Spring 2023

Course & Session Number	SOWK 553.35 S03	Classroom	Online
Course Name	Mental Health and Trauma		
Dates and Time	Start of Classes: May 1, 2023 End of Classes: June 23, 2023 Dates and Time: May 9, 16, 23, 30 and June 6, 13, from 5:00-7:00 p.m. in Zoom and additional asynchronous activities outside of Zoom classes Add/Drop/Withdrawal Dates: Please refer to the course-specific deadline in your Student Centre[1].		
Instructor	Charlene Richard	Office Hours	As requested
UCalgary E-mail	charlene.richard@ucalgary.ca	UCalgary Phone	403-220-5942 – leave a message

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

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

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

SYLLABUS STATEMENT

Examines contexts, theories, practice models and skill development in specialized fields of practice.

COURSE DESCRIPTION

This course combines live, online, sessions with asynchronous online work, on six days, over a six-week time period. The course provides a framework for trauma-informed social work practice with individuals who have experienced various forms of trauma and mental health issues. Various assessments, diagnostic tools and theoretical constructs are reviewed for trauma and mental health. Participants will also be introduced to the concepts of compassion fatigue, vicarious trauma, secondary traumatic stress and strategies to mitigate the impact of providing compassionate care for exploited, oppressed and vulnerable populations.

This course utilizes multiple methods of instruction including 12 hours of synchronous class and 24 hours of asynchronous activities. The course content will be delivered via traditional lectures, group discussions, professional presentations, various technologies, experiential learning and in-depth discussions of practical applications.

COURSE LEARNING OUTCOMES

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

1. Understand different classes of mental health disorders,
2. Explain the connection between trauma and mental health disorders,
3. Learn and apply the principles of trauma-informed care in social work practice,
4. Utilize relevant screening tools for trauma and mental health,
5. Apply basic theoretical constructs that can be used to treat trauma and mental health, and
6. Identify psychosocial hazards in social work practice such as compassion fatigue/vicarious trauma

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LEARNING RESOURCES

REQUIRED TEXTBOOKS AND/OR READINGS

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

The following resources are available online through the U of C Library and links have been provided inside D2L.

Atkins, R., & Oglesby, A. (2019). *Interrupting racism: Equity and social justice in school counseling*. Routledge.

Condon, E. M., Holland, M. L., Slade, A., Redeker, N. S., Mayes, L. C., & Sadler, L. S. (2019). Associations between maternal experiences of discrimination and biomarkers of toxic stress in school-aged children. *Maternal and Child Health Journal*, *23*(9), 1147–1151. https://doi.org/10.1007/s10995-019-02779-4

Denis, J. S. (2015). Contact theory in a small-town settler-colonial context. *American Sociological Review*, *80*(1), 218–242. https://doi.org/10.1177/0003122414564998

Greaves, Lorraine, Poole, Nancy, & Centre for Addiction Mental Health, issuing body. (2012). Becoming trauma informed. Toronto Ontario : CAMH, Centre for Addiction and Mental Health.

Korous, K. M., Causadias, J. M., & Casper, D. M. (2017). Racial discrimination and cortisol output: A meta-analysis. *Social Science & Medicine*, *193*, 90–100. https://doi.org/10.1016/j.socscimed.2017.09.042

Shimmin, C., Wittmeier, K. D., Lavoie, J. G., Wicklund, E. D., & Sibley, K. M. (2017). Moving towards a more inclusive patient and public involvement in Health Research Paradigm: The incorporation of a trauma-informed intersectional analysis. *BMC Health Services Research*, *17*(1). https://doi.org/10.1186/s12913-017-2463-1

Additional readings and resources will be uploaded or linked in 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 built upon foundational knowledge acquired in courses such as: mental health; human behavior and the social environment, introductory and developmental psychology, loss and grief, clinical practice and social work foundations.

CLASS SCHEDULE

Important Dates for Spring 2023
- o Start of Term: Monday, May 1, 2023
- o End of Term: Monday, June 23, 2023
- o Fee Deadline: Friday, May 12, 2023
- o Victoria Day, no classes: Monday, May 22, 2023

Date	Topic	Readings/Assignments Due
Asynchronous Activity 4 hours	Anti-racism in trauma-informed social work	**Read:** Denis, J. S. (2015) Greaves & Poole Chapter 9 Complete reflection post in D2L. **Due May 8, 2023.**
May 9, 2023 5:00-7:00 Zoom	Introductions & review of syllabus and assignments Trauma-Informed Education	**Read:** Greaves & Poole Chapter 4 Atkins (2019) Chapter 2 **Watch:**

	Anti-oppressive practice and anti-racism in trauma-informed social work practice	Video lectures in D2L
Asynchronous Activity 4 hours	**Mental Health Disorders:** Classification and Diagnosis of Psychiatric Disorders: DSM-5	**Watch:** DSM-5 Overview for Social Work Licensing Exams. Complete reflection post in D2L. **Due May 15, 2023.**
May 16, 2023 7:00-7:00 Zoom	**Mental Health and Trauma:** Classification and Diagnosis of Psychiatric Disorders: DSM-5 Types and Prevalence of Trauma	**Read:** Briere and Scott Chapter 1 Trauma-informed Toolkit pages 58-88. Link in D2L.
Asynchronous Activity 4 hours	**Effects of Trauma:** Brain Development and Adverse Childhood Experiences	**Read:** Bolten et. al. Chapter in D2L Condon, Eileen M, et al. Link in D2L Korous, Kevin M. Link in D2L. **Due May 22, 2023.**
May 23, 2023 5:00-7:00 Zoom	**Mental Health and Trauma:** Principles of Trauma-Informed Social Work Practice	**Read:** Greaves & Poole Chapter 1 Briere and Scott Chapters 2 SAMHSA's Concept of Trauma and Guidance for a Trauma-Informed Approach (pp. 6-16). In D2L. **Watch:** Video lecture in D2L
Asynchronous Activity 4 hours	**Trauma-Informed Intersectional Analysis**	**Read:** Shimmin et al. Link in D2L. **Complete:** Jamboard activity in D2L. **Due May 29, 2023**
May 30, 2023 5:00-7:00 Zoom	**Mental Health and Trauma:** Screening Tools and Assessments Three Stages of Trauma Recovery	**Read:** Briere and Scott Chapter 3 Trauma-informed Toolkit pages 89-93. Link in D2L. **Watch:** Video lecture in D2L
Asynchronous Activity 4 hours	**Linking Theory to Practice:**	Choose one activity listed in D2L. **Due June 5, 2023.**
June 6, 2023 5:00-7:00 Zoom	**Mental Health and Trauma:** Theoretical Constructs and Interventions	**Read:** Briere and Scott Chapters 5 and 6 **Watch:** Video lecture in D2L **Optional Reading:** Briere and Scott Chapter 4
Asynchronous 4 hours	Compassion Fatigue/Vicarious Trauma in Social Work	Watch webinar on Compassion Fatigue in Social Work. Reflection post in D2L. **Due June 15, 2023**

June 13, 2023 5:00-7:00 Zoom	Knowledge Exchange: Assignment Three	

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: Case Study: Applying A Trauma-Informed Framework
Value: 20% of total grade
Due Date: May 31, 2023
Aligned Course Learning Outcome: 2, 3, 4
Format: To be uploaded in D2L.

Background Information: A trauma-informed practice means that you know trauma is so prevalent that you must assume it's possible that the people who you are working with have experienced trauma(s). You know that repetitive (complex) trauma during a person's developmental years can later impact them physically, mentally, emotionally and behaviourally. This practice means that when you are learning about a client you always listen for possible ACEs/trauma and that you understand the link between trauma(s) and current experiences or behaviours.

Directions: Applying a trauma-informed perspective, review the case study provided and answer the following questions in short answer form:

1. What are the 10 Adverse Childhood Experiences (ACEs) that were studied in the original Centre for Disease Control (CDC)-Kaiser Permanente ACEs study in the 1990s?

2. What are three other forms of complex trauma, outside of the ones studied in the ACEs study, that children may experience?
3. What are three forms of ACEs that you know Chantelle experienced in childhood?
4. What are four physical/mental health conditions that someone is more likely to develop in adulthood when they have experienced four or more ACEs?
5. What is one mental health condition that Chantelle has that people who have experienced four or more ACEs have a higher chance of developing?
6. What are four behaviours/experiences that adults who have experienced four or more ACEs have a higher chance of developing?
7. What are two behaviours/experiences Chantelle has that people who have experienced four or more ACEs have a higher chance of developing?
8. Identify three sources of support for Chantelle.
9. What are three strengths that Chantelle has?

Grading: This assignment will be graded according to criteria outlined in the grading rubric corresponding to this assignment, which is posted in D2L.

Assignment 2: Literature Review and Critique
Value: 50% of total grade
Due Date: June 7, 2023
Aligned Course Learning Outcome: 1,2,3,4,5
Length: 10-12 pages
Format: APA formatted and uploaded into D2L

Choose **one mental health issue** to focus your literature review. Review and critique four peer reviewed articles on the application of one or more theory or psychosocial intervention (not pharmacological interventions) with your chosen mental health issue. For example, if anxiety is your chosen mental health issue, you can choose articles on narrative therapy for anxiety, cognitive behavioural therapy for anxiety, acceptance and commitment therapy for anxiety and mindfulness-based interventions for anxiety. Alternatively, you could choose to focus all four articles on the application of one specific theory/intervention on anxiety such as mindfulness-based interventions for anxiety.

Summary of Article (25 points):

Summarize the thesis and main points of each article, including any demographics, methods and outcomes for research articles.

Critique of Article (20 points):

Consider social work values and anti-oppressive/anti-racist practice as you critique the ideas presented in each article. From a trauma-informed perspective, are there certain populations that you think may or may not benefit from this theory/intervention? If this was a research article, what intersectional factors were included or missing?

Organization and Format (5 Points):

Adhere to APA 7th ed. Organization of ideas. Adherence to slide and time guidelines.

Submissions: Upload into D2L Dropbox

Grading: Participation will be graded according to criteria outlined in the grading rubric corresponding to this assignment, which is posted in D2L.

Assignment three: Knowledge dissemination
Due: June 13, 2023 individual presentations in small groups during class. Upload slides into D2L.
Weight distribution: 20% of final grade (10% visual aids and 10% peer feedback)
Format: Each student will present to their small group with visual aids (slides or academic poster) in PowerPoint or PDF format. Please adhere to APA 7th Ed. Publication Manual. Provide group members with your visual aids prior to your presentation.
Length: 15 minutes (10-minute presentation and 5-minute questions/discussion)
Submission: Upload visual aids into dropbox in D2L.
Aligned course learning outcome: 1, 2, 3, 6

In this assignment, you will take the information you learned from assignment two and share it with your peers. In class, each student will be placed in a small group breakout room to exchange knowledge obtained during the completion of assignment two. Similar to a poster presentation, you will share a brief summary of your literature review and critique for each article.

You will create visual aids (slides or poster) of the information you are sharing and provide them to your group members.

Each student will give qualitative and quantitative feedback to their small group peers (template will be provided). You will submit your visual aids into dropbox in D2L.

Grading: Participation will be graded according to criteria outlined in the grading rubric corresponding to this assignment, which is posted in D2L.

Assignment 4: Participation Activities and Reflections
Value: 10% of total grade
Due Date: June 15, 2023
Aligned Course Learning Outcome: 1,2,3,4,5,6
Format: Participation will be graded based on contributions to class discussions and online activities.

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. These are part of the participation grade, as outlined in the assessment components section above. If you miss a class or a participation component, you will be expected to review the recording of the class and complete the participation activities.

GUIDELINES FOR SUBMITTING ASSIGNMENTS
Please submit all assignments electronically through their respective dropbox in D2L. Assignments may be submitted in Word format. Assignments should have a file name as follows: "Full name and assignment number" (e.g., Jane Smith Assignment 2). Assignments are due by 5:00 p.m. on their due date. Please note that it is the student's responsibility to keep a copy of each submitted assignment and to ensure that the proper version is submitted.

LATE ASSIGNMENTS
The total possible grade of an assignment will be reduced by 10% of the value of the assignment for each day/partial day (including weekend days) the assignment is handed in beyond the due time or beyond a negotiated extension date. Assignments may NOT be rewritten for a higher grade.

EXPECTATIONS FOR WRITING
All assignments will be assessed partly on writing skills. Writing skills include not only surface correctness (grammar, punctuation, sentence structure, etc.) but also general clarity and organization. Sources used in research papers must be properly documented and referenced in APA 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 Undergraduate Grading System and Faculty of Social Work Percentage Conversion will be used. This grading system overrides the grading system in D2L. Grades are not rounded up.

Grade	Grade Point	Description	Percentage Range
A+	4.0	Outstanding performance	95 - 100
A	4.0	Excellent performance	95 – 100
A-	3.7	Approaching excellent performance	90 – 94
B+	3.3	Exceeding good performance	85 – 89
B	3.0	Good performance	80 – 84
B-	2.7	Approaching good performance	75 – 79
C+	2.3	Exceeding satisfactory performance	70 – 74
C	2.0	Satisfactory performance	65 – 69
C-	1.7	Approaching satisfactory performance	60 – 64

D+	1.3	Marginal pass. Insufficient preparation for subsequent courses in the same subject	55 – 59
D	1.0	Minimal Pass. Insufficient preparation for subsequent courses in the same subject	50 – 54
F	0.0	Failure. Did not meet course requirements	Below 50
CG		Credit Granted	
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 will be listed in 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'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
- Emergency Evacuation/ Assembly Points
- Safewalk