Trauma-Informed Practice (EDUC 541, HS 541, and SW 541)
Fall 2019

Instructor: Shari Saunders, PhD
Contact via Canvas Inbox (best way to contact)
Office Hours: By appointment
In Case of Emergency Contact Amelia Newburg: anewburg@umich.edu (8AM-5PM)

Course Overview
This course has two domains: trauma-informed practice knowledge and interprofessional collaboration. This is a hybrid online and workshop-based interprofessional trauma-informed practice course offered by UM School of Education in partnership with the School of Nursing and the School of Social Work. It is the second course in a 3-course sequence required to earn the trauma-informed practice mini-certificate.

Course Description
This course will provide foundational knowledge about trauma-informed practice. The course will incorporate principles of interprofessional education, which focuses on helping students in the professions work collaboratively in generalist and specialty practice roles. A primary goal of the course is to prepare students for interprofessional and team-based approaches to trauma-informed prevention and intervention strategies in schools and other systems that serve children and families. The course incorporates key principles of a trauma-informed approach. A key focus will be on teachers, social workers, and nurses collaborating to use specific trauma-informed practices for addressing young people’s academic, social-emotional, behavioral, and health needs. An additional focus will be on the impact of trauma on practitioners.

Course Canvas Site
A variety of materials related to this course (articles, videos, links to online resources, etc.) will be housed on the Canvas site titled, EDUC 541 001 FA 2019.

Course Goals
1. Articulate knowledge of content in a number of core areas, including:
   (a) Definitions/elements of a trauma-informed approach;

   (b) Key principles of a trauma-informed approach;

   (c) Characteristics of trauma-informed environments;

   (d) Tiered-approaches to interacting with young people who have been traumatized;

   (e) Specific trauma-informed practices for addressing young people’s academic, social-emotional, behavioral, and health needs; and

   (f) The impact of trauma on practitioners (secondary trauma, secondary traumatic stress, vicarious trauma, compassion fatigue, burnout, etc.).
2. Apply the guiding principles of trauma-informed programs and practices used in schools and other systems that serve vulnerable children, youth, and families, with a focus on co-creating responses, interventions, and programs.

3. Draw upon the roles and functions of their own and other professionals from different fields of practice in team-based approaches to address trauma.

4. Engage in key strategies for interprofessional collaborations that include goals for successful communication, coordination, and distribution of roles, functions, and tasks.

5. Create a self-care maintenance plan and a compassionate fatigue resilience plan to sustain trauma-informed practice work.

Course Format

This course uses a series of pre-learning readings group discussions, and writing reflections to prepare students for an all-day workshop on Saturday, November 23, 2019. The workshop session will take place in the School of Nursing, 426 North Ingalls Building. We are currently scheduled for Room 1000 (though the room may change depending upon number of participants). The session will include short didactic presentations, small group discussions, and exercises that deepen knowledge about trauma and inter-professionals roles. Students will contribute their own knowledge and domain expertise throughout the course.

Students complete pre-learning assignments ahead of the Saturday Workshop. During that full-day workshop, you will work in interprofessional small groups on case studies in which you contribute knowledge from within your professional role. The small groups will debrief their work in more detail via videoconferencing within the week after the workshop using a structured debriefing format. Each student will submit a final reflective essay, with the question tailored to the course. The course is graded S/U, and the rubrics will serve as your feedback on the team assignment submissions. If you are missing elements or do not satisfactorily complete individual or team assignments, you or your team will be asked to address the issue and resubmit.

Pre-Learning (Online with Video Conferencing in Small Groups)

Starting Week 1, the week of October 21, you will be engaged in setup activities—getting oriented to the course, the Canvas site, introducing yourself to your interprofessional team members (students from Education, Nursing, and Social Work) and scheduling your videoconferences with them. Starting the 2nd week of the course, you will begin watching videos related to course sessions, course readings, video conferences, and team assignments. It is expected that groups will connect online beginning the second week of the course to discuss readings and assignments, as described below.

Pre-learning readings and assignments will provide background knowledge for the Saturday workshop on November 23rd (8:45-4pm). Each pre-learning written assignment should be completed during the week it is assigned and submitted no later than Sunday evening at 11:59pm, the only exception is the assignment that is due before the workshop, which needs to be submitted no later than 11:59pm on November 22nd. Please plan your team videoconferencing sessions with these deadlines in mind.
All information for this course can be found on the course [Canvas Site](https://example.com). Session readings and videos will be housed in the "Modules" section of Canvas. Session assignments will be housed in the "Assignments" section of Canvas. Communications to the group will be sent via Canvas "Announcements" so be sure that you are set up to, at minimum, receive daily Canvas updates.

Communications with the instructors should be done via Canvas' "Inbox" function.

**Workshop (In-Person)**

It is critical that all pre-learning work be completed before the Saturday workshop. **To attend the workshop on November 23rd all individual and team assignments through Week 5 must be submitted.** If you are missing any assignments, we will inform you that the pre-learning component of the course is incomplete and you will not be allowed to continue.

The workshop will consist of short didactic presentations, group discussion, and exercises related to Trauma-Informed Practice and Interprofessional Collaboration.

**Post-Workshop Assignments (Online Individual and Small Groups)**

1. **Group Work: Videoconference Debriefing (Online)** Following the workshop, reconnect with your group using BlueJeans through Canvas. Discuss your reactions to the workshop using the following questions:
   a. What are your reactions to the day? How did you feel during the workshop? What thoughts did you have about the experience later?
   b. What were the most useful parts of the workshop and why?
   c. What did you find challenging, puzzling, or difficult?
   d. What will you carry forward from the experience for your future training and field practice?

2. **Individual Work: Journal Entry and Written Reflection**
   a. Write a journal entry sharing your individual responses to the same questions you discussed in your videoconference debrief (see 1a-1d above). If you have participated in all online group meetings and discussions, please include the following statement at the end of your journal entry: "By submitting this statement, I attest to having fully participated in all online group meetings and discussions."
   
   b. Imagine yourself in the future speaking to members of your own profession about working with youth in schools or other systems. Outline for them 2-3 steps that professionals within your discipline can take to become more responsive to research on topics covered by the course. (1-page essay) Be sure to identify your profession in your response (i.e., education, nursing, social work).

3. **Submission Guidelines:** Upload your individual responses to questions 1a-1d above and your one-page written reflection essay to the course Canvas site by 5pm on.

**Grading for Course:** Satisfactory/Unsatisfactory
In order to earn a satisfactory grade for this course, participants must attend and participate in all group video conference discussions, submit individual and group assignments that satisfactorily address the assignment requirements, and attend the entire workshop on November 23, 2019. If you are having difficulty scheduling a time that works for all members of your interprofessional team, please let instructors know immediately.

<table>
<thead>
<tr>
<th>Week</th>
<th>Topics</th>
<th>Pre-Learning Videos/Readings</th>
<th>Individual Assignments</th>
<th>Video Conferencing Related Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Course Introduction and Orientation</td>
<td>View Orientation Week Videos</td>
<td>NA</td>
<td>Videoconference meetings for the semester should be set by Thursday, 10-24-19 11:59pm. Any issues scheduling meetings should be shared with instructors prior to the aforementioned deadline.</td>
</tr>
</tbody>
</table>
| 2    | Secondary Traumatic Stress, Self-Care, and Liberatory Care Practices | Review Prior to Beginning Assigned Readings  
1. Session Intro Video  
2. Pre-Learning Reading Guide for Session 2  
Session Readings  
1. Secondary Traumatic Stress: A Fact Sheet for Child-Serving Professionals  
2. Taking Care of Yourself  
Videoconference Meeting  
Submissions Required  
• Pre-Learning Group Assignment for Session 2  
• Video recording of Session 2 |
| 3    | Trauma-Informed Practice: Definitions, Assumptions, and Principles | Review Prior to Beginning Assigned Readings  
1. Session Intro Video | | Pre-Learning Discussion Guide for Session 3  
Videoconference Meeting  
Submissions Required  
• Pre-Learning Group |
<table>
<thead>
<tr>
<th>Session</th>
<th>Topic</th>
<th>Review Prior to Beginning</th>
<th>Assigned Readings</th>
<th>Pre-Learning Discussion Guide for Session</th>
<th>Videoconference Meeting</th>
<th>Submissions Required</th>
<th>Video Recording of Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Trauma Impacts on Young People: Using Trauma-Informed Interprofessional Care/Practice to Build Resilience</td>
<td>Review Prior to Beginning</td>
<td>Assigned Readings</td>
<td>Pre-Learning Discussion Guide for Session 4</td>
<td>Videoconference Meeting</td>
<td>Submissions Required</td>
<td>Video recording of Session 4</td>
</tr>
<tr>
<td>5</td>
<td>Ecological Theory and Trauma-Informed Practice</td>
<td>Review Prior to Beginning</td>
<td>Assigned Readings</td>
<td>Pre-Learning Discussion Guide for Session 5</td>
<td>Videoconference Meeting</td>
<td>Submissions Required</td>
<td>Video recording of Session 5</td>
</tr>
<tr>
<td>6</td>
<td>Trauma-Informed</td>
<td>Intro Video (view no later than 11-22-19)</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td></td>
</tr>
</tbody>
</table>
(11/23) Practice Workshop

7

(11/25-12/06) Trauma-Informed Practice Post-Workshop Activities

Intro Video (view no later than 11-22-19)

Submission Required

Post-Workshop Journal Entry and Written Reflection

Videoconference Debriefing Submission Required

• Video recording of Session 7

SUPPORT SERVICES

Counseling and Psychological Services [http://www.umich.edu/~caps/](http://www.umich.edu/~caps/)
Offers a variety of support services aimed at helping students resolve personal difficulties and strengthen the skills, attitudes and knowledge that will enable them to take full advantage of their experiences at the University of Michigan.
Temporary Location: 609 Tappan Ann Arbor MI 48109 (Tappan Street Auxiliary Building)
Hours: 8:00AM-7:00PM Monday-Thursday and 8:00AM-5:00PM Friday
Phone: (734) 764-8312

Information about embedded counselors for students in School of Nursing and School of Social Work and for graduate students in Rackham can be found [here](http://www.umich.edu/~caps/).

Office of Services for Students with Disabilities [http://ssd.umich.edu/](http://ssd.umich.edu/)
Offers selected student services which are not provided by other University offices or outside organizations. Services are free of charge. Assists students in negotiating disability-related barriers to the pursuit of their education. Strives to improve access to University programs, activities, and facilities for students with disabilities.
Location: G-664 Haven Hall 505 South State Street
Hours: 8:00AM-5:00PM Mon-Fri
Phone: (734) 763-3000
E-mail: ssdoffice@umich.edu

Mental Health Support Resources
The University of Michigan is committed to advancing the mental health and wellbeing of its students. If you or someone you know is feeling overwhelmed, depressed, and/or in need of support, services are available. For help, contact Counseling and Psychological Services (CAPS) at (734) 764-8312 and [https://caps.umich.edu/](https://caps.umich.edu/).
Location: Third floor of the Michigan Union (Room 3100)
Hours: 8:00AM-7:00PM Monday-Thursday and 8:00AM-5:00PM Friday
You may also consult University Health Service (UHS) at (734) 764-8320 and [https://www.uhs.umich.edu/mentalhealthsvcs](https://www.uhs.umich.edu/mentalhealthsvcs), or for alcohol or drug concerns, see [www.uhs.umich.edu/aodresources](http://www.uhs.umich.edu/aodresources).
For a listing of other mental health resources available on and off campus, visit: [http://umich.edu/~mhealth/](http://umich.edu/~mhealth/).

Support for Students Experiencing Food and/or Housing Insecurity
Any student who faces challenges securing food, housing or other basic needs and believes this may affect their performance in the course is urged to contact the Dean of Students Office (734-764-7420; deanofstudents@umich.edu; 609 Tappan Street) for support.