Fall 2023

Course & Session Number	SOWK 611 S01	Classroom	HNSC 300 Online [Zoom]
Course Name	Fundamentals of Trauma-Informed Practice		
Dates and Time	**Start of Classes**: Sept. 5, 2023 **End of Classes**: Oct. 13, 2023 Dates and Time: Residency (Fri. Sept. 22, 6-9pm & Sat. Sept. 23, 9-4pm) Zoom sessions (Sept. 5, 7, 12, 14, 19, 26, 28 & Oct. 3, 5, 10, 12, 6-8pm) Add/Drop/Withdrawal Dates: Please refer to the course-specific deadline in your Student Centre[1].		
Instructor	Ajwang' Warria (PhD)	Office Hours	As Requested
UCalgary E-mail	Ajwang.Warria@ucalgary.ca	UCalgary Phone	403.220.4959

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

Explores the range of traumatic experiences and impacts for individuals, families, groups, and communities.

COURSE DESCRIPTION

This course adopts an anti-oppressive lens whilst acknowledging that social workers need to have a complete picture of the individual to provide effective and comprehensive services. The blended course, offered in-person and online, offers fundamental yet critical trauma training towards healing justice. Interactive class discussions, case study presentations, group work sessions and critical reading will contribute to students learning about the basic trauma-informed principles, inter and multi-generational trauma, transformative trauma assessments and interventions and self/collective care. In enhancing classroom safety, time will be set aside at the end of classes, for a conversation/debrief on what students found to be the most challenging material to engage with.

Many sessions of this course will take place **online** via Desire2Learn (D2L) and Zoom. To best succeed in the course, students are expected to participate in the asynchronous learning tasks using the D2L learning environment and synchronous Zoom sessions**.** When unable to participate live due to unforeseen circumstances, inform the instructor in advance and propose an alternative participation activity (e.g., submit a brief reflection etc.). There will be 11 synchronous Zoom sessions throughout the term.

Prerequisite(s): Admission to the MSW with a BSW and a specialization in Clinical Social Work Practice; or the MSW with a non-BSW and a specialization in Clinical Social Work Practice and completion of 27 units of foundation courses; or the Graduate Certificate in Clinical Social Work Practice with specialization in Trauma-Informed Practice.

COURSE LEARNING OUTCOMES

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

1. Understand and apply key concepts on the nature and scope of traumatic experiences;
2. Understand and apply key concepts of current theories and approaches in trauma practice;
3. Identify and critically use screening and interventions across various types of traumatic events;
4. Understand developmental and life course aspects of trauma;
5. Identify and differentially apply treatment and intervention approaches to trauma;
6. Know of trauma-informed practice with specific cohorts;
7. Be familiar with professional self-awareness and use of self for work in trauma informed care.

LEARNING RESOURCES

REQUIRED TEXTBOOKS AND/OR READINGS

Clark, C., Classen, C.C., Fourt, A., & Shetty, M. (2014). *Treating the Trauma Survivor*. Taylor & Francis. https://doi-org.ezproxy.lib.ucalgary.ca/10.4324/9780203070628

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 MSW trauma treatment and trauma informed care. 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

Date and Time	Readings
Sept. 5, 2023 Tue. 6-8pm	**Introduction, Overview of the Course, Review of Assignments** **Welcoming Circle and Creating a Framework for Practice (TBC)**
Sept. 7, 2023 Thur. 6-8pm	**Unpacking Trauma and Trauma-Informed Social Work Practice** Clark et al. (2014). Chap. 1 https://doi-org.ezproxy.lib.ucalgary.ca/10.4324/9780203070628 Knight, C. (2015). Trauma-informed social work practice: Practice considerations and challenges. *Clinical Social Work Journal, 43*(1), 25–37. https://link-springer-com.ezproxy.lib.ucalgary.ca/article/10.1007/s10615-014-0481-6 Levenson, J. (2020). Translating trauma-informed principles into social work practice. *Social Work*, *65*(3), 288-298. https://doi-org.ezproxy.lib.ucalgary.ca/10.1093/sw/swaa020 Levenson, J. (2017). Trauma-informed social work practice. *Social Work*, 62(2), 105–113. https://doi-org.ezproxy.lib.ucalgary.ca/10.1093/sw/swx001
Sept. 12, 2023	**Principles of Trauma-Informed Practice**

Tue. 6-8pm Zoom	Clark et al. (2014). Chap. 1 https://doi-org.ezproxy.lib.ucalgary.ca/10.4324/9780203070628 Reeves, E. (2015). A Synthesis of the literature on trauma-informed care. *Issues in Mental Health Nursing, 36*(9), 698-709, DOI: 10.3109/01612840.2015.1025319 https://doi-org.ezproxy.lib.ucalgary.ca/10.3109/01612840.2015.1025319 Sweeney, A. & Taggart, D. (2018). (Mis)understanding trauma-informed approaches in mental health. *Journal of Mental Health, 27*(5), 383-387. https://doi-org.ezproxy.lib.ucalgary.ca/10.1080/09638237.2018.1520973 Asynchronous: Watch: Preventing child trafficking: https://salvationist.ca/modern-slavery-human-trafficking-response/training/webinar-recordings/2023/preventing-child-trafficking/ [Lived experience]
Sept. 14, 2023 Thu. 6-8pm Zoom	**Social Justice and Cultural Transformative Lens** Ginwright, S. (2018). The future of healing: Shifting from trauma informed care to healing centered engagement. https://ginwright.medium.com/the-future-of-healing-shifting-from-trauma-informed-care-to-healing-centered-engagement-634f557ce69c Herman, C. (2019). How racism, trauma and mental health are linked. https://www.sideeffectspublicmedia.org/post/how-racism-trauma-and-mental-health-are-linked Jorden, T.L. (2022) Acknowledging the past: trauma informed social justice & dance movement therapy. *Body, Movement and Dance in Psychotherapy, 17*(1), 54-70, DOI: 10.1080/17432979.2021.1896579 https://doi-org.ezproxy.lib.ucalgary.ca/10.1080/17432979.2021.1896579
Sept. 19, 2023 Tue. 6-8pm Zoom	**Assessment, Diagnostic, Complexities and Formulations** (Guest Lecture: TBC) Clark et al. (2014). Trauma *[and complex trauma]* and DSM – Chap. 2 & 3 https://doi-org.ezproxy.lib.ucalgary.ca/10.4324/9780203070628 DSM 5-TR
Sept. 21, 2023 Thu., 6-8pm Asynchronous	**Trauma-Informed Assessment (General)** Clark et al. (2014). Chap. 5 & 6 https://doi-org.ezproxy.lib.ucalgary.ca/10.4324/9780203070628 Sweeney et al. (2021). Trauma-informed assessment guidelines. https://www.kcl.ac.uk/ioppn/assets/trauma-informed-assessment-guidelines.pdf Watch: Trauma Informed Care Screening and Assessment: SAMHSA TIP [57 mins]

	https://www.youtube.com/watch?v=f4CLl0d8Iyw
Sept. 22, 2023 Fri. 6-9pm [Residency]	**Learning Circle at Grandmother's Lodge (TBC)** Baskin, C. (2016). The Self is always first in the circle. In *Strong helpers' teachings: The value of Indigenous knowledges in the helping professions* (pp. 31-54). Canadian Scholars Press. https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=7078364
Sept. 23, 2023 Sat. 9-4pm [Residency]	**Trauma-Informed Policy** Bowen, E.A. & Murshid, N.S. (2016). Trauma-Informed Social Policy: A conceptual framework for policy analysis and advocacy. *Am J Public Health, 106*(2), 223-229. doi: 10.2105/AJPH.2015.302970. https://pubmed-ncbi-nlm-nih-gov.ezproxy.lib.ucalgary.ca/26691122/ Lee, E., Kourgiantakis, T., Lyons, O. & Prescott-Cornejo, A. (2021). A trauma-informed approach on Canadian mental health policies: A systematic mapping review. *Health Policy, 125*(7), 899-914. https://www-sciencedirect-com.ezproxy.lib.ucalgary.ca/science/article/pii/S0168851021001068 **(Re)storying Trauma** Morgan, A. (2022). Beginning to use narrative approach to therapy. *International Journal of Narrative Therapy and Community Work, 1*, 85-90. https://search-informit-org.ezproxy.lib.ucalgary.ca/doi/abs/10.3316/informit.126108931089518 Ncube, N. (2006). The Tree of Life Project. Using narrative ideas with vulnerable children in Southern Africa. *The International Journal of Narrative Therapy and Community Work, 1*, 3-16. https://search-informit-org.ezproxy.lib.ucalgary.ca/doi/abs/10.3316/informit.197106237773394 **Trauma-Informed Supervision** Varghese, R., Quiros, L. & Berger, R. (2018). Reflective practices for engaging in trauma-informed culturally competent supervision. *Smith College Studies in Social Work*, *88*(2), 135-151. https://doi-org.ezproxy.lib.ucalgary.ca/10.1080/00377317.2018.1439826 **Experiential exercises:** Yoga Nidra, Case Studies, and Role Plays
Sept. 26, 2023 Tue. 6-8pm Zoom	**Psychosocial Education** Clark et al. (2014). Chap. 8.

	https://doi-org.ezproxy.lib.ucalgary.ca/10.4324/9780203070628 Shaia, W.E., Avruch, D.O., Green, K. & Godsey, G.M. (2019). Socially engineered trauma and a new Social Work pedagogy: Socioeducation as a critical foundation of Social Work Practice. *Smith College Studies in Social Work, 89(3-4).* https://doi-org.ezproxy.lib.ucalgary.ca/10.1080/00377317.2019.1704146 Group Facilitation
Sept. 28, 2023 Thur. 6-8pm Zoom	**Trauma-Informed Practice and Substance Abuse** Clark et al. (2014). Chap. 9 https://doi-org.ezproxy.lib.ucalgary.ca/10.4324/9780203070628 Ross, N., Brown, C., & Johnstone, M. (2023). Beyond medicalized approaches to violence and trauma: Empowering social work practice. *Journal of Social Work*, *23*(3), 567–585. https://doi-org.ezproxy.lib.ucalgary.ca/10.1177/1468017322114 Group Facilitation
Oct. 3, 2023 Tue. 6-8pm Zoom	**Trauma-Informed Practice with Groups, Organizations and Communities** Baskin, C. (2016). The answers are in the community. In *Strong helpers' teachings: The value of Indigenous knowledges in the helping professions* (pp.). Canadian Scholars Press. https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=7078364 Baird, S.L., & Alaggia, R. (2021). Trauma-informed groups: Recommendations for group work practice. *Clinical Social Work Journal*, 49, 10–19 (2021). https://link-springer-com.ezproxy.lib.ucalgary.ca/article/10.1007/s10615-019-00739-7 Group Facilitation
Oct. 5, 2023 Thur. 6-8pm Zoom	**Collaboration and Referrals** Singh, C.D., Andrews, N.C.Z., Motz, M., Pepler, D.J., Leslie, M. & Zuberi, S. (2020). Trauma-informed and relational approaches to service provision: building community-based project capacity to respond to interpersonal violence through a national initiative. *BMC Public Health 20*, 1833. https://pubmed-ncbi-nlm-nih-gov.ezproxy.lib.ucalgary.ca/33256684/ Group Facilitation
Oct. 10, 2023 Tue. 6-8pm	**Trauma-Informed Practice with BIPOC**

Zoom	Hung, Y.H., Miles, A., Trevino, Z., Daniello, C., Wood, H., Bishop, A., & Monshad, Z. (2023). BIPOC experiences of racial trauma on TikTok: A qualitative content analysis. *Contemporary Family Therapy, 9*, 1-11. doi: 10.1007/s10591-023-09669-6 https://link-springer-com.ezproxy.lib.ucalgary.ca/article/10.1007/s10591-023-09669-6 Menakem, R. (2017). Mending the Black heart and body. In R. Menakem, *My grandmother's hands: Racialized trauma and the pathway to mending our hearts and bodies* (pp. 187-198). Central Recovery Press. Chap. 15 Group Facilitation
Oct. 12, 2023 Thu. 6-8pm Zoom	**Vicarious Trauma, Compassion Fatigue & Burnout** **Self/Collective care** Clark et al. (2014). Vicarious Trauma - Chap. 8. https://doi-org.ezproxy.lib.ucalgary.ca/10.4324/9780203070628 Smullens, S. (2012). What I wish I had known: Burnout and self-care in our Social Work profession. *The New Social Worker.* http://www.socialworker.com/feature-articles/field-placement/What_I_Wish_I_Had_Known_Burnout_and_Self-Care_in_Our_Social_Work_Profession/ Asynchronous: University of Buffalo School of Social Work. Self Care Starter Kit https://socialwork.buffalo.edu/resources/self-care-starter-kit.html Watch: How to practice emotional hygiene. https://www.youtube.com/watch?v=rni41c9iq54 Watch: Self-care for helping professionals with a trauma Lens: It's more than just bubble baths! https://www.youtube.com/watch?v=y_574WwA-7c

Important Dates for Fall 2023
- o Start of Term: Monday, August 28, 2023
- o First Day of Class: Tuesday, September 5, 2023
- o End of Term: Friday, December 22, 2023
- o Last Day of Class: Wednesday, December 6, 2023
- o Fee Deadline: Friday, September 22, 2023
- o Labour Day, no classes: Monday, September 4, 2023
- o National Day for Truth and Reconciliation, no classes: Saturday, September 30, 2023
- o Thanksgiving Day, no classes: Monday, October 9, 2023
- o Remembrance Day, no classes: Saturday, November 11, 2023 (observed Monday, November 13)

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 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 record, and 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. When this happens, 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: Reflections on Engagement and Learning Activities (30%) – Due every Friday by 2pm
Aligned Course Learning Outcomes: 7
Assignment Description: Students are required to reflect on the corresponding week's readings and/or the trauma-informed facilitation experiences in class. Briefly describe the activity/reading, link it to a theory or practice framework [or wisdom] and comment on new learning, areas for development (and how you hope to accomplish this growth), embodied experiences, and critical reflection or any remarkable aspects of seeing "yourself" (in terms of identity or experience) in the subject matter or practice experience for the day.
The purpose of this assignment is for students to develop critical reflexivity skills that deepen the integration of their lived experiences, beliefs, values, and assumptions, with readings, instruction, and practice scenarios in class. Consideration is placed on the awareness of trauma consequences from lived or professional experiences, including ways of thinking, feeling, and behaving that may influence professional practice.
You may keep a log to assist you in reflecting on the "connections" between what you've learned from readings, discussions and class exercises and your ongoing inter/intrapersonal experiences and if any biases influenced the process. In addition, what kind of learning would be helpful to you in your growth, as aligned to trauma-informed practice, going forward as a social work practitioner.
Assignment Criteria: Six reflective pieces, each 1-page long – excluding the reference list. The grading will be based on identification and description of activity, linkage to academic concepts, alignment to areas for future growth and writing. Please note that the area of growth could be linked to the bias

identified. Students are invited (but not required) to include a creative representation of their embodied critical reflexivity process. This may include a drawing, collage, audio recording or other artistic representation. Use double spacing, and Times New Roman Font, size 12. Any references used in the reflective pieces should be cited appropriately using APA (7th ed.). Refer to assessment rubric that will be posted on D2L.

Assignment 2, Part 1: Facilitating Class Dialogue (40%) ……Please Sign Up
Aligned Course Learning Outcomes: 1, 2, 3, 4, 5, 6, 7
Assignment Description**:** In this skill-based assignment, students are to work in groups of 5-6 members where they facilitate a class dialogue (40%) on a selected topic of their choice relevant to the material discussed on the day, they signed up to facilitate the dialogue. One week after the day of their dialogue facilitation, students are also expected to submit one group paper 3-4 pages (30 %) where they reflect on their experience and discuss their (un)learning as they facilitated the dialogue.

This part of the group assignment aims to provide students with the opportunity to utilize their learnings from class to engage in critical process of facilitating a dialogue on issues relevant to the material discussed on the day they signed up for.

Specifically, for this group facilitated dialogue, students are asked to choose any topic discussed in class and facilitate a relevant class dialogue where they explore key issues and tensions that arise to them as they investigate the topics of their chosen day. For example, if a group chose to facilitate a dialogue on the BIPOC sub-theme, during their class facilitation dialogue, they can explore any issue that helps them demonstrate the (ir)relevance of advocating for and the application of trauma-informed practice with this population and implications for social work practice, theories, and/ or policies and invite their classmates to engage in these critical debates.

Assignment Criteria: Group facilitators are expected to integrate classroom material (lectures, discussions, readings, and classroom activities) into their dialogue. Specific attention will be paid to facilitators' take on any policies, and practice and how they ground their analysis within the varied theoretical and practice frameworks.

Attention also will be paid to facilitators' way of

   i)   articulating their analysis of the chosen topic;
   ii)   its relevance to advancing experiences of diversity;
   iii)   its applicability to trauma-informed social work practice;
   iv)   how the group examines the flows, the tensions, or contradictions inherent and relevant to their topics.
   v)   trauma-specific skills used during the facilitation process.

Key questions to consider include,

   i)   what perspectives drive the issues they examine?
   ii)   how would such issues respond to the concept of healing justice?
   iii)   how do these issues shape trauma-informed social work practice?
   iv)   what are some unearthed assumptions about power, privilege, race, culture, class, gender, ability, and other dimensions of social location, as they relate to themes discussed.
   v)   What trauma-specific skills can be surfaced during the dialogue facilitation.

In addition, groups are encouraged to use any creative facilitation formats they are comfortable with. This assignment aligns with the course learning outcomes 1, 2, 3, 4, 5, 6, 7

Grades are assigned to the entire group. The instructor will ensure students have opportunities to

discuss their assignments. Each group is required to meet with the instructor at least a week before they facilitate the classroom dialogue for support to develop and finalize their group assignment. Groups are also expected to meet with the instructor soon after their facilitation to debrief and assess how their facilitation went.

Assignment 2, Part 2: Critical Analysis (30%) ……Due: One week after your class facilitation

Aligned Course Learning Outcomes: 1, 2, 3, 4, 5, 6, 7

Assignment Description: Groups are to submit a 3–4-page paper reflecting on and analysis their experience facilitating the dialogue and exploring the issues they discussed in class. Students are expected to articulate the tensions they faced as they prepared for their dialogue, discuss their (un)learning, present issues that surprised them and conclude with the key learnings and lessons that they will take with them to the field.

Assignment Criteria: This is a scholarly paper written on trauma-informed reflections linked to the dialogue facilitation exercise and with relevant bodies of social work scholarship. In addition, the paper should follow the 7th edition of APA referencing style.

Expectations also include answering the following questions:

i) How did this dialogue help you understand the realities of the trauma-informed practice?

ii**)** How does this relate to your own assumptions/biases/alliance/complicity with the issue/s explored?

iii) What are some of the taken for granted assumptions about the issue tackled?

iv) What trauma-informed specific skills were applied during the facilitation?

v) How do you feel they affected your group's perception about the issue?

vi) How will this influence your journey to become a trauma-informed social worker?

ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

ATTENDANCE AND PARTICIPATION EXPECTATIONS

- Students are expected to engage with the assigned readings, to be fully present and involved in the class activities and discussions.
- Students are also expected to adhere to social work ethical guidelines and professional conduct during class participation.
- Students should work together on their group projects and assignments and the assignments should be submitted on time.
- Kindly notify the instructor ahead of time if you are unable to attend the class, will be late or plan to leave early. In these circumstances, make-up options may be made provided.
- **Communication** among peers and to the instructor should always reflect professionalism and respect. As per UCalgary policy, all communication with the instructor should be via the official UCalgary email address and the instructor maintains the right not to respond to communication through personal email addresses. Kindly allow for up to 48 hours response time to the email communication.
- Please refer to the UCalgary calendar for more information on attendance and supporting documentation and the use of a statutory declaration.

GUIDELINES FOR SUBMITTING ASSIGNMENTS

- Please submit all assignments electronically through their respective Dropbox in D2L.
- Assignments should be submitted in Word format.
- Assignments should have a file name as follows: "Full name and assignment number/abbreviated title" (e.g., Jane Smith_Theoretical Assignment).
- Assignments are due by 11:59pm MT 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 or the instructor.
- Assignments that are submitted after the deadline, without prior arrangements with the instructor, may be penalized with a grade reduction (of 5% per day – including weekends and holidays). Students may request for additional time, prior to the due date, to complete the assignment.
- Make up assignments are subject to the discretion of the instructor, and it is students' responsibility to make any necessary arrangements with the instructor for any missed assignments.
- There is a 7-day maximum limit by which to accept late assignments for students who have not requested for an extension. No assignments will be accepted after the 7-day limit.

EXPECTATIONS FOR WRITING

- The instructor will create opportunities to discuss the assignments in depth during the term.
- Assessment rubrics will be posted on D2L, where applicable.
- 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 written assignments must be properly documented in-text and on the reference list and referenced in APA 7th edition format. Failure to do so will result in grade deduction. If you need writing support, please connect with the Student Success Centre, at: https://www.ucalgary.ca/student-services/student-success/writing-support

***For accommodation requests, students are not required to disclose to the instructor. I am approachable, available, and flexible if the need arises – to support your learning and successful completion of the course.

ACADEMIC MISCONDUCT

It is expected that all work submitted in assignments is the student's own work, written expressly by the student for this 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. This grading system overrides the grading system in D2L.

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. 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

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

Briere, J.N., & Scott, C. (2014). *Principles of trauma therapy: A guide to symptoms, evaluation, and treatment (DSM-5 update)*. Newbury Park, CA: Sage. https://ucalgary.primo.exlibrisgroup.com/permalink/01UCALG_INST/1rf6mu5/alma991008885149704336

Thomas-Skaf, B.A. & Jenney, A. (2021). Bringing social justice into focus: "Trauma-informed" work with children with disabilities. Child Care in Practice, 27(4), 316-332, DOI: 10.1080/13575279.2020.1765146 https://doi-org.ezproxy.lib.ucalgary.ca/10.1080/13575279.2020.1765146

Van der Kolk, B.A. (2015). *The body keeps the score: Brain, mind, and body in the healing of trauma*. Penguin Books. https://ucalgary.primo.exlibrisgroup.com/permalink/01UCALG_INST/46l39d/alma991010153249704336

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