

Course Number	SOWK 553.35 Spring 2020	Classroom	Online
Course Name	Mental Health and Trauma		
Day(s) & Time	May 8, 15, 22, 29 and June 5, 12 9:00 a.m. to 11:00 a.m. in Zoom and Asynchronous Activities		
Instructor	Charlene Richard	Office Hours/Location	By appointment
E-mail	charlene.richard@ucalgary.ca	Phone	403-220-5942
SYLLABUS STATEMENT			
Examines contexts, theories, practice models and skill development in specialized fields of practice.			
COURSE DESCRIPTION			
<p>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.</p> <p>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 marginalized and vulnerable populations.</p> <p>This course utilizes multiple methods of instruction. The course content will be delivered via traditional lectures, group discussions, professional presentations, various technologies, experiential learning and in-depth discussions of practical applications.</p>			
COURSE LEARNING OUTCOMES			
<p>Upon completion of this course, you will be able to:</p> <ol style="list-style-type: none"> 1. To identify multiple forms of trauma and mental health disorders 2. To understand the connection between trauma and mental health disorders 3. To learn and apply the principles of trauma-informed care in social work practice 4. To utilize relevant screening tools and assessments for trauma and mental health 5. To understanding basic theoretical constructs that can be used to treat trauma and mental health 			

6. To understand the role of psychopharmacology in trauma and mental health

7. To review the impact of trauma work on social workers

LEARNING RESOURCES

REQUIRED TEXTBOOKS AND/OR READINGS

The following books are available online through the U of C Library:

Greaves, L. & Poole, N. (2015). *Becoming trauma informed*. Toronto, Canada: Centre for Addiction and Mental Health.

Arden, John B. (2015). *Brain2Brain: Enacting client change through the persuasive power of neuroscience*. Hoboken, New Jersey: John Wiley & Sons.

Additional 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 and webcam/speaker/sound is required for D2L access, zoom sessions and assignments.

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

Please note important dates for Spring 2020:

- First Day of Classes: Wednesday, May 6, 2020
- Monday, May 18 – Victoria Day – no classes
- Last Day of Classes for spring courses: Wednesday, June 17, 2020

Date	Topic	Readings/Assignments Due
May 8, 2020 9-11 Zoom	Introductions & review of syllabus, assignment expectations and primary case example. Trauma-Informed Education and Compassion Fatigue/Vicarious Trauma in Social Work	Watch: Webinar on Compassion Fatigue in Social Work. Link in D2L.

May 8, 2020 Asynchronous Activity	Brain Development and Adverse Childhood Experiences	Brain Story Certification. Link in D2L.
May 15, 2020 9-11 Zoom	Trauma: Forms, effects and prevalence Trauma-Informed Social Work Practice Three Stages of Trauma Recovery	Read: Greaves and Poole: Chapter 1 and 22 Arden: Chapter 7 Trauma-informed Toolkit pages 58-97. In D2L SAMHSA's Concept of Trauma and Guidance for a Trauma-Informed Approach (pp. 6-16). In D2L
May 15, 2020 Asynchronous Activity	Mental Health Topic: Understanding and Treating Anxiety	Read: Arden: Chapter 5 Watch: <i>How to Cope With Anxiety</i> and complete reflective questions in D2L.
May 22, 2020 9-11 Zoom	Review of Understanding and Treating Anxiety Screening tools and assessments for trauma and mental health	Read: Poole and Greaves: Chapters 3 and 4 Review the tools and assessments in D2L.
May 22, 2020 Asynchronous Activity	Mental Health Topic: Understanding and Treating Depression	Read: Arden: Chapter 9 Watch: <i>How to Cope With Depression</i> and complete reflective questions in D2L.
May 29, 2020 9-11 Zoom	Review of Understanding and Treating Depression Trauma-Informed Interventions in Social Work Practice	Read: Briere and Scott: Pages 125- 152 Poole and Greaves: Chapters 5, 6 and 7.
May 29, 2020 Asynchronous Activity	Mental Health Topic: Diagnosis with the DSM-5	Watch: The New DSM-5: An Overview of the Changes to the Latest Edition of the Diagnostic and Statistical Manual of Mental Disorders.
June 5, 2020 9-11 Zoom	Social Work Practice for Collective and National Trauma Psychopharmacology for Trauma and Mental Health	Read: Arden: Chapter 2 Shamai: Chapter 3

June 5, 2020 Asynchronous Activity	Mental Health Topic: Linking Theory to Treatment	D2L Activity: Choose a research article that reviews the application of a theory to a mental health issue. Write a brief summary of what this article shares and post in D2L. Include the APA citation of your article.
June 12, 2020 9-11 Zoom	Review of Mental Health and Trauma in Social Work	
June 12, 2020 Asynchronous	Review Student Presentations and Complete Peer Review	Watch five of your peer's presentations and complete the review sheet for each one.

ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION

GUIDELINES FOR ZOOM SESSIONS IN ONLINE CLASSES

Students are expected to participate actively in all Zoom sessions. Students will be advised by the instructor when they are expected to turn on their webcam (for group work, presentations, etc.). Students are expected to join class in a quiet space that will allow them to be fully present and engaged in the Zoom sessions, and to behave in a professional manner during the session.

CLASS RECORDINGS

Media recording for assessment of student learning

The instructor may use 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 will 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. These recordings will be used to support student learning only and will not be shared or used for any other purpose.

ASSESSMENT COMPONENTS

Assessment Method	Assessment Description & Criteria	Due Date	Weight	Aligned Course Learning Outcome
Assignment 1: Case Study: Applying A Trauma-	Length: 3-4 pages Format: Q&A paper in APA format Background Information: You know what Adverse Childhood Experiences (ACEs) are	May 25, 2020 at 5pm.	25%	1,2,3,4

<p>Informed Framework</p>	<p>and the impact they can have on adults physically, mentally, emotionally and behaviourally. A trauma-informed practice means that you assume it's possible that the person you are working with has experienced ACEs or trauma in adulthood. It's important that when you are learning about a client that you always listen for possible ACEs/trauma and that you understand the link between trauma and current experiences or behaviours.</p> <p>Directions: Applying a trauma-informed perspective, review the case study provided and report the following information:</p> <ol style="list-style-type: none"> 1. What are 10 Adverse Childhood Experiences? 2. What are three adverse childhood experiences Chantelle had growing up? 3. What are four adult physical/mental health conditions that someone is more likely to develop when they have four or more adverse experiences? 4. What is one mental health condition that Chantelle has that people who have experienced for or more ACEs has a higher chance of developing? 5. What are four adult behaviours that people who have experienced four or more ACEs has a higher chance of developing? 6. What are two behaviours Chantelle has that people who have experienced for or more ACEs has a higher chance of developing? 7. Identify three sources of support for Chantelle? 8. What are three strengths that 			
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	<p>Chantelle has?</p> <p>Grading: This assignment will be graded according to criteria outlined in the grading rubric corresponding to this assignment, which is posted in D2L.</p>			
<p>Assignment 2: Presentation</p>	<p>Length: 8-10 Minutes. Maximum 25 slides. Format: APA formatted Power Point presentation Submissions: Upload power point into D2L Dropbox. Upload link to video presentation in D2L.</p> <p>Choose one social work theory/practice and one mental health issue. Review a minimum of five research articles on the application of the theory to the mental health issue.</p> <p>Develop a power point presentation including the below criteria.</p> <p>Social Work theory or practice: 10% Choose one social work theory and explain the main principles, advantages and disadvantages of using this theory with your chosen mental health issue.</p> <p>Theory application to populations 15% Explain how to apply the theory to social work practice, including: engagement, assessment, goal setting, intervention, evaluation and termination for one mental health issue.</p> <p>Clinical Resources 7%</p> <p>Include a minimum of two clinical resources (for the social worker or for the client) for the use of the theory and mental health issue.</p> <p>Peer Feedback 10% Five of your peers will view your power point presentations and provide anonymous feedback for each presentation.</p>	<p>June 10, 2020 at 5:00 p.m.</p>	<p>45%</p> <p>Social Work theory or practice 10%,</p> <p>Theory application to population 15%,</p> <p>Clinical Resources 7%</p> <p>Peer Feedback 10%,</p> <p>Power Point/APA 3%</p>	<p>1,2,3,4,5</p>

	<p>APA formatted Power Point presentation 3%</p> <p>In this assignment you will use Microsoft PowerPoint to create an effective presentation. Please note the presentation must be provided to the instructor and be made available to all students in D2L no later than June 10, 2020.</p> <p>Grading: Participation will be graded according to criteria outlined in the grading rubric corresponding to this assignment, which is posted in D2L.</p>			
<p>Assignment 3: Participation Activities with Reflections</p>	<p>Format: Participation will be graded based on contributions to class discussions and online activities.</p> <p>In addition, a reflection template will be provided for four classes, including: May 15, 22, 29 and June 5.</p> <p>Submission: Upload one final document, with all four reflections, into D2L Dropbox</p> <p>Grading: Participation will be graded according to criteria outlined in the grading rubric corresponding to this assignment, which is posted in D2L.</p>	<p>June 19, 2020 at 5:00 p.m.</p>	<p>30%</p>	<p>1,2,3,4,5,6,7</p>

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% 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 format. If you need writing support, please connect with the Student Success Centre, at: <https://www.ucalgary.ca/student-services/student-success/writing-support>

ACADEMIC MISCONDUCT

It is expected that all work submitted in assignments is the student’s own work, written expressly by the student for this particular course. Students are reminded that academic misconduct, including plagiarism, has serious consequences, as set out in the University Calendar: <http://www.ucalgary.ca/pubs/calendar/current/k.html>

GRADING

The University of Calgary **Undergraduate Grading System** and Faculty of Social Work Percentage Conversion will be used.

Grade	Grade Point	Description	Percentage Range
A+	4.0	Outstanding	95 - 100
A	4.0	Excellent – superior performance, showing comprehensive understanding of subject matter	95 – 100
A-	3.7		90 – 94
B+	3.3		85 – 89
B	3.0	Good – clearly above average performance with knowledge of subject matter generally complete	80 – 84
B-	2.7		75 – 79
C+	2.3		70 – 74
C	2.0	Satisfactory – basic understanding of subject matter	65 – 69
C-	1.7		60 – 64
D+	1.3		55 – 59
D	1.0	Minimal Pass – marginal performance	50 – 54
F	0.0	Fail – unsatisfactory performance or failure to meet course requirements	Below 50

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**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 Calendar
<http://www.ucalgary.ca/pubs/calendar/current/k-2.html>

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). Both can be found online at:
<https://acsw.ab.ca/site/practice-resources?nav=sidebar>

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. For additional information on support services and accommodations for students with disabilities, visit www.ucalgary.ca/access/. 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. The full policy on Student Accommodations is available at <http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy.pdf>

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 (<http://www.ucalgary.ca/research/researchers/ethics-compliance/cfreb>) before beginning the assignment.

ACADEMIC MISCONDUCT

For information on academic misconduct and its consequences, please see the University of Calgary Calendar at <http://www.ucalgary.ca/pubs/calendar/current/k.html>

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 are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright (www.ucalgary.ca/policies/files/policies/acceptable-use-of-material-protected-by-copyright.pdf) and requirements of the copyright act (<https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>) 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 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 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. Please see the policy available at <https://www.ucalgary.ca/policies/files/policies/sexual-violence-policy.pdf>

OTHER IMPORTANT INFORMATION

Please visit the Registrar's website at: <https://www.ucalgary.ca/registrar/registration/course-outlines> 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**