

Course Number	SOWK 610.01 S02	Classroom	Online
Course Name	Fundamentals of trauma informed practice		
Day(s) & Time	Zoom sessions THURSDAY 9 AM – 12 Noon as per schedule		
Instructor	Dr. Jeannette Waegemakers Schiff		
U of C E-mail	<a href="mailto:schiff@ucalgary.ca">schiff@ucalgary.ca</a>	Phone	403-220-2212

#### SYLLABUS STATEMENT

Examines multiple social work theories, models, and approaches to clinical practice. Clinical social work practice is situated within in historical, economic, political, social and cultural contexts. Critical perspectives, contemporary issues and research debates are discussed.

#### COURSE DESCRIPTION

This course provides review and in-depth exploration of the range of traumatic experiences and their individual, familial, group and community consequences. It will differentiate traumatic events and psychological trauma and explore differences between traumatic stress, acute stress reactions, PTSD, individual and community and responses to historical and multigenerational trauma, especially as it pertains to Indigenous people. Students will become familiar with a range of assessment and intervention tools and methodologies. Participants will also be introduced to the concepts of vicarious traumatization, secondary traumatic stress and the importance of counsellor/therapist wellness strategies for professional practice.

#### COURSE LEARNING OUTCOMES

Course Learning Objectives:

1. Understand and apply key concepts on the nature and scope of traumatic experiences;
2. Understand and apply key concepts on current theories and approaches in trauma practice;
3. Be able to identify and critically use screening and interventions across various types of traumatic events;
4. Understand developmental and life course aspects of trauma;
5. Be able to identify and differentially apply treatment and intervention approaches to trauma;
6. Knowledge of applications with specific cohorts;
7. Be familiar with professional self-awareness and use of self for work in trauma informed care.

#### LEARNING RESOURCES

#### REQUIRED TEXTBOOKS AND/OR READINGS

Briere, J. N., & Scott, C. (2014). *Principles of trauma therapy: A guide to symptoms, evaluation, and treatment (DSM-5 update)*. Newbury Park, CA: Sage.

Van der Kolk, B. A. (2015). *The body keeps the score: Brain, mind, and body in the healing of trauma*. Penguin Books.

**LEARNING TECHNOLOGIES AND REQUIREMENTS**

A D2L site is set up for this course which contains required readings and other relevant class resources and materials. A laptop, desktop or mobile device with Internet access, camera, microphone and speaker is required for D2L and Zoom access.

**RELATIONSHIP TO OTHER COURSES**

This course is the foundation course for a four-course certificate in trauma treatment and trauma informed care (SOWK 610, SOWK 612, SOWK 614 1nd SOWK 616).. It provides the fundamental which will lead to exploration in subsequent courses of specific developmental and life event traumatic experiences as well as further in-depth examination of trauma with specific cohorts.

<b>CLASS SCHEDULE</b>		
<b>Week of</b>	<b>Topic</b>	<b>Course Learning Objectives</b>
<b>Module 1</b> Sept 8 – 13 Zoom Class <b>Thurs. Sept.10</b> 9 AM – 12 Noon	Course intro, class intro Epidemiology and range of traumatic experiences: vicarious traumatization, secondary traumatic stress Personal awareness and safety	CLO 1, 6
<b>Module 2</b> Sept 14 - 20 Zoom Class <b>Thurs. Sept. 17</b> 9 AM – 12 Noon	Neurophysiology of trauma Trauma and addictions	CLO 4
<b>Module 3</b> Sept 21 - 27 Zoom Class <b>Thurs. Sept 24</b>	Assessment Diagnostic complexities and formulations: the DSM-5 & ICD-10	CLO 1

9 AM – 12 Noon		
<b>Assignment One due September 26.</b>		
<b>Module 4</b> Sept 28 – Oct. 4 Zoom Class Thurs. Oct. 1  9 AM – 12 Noon	Basics of trauma informed care and trauma treatment Differential approaches for different trauma scenarios	CLO 3, 4, 5
<b>Module 5</b> Oct 4 - 11  Zoom Class  <b>Thurs. Oc8</b>  9 AM – 12 Noon	Treating trauma; Treatment approaches, best practices	CLO 4,5
<b>Module 6</b> Oct 12 - 18  Zoom Class <b>Thurs. Oct 15</b>  9 AM – 12 Noon	Spiritual aspects of healing from trauma  Addressing trauma in groups, organizations and communities	CLO 3, 5, 6
<b>Assignment 3 due October 19</b>		

<b>ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION</b>
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[Required readings, and video presentations for each week will be posted on the D2L site.](#)

**USE OF INTERNET AND ELECTRONIC COMMUNICATION DEVICES IN CLASS**

- A D2L site is set up for this course which contains required readings and other relevant class resources and materials.
- Students are expected to attend ALL scheduled Zoom sessions. A laptop, desktop or mobile device with Internet access, camera, microphone and speaker is required for Zoom access.

- No invisible, blank screen or use of an avatar during Zoom sessions is acceptable unless **by prior permission from the instructor** and due to internet accessibility issues.

### **GUIDELINES FOR ZOOM SESSIONS IN ONLINE CLASSES**

Students are expected to participate actively in all Zoom sessions. If you are unable to attend a Zoom session, please contact your instructor to arrange an alternative activity for the missed session (e.g., to review a recorded session). Please be prepared, as best as you are able, to join class in a quiet space that will allow you to be fully present and engaged in Zoom sessions. Students will be advised by their instructor when they are expected, if they are able, to turn on their webcam (for group work, presentations, etc.). All students are expected to behave in a professional manner during the session. No group chats will be permitted during Zoom sessions.

### **MEDIA RECORDING FOR ASSESSMENT OF STUDENT LEARNING**

The instructor may use media recordings as part of the assessment of students. This may include but is not limited to classroom discussions, presentations, clinical practice, or skills testing that occur during the course. These recordings will be used for student assessment purposes only and will not be shared or used for any other purpose.

### **ZOOM RECORDINGS OF ONLINE CLASSES**

The instructor may record online Zoom class sessions for the purposes of supporting student learning in this class – such as making the recording available for review of the session or for students who miss a session. Students will be advised before the instructor initiates a recording of a Zoom session. These recordings will be used to support student learning only and will not be shared or used for any other purpose.

## **ASSESSMENT COMPONENTS**

### ***Assignment 1***

Understanding clinical situations is best learned through case studies. For this first assignment you will be provided with several case examples (posted on D2L). Please choose one case and provide a detailed analysis of presenting problems, assessment protocols and tools, differential diagnoses, and which diagnosis would provide the most appropriate fit. All answers must be supported by relevant citations of the literature, APA style citations. Length – 2000- 2200 words.

Due: September 26 24:00 hours

### **Grade 30% of final grade**

Course Learning Objective (CLO): 1,2,3,5,7

### ***Assignment 2 A***

Self-awareness and self-reflection on the course readings and examples is a critical component to your professional development. Almost all of us have experienced trauma in our lives. The extent to which we have been able to recognize, accept and integrate these experiences directly impacts working relationships with clients and is vitally important when working with trauma survivors. This is best said

by the words: "we cannot not let our clients go where we ourselves fear to tread." One fundamental way to accomplish this is through keeping a self-reflective journal.

For this assignment, you will keep an online journal with a weekly entry that reflects both your new knowledge based on course material and a personal reflection as to its meaning and applicability to yourself. Each entry should be between 200 and 250 words and should be posted to your personal self-assessment section in D2L, which is confidential and available only to you and the instructors. You will find it helpful to first develop a word document and then paste the content into your D2L space. This will also allow you to keep an ongoing file of your journal. You must post by **Tuesday 24:00 hours each week**. This assignment covers all 6 weeks of the course and you will be expected to post 6 entries. Your grade will be based on content – that you have included relevant reflection on the course content for the previous week, personal and professional relevance, and timeliness.

**Grade: 20% of final grade.**

**Due: Tuesday of each week of the course schedule .**

### ***Assignment 2B***

#### ***Question of the week***

Students are expected to participate in weekly videoconferencing sessions via Zoom and in the question of the week discussions on the D2L discussion board. Posts must be brief but should be meaningful and reflect literature and personal significance. Grading will be based on regular participation of both the Zoom sessions and D2L discussion board.

**Grade: 15% of final grade**

**Due: weekly**

CLO (Course Learning Objective): 1,2,3,4,7

### **Assignment 3:**

The final assignment is a research-based paper that explores an important aspect of trauma etiology, assessment or treatment and utilizes understandings of simple trauma. It should discuss the differences in interventions in both a trauma-informed lens of practice and trauma therapy, and interventions should be based on best practices cited in the literature. Length: 2500 words. APA format is required.

**Grade: 35% of final grade**

**Due: October 19 24:00 hours**

CLO (Course Learning Objective): 1,2,3,4, 5,7

<b>ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION</b>
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Grading rubrics will be posted on D2L.

### **ATTENDANCE AND PARTICIPATION EXPECTATIONS**

Students are expected to attend class regularly and to be fully present and engaged in class activities and discussions. These are part of the participation grade, as outlined in Assignment 2 of the the assessment components section above.

### **GUIDELINES FOR SUBMITTING ASSIGNMENTS**

Please submit all assignments electronically through your course D2L dropbox. Assignments must be submitted in Word format (12 pt. font). Assignments should have a file name as follows: Full name and assignment number (e.g., Jane Smith Assignment 2). Assignments are due before midnight on their due date. Please note that it is the student's responsibility to keep a copy of each submitted assignment and to ensure that the proper version is submitted.

### **LATE ASSIGNMENTS**

Late assignments will be accepted only in exceptional circumstances and at the discretion of the instructor and assignments submitted after the deadline without prior approval will be penalized with a grade reduction of two points per day.

### **EXPECTATIONS FOR WRITING**

Writing quality is a component of any written assignments and the use of APA v 6 or 7 for formatting and referencing is expected for all papers. All assignments will be assessed partly on both critical thinking and writing skills. Writing skills include not only surface correctness (grammar, punctuation, sentence structure, etc.) but also general clarity and organization. Sources used in research papers must be properly documented and referenced in APA format. If you need writing support, please connect with the Student Success Centre, at: <https://www.ucalgary.ca/student-services/student-success/writing-support>

### **ACADEMIC MISCONDUCT**

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

## **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 **Undergraduate Grading System** and Faculty of Social Work Percentage Conversion will be used.

The University of Calgary **Graduate Grading System** and Faculty of Social Work Percentage Conversion will be used.

<b>Grade</b>	<b>Grade Point</b>	<b>Description</b>	<b>Percentage</b>
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 encouraged to discuss the process and content of the course at any time with the instructor.

**ADDITIONAL SUGGESTED READINGS**

**UNIVERSITY OF CALGARY POLICIES AND SUPPORTS**

**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.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 and the University of Calgary, all students and staff are expected to respect, appreciate, and encourage expression of diverse world views and perspectives; to offer their fellow

community members unconditional respect and constructive feedback; and to contribute to building learning communities that promote individual and collective professional and personal growth. While critical thought and debate is valued in response to concepts and opinions shared in class, feedback must always be focused on the ideas or opinions shared and not on the person who has stated them. Students and staff are expected to model behaviour in class that is consistent with our professional values and ethics, as outlined in the Canadian Association for Social Workers, Code of Ethics (2005) and the Alberta College of Social Work Standards of Practice (2019). Both can be found online at: <https://acsw.ab.ca/site/practice-resources?nav=sidebar>

### **ACADEMIC ACCOMMODATION**

It is the student's responsibility to request academic accommodations according to the University policies and procedures. Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services (SAS). SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit [www.ucalgary.ca/access/](http://www.ucalgary.ca/access/). Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their Instructor. The full policy on Student Accommodations is available at <http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy.pdf>

### **RESEARCH ETHICS**

"If a student is interested in undertaking an assignment that will involve collecting information from members of the public, they 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.

### **ACADEMIC MISCONDUCT**

For information on academic misconduct and its consequences, please see the University of Calgary Calendar at <http://www.ucalgary.ca/pubs/calendar/current/k.html>

### **INSTRUCTOR INTELLECTUAL PROPERTY**

Course materials created by professor(s) (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the professor(s). These materials may NOT be reproduced, redistributed or copied without the explicit consent of the professor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

### **COPYRIGHT LEGISLATION**

All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright (<https://www.ucalgary.ca/policies/files/policies/acceptable-use-of-material-protected-by-copyright-policy.pdf>) and requirements of the copyright act (<https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>) to ensure they are aware of the consequences of unauthorised sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy.

### **FREEDOM OF INFORMATION AND PROTECTION OF PRIVACY**



Student information will be collected in accordance with typical (or usual) classroom practice. Students' assignments will be accessible only by the authorized course faculty. Private information related to the individual student is treated with the utmost regard by the faculty at the University of Calgary.

### **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>

### **OTHER IMPORTANT INFORMATION**

Please visit the Registrar's website at: <https://www.ucalgary.ca/registrar/registration/course-outlines> for additional important information on the following:

- **Wellness and Mental Health Resources**
- **Student Success**
- **Student Ombuds Office**
- **Student Union (SU) Information**
- **Graduate Students' Association (GSA) Information**
- **Emergency Evacuation/Assembly Points**
- **Safewalk**