



Course & Session Number	SOWK 610.01 S03	Classroom	TBA
Course Name	Fundamentals of Trauma-Informed Practice		
Day(s) & Time	<p>Start of Classes: September 6, 2022 End of Classes: October 19, 2022</p> <p>Dates and Time:</p> <p>Asynchronous: Sept 6.</p> <p>Tuesday Evenings via Zoom: 6:30 PM-8:30 PM (Sept 13, Sept 20, Sept 27, Oct 4, Oct 11, Oct 18)</p> <p>In Person Residency: Sept 8-10, 9:00am- 4:00pm</p> <p>Add/Drop/Withdrawal Dates: Please refer to the course-specific deadline in your Student Centre¹.</p>		
Instructor	Kathleen Gorman Krista Osborne	Office Hours	Upon Request
UCalgary E-mail	kmgorman@ucalgary.ca ; krista.osborne@ucalgary.ca	UCalgary Phone	Contact via email

OUR COMMITMENT TO EQUITY, RACIAL JUSTICE, DIVERSITY, INCLUSION AND DECOLONIZATION

The Faculty of Social Work (FSW), University of Calgary (UCalgary), is committed to promoting and actualizing equity, racial justice, diversity, inclusion and decolonization. We affirm that diversity and uniqueness are enriching and valuable, and that they can strengthen our teaching, learning, research, scholarship, and community connections. We aim to foster an inclusive, thriving and equitable environment for our students, non-academic and academic staff, and community members. We take the stand that [equity](#) does not mean sameness in treatment of people, but rather requires measures and accommodations for diverse life experiences and circumstances to ensure that no one of a particular social group is disadvantaged, underrepresented or overlooked in all aspects of our work. We intend to address systemic inequities and compounded disadvantages due to intersectionality of social locations,

¹ In the Enrolled Courses table, under Deadlines, click on the Calendar icon by each course and the deadlines will appear.

particularly for those who are members of racialized communities, Indigenous peoples, Black peoples, persons with disabilities, migrant groups (including refugees and immigrants), 2SLGBTQ+ communities, linguistic minorities as well as those who have experienced socioeconomic, caregiving, religious, political, and/or cultural barriers to their education and employment. We also recognize, honour, and integrate into our work diverse perspectives, ways of knowing and doing, experiences, and strengths. An anti-oppressive lens, particularly intersectional, anti-colonial, anti-racist and decolonizing frameworks, will inform our work.

Please refer to our full statement of [Our Commitment to Equity, Racial Justice, Diversity, Inclusion and Decolonization](#), the work of the faculty's [Anti-Black Racism Task Force](#), and the university's [Indigenous Strategy](#).

SYLLABUS STATEMENT

Provides a review and in-depth exploration of the range of traumatic experiences and their individual, familial, group and community consequences. It considers differing experiences of trauma from acute to complex trauma, and explores differences between traumatic stress, acute stress reactions, and PTSD.

COURSE DESCRIPTION

This course provides in-depth exploration of the range of traumatic experiences and their individual, familial, group and community consequences, through a trauma informed lens. It will differentiate traumatic events and psychological trauma and explore differences between traumatic stress, acute stress reactions, PTSD, individual, community, racial, historical and multigenerational trauma. Attention will be paid to the unique historical and contemporary traumas experienced by Indigenous communities in Canada, in accordance with a commitment to honour the findings and recommendations from the Truth and Reconciliation Commission of Canada. The connection between trauma, adverse childhood experiences and present-day functioning will be examined. 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. These topics and others will be explored throughout the four courses in this specialization component of the MSW.

COURSE LEARNING OUTCOMES

Students will:

1. Explore the nature, scope, impacts and effects of trauma on the brain/body functioning (including the central nervous system and affect regulation).
2. Critically examine the impacts of trauma on individual, familial, intergenerational, cultural, racial, group, community, and societal levels (spiritual, emotional, mental and physical).
3. Enhance assessment and intervention skills within a trauma-informed practice approach.
4. Understand differences between trauma informed practices and trauma-specific counseling.
5. Identify values and ethics in social work practice from a trauma-informed lens of practice.

6. Understand and apply key concepts on the nature and scope of traumatic experiences as well as current theories and approaches in trauma practice.
7. Be familiar with professional self-awareness and use of self-including concepts such as compassion fatigue, compassion satisfaction, burnout, vicarious trauma, and secondary traumatic stress as they pertain to ethical, trauma-informed social work practice.

LEARNING RESOURCES

REQUIRED TEXTBOOKS AND/OR READINGS

Textbook (Digital copy posted on D2L)

Clark, C., Classen, C. C., Fournier, A., & Shetty, M. (2014). *Treating the Trauma Survivor: An Essential Guide to Trauma-Informed Care*. London: Routledge. <https://doi.org/10.4324/9780203070628>

Articles (Digital copy posted on D2L)

Evans, A., & Coccoma, P. (2014). Chapter 3: Neurobiology and the Impact of Trauma. In *Trauma-Informed Care: How neuroscience influences practice* (pp. 19-34), Routledge. <https://doi-org.ezproxy.lib.ucalgary.ca/10.4324/9781315815572>

Knight, C. (2014). Trauma-Informed Social Work Practice: Practice Considerations and Challenges. *Clinical Social Work Journal*, 43(1), 25–37. <https://doi.org/10.1007/s10615-014-0481-6>

Larkin, H., Felitti, V. J., & Anda, R. F. (2014). Social Work and Adverse Childhood Experiences Research: Implications for Practice and Health Policy. *Social Work in Public Health*, 29(1), 1–16. <https://doi.org/10.1080/19371918.2011.619433>

Levenson, J. (2017). Trauma-informed social work practice. *Social Work*, 62(2), 105–113. <https://doi.org/10.1093/sw/swx001>

Levenson, J. (2020). Translating trauma-informed principles into social work practice. *Social Work*, 65(3), 288–298. <https://doi.org/10.1093/sw/swaa020>

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 D2L and Zoom access.

RELATIONSHIP TO OTHER COURSES

This course is the foundation course for a four-course component in trauma informed care and trauma treatment. It provides the fundamentals 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.

CLASS SCHEDULE

Important Dates for Fall 2022

- Start of Term: Monday, August 29, 2022
- End of Term: Friday, December 23, 2022
- Fee deadline: Friday, September 23, 2022
- Labour Day, no classes: Monday, September 5, 2022
- National Day for Truth and Reconciliation, no classes: Friday, September 30, 2022
- Thanksgiving Day, no classes: Monday, October 10, 2022
- Remembrance Day, no classes: Friday, November 11, 2022
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Date	Topic	Readings/Assignments Due
Precourse Activities		
Fall term begins August 29th	Preparing for the course	Throughout the course we will review materials pertaining to trauma. This can be heavy content to process. <i>In the spirit of modeling trauma informed care</i> , we will start each day with a grounding mindfulness exercise, and we will check in with each other regularly to make sure we are taking proper care of ourselves and each other following good trauma informed social work practice. Required Readings and Video Links Chapter 1 of your text Clark et al. (2015) Knight (2015); Larkin, Felitte, & Anda (2014).; Levenson (2017), Levenson (2020) on D2L Van der Kolk, The body keeps the score https://www.youtube.com/watch?v=53RX2ESlqsM
Online Component		
Sept 6, 2022 Asynchronous	Class orientation (Self-guided)	Review D2L including course content, assignments, precourse readings and videos
Residencies (in class)		
Morning Day 1		
Sept 8, 2022 9:00 am-12:00 pm	Welcome, Opening and Introductions	Make sure to have read your precourse readings: Chapter 1 of your text Clark et al. (2015) Knight (2015); Larkin, Felitte, & Anda (2014).; Levenson (2017), on D2L
Afternoon Day 1		
Sept 8, 2022 1:00-4:00 pm	Intro to trauma informed practice	Grounding exercise Clark et al. (2015) Chapter 2 and 3
Morning Day 2		

Sept 9, 2022 9:00 am-12:00 pm	Basics of Trauma Informed Practice	Grounding Exercise Levenson (2020) on D2L Clark et al. (2015) Chapter 4-5
Afternoon Day 2		
Sept 9, 2022 1:00-4:00 pm	Neurobiology of Trauma including Polyvagal Theory and Connection to Self Review of Polyvagal Assignment	Grounding Exercise Clark et al. (2015) Chapters 8, 11-12 Check D2L for video links and pdf chapters: Evans, A., & Coccoma, P. (2014). Chapter 3: Neurobiology and the Impact of Trauma. In <i>Trauma-Informed Care: How neuroscience influences practice</i> (pp. 19-34) Trauma and the brain: https://www.youtube.com/watch?v=4-tcKYx24aA
Morning Day 3		
Sept 10, 2022 9:00 am-12:00 pm	Trauma treatment Approaches and Overview of Assessment	Grounding Exercise Readings on D2L Clark et al. (2015) Chapter 6-7 Clark et al. (2015) Chapter 9-10
Afternoon Day 3		
Sept 10, 2022 1:00-4:00 pm	Assessment Practice Residency wrap up	Grounding Exercise
Last Day to Drop Class without penalty Thursday, September 15, 2022		
Last Day to Add/Swap courses Friday, September 16, 2022		
Online Component		
Sept 13, 2022 ZOOM: 6:30-8:30 pm	Therapeutic Relationships	Grounding Exercise Virtual Lunch Together with Babette Rothschild https://youtu.be/FbYxl9tXKHK DUE: Communities of Practice Check in 1
Sept 20, 2022 ZOOM: 6:30-8:30 pm	Spiritual aspects of healing from trauma.	Grounding Exercise Due: Assignment 3-Outline DUE: Communities of Practice Check in 3
Sept 27, 2022 ZOOM 6:30-8:30 pm	Trauma Uninformed Practice	Grounding Exercise Podcast: Very Bad Therapy https://www.verybadtherapy.com/episodes/trauma-uninformed-therapy-with-dr-chelsea-kilimnik DUE: Assignment 1- Polyvagal Ladder DUE: Communities of Practice Check in 2

Oct 4, 2022 ZOOM: 6:30-8:30 pm	Addressing trauma in groups, organizations and communities	Grounding Exercise DUE: Communities of Practice Check in 4
Oct 11, 2022 ZOOM: 6:30-8:30 pm	Vicarious trauma vs Vicarious resilience Self-Care vs Community Care	Grounding Exercise Beyond the Cliff: https://www.youtube.com/watch?v=uOzDGrcvmus DUE: Communities of Practice Check in 5
Oct 18, 2022 ZOOM: 6:30-8:30 pm	Class wrap up.	Grounding Exercise DUE: Final Trauma Assignment DUE: Communities of Practice Check in 6
End of Classes: October 19, 2022		

** A more detailed Schedule of the residency times will be posted on D2L

ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION

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) for your best learning experiences. 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. 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: Polyvagal Ladder Reflection (30%) – Due September 20th by 11:59pm

Aligned Course Learning Outcomes: 1, 7

Assignment Description:

Students will complete “Personal Profile Map”, “Triggers and Glimmers Map” and the “Regulating Resources Map” worksheets found on <https://www.rhythmofregulation.com/worksheets>.

Students will then prepare a written, video, or audio description of what they learned from their worksheets, how they intend to manage their own trauma triggers throughout the trauma courses, any history that they would like their instructor to be aware of that may come up in the courses and how they can apply their learning to their social work practice.

Assessment Criteria: Rubric Available on D2L.

Assignment 2: Community of Practice (30% total- 5% each) – Due throughout the term (Sept 13, Sept 20, Sept 27, Oct 4, Oct 11, Oct 18)

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

Assignment Description:

Students will be randomly put into break out rooms after each content piece discussed in an online class. Students will be encouraged to engage a community of practice to process, discuss and practice skills to deepen their trauma informed lens. Instructors will be joining each group to mentor, assist and assess their practical application to the information presented.

Assessment Criteria: Rubric Available on D2L.

Assignment 3: Trauma Informed Integration Assignment (Total 40%) –

Part 1: Video/ Audio Outline (10%) Due: September 27th by 11:59pm

Part 2: Final Assignment (30%) Due: October 18th by 11:59pm

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

Assignment Description:

A trauma-informed practice approach views individuals as having been harmed by something or someone, thus connecting the personal and the socio-political environments. This is also a foundational principle within social work practice. The purpose of this assignment is to identify the principles of trauma informed practice through a social work lens. What does it mean to you to be a trauma informed social worker?

You are encouraged to use a variety of sources to support the richness of your learning (this could include academic sources as well as sources of traditional knowledge-based teachings, discussions with

Elders, community leaders, spiritual leaders, or other knowledge keepers as appropriate). Include in your discussion, what it means to be a trauma-informed social worker.

Part 1: Audio Outline (Due September 27)

- Students will submit a brief audio or video outline of the topic and approach of their final assignment via Dropbox on D2L. You may use Zoom, Yuja or other video/audio formats to submit. Please submit a link to the file or the video/ audio directly to D2L.
- This assignment is intended to allow instructors to give you feedback and guidance on your final assignment to ensure students are on the right track. This is not intended to add to student's stress or to be a formal academic assignment.
- Outlines should be no more than 5 min and discuss the topic, approach, any initial thoughts on knowledge acquisition as well as any questions the students may have for the instructors about how to proceed with their final project.
- Students will clearly indicate which option that they plan to use to complete their final project described below and how it relates to the topic of being a trauma informed social worker.

Part 2: Final Project (Due October 18th)

There are two options to complete this project. Students are encouraged to explore this project in a format that is meaningful to them.

Option 1: Academic Paper

The paper will be 8-10 pgs. with a required minimum 10 sources using APA 7 formatting.

- Please include a thesis statement and/or question and formulate a introduction and conclusion.
- Headings are encouraged

Option 2: Alternative Format

This option is intended to allow students to explore the same assignment in a way that is not confined by a conventional paper. This is meant to be a free expression assignment in keeping with the different ways of knowing we can have. A list of resources used to inform the assignment should be included.

- Audio/video approaches should be a minimum 10 minutes and a maximum 15 minutes. You may use Zoom, Yuja or other video/audio formats to submit. Please upload to D2L or post a link on D2L so that we can view the assignment.
- Art/Craft approaches should be accompanied by a video/audio component minimum 10 minutes and maximum 15 minutes.

All assignments options will be submitted in Dropbox on D2L. Emailed submissions are not permitted.

Assessment Criteria: Rubrics Available on D2L.

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.

- It is important to attend all residencies and complete work on time. Extensions will be granted under exceptional circumstances, with the prior consent of the instructors

Assumptions underlying Course

- Quite simply, trauma is a difficult topic to study. Each of us has different motivations for and interests in learning about trauma in its many forms. Similarly, each of us will have unique reactions to the topics and materials we examine. As students and participants in our classroom, it is our collective responsibility to create an environment in which our diverse experiences, perspectives, and response can be presented safely and addressed in a respectful manner. As the instructors, we will do our best to facilitate this kind of learning environment and we expect each of you to contribute productively as well.
- Students feel that they have a voice and that when they speak people listen with open minds and hearts.
- Everyone is changed in some way by the process (students and faculty) with reference to a deepened understanding of their own social and personal location regarding multiple dimensions of culture.
- Everyone realizes that dissent, debate and disagreement are part of how we learn.
- Every student in the class is a potential teacher and learner: Students feel willing to take chances even when expressing misinformation or incomplete knowledge and recognize that this is one method for facilitating personal and group transformation.
- Students attend class on time, having read assigned materials, with cell phones off and ready for an engaging discussion.

GUIDELINES FOR SUBMITTING ASSIGNMENTS

Please submit all assignments electronically through their respective dropbox in D2L. Assignments may be submitted in Word or PDF format (depending on instructor preference). 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 should be negotiated with the instructors prior to the due date.

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 submitted papers must be properly documented and referenced in APA 7th edition format. If you need writing support, please connect with the Student Success Centre, at: <https://www.ucalgary.ca/student-services/student-success/writingsupport>

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

10 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. This grading system overrides the grading system in D2L.

Grade	Grade Point	Description	Percentage Range
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
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.

ADDITIONAL SUGGESTED READINGS

Additional Readings available on D2L.

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's [Code of Conduct](#).

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).

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. 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. Please refer to the full policy on [Student Accommodations](#).

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](#) before beginning the assignment.

Academic Misconduct

For information on academic misconduct and its consequences, please refer to the [Integrity and Conduct](#) section in the University of Calgary Calendar.

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 who use materials protected by copyright are expected to comply with the University of Calgary policy on [Acceptable Use of Material Protected by Copyright](#) and requirements of the [Copyright Act](#) 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 and Gender-Based 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 and Gender-based 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.

Other Important Information

Please visit the [Registrar's website](#) 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

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<https://acsw.ab.ca/site/practice-resources?nav=sidebar>

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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.

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SEXUAL AND GENDER-BASED VIOLENCE POLICY

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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:

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