgary students Monday to Friday from 9:00a.m. to 4:30p.m. Call 403-210-9355 to make an appointment, or use drop-in appointment times (weekdays at 10:00am and 2:00pm). Afterhours support is also available by calling 403.210.9355.

Students can also call the Alberta wide, 24/7 Mental Health Help Line 1-877-303-2642 (toll free within Alberta) for confidential, anonymous service; crisis intervention; information about mental health programs and services; and referrals to other agencies if needed.

### **Sexual Violence Policy**

The University recognizes that all members of the University Community should be able to learn, work, teach and live in an environment where they are free from harassment, discrimination, and violence. The University of Calgary's sexual violence policy guides us in how we respond to incidents of sexual violence, including supports available to those who have experienced or witnessed sexual violence, or those who are alleged to have committed sexual violence. It provides clear response procedures and timelines, defines complex concepts, and addresses incidents that occur off-campus in certain circumstances. Please see the policy available at <https://www.ucalgary.ca/policies/files/policies/sexual-violence-policy.pdf>

### **Technology**

Students must use their ucalgary email address as the preferred email for university communications. Cell phones must be turned off in class unless otherwise arranged with the instructor.

### **Student Representatives**

The Social Work representative to the Students Union is to be determined ([swsacalgary@gmail.com](mailto:swsacalgary@gmail.com)). The Student Ombudsman's Office can be reached at <http://www.ucalgary.ca/ombuds/> for assistance with any academic and non-academic misconduct concerns.

### **FOIP Act**

The Freedom of Information and Protection of Privacy (FOIP) Act indicates that assignments given by you to your course instructor will remain confidential unless otherwise stated before submission. The assignment cannot be returned to anyone else without your express permission. Similarly, any information about yourself that you share with your course instructor will not be given to anyone else without your permission.

### **Academic Accommodations**

It is the student's responsibility to request academic accommodations. Discuss your needs with your instructor no later than fourteen (14) days after the start of this course. If you are a student with a documented disability who may require academic accommodation, please register with the Student Accessibility Services <http://www.ucalgary.ca/access/> (403) 220-8237 or email: [access@ucalgary.ca](mailto:access@ucalgary.ca). Students needing an Accommodation in relation to their coursework or to fulfil requirements for a graduate degree, based on a Protected Ground other than Disability, should communicate this need, preferably in writing, to their Instructor or to Jessica Ayala, the Faculty of Social Work's Associate Dean (Teaching & Learning) [jayala@ucalgary.ca](mailto:jayala@ucalgary.ca).

### **Appeals**

If there is a concern with the course, academic matter or a grade, first communicate with the instructor. If these concerns cannot be resolved, students can proceed with an academic appeal, and must follow the process of the Faculty of Graduate Studies Calendar.

### **Building Evacuations**

When the building evacuation alarm sounds, please take your personal belongings, if readily available, leave the building quickly and safely using the stairs and proceed to the primary Assembly Point for the building. You are encouraged to download the UofC Emergency App:

<http://www.ucalgary.ca/emergencyplan/emergency-instructions/uc-emergency-app>

### **SAFEWALK (403) 220-5333**

Campus security will escort individuals, day or night. Call (403) 220-5333. Use any campus phone, emergency phone or the yellow phone located at most parking lot pay booths.