



Fall 2022

Course & Session Number	SOWK 612.01 S03	Classroom	Online
Course Name	Trauma Impacts and Interventions across the Lifespan		
Dates and Time	Start of Classes: October 20 th , 2022 End of Classes: December 7, 2022 Dates and Time: Live synchronous Zoom classes Tuesdays and Thursdays 6:30-8:30pm Asynchronous: Oct 20-Dec 7, 2022 online in D2L Term break Nov 6-12, 2022		
Instructor	Dr. Heather M Boynton HBPE, MSW, PhD, RSW	Office Hours	Available by appointment via email
UCalgary E-mail	hboynto@ucalgary.ca	UCalgary Phone	Send 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, 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

Application of evidence-based and anti-oppression modalities and best practices towards supporting and helping individuals, groups, families and communities.

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 development throughout the life course, we will examine the connections between adverse childhood experiences, trauma, and issues in adulthood; while also considering 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 experiential learning such as multi-media (videos, podcasts), online and in-person content, group discussions and activities, role plays, as well as traditional academic texts.

The course will be blended and will take place **online** via Desire2Learn (D2L) and Zoom. To best succeed in the course, students are expected to participate in the asynchronous learning tasks using the D2L learning environment and synchronous Zoom sessions. When unable to participate live due to the time difference or unforeseen circumstances, inform your group, and also inform the instructor in advance and propose and implement propose an alternative participation activity (e.g., watch the recordings, submit a brief reflection, and actively contribute to the follow-up online discussion). There will be 12 synchronous Zoom sessions throughout the term as indicated in the class schedule below.

Prerequisite(s): *Admission to the MSW with specialization in Clinical Social Work Practice or the Graduate Certificate in Clinical Social Work Practice*

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 and their importance in interventions;
2. Examine and apply a developmental framework and life course theory and aspects in counselling with individuals/families who have experienced trauma;
3. Accurately assess aspects of trauma to determine best practices for interventions;
4. Understand and analyze various interventions, their stages and approaches with an understanding of neurobiological and somatic considerations
5. Integrate holistic, creative, and expressive approaches that incorporate neurobiological and somatic aspects in treatment;

6. Recognize and appraise cultural and spiritual considerations posttraumatic growth and resilience for individuals and families in relation to trauma and the need for intentional integrative and appropriate interventions
7. Develop professional self-awareness and use of self for work in trauma-informed care, as well as self care as a way of being for prevention of vicarious trauma, and burnout.

LEARNING RESOURCES

REQUIRED TEXTBOOKS AND/OR READINGS

Malchiodi, C. (2020). Trauma and Expressive Arts Therapy Brain, Body, and Imagination in the Healing Process. The Guilford Press. ISBN 9781462543113

Sweeton, J. (2019). Trauma treatment toolbox: 165 brain-changing tips, tools & handouts to move therapy forward. PESI.

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 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

Important Dates for Fall 2022

- Start of Class: October 20th, 2022
- End of Term: Friday, December 23, 2022
- Remembrance Day, no classes: Friday, November 11, 2022
- Term break Nov 6-12, 2022

The synchronous portion of this course is 24 hours of instruction and experiential learning on Zoom. The asynchronous portion of 15 hours of instruction will include viewing recorded lectures and course related videos, applying course content through participation in online group discussions reviewed by the instructor.

Date	Topic	Readings/Assignments Due
Module 1 October 20-26	Introduction to the Course Developmental Trauma, life course theory, and parenting Introduction to Expressive Arts Therapy	<p><u>Articles:</u> Racine, N., Plamondon, A., Madigan, S., McDonald, S., & Tough, S. (2018). Maternal adverse childhood experiences and infant development. <i>Pediatrics</i>, 141(2), e20172495.</p> <p>British Columbia Provincial Mental Health and Substance Use Planning Council (2013). Trauma informed practice guide. https://cewh.ca/wp-content/uploads/2012/05/2013_TIP-Guide.pdf</p> <p>Knight, C. (2015). Trauma-informed social work practice: Practice considerations and challenges. <i>Clinical Social Work Journal</i>, 43, 25-37.</p> <p><u>Text:</u> Malchiodi Chapter 1</p>
Module 2 October 27 9-4pm	Understanding trauma, attachment injuries, and the Impact of Intergenerational trauma Frameworks for Expressive arts therapy and trauma informed practice	<p>Van der Kolk, B. A. (2005). Developmental trauma disorder. <i>Psychiatric Annals</i>, 35(5), 401-408. Doi: 10.3928/00485713-20050501-06</p> <p>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</p> <p><u>Text:</u> Malchiodi Chapter 2</p>
Module 3 November 3	Violence, Self Harm and Safety planning Critical analysis of trauma and parenting Brain-Body Framework	<p><u>Articles:</u> Urek, M. (2005). Making a case in social work: The construction of an unsuitable mother. <i>Qualitative Social Work</i>, 4(4), 451-467.</p> <p>Neckoway, R., Brownlee, K., Castellan, B. (2007). Is attachment theory consistent with aboriginal parenting realities? <i>First Peoples Child and Family Review</i>, 3(2), 65-74.</p> <p>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.</p> <p><u>Text:</u> Malchiodi Chapter 3</p>
ASSIGNMENT #4 SIMULATION PROCESS RECORDING & REFLECTION DUE NOVEMBER 6		
READING WEEK NOVEMBER 6-12 2022 NO CLASS CONTENT		

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. Unless advised (or agreed) otherwise by their instructors, video cameras should be turned on during class and students are expected to manage their microphones as required (if you are unable to turn your camera on inform the instructor, also if you are stepping away please inform the instructor). All students are expected to behave in a professional manner during all Zoom sessions.

MEDIA RECORDING FOR ASSESSMENT OF STUDENT LEARNING

The instructor may use Zoom 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 (recordings will be posted in D2L for accessing). 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: Community of Practice: Small group discussions and experiential learning/individual postings/participation reflections (asynchronous and synchronous activities): 50% Due weekly, paper reflection due on December 7 by 11:59 pm

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

Students will be randomly placed in small groups where they will engage in weekly discussions and create a community of practice. This is intended to simulate collaborative and experiential work that often occurs within a face-to-face classroom, and study or seminar groups, as well as in practice. This will offer an opportunity for sharing of individual perspectives and to learn with and from one another. The discussions are also intended to foster collaborative and authentic learning through experiential learning activities and discussions. These discussions and experiential activities will occur asynchronously in D2L and some may be synchronous during Zoom sessions. Zoom sessions may also include role plays and experiential activities. Instructions and questions provided by the instructor will

describe the resources to review in D2L for each week and the activities that students are to complete. Students will be required to participate in activities such as answering questions, engaging in a discussion/debate, and critical reflection on course material and lectures. For asynchronous work, groups should determine when postings or mini assignments (ie. finding resources, creating infographics etc.) need to be done by so that timely ability to respond to one another occurs (a response to at least one other person in the group is required) and submission of any mini-assignments is on time.

Students will critically reflect on questions posed by the instructor and learning highlighted from the course material and create a post for each module. They will respond to at least one other group member and extend the discussion or debate.

At the end of the class each student will compile their postings and learnings into a word document, and in the last paper they also will include their critical learning highlighted from the group presentations. The overview should include their key learnings and integration of the course materials, discussions within the group, and how these will inform their evolving trauma informed practice. A professional development plan outlining areas of further training, supervision, and desire of learning is to be included.

Assignment 2: Participation in Class and Group Engagement Reflection and Form: 10%

Aligned Course Learning Outcomes: 7

At the end of the class students will complete a short participation evaluation form (found in D2L course outline tab) and grade out of 10 each member and themselves and provide a rationale. These will be anonymous and submitted through drop box. These will be reviewed by the instructor and considered in the final assignment #1 mark. Students will reflect on their ability to engage in class and online group discussions, how they communicated in their group, how conflicts (if encountered) were addressed and resolved and any relational repair. Tuckman's model of group dynamics will be reflected upon as well as your own use of self.

Assignment #3: Conduct and/or review of one Trauma Treatment Toolbox Activities in a synchronous Zoom class: 10% Due date dependent on signup date

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

Each student will guide the class in a 10-minute (approximately) activity and/or overview of an activity from the Trauma Treatment Toolbox text. Students will email the instructor at the beginning of the course (before the second class) as to which activity they wish to conduct (this may be done by a signup sheet on Sharepoint). The instructor will assign the date for the guided activity to occur and post times in D2L. All students in the Zoom class are to participate and engage in the activity being presented, as is important to have experienced some exercises and therapies before having client's do them. The presenting student can share further information related to the activity and how they feel it would be useful in trauma treatment, which populations, and any contraindications or preparation that might be necessary. A one-page overview of the activity experience, any insights for integration in practice after presenting and/or changes they would make is to be submitted to drop box one week after presenting.

Assignment #4: Simulation Process Recording and Reflection: 30% Due November 6th, 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.

ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

ATTENDANCE AND PARTICIPATION EXPECTATIONS

Students are expected to be fully present and engaged in class activities and in weekly online discussions. These are part of the assignment 1 Communities of Practice grade, as outlined in the assessment components section above. If you are unable to attend a live Zoom class, please email the professor in advance if possible and propose alternative learning activities.

GUIDELINES FOR SUBMITTING ASSIGNMENTS

Please submit all assignments electronically through their respective Dropbox in D2L. Assignments may be submitted in Word or PDF format. Assignments should have a file name as follows: “**Last name, first name and assignment number**” (e.g., Smith, Jane, Assignment 2). Assignments are due by 11:59pm 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.

EXPECTATIONS FOR WRITING

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 and critical thinking and analysis should be evident. Sources used in research 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/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. This grading system overrides the grading system in D2L. The University of Calgary [Graduate Grading System](#) and Faculty of Social Work Percentage Conversion will be used.

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. The instructor may request feedback anonymously via a Quiz format in D2L during the course.

ADDITIONAL SUGGESTED READINGS

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

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