



Course & Session Number	SOWK 553.35 S03	Classroom	Online
Course Name	Mental Health and Trauma		
Dates and Time	Start of Classes: May 6, 2024 End of Classes: June 17, 2024 Dates and Time: May 8, 15, 22, 29 and June 5, 12, from 5:30-8:30 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 .		
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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.

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](#).

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

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. In this course you will learn 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. You 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 27 hours of asynchronous activities. The course content will be delivered via traditional lectures, group discussions, 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

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.

Bernard, C. (2022). *Intersectionality for social workers: a practical introduction to theory and practice*. 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 2024

- Start of Term: Wednesday, May 1, 2024
- First Day of Class: Monday, May 6, 2024
- End of Term: Sunday, June 23, 2024
- Last Day of Class: Monday, June 17, 2024
- Fee Deadline: Tuesday, May 14, 2024
- Victoria Day, no classes: Monday, May 20, 2024

Date	Topic	Readings/Assignments Due
Asynchronous Activity 4 hours	Anti-racism in trauma-informed social work	Read: Denis, J. S. (2015) Complete: Activity in D2L. Due: May 7, 2024
May 8, 2024 5:30-7:30 Zoom	Introductions & review of syllabus and assignments Trauma-Informed Education	Read: Greaves & Poole Ch. 4 Link in D2L Atkins (2019) Ch. 2 Link in D2L Watch: Video lectures in D2L

	Anti-oppressive practice and anti-racism in trauma-informed social work practice	
Asynchronous Activity 4 hours	Mental Health Disorders: Classification and Diagnosis of Psychiatric Disorders: DSM-5	Watch: DSM-5 Overview for Social Work Licensing Exams. Link in D2L. Complete: Activity in D2L. Due May 14, 2024
May 15, 2024 5:30-7:30 Zoom	Mental Health and Trauma: Classification and Diagnosis of Psychiatric Disorders: DSM-5 Types and Prevalence of Trauma	Read: Greaves & Poole Ch. 1 Link in D2L Briere & Scott Ch. 1 (textbook) Trauma-informed Toolkit pages 30-34 and 58-63. Link in D2L.
Asynchronous Activity 4 hours	Effects of Trauma: Brain Development and Adverse Childhood Experiences	Read: Bolten et. al. Ch. 11 in D2L Trauma-informed Toolkit pages 64-88. Complete: Activity in D2L Due May 21, 2024
May 22, 2024 5:30-7:30 Zoom	Mental Health and Trauma: Principles of Trauma-Informed Social Work Practice	Read: Briere & Scott Ch. 2 SAMHSA's Concept of Trauma and Guidance for a Trauma-Informed Approach (pp. 7-16). Link in D2L. Watch: Video lecture in D2L
Asynchronous Activity 4 hours	Intersectionality and trauma-informed social work	Read: Bernard Ch.2 Link in D2L. Watch: Video in D2L. Complete: Activity in D2L. Due May 28, 2024
May 29, 2024 5:30-7:30 Zoom	Mental Health and Trauma: Screening Tools and Assessments Three Stages of Trauma Recovery	Read: Briere & Scott Ch. 3 Trauma-informed Toolkit pages 89-93. Link in D2L. Watch: Video lectures in D2L
Asynchronous Activity 4 hours	Linking Theory to Practice	Choose and complete one learning activity listed in D2L. Due June 14, 2024
June 5, 2024 5:30-7:30 Zoom	Mental Health and Trauma: Theoretical Constructs and Interventions	Read: Briere & Scott Ch. 5 and 6 Watch: Video lectures in D2L
Asynchronous 4 hours	Compassion Fatigue/Vicarious Trauma in Social Work	Watch: How Social Workers Can Prevent Compassion Fatigue Complete: Activity in D2L. Due June 14, 2024
June 12, 2024 5:30-7:30 Zoom	Assignment #3: Knowledge Exchange Final Discussion	

ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION

GUIDELINES FOR ZOOM SESSIONS IN ONLINE CLASSES

You are expected to participate actively in all Zoom sessions. Please be prepared, as best as you are able, to join class in a quiet space that allows you to be fully present and engaged in Zoom sessions. **When possible, it is desirable for students to have their cameras turned on.** You are expected to behave in a professional manner during all Zoom sessions. Please do not share the Zoom links with anyone who is not registered in this course.

MEDIA RECORDING FOR ASSESSMENT OF STUDENT LEARNING (By Instructor)

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. Students will be advised before the instructor initiates a recording of a Zoom session

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.

RECORDINGS OF ONLINE CLASSES (By Students)

Recording of lectures is generally not permitted. You must seek authorization from your instructor to record any lecture. Any student with a disability who is registered with Student Accessibility Services (SAS), and who requires an accommodation to make audio recordings of course material shall be provided with such an accommodation if determined necessary by an Access Advisor in SAS. Please refer to the [Recording of Lectures Policy](#) and [Student Non-Academic Misconduct Policy](#) for the additional information.

ASSESSMENT COMPONENTS

Assignment 1: Case Study: Applying A Trauma-Informed Framework

Value: 20% of total grade

Due Date: May 28, 2024

Aligned Course Learning Outcomes: 2, 3, 4

Format: Template provided in D2L. Please uploaded into dropbox 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. **The information required to complete this assignment will be provided in the first three classes and the first three asynchronous activities.**

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 6, 2024

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

Length: 8-10 pages

Format: APA 7 formatted and uploaded into dropbox in D2L.

Choose **one mental health issue** to focus your literature review. Review and critique three peer reviewed articles focusing on the benefits of using a specific theory or psychosocial intervention (not pharmacological interventions) with your chosen mental health issue. For example, if anxiety is your chosen mental health issue, you may choose articles on narrative therapy for anxiety, cognitive behavioural therapy for anxiety and mindfulness-based interventions for anxiety. Alternatively, you could choose to focus all three articles on the application of one specific theory/intervention on anxiety such as mindfulness-based interventions for anxiety. Please ensure that the articles you choose are on a theory/intervention that has shown to have some benefits with your chosen issue. Please adhere to APA 7th ed. **You can begin this assignment at your earliest convenience, you do not need to wait until assignment one is completed.**

Summary of Article (25 points):

Summarize the thesis and main points of each article, including the description of the theory/intervention, the population it was used it, any demographics, methods and outcomes,

Critique of Article (25 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?

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 12, 2024 individual presentations in small groups during class. Upload slides into D2L.

Weight distribution: 30% of final grade (10% visual aids, 10% peer feedback, 10% reflection post)

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 outcomes: 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. You will submit your visual aids into dropbox in D2L. **You need to complete assignment two before you can complete this assignment.**

Each student will give qualitative and quantitative feedback to their small group peers (template will be provided).

Upon completion of the knowledge exchange, you will complete a brief (200-250 word) reflection post on the experience you had completing both assignments two and three, including your key take aways and any questions that you are left with.

Grading: Participation will be graded according to criteria outlined in the grading rubric corresponding to this assignment, which is posted in 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. 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	85-94
A-	3.7	Approaching excellent performance	80-84
B+	3.3	Exceeding good performance	77-79
B	3.0	Good performance	73-76
B-	2.7	Approaching good performance	70-72
C+	2.3	Exceeding satisfactory performance	67-69
C	2.00	Satisfactory performance	63-66
C-	1.70	Approaching satisfactory performance	60-62

D+	1.30	Marginal pass. Insufficient preparation for subsequent courses in the same subject	57-59
D	1.00	Minimal pass. Insufficient preparation for subsequent courses in the same subject.	50-56
F	0.00	Failure. Did not meet course requirements.	Below 50
CG		Credit Granted. Not included in the GPA calculation. See section F.1.3 for additional detail.	
CR		Completed Requirements. Carries no weight in calculating the grade point average. This will be noted in the calendar description as “Not Included in GPA” where applicable.	

COURSE EVALUATION

At the close of each term, students can provide feedback on their academic learning experience in their courses, including their instructors, through university-wide online surveys. Student feedback contributes to ensuring academic excellence in the university’s curriculum by bringing direct feedback to instructors.

Students will receive an email from **UCalgary Course Experience Surveys** with direct links to their current course surveys, or they can access within the D2L course shell. For more information, visit: <https://www.ucalgary.ca/provost/teaching-learning/student-surveys/usri>

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