

Course Number	SOWK 557.42 S01	Classroom	Online
Course Name	Trauma/Healing: Person/Planet		
Day(s) & Time	Zoom sessions on Friday Afternoons: Jan 11, 2021- Apr 15, 2021, 1:00 PM - 3:50 PM		
Instructor	Professor Mishka Lysack, PhD, RSW		
U of C E-mail	mlysack@ucalgary.ca	Phone	403-220-7648

SYLLABUS STATEMENT

This course examines social work practice in specific contexts. This course will explore two critical dimensions of trauma and recovery/healing (clinical and environmental) in a context of violence and conflict as well as accelerating and increasingly severe climate change and environmental decline.

COURSE DESCRIPTION

In the context of conflict, violence can inflict significant trauma, impacting the emotional, spiritual, physical, cognitive, social, cultural and environmental dimensions of the human person, and disrupting family relationships, communities, and ecological webs. Therapy, reconciliation, forgiveness, and healing are key dimensions of both clinical and community-based therapeutic responses.

But in an emerging context of climate change, the threat of massive species extinction, collapsing food production, and extreme weather events are environmental forms of trauma imposed not just on the human species, but also other species and the planet itself. Given this context, this course will assist students to explore the dimensions of environmental trauma in a variety of forms, examining both its causes and sources as well as map out its consequences and impacts.

This course will develop a conceptual and perceptual framework for practices of healing, reconciliation and justice-making while also exploring healing and advocacy responses to both clinical and environmental trauma on multiple levels of scale, including the physical, individual, and the collective, highlighting the linkages and synergies between healing and advocacy responses to clinical and environmental trauma. This course has no pre-requisites or co-requisites.

The class will include the use of lecture and discussion formats, as well as reflection exercises and practices, role-plays, and practice exercises. The course centers on assisting and facilitating students to develop their:

- Conceptual, perceptual and reflective skills and knowledge through reading and class discussions; and
- Processual, perceptual and practice skills through observation, participation in role-plays, practice exercises, and reflection groups.

COURSE LEARNING OUTCOMES

LEARNING RESOURCES

Upon completion of this course, regarding clinical trauma, students will develop:

1. an understanding of the development of the understanding of trauma, including the studies of hysteria by Janet, Charcot, Freud and Darwin; “shell shock” in war & trauma of war veterans, domestic violence and battered and abused persons;
2. trauma as hyperarousal, intrusion, and constriction, and simplex/complex PTSD; gender-based violence; memory systems, child development and trauma/therapy; trauma experienced by Indigenous survivors of residential schools and environmental exploitation of land;
3. an understanding of basic clinical practice/maps and basic clinical framework with couples with a history of violence, with perpetrators of violence; how animals and nature might be used in therapy with trauma survivors; and skills as practitioners to deal with vicarious traumatization through self-care practices, such as meditation;
4. engage with persons embedded in a violent lifestyle to assist them to shift to a more non-violent and compassionate lifestyle;

With respect to environmental degradation and climate trauma, students will also develop:

5. a deeper understanding of the causes and threats of climate change and environmental decline and of mapping the impacts on and threats to the individual person, human community, and the ecological communities and ecosystems on the planet, including climate change and its impacts, such as drought, crop failure, migration and refugees, escalation of international conflict, impacts on UN Sustainable Development Goals (SDGs), and implications for political stability and escalation of military conflict;
6. insights into the specifics of human responses to environmental trauma, including informed futility and powerlessness, denial, minimization, distraction, numbing, and projection, and their parallels to animal responses to trauma, while also exploring Harvard scientist/professor, E.O. Wilson’s notion of biophilia, and how biophilic attachment can provide a foundation for healing responses to environmental trauma, and a clinical map for creating a context for healing responses to these maladaptive responses;
7. insights highlighting how personal, interpersonal, community, and political advocacy and policy influencing are inter-connected, and learning skills in utilizing forms of advocacy and activism in partnership with allies as mezzo and macro-scale responses to environmental trauma and injustice; and the basics of resilience in the current context of violence and climate change;
8. skills in a) identifying learning moments and b) how they deepen their SW practice through participating in class discussions and writing expositions and reflections in their 2 papers.

LEARNING TECHNOLOGIES AND REQUIREMENTS

A laptop with Internet access, microphone and speaker is required for Zoom access.

REQUIRED TEXTBOOKS AND/OR READINGS

Paper #1

Herman, J. (1992). *Trauma & recovery: The aftermath of violence – from domestic abuse to political terror*. New York, NY: Basic Books/Harper Collins Publishers.

Other learning resources may be assigned in the first half of the course.

Paper #2

Pipher, M. (2013). *The green boat: Reviving ourselves in our capsized culture*. New York: Riverhead Books.

and

Oreskes, N., & Conway, E. (2014). *The collapse of western civilization: A view from the future*. New York: Columbia University Press.

This is a very short book, like an article in length.

Students who have already read this book by Oreskes and Conway in another class with Professor Lysack may substitute 1-2 relevant articles in consultation with Professor Lysack.

Other learning resources may be assigned in the second half of the course.

RELATIONSHIP TO OTHER COURSES

This course is an elective that enhances and deepens a clinical, community/international development, and policy influencing/advocacy specialization.

CLASS SCHEDULE

Date	Topic
Jan 15, 2021	overview of course and course requirements Freud, Charcot, Janet, Darwin re: trauma and developing notions of humanity;

	<p>history of trauma: “Understanding Complex Trauma and its Relation to Gender-Based Violence”;</p> <p>micro, mezzo, macro SW practices (Gray) (2013). Environmental social work.</p> <p>relationship between micro and macro violence and trauma; coercive control</p> <p>reflecting discussion: Conversations with History: Judith Herman</p>
Jan 22	<p>axial traditions and social/environment ethics: philosophy (Confucianism) & spirituality (Judaism)</p> <p>climate change tipping points & impacts</p> <p>Tipping points and recent science re 1.5 degrees C; public policy pathways and leadership; growing urgency of rapid transition</p> <p>George Orwell’s notion of “doublethink’ in book (1984) and its relevance to trauma as well as to violence</p>
Jan 29	<p>Introduction to narrative clinical practices; externalizing practices</p> <p>re-authoring practices, reflecting practices,</p> <p>clinical maps</p>
Feb 5	<p>biophilic attachment as foundation for clinical responses to environmental trauma and advocacy</p> <p>advocacy practice re-membering conversations and reflecting practices:</p> <p>conversations with students re environmental impacts and co-constructing hope and empowerment;</p> <p>empowering climate conversations (George Marshall)</p>
Feb 12	<p>trauma: physical, personal, interpersonal and societal dimensions; explaining abuse, binaries,</p> <p>memory systems and comparative impacts of trauma</p> <p>working with those experiencing trauma: guidelines for practice and clinical map</p> <p>narrative practices: re-membering practices: reflecting processes; developing therapeutic documents as clinical practice</p> <p>healing narratives; dialogic approaches: monologue to dialogue</p> <p>class exercise with interview and reflecting team</p>
Feb 19	Winter Break - No class

Feb 26	<p>environmental trauma; case studies; climate trauma</p> <p>Addressing PTSD with animals; case study: elephants, violence/trauma; and therapy/healing (Cites - for love of elephants)</p> <p>healing and animals: adolescents and animals</p> <p>internalized other interviews with student(s): Cites</p> <p>implications for clinical SW practice</p> <p>Paper #1 is due on Feb 28</p>
March 5	<p>responses of climate protection and Energiewende (renewable energy transition) to climate change; Germany's Renewable Energy Revolution</p> <p>UK Leadership: Climate Change Act 2008</p> <p>health and climate: Lancet Countdown 2018 Report: Briefing for Canadian Policymakers November 2018</p> <p>Indigenous Leadership in Canada re renewable energy</p>
March 12	<p>ecological trauma, disasters</p> <p>environmental refugees and relationship with violence and war: age of consequences</p> <p>PTSD and clinical practice with soldiers: war in the mind</p>
March 19	<p>working with those who perpetrate violence: guidelines for practice and clinical map</p> <p>Couples clinical work: framework for initial session with couple with incident of violence</p>
March 26	<p>Cultural & Gender accountability: Just Therapy approach</p> <p>History of Discrimination against First Nations Children</p> <p>How to change systemic racism in Canada: Indigenous approaches</p> <p>Bringing Justice to Indigenous Communities</p> <p>Indigenous community advocacy and land/environmental protection: Oil Sands</p> <p>cultural and environmental trauma: Indigenous survivors of residential schools and survivors of environmental trauma;</p> <p>First Nations: Clean Energy Alternatives</p>
April 2	No Class - Good Friday

April 9	Last Class Review & course assessment
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ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION

EQUITY, DIVERSITY AND INCLUSION

The Faculty of Social Work acknowledges the inequities experienced by racialized people, Indigenous people, and other marginalized populations. We aim to foster an environment that recognizes and celebrates diverse perspectives. Therefore, we are committed to eradicating all forms of injustices based on race, gender, ethnicity, sexual orientation, age, socio-economic status, religion, and disability.

ZOOM RECORDINGS OF ONLINE CLASSES

The instructor will not record any online Zoom class sessions. In order to respect the privacy of both students and the professor, **all students are asked not to record any class sessions in any format.**

ASSESSMENT COMPONENTS

Adult Learning and Accountability

To foster a climate of mutual learning and collaborative development, students are encouraged and expected to exercise their best judgment in maximizing their learning experience. Here are some guidelines.

- Students are asked to write 2 papers.
- Students are asked to read 1 book for each paper, with a second small book being required for paper #1.
- All students are asked to write a reflection paper on the one (1) book required.
- In order to maximize learning opportunities, students are asked not to re-read a book they have already read.
- Students are only required to buy or borrow books that they plan to use for their assignments.

Assessment Method 1: Paper #1

Due date: February 22 (TBC by instructor and class)

Portion of mark: 45%

Course Learning Outcomes: # 1, 2, 3, & 4 (see page 2 of this course outline)

Assessment Description & Criteria:

Through reading Judith Herman's book "Trauma and Recovery", the intent of this assignment is to encourage each student to develop their understanding of trauma, and start to develop an overview of micro/mezzo/macro model of SW practice skills in responding to trauma or violence.

N.B. For a detailed discussion of guidelines for writing the paper, students are asked to review these 4 sections in this course outline:

- 1) About the Reflection Papers
- 2) Notes & Format for Papers
- 3) Criteria for an A- level paper
- 4) Criteria for an A level paper.

Class learning moments: In addition to 3 key learning moments from their book selection, students are also asked to briefly discuss their 2 additional key learning moments (for a total of 5 learning moments for the paper) from the first half of the course arising from class presentations and discussions, or learning resources.

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Assessment Method 2: Paper #2

Due date: April 6 (TBC)

Portion of mark: 45%

Course Learning Outcomes: # 5, 6, & 7 (see page 2 of this course outline)

Category #2: Psychology of Trauma and Climate Change

The objective of this paper is to continue to develop an overview of micro/mezzo/macro model of SW practice to progressively support students to apply their knowledge and skills in practice settings.

N.B. All students are required to read both 1) Mary Pipher's The Green Boat, and 2) this short book for their paper #2:

Oreskes, N. & Conway, E. (2014). The Collapse of Western Civilization: A View from the Future.

New York: Columbia University Press. ISBN: 978-0231169547

Class learning moments: In addition to 3 key learning moments from their book selection, students are also asked to briefly discuss their 2 additional key learning moments (for a total of 5 learning moments for the paper) from the first half of the course arising from class presentations and discussions, or learning resources.

About the Reflection Papers (#1 and #2)

The student's working knowledge of the material can be partly demonstrated by the inclusion of some quotes (5) from the readings that the student believed to be especially important to his/her learning. Students are asked to use some of the following questions as a guide for their reflection and writing of the paper:

- What were the key learning moments or “sparkling moments” as you were reading the articles/chapters?
 - What effect did these moments have on you as a person and as a developing professional?
 - What are some of the ideas that you found to be the most helpful in these articles?
 - What difference could these ideas make in how you “see” or perceive your work?
 - What are some of the related practices that you find the most appealing?
 - How are these practices related to the ideas that you found helpful?
- 1) When students are starting to write the paper, they need to identify 5 key learning moments (3 from book and 2 from class resources), a-ha experiences, or sparkling moments as they were reading the book. Students are asked to use these learning experiences as the “spine” of the paper.
 - 2) In response to each of the learning moments, students need to include 2 sections or “streams”: 1) exposition & 2) reflection.
 - 3) The **exposition section** needs to convey to the instructor that the student has read and understood the book and any relevant learning resources (articles, etc.) material to the degree that the student can communicate the essential elements of the material to a layperson. This section needs to be anchored in a small selection of direct quotes from the source material with appropriate references. Where relevant, students are asked to focus on the significance of the 5 learning moments (3 from the book, and 2 from other learning experiences/resources from the classes of the course), and a description of how and why the student believes this learning insight is important or significant and could deepen or contribute to the student's developing SW practice.
 - 4) In the **reflection section**, students need to focus on the **significance** of their learning moments both from the book as well as their 5 learning moments (3 from book and 2 from other learning experiences or resources from the classes themselves), and a description of why the student believes this insight is important. In addition, students are asked to also describe the difference such insights would make to a) SW in general, and especially b) their own future SW practice on the micro, mezzo (community) and macro (policy influencing and advocacy) levels. Students should look at SW professor Mel Gray's work on these 3 levels of practice (see pages 9 and 10 of this course outline). And in the reflection section, all students are asked to reflect on the

development of their own micro/mezzo/macro model of SW practices to learn how to apply their knowledge and skills in practice settings.

Social work professor Mel Gray and her colleagues in their book - Gray, M., Coates, J., & Hetherington, T. (Eds.). (2013). *Environmental social work*. London: Routledge – (pp. 13-16; 306-312) have developed an innovative tri-partite model of micro, mezzo, and macro social work practice.

This model of practice connects specific social work practices on the micro level with their related practices on the mezzo level (educational groups, group and community practices) and the macro level (advocacy work; influencing public policy; working with community partners and NGO's). In this tri-modality model of social work practice, Gray, Coates, & Hetherington give illustrations of this practice model concerning specific environmental issues, such as the health impacts of air, soil and water pollution.

Here are some helpful questions for students to reflect on their own evolving tri-partite practice model in their papers. Please note that students are **not** asked to answer all or most of these questions in their papers, given the paper length expectations. However, students are encouraged to engage in their papers with one or more of these questions in each of all 4 clusters below (micro, mezzo, macro, professional development):

Micro practices

- How will this issue affect your assessment of the client and problems?
- What differences will this issue make for the client and any needs for crisis intervention?
- What impact will the issue have on who you suggest inviting in as “outsider-witnesses’ or as part of the person’s support group?
- What further research is needed to address the problem?

Mezzo practices:

- What kinds of public education programs might be helpful or needed for clients affected by this problem?
- Are any needed additional physical or mental health resources indicated?
- What agencies or NGO’s might/could offer or support such programs for clients with the problem?

Macro practices:

- What NGOs or client advocacy groups could be key allies?
- Does the ACSW work on this issue in any way (check ACSW website for interest groups etc.)?
- Does PIA (Public Interest Alberta) work on this issue affecting your client? (Check PIA website)?

- What are the key policies of the main political parties (Conservative, Liberal, and NDP) that impact your client?
- How could public monitoring of the problem or the enforcement of special policies be helpful or needed for this client?
- What kind of policy change would be helpful/important/critical for this person recovering from this problem?
- What kind of public influencing activities would be helpful or urgently b\needed?
- What kind of research or impact analysis is needed to address this issue?

Personal/Professional Development practices:

- What new practices need to/already are emerging in your practice what will be helpful for your area of practice?
- What new knowledges need to/already are emerging in your practice what will be helpful for your area of practice?
- Who are the 3 most important researchers that have made a positive and important contribution to your professional development you have in your area of practices?
- What social work professors are working in this specific practice area? Other professors or instructors in health, medicine, environmental issues, psychology, physiotherapy?

Assessment Method 3: Learning Experiences, Class Participation, Skill Development and Class Etiquette

Portion of mark: 10%

Course Learning Outcome: # 8 (see page 2 of this course outline)

Assessment Description & Criteria:

This course is a theory-in-practice class. Thus, all students are expected to participate in role-plays, reflection groups and class exercises on an ongoing basis in class. Participating in the classes is expected and critical to the functioning of the class as a learning community. **Class participation will be graded and will make up 10% of the total final mark.**

In addition to the instructor's presentations and exercises, this class will include personal reflection through journaling, discussion in pairs, and experiential learning. And so, class performance includes:

- 1) being in class,
- 2) contributing to the class discussion in a relevant and coherent way,
- 3) indicating through one's discussion and contributions a thorough preparation of the assignment, and
- 4) willingness to try and practice advanced skills.

Learning and skill development also include enhancing one's skills in identifying key learning moments and sharing them in the class or paper as well as discussing the implications of these learning moments for deepening their SW practice and making it more effective. These skills are developed both through the 2 term papers as well as through actively participating in class discussions and class exercises.

The instructor asks that you apply the same standards of behavior, communication, and courtesy about punctuality, attendance, and readiness for work that would apply to a professional social worker in meeting with clients, supervisors, or in attending agency meetings.

Grades for participation are based on asking questions, sharing experiences, actively participating in class discussions, small group exercises, and giving respectful feedback to others during class. Above all, participation means demonstrating personal and professional engagement in the learning process.

ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

Notes & Format for Papers #1 and #2

To foster a climate of mutual learning and collaborative development, students are encouraged and expected to exercise their best judgment in maximizing their learning experience. Here are some guidelines.

- There are no in-class tests or final exam.
- in your reflection papers on books/articles, be sure to include direct quotes to illustrate your discussion along with page numbers
- **Papers are limited to 1,600 words.** Students are asked to respect page length of each assignment; papers that exceed specified limits may be returned for re-writing.
- Re-writes and pre-reads of papers are not an option.
- Standard of writing will be a factor in grading students work.
- Papers will be archived after marks for the course are submitted in case of an appeal of marks.

Grading Criteria for Paper #1 and Paper #2

Criteria for an A- level paper:

- word count was within reasonable range
- active and explicit first-person person voice (I, me), including emotional and personal responses to learning moments
- integration of social work practice, experiences, values, theories, etc.
- integration of class content

- direct quotes with page numbers
- good integration of all additional material and articles as required
- Correct spelling and grammar
- clarity in sentence structures and writing style
- structures the paper according to key learning moments
- makes thematic connections across learning moments
- labels file name, subject name of email etc. properly
- in the reflection section, explores how insights from learning moments can be translated into SW practice, both a) in the specific SW practice of the student, and b) in the field of SW generally. N.B. This area will be explored in detail cumulatively in both the class orientation in the first class, and in all class discussions and exercises.

Criteria for an A level paper:

- All A- criteria have been met and significantly exceeded, and the paper contains original insights with respect to the subject matter.
- The a) quality of writing, b) levels of analysis and reflection, and c) the exposition of the application of learning moments to both personal SW practice as well as the SW profession must all be exceptional.

ATTENDANCE AND PARTICIPATION EXPECTATIONS

To foster a climate of mutual learning and collaborative development, students are encouraged and expected to exercise their best judgment in maximizing their learning experience. Here are some guidelines.

- This course is a theory-in-practice class. Thus, all students are asked to participate in role-plays, reflection groups and class exercises on an ongoing basis in class. Attending the classes is expected and critical to the functioning of the class as a learning community.
- Students are asked to restrict their use of their computer during class time for activities directly related to the course (for instance, taking notes), & are asked to refrain from all other non-class activities (checking or writing email, Facebook, texting, shopping, computer games, etc.). Students suspected of being involved with these non-class activities may be asked a) to identify themselves, b) to leave the class, and c) will not be permitted to return to the course until after a meeting between the student and instructor has been completed.
- (for in-person classes: research indicates that laptop multitasking hinders classroom learning for both users and nearby peers through a ripple effect and emotional contagion, influencing others in the group/class and its influence on Group Behaviour.

For more information, students are welcome (but not required) to see these 2 articles:

1) Sana, Fari, Tim Weston, and Nicholas Cepeda. "Laptop Multitasking Hinders Classroom Learning for Both Users and Nearby Peers." *Computers and Education* 62 (2013): 24-31; and

2) Barsade, Sigal G. "The Ripple Effect: Emotional Contagion and its Influence on Group Behaviour." *Administrative Science Quarterly* 47.4 (2002): 644-75

- If the course instructor has concerns about the behaviour of a student and its impact on the class, the instructor may confirm the identity of the student, may ask the student to leave the class, and may ask the student to meet with the instructor.
- Students are asked to turn their cell phones off during the entire class, except obviously, if teleconferencing is involved, this norm is suspended.
- Students are expected to arrange their schedules (childcare, work, social life, etc.) accordingly so that they may attend classes in their entirety. Students are asked to participate in the entire class - arrive on time, stay until the end of class, and return from the break in a timely manner. All students are expected to participate in discussions, role-plays, reflection groups and class exercises on an ongoing basis in class to the best of their ability.
- Students are asked to arrange their schedules (childcare, work, social life, etc.) accordingly so that they may attend classes in their entirety
- Students are asked to inform the professor of all absences. If a situation arises that precludes class attendance, the student should apprise the instructor. It is neither the instructor's responsibility to determine why a student was not in class nor is it the instructor's responsibility to advise the student of what was missed by a student's absences or tardiness to class.

GUIDELINES FOR SUBMITTING ASSIGNMENTS

- All assignments are to be submitted in electronic form by email to either the marker/grader or professor as assigned by the professor, with an original copy being archived by the student; this is a paperless course.
- Type papers in 12-point font
- Please use Word format .docx.
- Please use double spacing of text in papers.
- Separate cover page is unnecessary
- **Papers are limited to 1,600 words.** Students are asked to respect page length of each assignment; papers that exceed specified limits may be returned for re-writing.
- Re-writes and pre-reads of papers are not an option.
- Standard of writing will be a factor in grading students work.

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, learning exercises, and discussions. Attendance and class participation constitute the participation grade, as outlined in the assessment components section above.

Make-up options are not an option if students miss a class, or a class learning exercise (such as a reflecting team).

GUIDELINES FOR SUBMITTING ASSIGNMENTS

Students will submit all their assignments/papers electronically by email to either the professor, or the marker/grader for the course.

Assignments shall be submitted in Word format as Word documents only. Assignments should have a file name: Jane Smith, Paper # 1 (or 2), SOWK 557.42, Trauma/Healing: Person/Planet.

Assignments are due by 11:59pm on their due date. It is the student's responsibility to keep a Word copy of each submitted assignment, and to ensure that the proper version is submitted.

LATE ASSIGNMENTS

Students who wish to submit their papers later than the deadline are required to contact the professor directly by email, and specify in writing the new submission date for the paper. Late assignments will be accepted only in exceptional circumstances, and at the discretion of the instructor. Assignments submitted after the deadline may be penalized with a grade reduction.

EXPECTATIONS FOR WRITING

All assignments will be assessed partly on writing skills. Writing skills include not only writing correctness (grammar, punctuation, sentence structure, etc.), but also general clarity and organization.

Students are also required to adhere to the guidelines regarding the structure of the paper, including having clear and roughly equal sections of 1) **exposition**, and 2) **reflection** on the implications for their SW practice.

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 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 average of the two separate papers/assignments with a mark for participation with the participation mark. It is 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.

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		90 – 94
B+	3.3		85 – 89
B	3.0	Good – clearly above average performance with knowledge of subject matter generally complete	80 – 84
B-	2.7		75 – 79
C+	2.3		70 – 74
C	2.0	Satisfactory – basic understanding of subject matter	65 – 69
C-	1.7		60 – 64
D+	1.3		55 – 59
D	1.0	Minimal Pass – marginal performance	50 – 54
F	0.0	Fail – unsatisfactory performance or failure to meet course requirements	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 (not required)

Linklater, R. (2014). Decolonizing trauma work: Indigenous stories and strategies. Halifax: Fernwood Publishing.

Briere, J. & Scott, C. (2006). Principles of trauma therapy: A guide to symptoms, evaluation, and treatment. Thousand Oaks: Sage Publications.

Dominelli, L. (2012). Green Social Work: From Environmental Crises to Environmental Justice. Malden: Polity.

UNIVERSITY OF CALGARY POLICIES AND SUPPORTS

PROFESSIONAL CONDUCT

As members of the University community, students and staff are expected to demonstrate conduct that is consistent with the University of Calgary Calendar

<http://www.ucalgary.ca/pubs/calendar/current/k.html>

Students and staff are also expected to demonstrate professional behaviour in class that promotes and maintains a positive and productive learning environment. Consistent with the aims of the Social Work Program and the University of Calgary, all students and staff are expected to respect, appreciate, and encourage expression of diverse world views and perspectives; to offer their fellow community members unconditional respect and constructive feedback; and to contribute to building learning communities that promote individual and collective professional and personal growth. While critical thought and debate is valued in response to concepts and opinions shared in class, feedback must always be focused on the ideas or opinions shared and not on the person who has stated them.

Students and staff are expected to model behaviour in class that is consistent with our professional values and ethics, as outlined in the Canadian Association for Social Workers, Code of Ethics (2005) and the Alberta College of Social Work Standards of Practice (2019). Both can be found online at:

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

ACADEMIC ACCOMMODATION

It is the student's responsibility to request academic accommodations according to the University policies and procedures. Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services (SAS). SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit www.ucalgary.ca/access/. Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their Instructor. The full policy on Student Accommodations is available at <http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy.pdf>

RESEARCH ETHICS

"If a student is interested in undertaking an assignment that will involve collecting information from members of the public, they should speak with the course instructor and consult the CFREB Ethics Website (<http://www.ucalgary.ca/research/researchers/ethics-compliance/cfreb>) before beginning the assignment.

ACADEMIC MISCONDUCT

For information on academic misconduct and its consequences, please see the University of Calgary Calendar at <http://www.ucalgary.ca/pubs/calendar/current/k.html>

INSTRUCTOR INTELLECTUAL PROPERTY

Course materials created by professor(s) (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the professor(s). These materials may NOT be reproduced, redistributed or copied without the explicit consent of the professor. The posting of course materials to third party websites such as note-sharing sites without permission is

prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

COPYRIGHT LEGISLATION

All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright (<https://www.ucalgary.ca/policies/files/policies/acceptable-use-of-material-protected-by-copyright-policy.pdf>) and requirements of the copyright act (<https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>) to ensure they are aware of the consequences of unauthorised sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy.

FREEDOM OF INFORMATION AND PROTECTION OF PRIVACY

Student information will be collected in accordance with typical (or usual) classroom practice. Students' assignments will be accessible only by the authorized course faculty. Private information related to the individual student is treated with the utmost regard by the faculty at the University of Calgary.

SEXUAL VIOLENCE POLICY

The University recognizes that all members of the University Community should be able to learn, work, teach and live in an environment where they are free from harassment, discrimination, and violence. The University of Calgary's sexual violence policy guides us in how we respond to incidents of sexual violence, including supports available to those who have experienced or witnessed sexual violence, or those who are alleged to have committed sexual violence. It provides clear response procedures and timelines, defines complex concepts, and addresses incidents that occur off-campus in certain circumstances. Please see the policy available at <https://www.ucalgary.ca/policies/files/policies/sexual-violence-policy.pdf>

OTHER IMPORTANT INFORMATION

Please visit the Registrar's website at: <https://www.ucalgary.ca/registrar/registration/course-outlines> for additional important information on the following:

- **Wellness and Mental Health Resources**
- **Student Success**
- **Student Ombuds Office**
- **Student Union (SU) Information**
- **Graduate Students' Association (GSA) Information**
- **Emergency Evacuation/Assembly Points (Calgary)**
- **Safewalk (Calgary)**