



Course & Session Number	SOWK 610.01 S04	Classroom	Online
Course Name	Fundamentals of Trauma-Informed Practice		
Day(s) & Time	Via ZOOM: January 13, 20, 27, February 3, 10, - 6:30 PM-8:30 PM Online Residency via Zoom: March 1, 2 - 9:00 AM - 4:00 PM		
Instructor	Kathleen Gorman Krista Osborne	Office Hours	Upon Request
UCalgary E-mail	kmgorman@ucalgary.ca; krista.osborne@ucalgary.ca	UCalgary Phone	Contact via email

SYLLABUS STATEMENT

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

COURSE DESCRIPTION

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

COURSE LEARNING OUTCOMES

Students will:

1. Explore the nature, scope, impacts and effects of trauma on the brain/body functioning (including the central nervous system and affect regulation).
2. Critically examine the impacts of trauma on individual, familial, intergenerational, cultural, racial, group, community, and societal levels (spiritual, emotional, mental and physical).
3. Enhance assessment and intervention skills within a trauma-informed practice approach.
4. Understand differences between trauma informed practices and trauma-specific counseling.
5. Identify values and ethics in social work practice from a trauma-informed lens of practice.
6. Understand and apply key concepts on the nature and scope of traumatic experiences as well as current theories and approaches in trauma practice.
7. Be familiar with professional self-awareness and use of self-including concepts such as compassion fatigue, compassion satisfaction, burnout, vicarious trauma, and secondary traumatic stress as they pertain to ethical, trauma-informed social work practice.

LEARNING RESOURCES

REQUIRED TEXTBOOKS AND/OR READINGS

Clark, Classen, C., Fourt, A., & Shetty, M. (2015). *Treating the trauma survivor: an essential guide to trauma-informed care*. New York, NY: Routledge.

Additional Articles will be posted 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 the foundation course for a four-course component in trauma informed care and trauma treatment. It provides the fundamentals which will lead to exploration in subsequent courses of specific developmental and life event traumatic experiences as well as further in-depth examination of trauma with specific cohorts.

CLASS SCHEDULE

Dates	Topics	Readings/ Due Dates
Online: Course Work		
January 13, 2022 ZOOM 6:30 PM-8:30 PM	Introduction to the Course Relationship Building	Clark et al. (2015) Chapters 1-3 Other Readings on D2L DUE: Communities of Practice Check in 1
January 20, 2022 ZOOM 6:30 PM-8:30 PM	Polyvagal Theory and Connection to Self Community of Practice-Skill Building	Clark et al. (2015) Chapters 11-12 Other Readings on D2L DUE: Communities of Practice Check in 2
Last Day to Drop Class without penalty Thursday, January 20, 2022		
Last Day to Add/Swap courses Friday, January 21, 2022		
January 27, 2022 ZOOM: 6:30 PM-8:30 PM	Overview of Trauma Informed Practice Community of Practice-Skill Building	Clark et al. (2015) Chapter 4-5 Other Readings on D2L DUE: Laddering Assignment DUE: Communities of Practice Check in 3
February 3, 2022 ZOOM 6:30 PM-8:30 PM	Overview of Trauma Specific Therapies Community of Practice-Skill Building	Other Readings on D2L DUE: Communities of Practice Check in 4 DUE: Verbal Outline of Final Assignment
February 10, 2022 ZOOM: 6:30 PM-8:30 PM	Overview of Assessment Community of Practice-Skill Building	Clark et al. (2015) Chapter 6-7 Other Readings on D2L DUE: Communities of Practice Check in 5
Term Break February 20 th -26 th No classes		
February 28, 2022 DUE: Final Trauma Assignment		
**Residency **		
March 1, 2022 ZOOM 9:00 AM-4:00 PM	Warm up Activities Being a Trauma Informed Practitioner Community of Practice-Skill Building	Clark et al. (2015) Chapter 8-10 Other Readings on D2L
March 2, 2022 ZOOM 9:00 AM-4:00 PM	Warm up Activities Trauma Informed Practice Issues Community of Practice-Skill Building	DUE: Communities of Practice Check in 6 Other Readings on D2L
March 3, 2022 Asynchronous	Wrap up	
End of Classes: March 5, 2022 End of Term: April 29, 2022		
Last day to Withdraw from course April 12, 2022		

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

ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION

EQUITY, DIVERSITY, INCLUSION AND RECONCILIATION

The Faculty of Social Work (FSW) is committed to promoting and actualizing equity, diversity, inclusion and reconciliation. We affirm that diversity and differences are enriching and valuable, and that they can strengthen our teaching, learning, research, and community connections. We aim to foster an inclusive, thriving environment for our students, staff, postdoctoral fellows, and community members. We acknowledge systemic inequities and compounded disadvantages due to intersectionality of social locations particularly for those who are members of the racialized, Indigenous peoples, disability and 2SLGBTQ+ communities, as well as those who have experienced socioeconomic, caregiving, religious, and cultural barriers to their education. We recognize, honour and integrate into our work diverse perspectives, experiences, and strengths. <https://socialwork.ucalgary.ca/about/about-faculty/equity-diversity-and-inclusion>

GUIDELINES FOR ZOOM SESSIONS IN ONLINE CLASSES

Students are expected to participate actively in all Zoom sessions. If you are unable to attend a Zoom session, please contact your instructor to arrange an alternative activity for the missed session (e.g., to review a recorded session) for your best learning experiences. Please be prepared, as best as you are able, to join class in a quiet space that will allow you to be fully present and engaged in Zoom sessions. Students will be advised by their instructor when they are expected, if they are able, to turn on their webcam (for group work, presentations, etc.). All students are expected to behave in a professional manner during the session.

MEDIA RECORDING FOR ASSESSMENT OF STUDENT LEARNING

The instructor may use media recordings as part of the assessment of students. This may include but is not limited to classroom discussions, presentations, clinical practice, or skills testing that occur during the course. These recordings will be used for student assessment purposes only and will not be shared or used for any other purpose.

ZOOM RECORDINGS OF ONLINE CLASSES

The instructor may record online Zoom class sessions for the purposes of supporting student learning in this class – such as making the recording available for review of the session or for students who miss a session. Students will be advised before the instructor initiates a recording of a Zoom session. These recordings will be used to support student learning only and will not be shared or used for any other purpose.

ASSESSMENT COMPONENTS

Assignment 1: Polyvagal Ladder Reflection (30%) – Due January 27th by 11:59pm

Aligned Course Learning Outcomes: 1, 7

Assignment Description:

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

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

Assessment Criteria: Rubric Available on D2L.

Assignment 2: Community of Practice (30% total- 5% each) – Due throughout the term

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

Assignment Description:

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

Assessment Criteria: Rubric Available on D2L.

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

Part 1: Video/ Audio Outline (10%) Due: February 3rd by 11:59pm

Part 2: Final Assignment (30%) Due: February 28th by 11:59pm

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

Assignment Description:

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

You are encouraged to use a variety of sources to support the richness of your learning (this could include academic sources as well as sources of traditional knowledge-based teachings, discussions with Elders, community leaders, spiritual leaders, or other knowledge keepers as appropriate). Include in your discussion, what it means to be a trauma-informed social worker.

Part 1: Audio Outline (Due February 3)

- 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 instructors to give you feedback and guidance on your final assignment to ensure students are on the right track. This is not intended to add to student’s stress or to be a formal 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 will clearly indicate which option that they plan to use to complete their final project described below.

Part 2: Final Project (Due February 28th)

There are two options to complete this project.

- The paper will be 8-10 pgs. with a required minimum 10 sources using APA 7 formatting.
- Students are encouraged to explore this project in a format that is meaningful to them. This option is intended to allow students to explore the same assignment in a way that is not confined by a conventional paper.
- Either assignment option will be submitted in Dropbox on D2L

Assessment Criteria: Rubrics Available on D2L.

ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

ATTENDANCE AND PARTICIPATION EXPECTATIONS

Students are expected to attend class regularly and to be fully present and engaged in class activities and discussions.

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

Assumptions underlying Course

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

GUIDELINES FOR SUBMITTING ASSIGNMENTS

Please submit all assignments electronically through their respective dropbox in D2L. Assignments may be submitted in Word or PDF format (depending on instructor preference). Assignments should have a file name as follows: "Full name and assignment number" (e.g., Jane Smith Assignment 2). Assignments are due before midnight on their due date. Please note that it is the student's responsibility to keep a copy of each submitted assignment and to ensure that the proper version is submitted.

LATE ASSIGNMENTS

Late assignments should be negotiated with the instructors prior to the due date.

EXPECTATIONS FOR WRITING

All assignments will be assessed partly on writing skills. Writing skills include not only surface correctness (grammar, punctuation, sentence structure, etc.) but also general clarity and organization. Sources used in submitted papers must be properly documented and referenced in APA format. If you need writing support, please connect with the Student Success Centre, at: <https://www.ucalgary.ca/student-services/student-success/writingsupport>

ACADEMIC MISCONDUCT

It is expected that all work submitted in assignments is the student's own work, written expressly by the student for this particular course. Students are reminded that academic 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.

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	80-84

		as computed at the end of each year of their program.	
B-	2.7	Minimum pass for students in Graduate Studies. Note: Students who accumulate two grades of "B-" or lower can be required by the Faculty to withdraw from the programme regardless of the grade point average.	75-79
C+	2.3	All grades below "B-" are indicative of failure at the graduate level and cannot be counted towards Faculty of Graduate Studies course requirements.	70-74
C	2.00		65-69
C-	1.70		60-64
D+	1.30		55-59
D	1.00		50-54
F	0.00		Below 50

COURSE EVALUATION

Student feedback will be sought at the end of the course through the standard University and Faculty of Social Work course evaluation forms. Students are welcome to discuss the process and content of the course at any time with the instructor.

ADDITIONAL SUGGESTED READINGS

Additional Readings available on D2L.

UNIVERSITY OF CALGARY POLICIES AND SUPPORTS

PROFESSIONAL CONDUCT

As members of the University community, students and staff are expected to demonstrate conduct that is consistent with the University of Calgary 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 <https://ucalgary.ca/legal-services/sites/default/files/teams/1/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 who use materials protected by copyright are expected to comply with the University of Calgary policy on Acceptable Use of Material Protected by Copyright (<https://ucalgary.ca/legal-services/sites/default/files/teams/1/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 <https://www.ucalgary.ca/pubs/calendar/current/k.html>.

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 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/legal-services/university-policies-procedures/sexual-and-gender-based-violence-policy>

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