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| Course Number | SOWK 612.01 S02 | Classroom | Blended Learning Online: D2L/ZOOM |
| Course Name | TRAUMA IMPACTS AND INTERVENTIONS ACROSS THE LIFE SPAN | | |
| Day(s) & Time | Thursdays, October 22-December 3 9:00-11:30am and 1:00-3:30pm 9am-11:30am Synchronous learning via ZOOM Sessions October 22, 29, November 5, 19, 26, December 3 1pm-3:30pm Asynchronous learning (on your own - online only) October 22, 29, November 5, 19, 26, December 3 Please note that for October 29 & Nov 5 you will only sign up for ONE 30-minute simulation time available on either of those dates (NOT both). Sign-up sheets will become available on the first night of class. (see details below and on D2L) | | |
| Instructor | Angelique Jenney | | |
| U of C E-mail | angelique.jenney@ucalgary.ca | Phone | 403-220-7123 |

SYLLABUS STATEMENT

Throughout SOWK 612.01 we will have an opportunity to conduct an in-depth exploration of traumatic experiences at various points in an individual's life span, and the implications for future growth and development.

COURSE DESCRIPTION

Based on the fundamentals of assessment and intervention, we will explore the impact of traumatic experiences at various points in an individual's life span, and the implications for future growth and development. Beginning with an examination of infant and early childhood experiences, and how these may impact on development throughout the life course, we will examine the connections between adverse childhood experiences, trauma and issues in adulthood; while also taking into account a range of experiences from an ecological framework that considers individual, familial, community and societal experiences of trauma. Finally, we will consider a variety of wellness strategies for social workers as well as their potential applications with clients in clinical practice throughout the course. This course uses a variety of teaching methods conducive to adult learning such as multi-media (videos, podcasts), online and in-person content, as well as traditional academic texts.

Research study participation: Please be advised that within this course, you will have the opportunity to volunteer as a research participant in a study that aims to a) examine the feasibility and effectiveness of simulation in social work education, and b) identify procedural competency skills required for professionals working with youth with childhood exposure to intimate partner violence (CEIPV). Further details will be provided at the start of the course.

COURSE LEARNING OUTCOMES

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

1. Understand and apply key concepts regarding the nature and scope of traumatic experiences across the lifespan;

2. Understand and apply a developmental framework to understanding and intervening with individuals/families who have experienced trauma;
3. Able to accurately screen for aspects of trauma within intervention practice approaches;
4. Understand developmental and life course aspects of trauma;
5. Be able to identify and differentially apply treatment and intervention approaches to trauma;
6. Demonstrate understanding of such approaches 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

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

See D2L for additional readings with links provided.

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, microphone and speaker is required for both D2L and Zoom platform access.

RELATIONSHIP TO OTHER COURSES

This course is the second course for a four-course certificate in trauma treatment and trauma informed care. In this course we examine the fundamentals of trauma-informed care and practice within the context of a developmental framework and life course analysis within a variety of populations and specific cohorts.

CLASS SCHEDULE

| Date | Topic | Readings/Assignments Due |
|-------------------------|---|---|
| October 22 9-11:30am | Introduction to the Course ZOOM SESSION History of the Present: Understanding the Impact of Intergenerational Trauma | Text: van der Kolk, B. A. (2014). <i>The body keeps the score: Brain, mind, and body in the healing of trauma</i> . Viking. Chapters 6 Articles: Racine, N., Plamondon, A., Madigan, S., McDonald, S., & Tough, S. (2018). Maternal adverse childhood experiences and infant development. <i>Pediatrics</i> , 141(2), e20172495. |
| October 22 1-3:30pm | ONLINE Trauma-Informed Practice with Indigenous Peoples | Webinar: Trauma-Informed Practice with Indigenous Peoples Across the Life Span https://www.youtube.com/watch?v=UI71hyrAW-A&feature=youtu.be |

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| | Life Stories Discussion Post #1 | |
| October 29 9-10am | ZOOM SESSION Life Course Theory: Trauma and Parenting | Articles: Huth-Bocks, A. C., Levendosky, A. A., Theran, S. A., & Bogat, G. A. (2004). The impact of domestic violence on mothers' prenatal representations of their infants. <i>Infant Mental Health Journal</i> , 25(2), 79-98. |
| 11-4:30pm | SIMULATION SESSIONS (sign up for a 30- minute session on D2L) | |
| October 29 | ONLINE Discussion Post #2 | Watch: 'Removed' Videos Part 1: https://www.youtube.com/watch?v=IOeQUwdAjE0 Part 2: https://www.youtube.com/watch?v=1fGmEa6WnY |
| November 5 9-10am | ZOOM SESSION Trauma in Childhood Lecture: Impact on Infants and Children (up to school aged) | Articles: Perry, B. D., Pollard, R. A., Blakley, T. L., Baker, W. L., & Vigilante, D. (1995). Childhood trauma, the neurobiology of adaptation, and "use-dependent" development of the brain: How "states" become "traits". <i>Infant Mental Health Journal</i> , 16(4), 271-291. https://pdfs.semanticscholar.org/0617/cc58f96c914d78c59721b995d15e87c4aaaf.pdf |
| 11-4:30pm | SIMULATION SESSIONS (sign up for a 30- minute session on D2L) | Kress, V. E., Adamson, N. A., Paylo, M. J., DeMarco, C., & Bradley, N. (2012). The use of safety plans with children and adolescents living in violent families. <i>The Family Journal: Counseling and Therapy for Couples and Families</i> , 20(3), 249-255. Sullivan, C. M. (2018). Understanding how domestic violence support services promote survivor well-being: A conceptual model. <i>Journal of Family Violence</i> , 33, 123-131. |
| November 5 | ONLINE Trauma in Adolescence Discussion Post #3 | Watch: http://www.rememberingtrauma.org Articles: Lucio, R., & Nelson, T. L. (2016). Effective practices in the treatment of trauma in children and adolescents: From |

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| | | <p>guidelines to organizational practices. <i>Journal of Evidence-Informed Social Work</i>, 13(5), 469-478.</p> <p>Milne, L., & Collin-Vézina, D. (2015). Assessment of children and youth in child protective services out-of-home care: An overview of trauma measures. <i>Psychology of Violence</i>, 5(2), 122.</p> <p>Bath, H. (2017). The trouble with trauma. <i>Scottish Journal of Residential Child Care</i>, 16(1), 1-12.</p> <p>Optional: Trauma-informed Intervention with Youth using Sport https://youtu.be/X7Xz8Hdlk0Q</p> |
| READING WEEK NOVEMBER 8-14, 2020 NO CLASS CONTENT | | |
| <p>November 19 9-11:30am</p> <p>1-3:30pm</p> | <p>ZOOM SESSION Introduction to Assessment and case formulation</p> <p>ONLINE Film and assessment activities</p> <p>Reflections on Trauma-Informed Intervention – Self-Awareness and Self-Care</p> | <p>Text: van der Kolk, B. A. (2014). <i>The body keeps the score: Brain, mind, and body in the healing of trauma</i>. Viking. Chapters 11, 12.</p> <p>Articles: Dean, R., & Poorvu, N. (2008). Assessment and formulation: A contemporary social work perspective. <i>Families in Society: The Journal of Contemporary Social Science</i>, 596-604. http://journals.sagepub.com.ezproxy.lib.ucalgary.ca/doi/pdf/10.1606/1044-3894.3822</p> <p>Sansbury, B. S., Graves, K., & Scott, W. (2015). Managing traumatic stress responses among clinicians: Individual and organizational tools for self-care. <i>Trauma</i>, 17(2), 114-122.</p> <p>Case Formulation Instruction and Example: http://iacapap.org/wp-content/uploads/A.10-CASE-FORMULATION-2014.pdf</p> <p>ASSESSMENT FILM MADE AVAILABLE TODAY</p> |
| <p>November 26 9-11:30am</p> | <p>ZOOM SESSION Trauma Impacts and Interventions Across the Lifespan: Trauma & Older Adults</p> <p>ONLINE</p> | <p>Text: van der Kolk, B. A. (2014). <i>The body keeps the score: Brain, mind, and body in the healing of trauma</i>. Viking. Chapters 13-15.</p> <p>Articles: Walsh, C., Ploeg, J., Lohfeld, L., Horne, J., MacMillan, H., & Lai, D. (2007). Violence across the lifespan: Interconnections among forms of abuse as described by marginalized Canadian elders and their caregivers. <i>British Journal of Social Work</i>, 37 (3), 491-514.</p> |

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| | <p>Impacts of Trauma in Later life: Podcast</p> <p>Discussion Post #4</p> | |
| <p>November 26 1-3:30pm</p> | <p>ONLINE Trauma-Informed Care Webinar</p> <p>Discussion Post #5</p> <p>Assessment and Intervention Plan Due</p> | <p>Text: van der Kolk, B. A. (2014). <i>The body keeps the score: Brain, mind, and body in the healing of trauma</i>. Viking. Chapters 1-3.</p> <p>Watch: Trauma and Violence-Informed Care https://www.youtube.com/watch?v=qjvMTZZ2GPg</p> <p>Articles: Knight, C. (2015). Trauma-informed social work practice: Practice considerations and challenges. <i>Clinical Social Work Journal</i>, 43, 25-37.</p> <p>Elliott, D. E., Bjelajac, P., Fallot, R. D., Markoff, L. S., & Glover-Reed, B. (2005). Trauma-informed or trauma-denied: Principles and implementation of trauma-informed services. <i>Journal of Community Psychology</i>, 33(4), 461-477.</p> <p>https://www.canada.ca/en/public-health/services/publications/health-risks-safety/trauma-violence-informed-approaches-policy-practice.html</p> <p>http://www.justice.gc.ca/eng/rp-pr/cj-jp/victim/rd9-rr9/p2.html</p> <p>Additional resources: https://youtu.be/HvpviP7Qr0w</p> |
| <p>December 3 9-11:30am</p> | <p>ZOOM SESSION Hope and Healing: Resilience in the Face of Trauma and Violence</p> <p>Reflections on the class</p> | <p>Articles: Burnette, C. E. (2018). Family and cultural protective factors as the bedrock of resilience and growth for Indigenous women who have experienced violence. <i>Journal of Family Social Work</i>, 21(1), 45-62.</p> <p>Ungar, M. (2013). Resilience, trauma, context, and culture. <i>Trauma, Violence and Abuse</i>, 14(3), 255-266.</p> |
| <p>December 10</p> | <p>Final Discussion Post Due</p> <p>Final Assignment Simulation</p> | |

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| | Process Recording and Reflection Due | |
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ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION

USE OF INTERNET AND ELECTRONIC COMMUNICATION DEVICES IN CLASS

The use of laptop and mobile devices is acceptable when used in a manner appropriate to the course and classroom activities. Students are to refrain from accessing websites that may be distracting for other learners (e.g., personal emails, Facebook, YouTube) during class time. Please be mindful when attending Zoom sessions that your video is on and that other students as well as the instructor will be able to see you.

CLASS RECORDINGS

Zoom sessions are usually recorded and then posted for additional viewing as required. In some cases, recordings may not be posted due to an issue of consent (e.g. guest speaker) or technical issue. There is no guarantee that recordings will always be available, however, PowerPoint slides will be posted on D2L.

GUIDELINES FOR ZOOM SESSIONS IN ONLINE CLASSES

Students are expected to participate actively in all Zoom sessions. 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.

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. 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: Trauma-Informed Assessment and Intervention Plan (35%)

Due date: November 26, 11:59pm

Aligned Course Learning Outcomes: 1, 2, 3, 4

The objective of this assignment is to use the concepts studied in this course to develop a comprehensive assessment of an identified client. The client must be assessed using the framework

practiced and presented in the assessment class. This framework will also require taking into account intersecting diversities and contextual factors. The client and their situation will be based on a documentary that will be linked on D2L.

For the assignment, you will place yourself in the role of the social worker and write an expanded version of the type of assessment and intervention plan that would normally be required in an agency/organization. A template with detailed instructions will be provided during the residency as well as an opportunity for you to complete a practice assessment in small groups at that time.

You will use theories and concepts taught in class and found in the course materials. These sources should be referenced using APA format; however, an independent literature review is unnecessary.

Length: Maximum 10-12 pages, excluding references, double spaced. Use size 12 font and leave 1 inch margins on sides, top and bottom of page. Please refer to detailed assignment instructions and the rubric provided on D2L for further guidance and specific grading criteria.

Assignment #2: Simulation Process Recording and Reflection (35%)

Due date: December 10, 11:59pm

Aligned Course Learning Outcomes: 4, 5, 6, 7

Students will complete and submit a video recording of their simulated client interview, a copy of the online reflection process, and a written process recording, as per instructions on D2L.

Please refer to detailed assignment instructions and the rubric provided on D2L for further guidance and specific grading criteria. Follow D2L Instructions for assignment submissions.

Assignment #3: Participation (30%)

Due date: Weekly on Wednesdays

Aligned Course Learning Outcomes: 1, 2, 3, 4, 5, 6, 7

Marks are given for involvement in the course and completing activities which will be posted weekly (viewing materials, engaging in discussion boards in thoughtful ways, and attending all ZOOM sessions as well as the campus-based residency). A marking rubric is provided on D2L. Criteria and weighting for D2L discussions will include: Ideas: 30%, Critical Thinking: 30%, Participation: 20%, and Etiquette: 20%.

ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

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 the assessment components section above. There are no make-up options for missed sessions.

GUIDELINES FOR SUBMITTING ASSIGNMENTS

Please submit all assignments electronically through their respective dropbox in D2L. Assignments may be submitted in Word format ONLY. 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 without penalty will be accepted only in exceptional circumstances and at the discretion of the instructor pending the provision of adequate documentation. All other late assignments will be subject to one grade level reduction (e.g. A to A-) per 24-hour period after the submission deadline.

EXPECTATIONS FOR WRITING

All assignments will be assessed partly on 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 **Graduate Grading System** and Faculty of Social Work Percentage Conversion 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. Note: The grade point value (3.0) associated with this grade is the minimum acceptable average 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. Note: 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 |

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| 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 |

Student

COURSE EVALUATION

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.

ADDITIONAL SUGGESTED READINGS

See D2L for any 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/. 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**