

Course & Session Number	SOWK 612.01 S04	Classroom	Online
Course Name	Trauma Impacts and Interventions Across the Life Span		
Day(s) & Time	Zoom Classes March 4, 5 (9 – noon; 1 – 4:00pm); Thursdays – February 17, March 17, 24, 31, April 7 (6:30pm – 8:30pm)		
Instructor	Val Gervais		
U of C E-mail	valerie.gervais@ucalgary.ca	UCalgary Phone	Not applicable

SYLLABUS STATEMENT

Provides an in-depth exploration of traumatic experiences at various points in an individual's life span, and the implications for future growth and development.

COURSE DESCRIPTION

This course will provide an intensive exploration of 2SLGBTQ+ Trauma and Resiliency over the lifespan and community continuum. 2SLGBTQ+ experiences of Trauma and Resiliency will be discussed within the social, political, and cultural context. The course will be taught using Indigenous cultural circle-based teaching methods using Gervais' Storyteller's Blanket. The course content will use: a layered teaching approach using Indigenous circle based oral teaching methods; use of videography that was created in Nov 2020 to convey course content; and Zoom discussion. Additionally, skilled practitioners and community educators will discuss their knowledge in treatment representing the 2SLGBTQ+ lifespan and community continuum. Students will be responsible to complete assigned readings, view videos, participate in Zoom classroom discussion, and complete course assignments.

COURSE LEARNING OUTCOMES

The activities and process of this course are intended to assist students to become more skilled professionals in working with marginalized populations and 2SLGBTQ+ community members in a trauma informed way.

1. Understand the challenges, trauma and resiliency of 2SLGBTQ+ communities.
2. Develop treatment skills and strategies in the care of the 2SLGBTQ+ communities.
3. Identify the social, political, historical and cultural contexts that impact the 2SLGBTQ+ communities.
4. Understand the central role of activism in mitigating trauma and creating resiliency for the 2SLGBTQ+ experience.
5. Demonstrate an understanding and appreciation of Indigenous teaching methods and world view.

LEARNING RESOURCES

REQUIRED TEXTBOOKS AND/OR READINGS

Dentato, M. (Ed.). (2018). *Social work practice with The LGBTQ Community*. Oxford Press.

Assigned videos and On-line resources are provided within the D2L.

Use APA (7th edition) formatting for citations.

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

February 17: During this first day of the course there will be an introduction to the course including a review of objectives and assignments. We will review the layered teaching approach using Indigenous circle based oral teaching methods, use of videography to convey course content, and Zoom presentation and discussion.

Day 1 - Opening the Circle; Land Acknowledgment; Exploring Motivation; Understanding the Two-spirit Indigenous Cultural Teaching Approach

- Activity – Opening Creating an Indigenous Learning Circle
- Activity – Answering two questions: What motivates you to participate in this class? How would you rate your knowledge on a 1-10 scale (where 1 is low and 10 is high) in working with the LGBTQ+ communities?
- Understanding Indigenous cultural circle-based teaching methods using Gervais' Storyteller's Blanket
- Activity – Review of objectives and assignments.

Video viewed on day of class:

Part 1, Video 1 - Understanding the Two-Spirit Indigenous Cultural Teaching Approach and the Storyteller's Blanket.

March 4: Day 2 - Exploring Values; Social Justice; Identity Development; Pronouns; Coming out Process; Minority Stress; Stigma; Relationships; Community History; Social Policy; Employment, Stress, and Strength; Aging; People of Color

- Exploring Values; Social Justice; Understanding LGBTQ+ Identity Development, and LGBTQ+ Identities
- Understanding Pronoun Use
- Understanding The Coming out Process; Minority Stress; Stigma; Relationships; Community History; Social Policy; Employment, Stress, and Strength; Aging; People of Color
- **Required reading from text: chapter 1, 2, 3, 4, 5, 7, 8, 9, 10, 11, 13, 14, 15, 16, 17, 19, 21**

Videos viewed on day of Class:

Part 1 Video 2 - LGBTQ+ Identity Development; Pronoun Use; Values; Social Justice

Part 2, Video 3 - LGBTQ+ Identities

Two-spirit videos and resource viewed on day of class:

<https://www.youtube.com/watch?v=XBH6wVOjolg>

<https://www.youtube.com/watch?v=MSnvtj0G3cA>

<https://www.youtube.com/watch?v=VkBSj0HD9NE>

<https://www.cnsa-nccah.ca/docs/emerging/RPT-HealthTwoSpirit-Hunt-EN.pdf>

Part 3, Video 4 - The Coming out Process; Minority Stress; Stigma; Relationships; Community History; Social Policy; Employment, Stress and Strength; Aging; People of Color

Required review of websites:

<https://egale.ca/>

https://en.wikipedia.org/wiki/Timeline_of_LGBT_history_in_Canada

<https://www.casw-acts.ca/en/Code-of-Ethics>

March 5: Day 3 - Consequences of Oppression & Stigmatization on the LGBTQ+ Community: Self hate; Microaggressions; Trauma and Mental Health; Trauma and Mental Health; Interpersonal Violence; Substance Use & Addictions; Resiliency; and Indigenous Medicine Teaching

- Understanding Consequences of Oppression & Stigmatization on the LGBTQ+ Community: Self hate; Microaggressions; Trauma and Mental Health; Trauma and Mental Health; Interpersonal Violence; Substance Use & Addictions
- Understanding Resiliency
- Indigenous teaching
- Activity – Review previous Day Learnings

Required Reading from text: chapter 6, 12, 18, 20, 22, 23, 24,

Videos viewed on day of Class:

Part 4, Video 5 - Little Helper Drum; Consequences of Oppression & Stigmatization on the LGBTQ+ Community: Self hate; Microaggressions; Trauma and Mental Health; Trauma and Mental Health; Interpersonal Violence; Substance Use & Addictions

Part 5, Video 6 - Resiliency

Part 6, Video 7 - Closing Ceremony

Zoom Education - Exploring Indigenous Healing Approaches - (Ontario Indigenous Educator, Dr Joyce Helmer, will join two-spirit, Val Gervais, for a discussion about Indigenous healing approaches.)

- Activity – Speakers on Zoom – Dr. Joyce Helmer; Val Gervais MSW., RSW.

Zoom Education Series (March 17, 24, 31, April 7)

The following 4 Thursday evenings will be an opportunity to hear from 2SLGBTQ clinicians/ allies about working with trauma and resiliency along the lifespan and community continuum. The biography of speakers will be located within the D2L.

March 17: Day 4 (6:30-8:30pm) – Exploring Trauma Treatment Youth & Young Adults LGBTQ+ Communities

- Activity – Speaker on Zoom – Sam Leibel, Transgendered MSW., RSW.

March 24: Day 5 (6:30-8:30pm) – Exploring Trauma and Addiction Treatment and Resiliency in Adults, and Older LGBTQ+ community members; and within the Canadian Forces of LGBTQ+ Communities

- Activity – Speakers on Zoom – Liz Massiah R.Psych., MSW., RSW.,
– Jill Delarue MAPPC., CCC., MSW., RSW.

March 31: Day 6 (6:30-8:30pm) – Exploring Trauma and Resiliency in the Diverse LGBTQ+ Communities

- Activity – Speaker on Zoom – Edward Sandberg, MSW., RCSW.

April 7: Day 7 (6:30-8:30pm) – Exploring Trauma Treatment Children & Youth and LGBTQ+ Communities

- Activity – Speaker on Zoom – Rea Kakoullis, Psychologist, M.Sc.

Please note important dates for Winter 2021:

- First Day of Regular Classes: Monday, Jan 11
- Fee Deadline: Friday, January 22
- Winter Break: February 14 -20 (Sunday to Saturday) – no classes, assignments or course activities
- Good Friday: Friday, April 2
- Easter Monday: Monday, April 5
- Last Day of Regular Classes: Thursday, April 15
- Add/Drop/Swap and Withdraw deadlines: Check the Student Centre

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). 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

Assignments and grading Evaluation will be based on class participation, and individual assignment. The weighting, due dates, and expectations for assignments and activities are described below.

Assignment 1 - Participation: 40% due over two time periods; 20% self-evaluation; 20% instructor evaluation.

Participation mark of 20% - Due March 7, 2022 11:59 pm for class participation March 4 and 5, 2022.

Participation mark of 20% - Due April 9, 2022 11:59 pm for class participation March 17, 24, 31, April 7.

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

Participation will be evaluated in two time periods, March 7 after the two full time day zoom participation, and April 9 after the evening Zoom sessions. Students will have more expeditious feedback by breaking up the participation mark over two time periods in this consolidated course. A one-to-two-page self-evaluation, including your mark, will be submitted twice, March 7 and April 9 respectively. This self-evaluation will provide rationalization for your mark for each of the time periods. One-half of the participation mark will be based on student self-evaluation (10% x2=20%); and one half by evaluation of the instructor (10% x2=20%). The participation mark will reflect student class participation, demonstration of having read the material, and demonstration of active participation in the in-person and Zoom discussions. The Participation mark of 20 % is representing 10% for each of the 2 days - March 4, 5. The second Participation mark of 20% is representing 5% for each of the 4 zoom evenings - March 17, 24, 31, April 7.

Assignment 2 - Journal Reflections: 30% - Due April 11, 2022 11:59 pm.

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

A written journal will be submitted April 11, 2021. This journal will identify your key daily learnings from the readings, videos, and classroom discussions. This writing will also reflect on what skills you might use to assist with your practice with the 2SLGBTQ+ communities over the lifespan; and current and future challenges you believe are there for you working with the 2SLGBTQ+ communities. The journal should also discuss your reflections on the Indigenous approach to teaching during this class. This document would be at most 10 – 15 pages in length.

Assignment 3 - Video-recording of Learnings: 30% - Due April 18, 2022 11:59 pm.

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

Assignment 2 supported you as a student to document your daily learnings while assignment three is a consolidation and focused reflection of your learnings and not a reading of Assignment 2. Students will therefore submit a Video-recording as a joint interview with another student from this class. This zoom recorded session will be well organized in its content and will be then linked to your D2L Dropbox. The video-recording will identify: 1) the key learnings for “each of these distinct 2SLGBTQ Communities”; 2) These learnings will concurrently include the learnings over the lifespan continuum – children, youth, young adults, adults and the older person. The video-recorded learnings should include your reflections

on: 1) readings; 2) video recordings; 3) D2L resources; and 4) zoom teachings from community experts. Students will comment on the learnings, and how these learnings might assist you to become a better 2SLGBTQ+ Helper and Trauma Therapist. What areas of the lifespan and 2SLGBTQ+ community continuum do you need further knowledge to become a better helper for these communities?

Writing Rubric

Students are encouraged to attend to the quality of their written assignments. Students are to provide a cover page to each assignment. Students shall follow APA 7th edition guidelines. The Purdue Online Writing Lab will provide the directions for proper formatting and referencing on your written assignments. Written assignments are to be typed and double spaced 11-point Calibri - on standard-sized paper (8.5" x 11"), with 1" margins on all sides. Students will be deducted 1-2% for punctuation; 1-2% for poor sentence structure/ grammatical errors; 1-2% typing errors; and 1-2% APA errors.

ATTENDANCE AND PARTICIPATION EXPECTATIONS

Students are expected to attend class regularly and to be fully present and engaged in class activities and discussions. Student class participation is part of the assessment components section as outlined above.

Students must contact the Instructor with an explanation of absence for classes. If students miss a class they will be required within their Journal assignment to demonstrate that they have read and watched the relevant video(s) and addressed discussion questions.

GUIDELINES FOR SUBMITTING ASSIGNMENTS

Please submit all assignments electronically through their respective Dropbox in D2L. Assignments may be submitted in Word or PDF format. Assignments should have a file name as follows: "Full name and assignment number" (e.g., Jane Smith Assignment 2). Assignments are due by 11:59pm (mountain time) on their due date. Please note that it is the student's responsibility to keep a copy of each submitted assignment and to ensure that the proper version is submitted.

LATE ASSIGNMENTS

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

EXPECTATIONS FOR WRITING

Assignments will be assessed partly on writing skills. Writing skills include not only surface correctness (grammar, punctuation, sentence structure, etc.) but also general clarity and organization. Sources used in research papers must be properly documented and referenced in APA 7th edition format. If you need writing support, please connect with the Student Success Centre, at: <https://www.ucalgary.ca/student-services/student-success/writing-support>

ACADEMIC MISCONDUCT

It is expected that all work submitted in assignments is the student's own work, written expressly by the student for this particular course. Students are reminded that academic misconduct, including plagiarism, has serious consequences, as set out in the University Calendar: <http://www.ucalgary.ca/pubs/calendar/current/k.html>

GRADING

A student's final grade for the course is the sum of the separate assignments. It is not necessary to pass each assignment separately in order to pass the course. The University of Calgary [Graduate Grading System](#) and Faculty of Social Work Percentage Conversion will be used.

Grade	Grade Point	Description	Percentage Range
A+	4.0	Outstanding	95-100
A	4.0	Excellent – superior performance, showing comprehensive understanding of subject matter	95-100
A-	3.7	Very Good Performance	90-94
B+	3.3	Good Performance	85-89
B	3.0	Satisfactory performance. Note: The grade point value (3.0) associated with this grade is the minimum acceptable average that a graduate student must maintain throughout the programme as computed at the end of each year of their program.	80-84
B-	2.7	Minimum pass for students in Graduate Studies. Note: Students who accumulate two grades of “B-” or lower can be required by the Faculty to withdraw from the programme regardless of the grade point average.	75-79
C+	2.3	All grades below “B-” are indicative of failure at the graduate level and cannot be counted towards Faculty of Graduate Studies course requirements.	70-74
C	2.00		65-69
C-	1.70		60-64
D+	1.30		55-59
D	1.00		50-54
F	0.00		Below 50

COURSE EVALUATION

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

ADDITIONAL SUGGESTED READINGS

Refer to the D2L site for any readings.

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)**