



Course & Session Number	SOWK 616.01 S01	Classroom	HNSC 4846
Course Name	Advanced Topics in Clinical Practice and Research II		
Dates and Time	Start of Classes: March 2 nd , 2023 End of Classes: April 6 th , 2023 Dates and Time: In person sessions Thursdays 9:00am-3:50pm (lunch from 11:50am-1:00pm and 2 – 15 minute breaks) unless stated in class schedule Add/Drop/Withdrawal Dates: Please refer to the course-specific deadline in your Student Centre ¹ .		
Instructor	Anna Harland MSW, RSW Clinical Social Worker	Office Hours	Upon Request by appointment. Can be online or in person
UCalgary E-mail	anna.harland@ucalgary.ca	UCalgary Phone	Will distribute

OUR COMMITMENT TO EQUITY, RACIAL JUSTICE, DIVERSITY, INCLUSION AND DECOLONIZATION

The Faculty of Social Work (FSW), University of Calgary (UCalgary), is committed to promoting and actualizing equity, racial justice, diversity, inclusion and decolonization. We affirm that diversity and uniqueness are enriching and valuable, and that they can strengthen our teaching, learning, research, scholarship, and community connections. We aim to foster an inclusive, thriving and equitable environment for our students, non-academic and academic staff, and community members. We take the stand that [equity](#) does not mean sameness in treatment of people, but rather requires measures and accommodations for diverse life experiences and circumstances to ensure that no one of a particular social group is disadvantaged, underrepresented or overlooked in all aspects of our work. We intend to address systemic inequities and compounded disadvantages due to intersectionality of social locations, particularly for those who are members of racialized communities, Indigenous peoples, Black peoples, persons with disabilities, migrant groups (including refugees and immigrants), 2SLGBTQ+ communities, linguistic minorities as well as those who have experienced socioeconomic, caregiving, religious, political, and/or cultural barriers to their education and employment. We also recognize, honour, and integrate into our work diverse perspectives, ways of knowing and doing, experiences, and strengths. An

¹ In the Enrolled Courses table, under Deadlines, click on the Calendar icon by each course and the deadlines will appear.

anti-oppressive lens, particularly intersectional, anti-colonial, anti-racist and decolonizing frameworks, will inform our work.

Please refer to our full statement of [Our Commitment to Equity, Racial Justice, Diversity, Inclusion and Decolonization](#), the work of the faculty's [Anti-Black Racism Task Force](#), and the university's [Indigenous Strategy](#).

SYLLABUS STATEMENT

Considers complicating factors in applying best, promising and ethical practices and techniques in clinical practice with diverse populations. The needs of diverse and specific populations, including Indigenous persons and groups marginalized by structural inequalities will be examined.

COURSE DESCRIPTION

SOWK 616.01 is designed to focus on the nature and impact of specific intervention strategies applied to people whose jobs and professional responsibilities place them at high risk for working in traumatic situations. This may include, but is not limited to, police, fire fighters, emergency medical technicians, military personnel, and frontline workers in diverse contexts; and by specific traumatic experiences such as immigrants and refugees, those who have experienced colonization, racialized violence, gender based violence, and people who experience homelessness. We will also consider interventions, immediate and long-term, of communities impacted by disaster. Finally, we will examine secondary traumatic stress, vicarious traumatization, and issues impacting the social work practitioner.

Students will engage in interactive presentations, class discussion, critical reading, group work, role-plays, brainstorming and possible online discussions.

Pre-requisites: Social Work 610 & 612

COURSE LEARNING OUTCOMES

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

1. Understand and apply key concepts and theoretical perspectives regarding the nature and scope of how people cope with traumatic life experiences
2. Distinguish and apply key concepts and theoretical perspectives on trauma and resilience with diverse groups such as immigrants and refugees, racially and culturally diverse groups, gender diverse individuals, first responders & military personnel, unhoused populations
3. Identify short- and long-term interventions in communities impacted by disaster
4. Understand stress, trauma, and decision-making for social work practitioners
5. Explain political, policy, and legal contexts pertaining to people with traumatic life experiences in diverse contexts
6. Identify best practices in wellness and self-care related to social workers' experiences of stress and trauma in their work.

LEARNING RESOURCES

REQUIRED TEXTBOOKS AND/OR READINGS

There is no required textbook for this course. Please refer to the class schedule for the learning materials that are to support the learning for each class. Links will be posted on D2L and required readings listed in the reading list on D2L.

Briere, J. N., & Scott, C. (2014). *Principles of trauma therapy: A guide to symptoms, evaluation, and treatment (DSM-5 update)*. Sage. Chapter 11 231-251

Dominelli, L. (2015). The opportunities and challenges of social work interventions in disaster situations. *International Social Work, 58*(5), 659-672.

Drolet, J., Dominelli, L., Alston, M., Ersing, R., Mathbor, G., & Wu, H. (2015). Women rebuilding lives post-disaster: Innovative community practices for building resilience and promoting sustainable development. *Gender & Development, 23*(3), 433-448

Fulton, A. & Drolet, J. (2017). Responding to disaster-related loss and grief: Recovering from the 2013 flood in Southern Alberta, Canada.

Linklater, R (2014). *Decolonizing Trauma Work: Indigenous Stories and Strategies*. Fernwood Publishing. Chapter 1 pp. 1-50

Litz, B.T, et al. (2009) Moral Injury and Moral Repair in War Veterans: A preliminary model and intervention strategy. *Clinical Psychology Review. 29*(8), 695-706

McManus, H,, & Thompson, S. Trauma Among Unaccompanied Homeless Youth: The Integration of Street Culture Into a Model of Intervention. *Journal of Aggression & Maltreatment. 16*(1) 2008-04-09, 92-109

Ostrander, J., Melville, A., & Berthold, S.M. (2017). Working with refugees in the U.S.: Trauma-informed and structurally competent social work approaches. *Advances in Social Work, 18*(1), 66-79.

LEARNING TECHNOLOGIES AND REQUIREMENTS

A D2L site is set up for this course, which contains required readings and other relevant class resources and materials. A laptop, desktop or mobile device with Internet access, microphone and speaker is required for D2L and Zoom access.

RELATIONSHIP TO OTHER COURSES

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

CLASS SCHEDULE

Important Dates for Winter 2023

- Start of Term: Tuesday, January 3, 2023
- End of Term: Friday, April 28, 2023
- Fee Deadline: Friday, January 27, 2023
- Alberta Family Day, no classes: Monday, February 20, 2023
- Good Friday, no classes: Friday, April 7, 2023
- Easter Monday, no classes: Monday, April 10, 2023
- Term Break: Sunday, February 19 – Saturday, February 25, 2023

*All classes are in person unless specified

Date	Topic	Learning Material
Mar 2 nd , 2023	<p>Introduction to the course Acute Trauma , PTSD & Complex Trauma Theory and Interventions</p> <p>Morning: Lecture: Anna Harland</p> <p>Afternoon: Discussion & Practice</p>	<p>Briere, J. N., & Scott, C. (2014). <i>Principles of trauma therapy: A guide to symptoms, evaluation, and treatment (DSM-5 update)</i>. Sage. Chapter 11 231-251 [posted in D2L]</p>
Mar 9 th , 2023	<p>Historical Racialized, Gendered & Sexualized Trauma</p> <p>Morning: Lecture: Anna Harland Guest Lecturer: Eddy Robinson Skipping Stone</p> <p>Afternoon: Small Group Discussion & Practice</p>	<p>Please read the Linklater chapter and watch/ read at least 2 of the other resources (at least one being about gender)</p> <p>Linklater, R (2014). <i>Decolonizing Trauma Work: Indigenous Stories and Strategies</i>. Fernwood Publishing. Chapter 1 pp. 1-50</p> <p>Echalook, B. Idlout, S. et. al. (Director). (2004). Inuuvunga [film]. NFB. https://www.nfb.ca/film/inuuvunga_i_am_inuk_i_am_alive/</p> <p>Dhar, A. (2020). When Psychology Speaks for you without You: Sunil Bhatia on decolonizing psychology. <i>Madinamerica.Com</i>. https://www.madinamerica.com/2020/05/sunil-bhatia-on-decolonizing-psychology/</p>

		<p>Williams, D. R (2016). How Racism Makes Us Sick. [video]. TEDMED YouTube. https://www.tedmed.com/talks/show?id=621421</p> <p>them. Trans Women Open Up About Their #MeToo Sexual Assault Experiences [video] YouTube. https://www.youtube.com/watch?v=zGnULTNjvks</p> <p>gina gina. (2020, May 7). black, queer, & living with trauma. [video]. YouTube. https://www.youtube.com/watch?v=QdOJXbxxP0I</p> <p>gina gina. (2020, April 23). what my dysphoria feels like safety & the black body. [video]. YouTube. https://www.youtube.com/watch?v=LQBpchwbICl</p> <p>Barz Mendonça, K. (2020, July 14). From Shame to Pride – and everything in between. [video] TEDxCSU YouTube. https://www.youtube.com/watch?v=c28KESnrzEo</p>
<p>*Mar 16th, 2023</p>	<p>Understanding experiences of military personnel and first responders</p> <p>This lecture is online</p> <p>Morning: Guest Lecturer Lorraine Smith-MacDonald</p> <p>Asynchronous Discussion & online post</p>	<p>Please read Litz article at least</p> <p>SAMHSA. (2018) The Effects of Trauma on First Responders. <i>the Dialogue: A Quarterly Technical Assistance Journal on Disaster Behavioral Health</i>. 14(1), 1-21 https://www.samhsa.gov/sites/default/files/dtac/dialogue-vol14-is1_final_051718.pdf</p> <p>The Fifth Estate. (2008, February 12). Life and Death in Kandahar. [video]. Youtube. https://www.youtube.com/watch?v=bFWMNv2H0n0</p> <p>Litz, B.T, et al. (2009) Moral Injury and Moral Repair in War Veterans: A preliminary model and intervention strategy. <i>Clinical Psychology Review</i>. 29(8), 695-706 [in reading list]</p>

<p>Mar23rd,2023</p>	<p>Refugee experiences</p> <p>Morning: Lecture – CCIS</p> <p>Afternoon: Practice & Discussion</p>	<p>Siad, A. & Siad, R. (Director). (2016). 19 Days. [film]. NFB. https://www.nfb.ca/film/19_days/</p> <p>Mallouh, S. (nd) I never wanted to make a film about refugees but Sedra;s story changed that. https://www.cbc.ca/shortdocs/features/i-never-wanted-to-make-a-film-about-refugees</p> <p>Ostrander, J., Melville, A., & Berthold, S.M. (2017). Working with refugees in the U.S.: Trauma-informed and structurally competent social work approaches. <i>Advances in Social Work</i>, 18(1), 66-79. [In reading list]</p> <p>Mallouh, s. (nd). Sedra. [video]. CBC Short Docs. https://www.cbc.ca/shortdocs/shorts/sedra</p>
<p>*Mar30th,2023</p>	<p>Natural Disasters</p> <p>This lecture is online</p> <p>Morning: Guest Lecturer Amy Brathwaite</p> <p>Afternoon: Practice & Discussion</p>	<p>Please read at least one article</p> <p>Frontline. (2010, March 30) The Quake. [video]. PBS (Video has some disturbing scenes – please be advised. Watch at your own discretion)</p> <p>Dominelli, L. (2015). The opportunities and challenges of social work interventions in disaster situations. <i>International Social Work</i>, 58(5), 659-672. [in reading list]</p> <p>Drolet, J., Dominelli, L., Alston, M., Ersing, R., Mathbor, G., & Wu, H. (2015). Women rebuilding lives post-disaster: Innovative community practices for building resilience and promoting sustainable development. <i>Gender & Development</i>, 23(3), 433-448. [In reading list]</p> <p>Fulton, A. & Drolet, J. (2017). Responding to disaster-related loss and grief: Recovering from the 2013 flood in Southern Alberta, Canada. [in reading list]</p>
<p>April 6th, 2023</p>	<p>Working with Housing Insecurity</p> <p>Morning: The</p>	<p>Gulliver, T. & Campney, A. <i>Healing the hurt and pain: Dealing with the trauma of homelessness: Policy 23</i></p> <p>https://homelesshub.ca/sites/default/files/23%20-%20Trauma%20Informed%20Services.pdf</p>

	<p>Calgary Homeless Foundation</p> <p>Afternoon: Practice & Discussion</p>	<p>McManus, H., & Thompson, S. Trauma Among Unaccompanied Homeless Youth: The Integration of Street Culture Into a Model of Intervention. <i>Journal of Aggression & Maltreatment</i>. 16(1) 2008-04-09, 92-109 [in reading list]</p> <p>Calgary Homeless Foundation. (2015, July 13). Do You See Me? [video]. Calgary Homeless Foundation. https://www.calgaryhomeless.com/do-you-see-me-human-rights-and-discrimination-on-the-streets-of-calgary/</p>

ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION

GUIDELINES FOR ZOOM SESSIONS IN ONLINE CLASSES

Students are expected to participate actively in all Zoom sessions. If you are unable to attend a Zoom session, please contact your instructor to arrange an alternative activity for the missed session (e.g., to review a recorded session) for your best learning experiences. Please be prepared, as best as you are able, to join class in a quiet space that will allow you to be fully present and engaged in Zoom sessions. Unless advised (or agreed) otherwise by their instructors, video cameras should be turned on during class and students are expected to manage their microphones as required. All students are expected to behave in a professional manner during all Zoom sessions.

MEDIA RECORDING FOR ASSESSMENT OF STUDENT LEARNING

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

ZOOM RECORDINGS OF ONLINE CLASSES

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

ASSESSMENT COMPONENTS

Assignment 1: Personal Reflections/Reflective Journal 30% Aligned Learning Objectives: 1, 2, 3, 4, 5 & 6

Self-awareness and self-reflection on the course readings and examples are a critical component to your professional development. The extent to which we have been able to recognize, accept and integrate these experiences directly impacts working relationships with clients and is vitally important when working with those impacted by trauma. One fundamental way to accomplish this is through keeping a self-reflective journal. This assignment is to either submit 3 (**10% each for a total of 30%**) two-page double spaced reflections related to three of the class topics, exploring your thoughts, emotional reactions, and how your learnings are informing your own practice with clients from the in person or zoom sessions as well as the assigned related readings and learning materials (you may augment these with your own research, however, using other sources is optional) These reflective papers can be submitted 1 week after the chosen class **OR**, you may submit a 6-page double spaced reflective journal covering any aspect of the course this journal will include your thoughts, emotional reactions and how your learning has shaped your practice working with traumatic material **OR**, you may submit a 10-15 minute visual recording or digital presentation of your reflections and learning. This digital presentation or visual recording will address the same points as the requirements for the written submissions.

Final Deadline for all options: Thursday April 6th, 2023

Assignment 2: Recorded Simulated Client Experience (20%), Process Recording (30%) Aligned Learning Objectives: 1,2,3,4,5 & 6

Students will complete and submit a 20-minute visual recording of a stimulated client interview based on one of the topics presented in class. In this recording you will demonstrate basic social work interviewing skills, plus skills and interventions learned throughout the course that are appropriate for the simulated client presentation and presenting issues.

For the process recording students will select a 5-minute portion of your recording and transcript it (writing verbatim what happened in the recording) and create a process recording of your five-minute transcript (3 column template on D2L). In the left column you will use the five-minute transcript verbatim (interviewer, interviewee, interviewer, interviewee). In the middle column you will note your thoughts and feelings as they were occurring during the interview, to the best of your recollection. Try to put yourself back in that time and reflect on what was happening for you and think about why you asked or did what you did) The third column is for your critical analysis of what happened, i.e.) what was the impact of your intervention, did your intervention give you the desired outcome, what would you do differently if you could do it again or in similar circumstances in the future and what do you need to learn or develop in yourself or your skills to create the desired outcome?

Due: Thursday March 30th, 2023

Assignment #3 Participation (20%) Aligned Learning Objectives: 1,2,3,4, & 6

Class participation includes participation in class sessions, written (on D2L discussion board) and verbal contributions in class in both the large and small group formats. Apply the same standards of behavior, communication, and courtesy about punctuality, attendance, use of electronics, 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 consistently demonstrating a thorough understanding of the assigned material by asking questions, sharing experiences, actively participating in class discussions and activities, small group exercises, and giving respectful feedback to others during class. It also includes meeting with the instructor as needed to ask for help, problem solve, and/or to clarify the assignments, or to identify individual learning needs. Above all, participation means demonstrating personal and professional engagement in the learning process. If a class is missed, please speak to the instructor on how to meet the participation requirements.

ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

Class discussion on the assignments will be held and rubrics will be available and discussed.

ATTENDANCE AND PARTICIPATION EXPECTATIONS

Students are expected to be fully present and engaged in each class activities and discussions. These are part of the participation grade, as outlined in the assessment components section above. Any missed classes shall be discussed with the instructor and make-up assignments shall be assigned.

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

LATE ASSIGNMENTS

Grades are deducted for late submissions (one grade level per day will be deducted e.g. B to B-) without an extension being granted by the instructor. It is the student's responsibility to request an extension from the instructor should you require more time and offer an alternate due date and time for the instructor's consideration.

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

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 performance	95-100
A	4.0	Excellent performance	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. 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 of “C+” or lower are indicative of failure at the graduate level and cannot be counted toward 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
CR		Completed Requirements	

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 suggested readings and/or resources may be posted in D2L throughout the course. These materials will be available to enhance the students learning and skill base however, not required to adequately prepare for and be successful in the course.

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's [Code of Conduct](#).

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).

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. Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their instructor. Please refer to the full policy on [Student Accommodations](#).

Research Ethics

“If a student is interested in undertaking an assignment that will involve collecting information from members of the public, they should speak with the course instructor and consult the [CFREB Ethics Website](#) before beginning the assignment.

Academic Misconduct

For information on academic misconduct and its consequences, please refer to the [Integrity and Conduct](#) section in the University of Calgary Calendar.

Instructor Intellectual Property

Course materials created by professor(s) (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the professor(s). These materials may NOT be reproduced, redistributed or copied without the explicit consent of the professor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

Copyright Legislation

All students who use materials protected by copyright are expected to comply with the University of Calgary policy on [Acceptable Use of Material Protected by Copyright](#) and requirements of the [Copyright Act](#) to ensure they are aware of the consequences of unauthorised sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the [Non-Academic Misconduct Policy](#).

Freedom of Information and Protection of Privacy

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

Sexual and Gender-Based Violence Policy

The University recognizes that all members of the University Community should be able to learn, work, teach and live in an environment where they are free from harassment, discrimination, and violence. The University of Calgary’s [Sexual and Gender-based Violence Policy](#) guides us in how we respond to incidents of sexual violence, including supports available to those who have experienced or witnessed sexual violence, or those who are alleged to have committed sexual violence. It provides clear response procedures and timelines, defines complex concepts, and addresses incidents that occur off-campus in certain circumstances.

Other Important Information

Please visit the [Registrar’s website](#) for additional important information on the following:

- Wellness and Mental Health Resources

- Student Success
- Student Ombuds Office
- Student Union (SU) Information
- Graduate Students' Association (GSA) Information