



Course Number:	SOWK 610.01 S03	Classroom:	Blended
Course Name:	Fundamentals of Trauma-Informed Practice		
Day(s) & Times:	Asynchronous learning (D2L - on your own): see class schedule Synchronous learning via ZOOM Sessions: 6:00 – 8:00pm MT; Jan 15 & 29, Feb 12, March 18, April 1 On Campus Residency: Rm EDC 156; March 5 & 6, 2020; 9am-3:50pm		
Instructor:	Charlene Richard	Office Hours/ Location:	By Appointment
E-mail:	charlene.richard@ucalgary.ca	Phone:	403.220-5942 (leave a message)
SYLLABUS STATEMENT			
Examines multiple social work theories, models, and approaches to clinical practice. Clinical social work practice is situated within in historical, economic, political, social and cultural contexts. Critical perspectives, contemporary issues and research debates are discussed.			
COURSE DESCRIPTION			
This course will explore and examine a range of childhood adversity and complex trauma that social workers may encounter when working with individuals and families. You will compare trauma informed care with trauma informed services to understand how trauma informed practice can be applied at all levels of direct practice. You will apply a trauma informed framework to the assessment and interventions of individuals and families. Students will become familiar with a range of assessment and intervention tools and methodologies. Participants will also be introduced to the concepts of vicarious traumatization, secondary traumatic stress and the importance of counsellor/therapist wellness strategies for professional practice.			
COURSE LEARNING OUTCOMES			
Upon completion of this course, students will be able to:			
<ol style="list-style-type: none">1. Understand and apply key concepts on the nature and scope of traumatic experiences;2. Understand and apply key concepts of current theories and approaches in trauma practice;3. Be able to identify and critically use screening and interventions across various types of traumatic events;4. Understand developmental and life course aspects of trauma;5. Be able to identify and differentially apply treatment and intervention approaches to trauma;6. Knowledge of trauma-informed practice with specific cohorts;7. Be familiar with professional self-awareness and use of self for work in trauma informed care.			

REQUIRED READINGS & LEARNING RESOURCES

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

The following book is available online through the U of C Library:

Greaves, L. & Poole, N. (2015). *Becoming trauma informed*. Toronto, Canada: Centre for Addiction and Mental Health.

All of these resources will be uploaded or linked into D2L

Klinic Community Health Centre. (2008). *The Trauma-informed toolkit*. Retrieved from:

http://www.trauma-informed.ca/traumafiles/Trauma-informed_Toolkit.pdf

Leitch, L. (2017) Action steps using ACEs and trauma-informed care: a resilience model. In *Health and justice*. Retrieved from:

https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5409906/pdf/40352_2017_Article_50.pdf

National Scientific Council on the Developing Child. (n.d.). *Toxic stress derails healthy development*.

[Video]. Retrieved from: <https://developingchild.harvard.edu/resources/toxic-stress-derails-healthy-development/>

Palix Foundation (June 2014). *Toxic Stress*. Retrieved from:

<http://www.albertafamilywellness.org/resources/video/toxic-stress>

Sheldon Kennedy Child Advocacy Centre. (2017). *A school's role in keeping our kids safe*. [Video]

Retrieved from: <http://sheldonkennedycac.ca/suspectabuse/>

Sheldon Kennedy Child Advocacy Centre. (N.D.). *A school's role in keeping our kids safe: guide to*

conversation. Retrieved from: <http://sheldonkennedycac.ca/wp-content/uploads/2017/10/A-Schools-Role-in-Keeping-Kids-Safe.pdf>

Substance Abuse and Mental Health Services Administration. (2014). *SAMHSA's concept of trauma and guidance for a trauma-informed approach*. Retrieved from:

<https://store.samhsa.gov/shin/content/SMA14-4884/SMA14-4884.pdf>

LEARNING TECHNOLOGIES AND REQUIREMENTS

A D2L site is set up for this course which contains additional recommended readings and other relevant class resources and materials.

A laptop, desktop or mobile device with Internet access and speaker/sound is required for D2L and Zoom access.

RELATIONSHIP TO OTHER COURSES

This course is one of four courses that make up the Trauma-Informed Practice cluster in the MSW Program. It provides the fundamental knowledge 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

Date	Topic	Readings/Assignments Due
Zoom Session: January 15, 2020 6:00 to 8:00 p.m.	<ul style="list-style-type: none"> • Introductions & review of syllabus and assignment expectations • Trauma informed education • Review assignments 	Watch https://www.ted.com/talks/nadine_burke_harris_how_childhood_trauma_affects_health_across_a_lifetime Review Assignments 1, 2, 3, 4
Zoom Session: January 29, 2020 6:00 to 8:00 p.m.	<ul style="list-style-type: none"> • Trauma • Adverse childhood experiences • Complex trauma 	Readings Briere Chapter 1 Greaves and Poole Chapter 1 Trauma-Informed Toolkit p. 11-14 & 30-36 (In D2L) Watch https://www.albertafamilywellness.org/resources/video/toxic-stress https://developingchild.harvard.edu/resources/toxic-stress-derails-healthy-development/ Participation Activity
Zoom Session: February 12, 2020 6:00 to 8:00 p.m.	<ul style="list-style-type: none"> • Trauma prevalence, treatment and recovery • Trauma informed practice framework 	Readings Briere Chapter 2 Greaves and Poole Chapter 2 <i>Trauma-informed Toolkit</i> (pp. 58-97, omit pp. 85-88) in D2L <i>SAMHSA's Concept of Trauma and Guidance for a Trauma-Informed Approach</i> (pp. 6-16) in D2L Leitch (2015). Action steps using ACEs and trauma-informed care: A resilience model in D2L Participation Activity

<p>Online Activity</p> <p>February 24, 2020</p>	<ul style="list-style-type: none"> • Research supporting clinical application of Social Work theory or model on Social Work issue. 	<p>Online Activity:</p> <p>D2L Post</p>
<p>In Class:</p> <p>March 5 & 6, 2020</p> <p>9:00 a.m. to 3:50 p.m.</p>	<ul style="list-style-type: none"> • Screening and assessments • Interventions • Experiential activities and practical application of trauma-informed assessments and interventions • Treating acute trauma 	<p>Readings</p> <p>Briere Chapter 3, 4, 5, 6, 7, 11</p> <p>Participation Activities</p>
<p>Zoom Session:</p> <p>March 18, 2020</p> <p>6:00 to 8:00 p.m.</p>	<ul style="list-style-type: none"> • Trauma informed practice with youth and families • Watching for signs of abuse and reporting • Trauma-informed practice in public child welfare • Psychopharmacology of trauma. 	<p>Readings</p> <p>Briere Chapter 12</p> <p>Greaves and Poole Chapter 17</p> <p>Taylor (2018). Exploring trauma-informed practice in public child welfare through qualitative data-mining of case records (in D2L)</p> <p>Online Activity: Watch</p> <p>https://calgarycac.ca/education/suspectabuse/</p> <p>Participation Activity</p>
<p>Online Activity</p> <p>March 25, 2019</p>	<ul style="list-style-type: none"> • Clinical tools or resources for the application of Social Work theory or model on Social Work issue. 	<p>Online Activity:</p> <p>D2L Post</p>
<p>Zoom Session:</p> <p>April 1, 2020</p> <p>6:00 to 8:00 p.m.</p>	<ul style="list-style-type: none"> • Trauma informed practice with clients who have a developmental disability • Trauma informed practice with refugees 	<p>Readings</p> <p>Briere Chapter 12</p> <p>Greaves and Poole Chapters 8 and 9</p> <p>Participation Activity</p>

ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION	
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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. Respectful use of mobile phones for personal emergencies during class time is required.

CLASS RECORDINGS

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. 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.

ADDITIONAL SUGGESTED READINGS

Additional social work resources will be recommended in class.
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ASSESSMENT COMPONENTS				
Assessment Method	Assessment Description & Criteria	Due Date	Weight	Aligned Course Learning Outcome(s)
Assignment #1: Case Study	<p>Case Study: Applying A Trauma-Informed Framework</p> <p>Length: 4-5 pages</p> <p>Format: Q&A paper in APA format</p> <p>Background Information:</p> <p>You know what Adverse Childhood Experiences (ACEs) are and the impact they can have on adults physically, mentally, emotionally and behaviourally. A trauma-informed practice means that you assume it's possible that the person you are working with has experienced ACEs or complex trauma in adulthood. Depending on your role, you may even complete assessments with people, in which case you will learn if they have a history of trauma. Other times, you may learn of ACEs, or complex trauma, through general conversations. It's important that when you are learning about a client that you always listen for possible ACEs/trauma and that you understand the link between trauma and current experiences or behaviours.</p> <p>Directions:</p> <p>Applying a trauma-informed perspective, review the case study provided and report the following information:</p> <ol style="list-style-type: none"> 1. What are 10 Adverse Childhood Experiences you learned in week two? 	March 23, 2020	35%	1, 2, 3, 4, 5, 6

	<ol style="list-style-type: none"> 2. What are three adverse childhood experiences Chantelle had growing up? 3. What are four adult physical/mental health conditions that someone is more likely to develop, the higher their ACEs score is? 4. What is one mental health condition that Chantelle has that has been linked to ACEs? 5. What are four adult behaviours that someone is more likely to have, the higher their ACE score? 6. What are two behaviours Chantelle has had as an adult that are linked to ACEs? 7. Who is a source of support for Chantelle? 8. What is one strength that Chantelle has shown? <p>Grading: This assignment will be graded according to criteria outlined in the grading rubric corresponding to this assignment, which is posted in D2L.</p>			
<p>Assignment 2: Experiential learning activities and reflections</p>	<p>Format: Summary/reflection template will be provided for each class and activity</p> <p>Submission: Upload into D2L Dropbox</p> <p>During this course you will participate in small group or dyad activities where you will discuss or practice trauma informed social work practice.</p> <p>You will be provided with a one-page template to reflect on your learning experience and key take away for each of these activities. You will compile your reflections</p>	<p>April 3, 2020</p>	<p>30%</p>	<p>1, 2, 3, 4, 5, 6, 7</p>

	<p>into one document that you will submit after the last class.</p> <p>Grading: Participation will be graded according to criteria outlined in the grading rubric corresponding to this assignment, which is posted in D2L.</p>			
<p>Assignment 3: Video presentation</p>	<p>Video Presentation: Provide the trauma informed intervention of psychoeducation</p> <p>One of the first interventions that you can use in your trauma informed practice is to provide your clients with psychoeducation on trauma and relevant resources.</p> <p>Length: 8-10 minutes</p> <p>Format: APA 6th Edition Publications Manual referencing is required. APA 6th Edition will also be the basis of assessing style, grammar, and citations. 12-point font. Double Spaced.</p> <p>Submission: Upload to Dropbox in D2L</p> <p>Continuing with the case example in assignment two, record yourself providing your client with psychoeducation including; verbal information, handouts, book recommendations and local resources.</p> <p>Consider using language and handouts appropriate for the general public at the 6th to 7th grade reading level. Remember that a trauma informed practice recognizes the strengths and resilience that people develop during adversity and normalize the</p>	<p>April 9, 2020</p>	<p>35%</p>	<p>1, 2, 3, 4, 5, 6</p>

	<p>use of unhealthy coping strategies when people don't have healthy coping strategies and reflect on strengths. If you use handouts while teaching this information please submit them with your presentation.</p> <p>Please record yourself teaching your client the following information:</p> <ul style="list-style-type: none"> • What an Adverse Childhood Experience (ACE) is and how common they are • The link between ACEs and adult health/social outcomes including those your client has experienced • The link between ACEs and the stress response • The resilience and strength that people develop from adversity • How building resilience can help mitigate the impact of trauma • Examples of ways people can build resilience • The stages of trauma recovery and safe trauma work • Book recommendations and local resources <p>Grading:</p> <p>This assignment will be graded according to criterion outlined in the grading rubric corresponding to this assignment, which is posted in D2L.</p>			
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PARTICIPATION EXPECTATIONS

Students are expected to attend class regularly and to be fully present and engaged in class activities and discussions. If a class is missed a make-up assignment must be emailed directly to the instructor, and by a deadline given by the instructor, in order for the student to receive a participation grade.

GUIDELINES FOR SUBMITTING ASSIGNMENTS

Please submit all assignments electronically through their respective dropbox or discussion board in D2L as directed by the instructor. Dropbox assignments may be submitted in Word format only. Dropbox assignments should have a file name as follows: "Full name and assignment number" (e.g., Jane Smith Assignment 2). **Assignments are due by 11:59 p.m. 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 Submissions Policy:

The total possible grade of an assignment will be reduced by 10% for each day/partial day (including weekend days) the assignment is handed in beyond the due time or beyond a negotiated extension date.

Example: If an assignment is worth 40 marks, the student will lose 4 marks for each day it is late. So, if the student would have received a grade of 36/40 and the assignment is one day late, the student receives a grade of $36 - 4 = 32$ marks, if 2 days late $36 - 8 = 28$ marks.

Assignments may NOT be rewritten for a higher grade.

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

Recommended: "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
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.

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-2.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 (www.ucalgary.ca/policies/files/policies/acceptable-use-of-material-protected-by-copyright.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**