



Summer 2022

Course & Session Number	SOWK 616.02 S02	Classroom	Online: D2L and Zoom Residency: 3-282
Course Name	Advanced Trauma Interventions in Diverse Contexts		
Dates and Time	Start of Classes: June 16, 2022 End of Classes: July 18, 2022 Dates and Time: In person Residency: June 16 th and June 17 th from 9:00am -4:00pm Online component: June 17 th to July 18 th Tuesdays asynchronous: June 28, July 5, July 12 Thursdays synchronous via Zoom: June 30, July 7, July 14 -6:30-8:30pm Add/Drop Dates: June 30, 2022 Withdrawal Dates: August 10, 2022		
Instructor	Krista Osborne RCSW, MSW, RSW	Office Hours	As Requested
UCalgary E-mail	krista.osborne@ucalgary.ca	UCalgary Phone	Please 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](#), [Statements on Anti-Black and Anti-Asian Racism](#), the work of the faculty's [Anti-Black Racism Task Force](#), and the university's [Indigenous Strategy](#).

SYLLABUS STATEMENT

SOWK 616.01 examines advanced trauma interventions in diverse contexts.

COURSE DESCRIPTION

This course is the last course in the trauma informed specialization of the MSW program. In this class we will focus on the nature and impact of specific intervention strategies applied to people whose jobs and professional responsibilities place them at high risk for working in traumatic situations. This may include, but is not limited to, police, fire fighters, emergency medical technicians, military personnel, and frontline workers in diverse contexts; and by specific traumatic experiences such as immigrants and refugees, people experiencing life-threatening illnesses, and those who care for them. We will also consider interventions, immediate and long-term, of communities impacted by disaster. Finally, we will examine secondary traumatic stress, vicarious traumatization, and issues impacting the social work practitioner.

This course uses a blended teaching method. The instructor will use online synchronous time for class discussions and exercises. Online asynchronous content will include taped interview, documentaries, and taped lectures. The **online** component of this course will take place 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 the instructor in advance and propose and implement propose an alternative participation activity (e.g., watch the recordings, submit a brief reflection).

The in-class residency component will include a variety of experiential teaching methods. Students are expected to attend all of the online residency dates. If the student is unable to attend due to unforeseen circumstances, please inform the instructor in advance and propose and implement propose an alternative participation activity (e.g., watch the recordings, submit a brief reflection).

COURSE LEARNING OUTCOMES

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

1. Understand and apply key concepts and theoretical perspectives regarding the nature and scope of how people cope with traumatic life experiences;
2. Distinguish and apply key concepts and theoretical perspectives on trauma and resilience with diverse groups such as immigrants and refugees;
3. Identify short- and long-term interventions in communities impacted by disaster;
4. Understand stress, trauma, and decision-making for social work practitioners;

5. Explain political, policy, and legal contexts pertaining to people with traumatic life experiences in diverse contexts;
6. Identify best practices in wellness and self-care related to social workers' experiences of stress and trauma in their work.

LEARNING RESOURCES

REQUIRED TEXTBOOKS AND/OR READINGS

Required text:

Menaken, Resman (2017), *My Grandmother's Hands: Racialized Trauma and the Pathway to Mending Our Hearts and Bodies*. Los Vegas: Central Recovery Press.

Recommended text: (Link on D2L to library copy)

Regehr, C. (2018). *Stress, trauma, and decision-making for social workers*. New York, NY: Columbia University Press.

Other readings on D2L

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 one of a four-course component in trauma treatment and trauma informed care (SOWK 610, SOWK 612, SOWK 614, SOWK 616). In this course we examine advanced trauma interventions in diverse contexts using a multidimensional approach with a variety of populations and contexts, and consider the role of stress, trauma, and decision-making for social workers.

Page Break

CLASS SCHEDULE

Important Dates for Spring/Summer 2022

- Start of Term: Monday, June 27, 2022
- End of Term: Friday, August 26, 2022
- Fee deadline: Wednesday, July 6, 2022
- Victoria Day, no classes: Monday, August 1, 2022

Dates	Topics	Readings/ Due Dates
PRE- Residency work: 3 Instructional hours <i>Video: PTSD: Beyond Trauma</i> . (2017) The Nature of Things posted on D2L (1 hour) Pre course readings and assignment prep posted on D2L: (2 hours)		
Residency (Instructional hours: Face to face=12 hours Pre-readings, videos and Assignments =3 hours)		
June 16, 2022- AM 9-12	Introduction to the Course • Introductions and layout of the course	<i>Review D2L and complete pre-course activities before course.</i>

	<ul style="list-style-type: none"> • Key concepts and theoretical perspectives regarding the nature and scope of how people cope with traumatic life experience • Application to marginalized/racialized/indigenous/ queer communities 	<p>Menaken, Resman (2017), Chapters 1-9</p> <p>Recommended: Regehr, C. (2018) Chapters 1-5</p>
June 16, 2022- PM 1-4	<p>Trauma exposure in the workplace</p> <ul style="list-style-type: none"> • Workplace stress, trauma exposure, and professional decision-making • Political, policy, and legal contexts pertaining to people with traumatic life experiences in diverse contexts • Trauma resilience and post traumatic growth 	<p>Lu, Zhou & Pillay. (2017). Counselor education students' exposure to trauma cases. <i>International Journal of Advanced Counselling</i>, 39:322–332. DOI 10.1007/s10447-017-9300-4</p> <p>Menaken, Resman (2017), Chapters 10-17</p>
June 17, 2022 -AM	<p>First Responders</p> <ul style="list-style-type: none"> • Working with First Responders • Intersections with racial justice and practice issues 	<p>Compher, J. V., Whittenberg, R., Fryett, T., & Adamo, M. (2015). <i>Portraits of professional caregivers: their passion their pain</i>. Life dream Films LLC</p>
June 17, 2022- PM	<p>Practice Methods</p> <ul style="list-style-type: none"> • Ethical Decision Making 	<p>Regehr, C. (2018) Chapter 6-12</p>
Last Day to Drop Class without penalty: June 30, 2022		
Last Day to Add/Swap courses: June 30, 2022		
Online Component		
Total Instructional hours: 19 hours (Asynchronous = 13 hours Synchronous= 6 hours)		
June 28, 2022 Asynchronous	<p>Disaster Recovery</p> <ul style="list-style-type: none"> • Guest Lecture: Scott Cowan (1 hour) • Documentary (1 hour) • Readings (1 hour) • Reflective Journal (1 hour) 	<p>DUE: Outline for Final Assignment</p> <p>Videos, lectures and articles posted on D2L</p> <p>Dominelli, L. (2015). The opportunities and challenges of social work interventions in disaster situations. <i>International Social Work</i>, 58(5), 659-672.</p> <p>Drolet, J., Dominelli, L., Alston, M., Ersing, R., Mathbor, G., & Wu, H. (2015). Women rebuilding lives post-disaster: Innovative community practices for building resilience and promoting sustainable development. <i>Gender & Development</i>, 23(3), 433-448</p>
June 30, 2022 ZOOM 6:30-8:30 PM	<ul style="list-style-type: none"> • Discussion Groups on Disaster Recovery Content • Discussions/sharing around final project 	<p>DUE: Disaster Recovery Reflective Journal</p> <p>Menaken, Resman (2017), Chapters 18-19</p>
July 5, 2022 Asynchronous	<p>Immigration/ Refugee</p> <ul style="list-style-type: none"> • Guest Lecture: Fatima Soares (1 hour) • Documentaries (2 hours) 	<p>Videos, lectures and articles posted on D2L</p> <p><i>Exodus, The Journey Continues</i>. (2019). PBS.</p>

	<ul style="list-style-type: none"> • Reading (1 hour) • Reflective Journal (1 hour) 	Ostrander, J., Melville, A., & Berthold, S.M. (2017). Working with refugees in the U.S.: Trauma-informed and structurally competent social work approaches. <i>Advances in Social Work, 18</i> (1), 66-79.
July 7, 2022 ZOOM 6:30-8:30 PM	<ul style="list-style-type: none"> • Discussion Groups on Immigration Content • Discussions/sharing around final project 	DUE: Immigration Reflective Journal Menaken, Resman (2017), Chapters 20-21
June 12, 2022 Asynchronous	Children Services Workers <ul style="list-style-type: none"> • Guest Lecture: Faye Hamilton (1 hour) • Guest Lecture: Lisa Cherry (1 hour) • Readings (1 hour) • Reflective journal (1 hour) 	Videos, lectures and articles posted on D2L Collins-Camargo & Antle (2018) Child welfare supervision: Special issues related to trauma-informed care in unique environment, <i>The Clinical Supervisor, 37</i> :1, 64-82, DOI: 10.1080/07325223.2017.1382412
July 14, 2022 ZOOM 6:30-8:30 PM	<ul style="list-style-type: none"> • Discussion Groups around Children Services workers • Discussions/sharing around final project • Wrap up Activities 	DUE: Children Services Reflective Journal Menaken, Resman (2017), Chapters 22-24
July 18, 2022		DUE: Trauma Integration Project
End of Classes: July 18, 2022 End of Term: August 26, 2022		
Last day to Withdraw from course August 10, 2022		

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. 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. 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: Reflective Journal (30% total)

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

Assignment Description:

Students will be expected to record a short informal video/audio recording or written journal entry (500 words) reflecting on the content posted during the online component of the courses. Student submissions must be brief, meaningful, identify implications for trauma-informed practice, and personal significance. Submissions should be no longer than 5 minutes. This is not intended to be an academic reflection, so no outside resources are necessary but should be properly referenced if used. There will be a total of 3 submissions each worth 10%.

Due Dates:

- Disaster Recovery (10%): June 30th at 11:59 pm
- Immigration/ Refugee (10%): July 7th at 11:59 pm
- Children Services Workers (10%): July 14th at 11:59 pm

Assessment Criteria: Rubric will be posted on D2L

Assignment 2: Outline of Final Assignment (30%) – Due June 28th by 11:59pm

Aligned Course Learning Outcomes: 1,5,6

Assignment Description:

As part of a deep understanding of trauma, students need to be able to identify best practices in wellness and self-care related to social workers' experiences of stress and trauma in their work. This assignment is a brief overview of how the student intends to approach their Final Trauma Integration Assignment.

- Students will submit a brief audio or video outline of the topic and approach of their final assignment via Dropbox on D2L
- This assignment is intended only to allow instructor to give students 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 assignment.
- Outlines should be approximately 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 need to indicate how their project is connected to Trauma Informed Practice, the Code of Ethics, their readings and the course content of SOWK 610, SOWK 612, SOWK 614, and SOWK 616

- Outline should include an Annotated Bibliography including 8 sources of information (academic, knowledge keepers or other external sources acceptable) supporting their project.

Assessment Criteria: Rubric will be posted on D2L

Assignment 3: Trauma Integration Project (40% Total)– Due July 18th by 11:59pm

Aligned Course Learning Outcomes: 1,5, 6

Assignment Description:

Through SOWK 610, SOWK 612, SOWK 614, and SOWK 616 students have been exposed to many concepts related to trauma informed practice. The essence of trauma work is nuanced and complicated but is not necessarily about telling and retelling of trauma stories. Students are asked to approach their final assignment in unique and creative ways informed by their own cultural, spiritual and/or family history as it relates to healing, wellness and post traumatic growth. Students are encouraged to explore a meaningful project of their choice rooted in trauma informed practice. The intent is not to uproot trauma stories but to support healing and integration.

Students are free to approach the assignment in creative ways but will be evaluated on their ability to articulate their learnings about trauma informed practice in either verbal or written form about the process of creating or experiencing their project. Students will also be evaluated on how their ability to articulate the connection of their project to trauma informed work, the impact on their nervous system and how it will inform the student’s work in the future. Students are expected to lean on mentors, family, friends, Elders, therapists, Instructors, spiritual leaders, mental health experts, researchers, theory and other ways of knowing as appropriate to support their journey in a safe and respectful way.

Some examples could be:

- Exploration of their own resilient history through digital storytelling
- Exploration of their own cultural/spiritual/family history
- Art project detailing their exploration (bead work, painting, poetry, cross stitch ect.)
- Exploration of a spiritual/cultural/ceremonial practice
- A look at their genealogy as it relates to their learnings.
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Assessment Criteria:

- The project itself will be worth 10% of the mark (see D2L for Rubric). Please share the completed assignment if a visual project/auditory project. If the project was more experiential in nature a description of the experience should be included.
- The written/audio and/or video description of the project and learning worth 30% of the mark (see D2L for Rubric)
- Written components are expected to be in APA 7th edition. (8-10 pages)
- Audio/video assignments should be no longer that 10 minutes.
- A list of resources in the form of a bibliography used to inform the project should be referenced.

ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

GUIDELINES FOR SUBMITTING ASSIGNMENTS

Please submit all assignments electronically through their respective Dropbox in D2L. Assignments may be submitted in Word, PDF, video or audio formats. Assignments should have a file name as follows: "Full name and assignment number" (e.g., Jane Smith 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.

Video and audio assignments should include a written bibliography in APA 7th edition format when necessary.

LATE ASSIGNMENTS

Late assignments will be accepted only in exceptional circumstances and at the discretion of the instructor.

EXPECTATIONS FOR WRITING

All written 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 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

The University of Calgary [Graduate Grading System](#) and Faculty of Social Work Percentage Conversion will be used.

Rounding will occur to the first decimal point.

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.

<p>UNIVERSITY OF CALGARY POLICIES AND SUPPORTS</p> <p>Professional Conduct</p> <p>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.</p> <p>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.</p> <p>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).</p> <p>Academic Accommodation</p> <p>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</p>

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