



Course & Session Number	SOWK 617 S01	Classroom	Weekly via Zoom. Face to Face Residency Rm TBD
Course Name	Advanced Trauma Interventions in Diverse Contexts		
Dates and Time	Start of Classes: June 12, 2024 End of Classes: August 25, 2024 Dates and Time: Online component: Tuesdays: Asynchronous material Thursdays via Zoom 5:30-8:30 (June 20, June 27, July 4, July 11) In person Residency: June 12 th and 13 th – from 9:00am -4:00pm Add/Drop/Withdrawal Dates: Please refer to the course-specific deadline in your Student Centre		
Instructor	Krista Osborne RCSW, MSW RSW	Office Hours	As Requested
UCalgary E-mail	Krista.osborne@ucalgary.ca	UCalgary Phone	Please email

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](#).

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

In this class we will focus on the nature and impact of specific intervention strategies applied to diverse populations. This includes people whose jobs and professional responsibilities place them at high risk for working in traumatic situations. The class will also explore issues related to traumatic experiences of vulnerable populations such as immigrants and refugees, and people impacted by disaster. Finally, we will examine secondary traumatic stress, vicarious traumatization, and issues impacting the social work practitioner.

This course uses a blended teaching method. The instructor will use online synchronous time for class discussions and exercises. Online asynchronous content will include taped interviews, documentaries, and taped lectures. The **online** component of this course will take place via Desire2Learn (D2L) and Zoom. The in-class residency component will include a variety of experiential teaching methods. Students are expected to attend all the residency dates.

This course is the last course in the trauma informed specialization of the MSW program. Prerequisites are SOWK 611 and 613.

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
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 text:

Menaken, R. (2017), *My grandmother's hands: Racialized trauma and the pathway to mending our hearts and bodies*. Los Vegas: Central Recovery Press.

Recommended text: (Link on D2L to library copy)

Regehr, C. (2018). *Stress, trauma, and decision-making for social workers*. New York, NY: Columbia University Press.

Other Course Readings:(on D2L)

Collins-Camargo, C & Antle, B. (2018) Child welfare supervision: Special issues related to trauma-informed care in unique environment, *The Clinical Supervisor*, 37:1, 64-82, DOI: 10.1080/07325223.2017.1382412

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.

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.

Lu, Zhou & Pillay. (2017). Counselor education students’ exposure to trauma cases. *International Journal of Advanced Counselling*, 39:322–332. DOI 10.1007/s10447-017-9300-4

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 611, SOWK 613, SOWK 615, SOWK 617). 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 Summer 2024

- Start of Term: Monday, June 24, 2024
- First Day of Class: Monday, June 24, 2024
- End of Term: Sunday, August 25, 2024
- Last Day of Class: Tuesday, August 6, 2024

- Fee Deadline: Wednesday, July 3, 2024
- Canada Day, no classes: Monday, July 1, 2024
- Alberta Heritage Day, no classes: Monday, August 5, 2024

Dates	Topics	Readings/ Due Dates
Residency		
June 12 -AM	Introduction to the Course <ul style="list-style-type: none"> • Introductions • Overview 	Regehr, C. (2018) Chapters 1-5 Menaken, Resman (2017), Chapters 1 -9
	Practice Methods with Individuals <ul style="list-style-type: none"> • Trauma Specific Strategies • Experiential Learning 	Due: Reflective Journal 1
June 12- PM	Practice Methods with Families <ul style="list-style-type: none"> • Trauma Specific Strategies • Experiential Learning 	Due: Reflective Journal 2
June 13 -AM	Trauma Informed Practice with Communities <ul style="list-style-type: none"> • Queer Communities • Neurodiversity • Religious minorities • Ablism • Countering Extremism • Anti-black Racism 	See D2L for additional articles. Due: Reflective Journal 3
June 13 -PM	Trauma exposure in the workplace <ul style="list-style-type: none"> • Workplace stress, trauma exposure, and professional decision-making • Political, policy, and legal contexts pertaining to people with traumatic life experiences in diverse contexts. • Trauma resilience and post traumatic growth 	Lu, Zhou & Pillay. (2017). Collins-Camargo & Antle (2018) Due: Reflective Journal 4
	Setting up Community of Practice: Discussions on Final Assignments	DUE: Outline of Final Project
Online		
Module 1: First Responders		
June 18 th Asynchronous	Recorded Interview: Recorded Interview: Cole Chapelsky, Fire Fighter Listen to Podcast: Relentless	Menaken, Resman (2017), Chapters 10-17
June 20 th Zoom 5:30-8:30	Online Discussion and Exercises	DUE: Community of Practice- First Responders

Module 2: Disaster Recovery		
June 25 th Asynchronous	Recorded Interview: Dr. Julie Drolet	Regehr, C. (2018) Chapter 6-9 Dominelli, L. (2015). Drolet, J., Dominelli, L., Alston, M., Ersing, R., Mathbor, G., & Wu, H. (2015).
June 27 Zoom 5:30-8:30	Online Discussion and Exercises	DUE: Community of Practice- Disaster Recovery Due: Responses to First Responders Posts
Module 3: Immigration/Refugee		
July 2 nd Asynchronous	Recorded Interview: Dr. Ajwang Warri	Ostrander, J., Melville, A., & Berthold, S.M. (2017).
July 4 th Zoom 5:30-8:30	Online Discussion and Exercises	DUE: Reflections on Immigration and Refugee Due: Responses to Disaster Recovery Posts
Module 4: Pulling it all Together		
July 9 th Asynchronous	Working on Final Assignment	Menaken, Resman (2017), Chapters 18-24
July 11 th Zoom 5:30-8:30	Presentations of Final Assignment to Community of Practice Groups	DUE: Final Assignment Presentations Due: Responses to Disaster Recovery Posts
July 16 th Asynchronous	Posting Final Assignment	DUE: Final Assignment Posted to D2L
Teaching Components		
Asynchronous hours	Videos and taped interviews= 9 hours Assignments and Reflections = 9 hours	
Synchronous hours	Residency = 12 hours Zoom Classes = 12 Hours	

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.

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: Reflective Journals (10%) Due June 13th by end of residency days.

Aligned Course Learning Outcomes: 1,5,6

Assignment Description:

Through-out the residency students will be asked to reflect on their learnings after experiential learning opportunities. The journals, with necessary exercises, will be provided to the student in class and on D2L prior to the residencies. There will be class time allotted for these assignments to be completed during the residencies. Students needing more time should discuss with the instructor so alternative arrangements can be made.

Assessment Criteria: These assignments are pass/fail. Each worth 2.5%. Students not in attendance during these sections of class will receive a “fail” mark on the Reflective Journal portion for which they were not present. No make up assignments will be negotiated as students need to be present to fully experience the learning required.

Assignment 2: Outline of Final Assignment (10%) – Due June 13th by 11:59pm

Aligned Course Learning Outcomes: 1,5,6

Assignment Description:

Manaken (2017) invites us to explore ourselves, our bodies and how our bodies cope with stress. He also invites us to understand culture as healing. As part of a deep understanding of trauma, students need to be able to identify best practices in wellness and self-care related to their own experiences of stress and trauma. The final project is designed to help students develop practices and connection to their self, and their history that will support them to stay well.

During the Face-to-Face residency, students will be given an outline that will be completed and submitted prior to the end of the residency dates.

Assignment Details:

- This outline is intended only to allow instructor to give students feedback and guidance on your final assignment to ensure students are on the right track.

- Outlines should discuss the topic, approach, any initial thoughts on knowledge acquisition as well as any questions the students may have for the instructor about how to proceed with their final project.
- Students need to indicate how their project is connected to Trauma Informed Practice, the Code of Ethics, their readings and the course content of SOWK 610, SOWK 612, SOWK 614, and SOWK 616
- Students wanting to submit a video/audio outline or need more time to complete than provided in class may do so on D2L. These Outlines will be due at midnight of June 13th.

Assessment Criteria: Students will be graded on clarity of thought and presentation, critical thinking connection to practice and ability to self-reflect. A detailed rubric will be posted on D2L.

Assignment 3: Community of Practice (40% total)

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

Due Dates:

First Responders: June 20th
 Responses due June 27th
 Disaster Recovery: June 27th
 Responses due July 4th
 Immigration/ Refugee: July 4th
 Responses due July 11th

Assignment Description:

Students will be expected to record a short informal video/audio recording or written journal entry (500 words) reflecting on the content posted during the online component of the courses. These will be posted in an online discussion group that will serve as a community of practice.

Student submissions must be brief, meaningful, identify implications for trauma-informed practice as a social work professional, and personal significance. Submissions should be no longer than 5 minutes. This is not intended to be an academic reflection, so no extra outside resources are necessary but should be properly referenced if used. Students should refer to course readings/ lectures and video content as part of this assignment. There will be a total of 3 submissions each worth 10%.

Students will be assigned small community of practice groups. In these groups, students will also be expected to respond to all of the other student's postings on the discussion board in a written, audio or video response. As this is a Community of Practice, students will be marked on their engagement rather than the content of their posts. Did they respond in a timely manner (within a week) and support each of the other student's reflections in the group? Were the postings in line with the CASW 2024 Code of Ethics? Responses to Community of Practice group are worth a total of 10%.

Assessment Criteria: Student's reflections will be graded on clarity of thought and presentation, critical thinking connection to practice and ability to self-reflect. A detailed rubric will be posted on D2L.

Assignment 4: Trauma Integration Project- Culture as Healing (40% Total)– Due July 16th by 11:59pm

Aligned Course Learning Outcomes: 1,5, 6

Assignment Description:

Through SOWK 611, SOWK 613, SOWK 615, and SOWK 617 students have been exposed to many concepts related to trauma informed practice. The essence of trauma work is nuanced and complicated but is not necessarily about telling and retelling of trauma stories. Manaken (2017) invites us to explore our bodies reactions to the world, our personal and family history and our culture as a mode of deep healing trauma for ourselves and future generations. For these reasons, students are asked to approach their final assignment in unique and creative ways informed by their own cultural, spiritual and/or family history as it relates to healing, wellness and post traumatic growth. Students are encouraged to explore a meaningful project of their choice rooted in trauma informed practice. The intent is not to uproot or disclose trauma stories but to support healing and integration.

Students are free to approach the assignment in creative ways but will be evaluated on their ability to articulate their learnings about trauma informed practice in either verbal or written form about the process of creating or experiencing their project. Students will also be evaluated on how their ability to articulate the connection of their project to trauma informed work, the impact on their nervous system and how it will inform the student's work in the future. Students are expected to lean on mentors, family, friends, Elders, therapists, Instructors, spiritual leaders, mental health experts, researchers, theory and other ways of knowing as appropriate to support their journey in a safe and respectful way.

Students will submit their final formal assignment to D2L for grading. Students will also present their project informally to a small discussion group at the end of the semester. This informal discussion will not be graded.

Some examples of topics/ projects could be:

- Exploration of their own resilient history through digital storytelling
- Exploration of their own cultural/spiritual/family history
- Art project detailing their exploration (bead work, painting, poetry, cross stitch ect.)
- Exploration of a spiritual/cultural/ceremonial practice
- A look at their genealogy as it relates to their learnings.

Assessment Criteria:

- The project itself will be worth 10% of the mark (see D2L for Rubric). Please share the completed assignment if a visual project/auditory project If the project was more experiential in nature a description of the experience should be included.
- The written/audio and/or video description of the project and learning worth 30% of the mark (see D2L for Rubric)
- If using a written component, students are expected to use APA 7th edition. (8-10 pages)
- Audio/video assignments should be no longer that 10 minutes.
- A list of resources in the form of a bibliography used to inform the project should be referenced.
- Detailed Rubric will be posted on D2L

ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

ATTENDANCE AND PARTICIPATION EXPECTATIONS

Students are expected to be fully present and engaged in each class activities and discussions, whether online or during residencies. This are part of the grades outlined in the assessment components section above. Attendance during residency is mandatory.

GUIDELINES FOR SUBMITTING ASSIGNMENTS

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

LATE ASSIGNMENTS

- Late assignments will be accepted only in exceptional circumstances and at the discretion of the instructor.
- Assignments that are submitted after the deadline, without prior arrangements with the instructor, may be penalized with a grade reduction (of 2.5% 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

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 [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

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 optional readings to supplement student learning will be provided on 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