

Course Syllabus

This is a workshop-based inter-professional education course offered by UM School of Social Work in partnership with the School of Nursing and School of Education. It is the first course in a 3-course Interprofessional Mini-Certificate on Trauma-Informed Practice. Courses in the certificate are:

- Trauma Basics (SW/EDUC/HS 540)
- Trauma-Informed Practice (SW/EDUC/HS 541)
- Creating and Sustaining Trauma-Informed Systems (SW/EDUC/HS 542)

Trauma Basics serves as a prerequisite for the other two courses in the certificate and must be completed prior to enrolling in SW/EDUC/HS 541 or 542.

COURSE DESCRIPTION

The course provides basic, foundational knowledge related to childhood adversities and trauma. Goals of the course are to increase knowledge about the causes and developmental outcomes of trauma in children, as well as protective factors and resilience. The course emphasizes principles of inter-professional practice focused on helping students in social work, nursing, and education learn collaboratively about the factors contributing to trauma and strategies to prevent and lessen trauma symptoms in generalist and specialty practice roles.

COURSE FORMAT

This course uses readings, written work (journal entries), and online group meetings to prepare each student for an all-day workshop on **Saturday, July 10th**. The workshop will include short didactic presentations, small group discussions, and exercises that deepen knowledge about trauma and inter-professionals roles. There is also a post-workshop reflection component of the course in which students are asked to write about their experiences of the workshop, future contributions to their respective fields of practice, and final readings for the week.

To receive a satisfactory grade, all segments of the course (pre-learning, workshop, post-workshop reflection) must be completed in their entirety and assignments must be submitted on time.

Pre-Learning (Online)

A pre-learning component of the course will cover foundational material in childhood adversities and trauma. This component provides an opportunity to explore and discuss selected readings on topics that will be covered in more detail at the in-person workshop.

Pre-learning assignments consist of written journal entries and a final summative statement, which should be uploaded to Canvas as single Word document prior to the in-person workshop (see instructions below).

--Process--

The course officially begins the second week of the semester.

In Week 1 (week of June 14th), students will work independently to gain and understanding of trauma and its impacts on children. Starting in Week 2 (week of June 21nd), students will be assigned to groups of 3-5 students for online meetings. **Participation in online group meetings is a requirement of the course. To ensure full participation, students will be asked to attest to having participated in all online group sessions when uploading their pre-learning work.**

While the pre-learning component of the course is based on small group discussions, questions about the readings can also be posted to Canvas for instructor comment. Questions will be answered at the end of each pre-learning week of the course.

--Assignments--

Journal Entries. Written responses in the pre-learning and post-workshop reflections should be written as “journal entries,” listed by date and session title. Details are provided below. Journal entries should be completed during the week they are assigned, but submitted on Canvas at the end of the pre-learning or post-workshop components of the course as a single Word document for each component.

Summative Statement. In addition to journal entries, each student must complete a 1-page (single-spaced) summative statement at the end of the pre-learning section of the course. In the statement, explain how content applies to the roles and functions of professional social workers, nurses and educators who work in schools and other systems (1-2 paragraphs); where professional roles intersect (1 paragraph), and how inter-professional teams can serve the needs of vulnerable children and their families (1 paragraph). It is understood that not everyone will have prior knowledge of inter-professional work and that the depth of content provided in these statements will vary as a result. The goal of this assignment is to stimulate thinking about how practitioners from different professions can work successfully to address trauma in and across relevant systems. **At the end of the statement, please include the following acknowledgement of your participation: "By submitting this statement, I attest to having fully participated in all online group meetings and discussions."**

Pre-Learning (Online)**Week 1 (week of June 14th): Defining Trauma**

In Week 1, work independently on the following:

Visit the website for the National Traumatic Stress Network (NCTSN) found here:

<https://www.nctsn.org/> (<https://www.nctsn.org/>)

Then go to the section on “About Child Trauma” (<https://www.nctsn.org/what-is-child-trauma/about-child-trauma> (<https://www.nctsn.org/what-is-child-trauma/about-child-trauma>)) and read the page in its entirety.

After reviewing these materials online, write a 1-paragraph response to each of the following questions. This will be journal entry 1.

- What are two things you learned about the impact of trauma on young people?
- How might childhood trauma show up in work you do as a social worker, nurse, or school professional?
- What role do you... or might you eventually... play in helping to prevent or lessen the trauma in children?

Week 2 (week of June 21nd): Group Introductions and Context Setting

After receiving your group assignment, use Blue Jeans, Google Hangouts, or another platform to join with your group online. Introduce yourself to your group and discuss the questions below.

A reminder: All members are expected to participate in online meetings. If members of your group do not participate, or if you have difficulty connecting with your group online, please notify the instructor ASAP to help resolve the problem.

- What would you like to learn in this course and how does the content relate to your goals for higher education and your career?
- What led to your choosing the profession you have?
- What do you hope to achieve through your work?
- How familiar are you with ideas related to childhood adversities and trauma?
- Have you worked on inter-professional teams? If so, how did these teams function and what was their purpose. What do you recall about the experience?

Following this first meeting, write a journal entry of approximately one paragraph that summarizes what you learned about others in your group from this initial conversation. This will be journal entry 2.

Week 3 (week of June 28th): Adverse Childhood Experiences and Toxic Stress

On your own...read the article by Felitti et al. (1998) on the Adverse Childhood Experiences Study. After reading the article, list three discussion questions for the in-person workshop. These questions should relate generally to the topic of ACEs or more specifically to the findings from the Felitti et al. study. This will be journal entry 3.

Article:

[Felitti, V. J., Anda, R. F., Nordenberg, D., Williamson, D. F., Spitz, A. M., Edwards, V., . . . Marks, J. S. \(1998\). Relationship of childhood abuse and household dysfunction to many of the leading causes of death in adults: The Adverse Childhood Experiences \(ACE\) Study. *American Journal of Preventive Medicine*, 14\(4\), 245-258.](https://umich.instructure.com/courses/338775/files/13417538/download?download_frd=1) ↓

(https://umich.instructure.com/courses/338775/files/13417538/download?download_frd=1) 

Also in Week 3, read a second article titled “Persistent Fear and Anxiety Can Affect Children’s Learning and Environment” (NSCDC 2010) and then reconnect with your group online to discuss how stress

impacts the brains and bodies of children. Talk specifically about how chronic stress influences children's learning and behavior. Summarize your discussion in a half page response. This will be journal entry 4.

Article:

[National Scientific Council on the Developing Child. \(2010\). *Persistent Fear and Anxiety Can Affect Young Children's Learning and Development: Working Paper No. 9.*](https://umich.instructure.com/courses/338775/files/13417568/download?download_frd=1) ↓

(https://umich.instructure.com/courses/338775/files/13417568/download?download_frd=1) 

Week 4 (week of July 5th): Trauma and Racism

In Week 4, read the article titled "Racism and Invisibility" by Franklin et al. (2006) and meet with your group online to discuss how this article relates to other themes of the course. After your discussion, write a 1-paragraph journal entry response about the excerpted paragraph from the article listed below. In your response, please comment specifically on the issue of diagnosis and its relation to individual treatment strategies. What is your perspective on this issue and how does it influence your thinking about trauma work in your professional setting? This will be journal entry 5.

"Carter, Forsyth, Mazzula, and Williams (2004) have presented an important caution, however, against a blaming-the-victim approach to racism and PTSD. They clarify that the use of the term "disorder" locates the problem in the individual person of color. These researchers argue that "it is more accurate to assess the effects of racism (e.g., harassment and discrimination) as psychological and emotional injury than as mental disorder since the effects of racism come from the sociocultural environment, not from an abnormality that resides within the individual" (p. 12). They caution clinicians that diagnosing persons of color who have encountered race-related trauma with PTSD may lead to individual treatment strategies that may ignore the systemic, environmental, and institutional factors of racism. "

Article:

[Franklin, A.J., Boyd-Franklin, N., & Kelly, S. \(2006\). *Racism and invisibility. Journal of Emotional Abuse, 6, 2-3, 9-30.*](https://umich.instructure.com/courses/338775/files/13417574/download?download_frd=1) ↓

(https://umich.instructure.com/courses/338775/files/13417574/download?download_frd=1) 

Podcast:

Tippett, K. (Host) (June 4, 2020). On Being [Audio Podcast]. <https://www.wnyc.org/story/unedited-resmaa-menakem-with-krista-tippett/>

For those interested in this topic, you might also read:

<https://www.psychologytoday.com/us/blog/culturally-speaking/201509/the-link-between-racism-and-ptsd?eml> (<https://www.psychologytoday.com/us/blog/culturally-speaking/201509/the-link-between-racism-and-ptsd?eml>)

(<https://www.psychologytoday.com/us/blog/culturally-speaking/201509/the-link-between-racism-and-ptsd?eml>)

Workshop (Virtual - live) Saturday, July 10th

<https://www.psychologytoday.com/us/blog/culturally-speaking/201509/the-link-between-racism-and-ptsd?eml>)

The in-person workshop will be held **VIRTUALLY ON ZOOM**. The session will begin at 9:00 and end by 4pm. Please plan to arrive by 8:45 to get settled and navigate any technology issues. There will be a 1-hour lunch break during the workshop from approximately 12-1pm.

<https://www.psychologytoday.com/us/blog/culturally-speaking/201509/the-link-between-racism-and-ptsd?eml>)

Note: It is critical that all pre-learning work be completed before the in-person workshop. **To attend the workshop on Saturday, July 10th, you must upload your journal entries and summative statement (as a single Word document) by no later than 5pm on Thursday, July 8th by 5pm.** If this document is not uploaded two days prior to the workshop, you will be informed that the pre-learning component of the course is incomplete and you will not be allowed to continue with the course.

Week 5/6 (week of July 12th and the 19th): Post-Workshop Debriefing and Trauma and Resilience

Part 1:


After reading the article by Lynch et al. (2007) titled “The Story of My Strength,” re-connect online with your group another time to discuss your reactions to the narratives presented in the article. Refer to the questions that follow to guide your conversation:

- What stands out from these narratives about the ways in which individuals cope and rebound from highly stressful and traumatic experiences?
- Is resilience a given in all cases?
- What contributes to an individual’s becoming resilient in the face of adversity?
- How do these ideas relate to practice in schools and other systems that serve children and families?
- What other issues come to mind as you reflect on these narratives?

Following your online discussion, write a half page summary of any individual take-aways you have from reading this article and talking with your group. This will be journal entry 6.

Article:

[Lynch, S.M., Keasler, A.L., Reaves, R.C., Channer, E.G., & Bukowski, L.T. \(2007\) The Story of My Strength, *Journal of Aggression, Maltreatment & Trauma*, 14,1-2, 75-97.](https://doi.org/10.1891/0893-3200.14.1-2.75-97) ↓

https://umich.instructure.com/courses/338775/files/13417588/download?download_frd=1)  **Please upload your journal entry and essay as a single Word document by no later than 5pm on Friday, July 24th.**

Part 2:

Following the workshop, work independently to answer the following questions as a journal entry (about 1 paragraph per question). Then, reconnect online with your group one last time to debrief the experience and share your responses to these questions.

1. What are your overall reactions to the day?
2. What were the most useful parts of the workshop and why?
3. What did you find challenging, puzzling, or difficult?
4. What will you carry forward from the experience for your future training and field practice?




After your online debriefing session, write a 1-page final essay that responds to the following:

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 attuned and responsive to what we know about stress and trauma.

Journal entry 6 and the final reflection must be submitted no later than Friday July 23rd at 5pm.

You will submit them as a single document that includes both the journal entry and the final reflection. Please keep them on separate pages (i.e. page 1 is the journal entry 6 and page 2+ is the final reflection)

Course Summary:

Date	Details	Due
Thu Jul 8, 2021	 Pre-Learning Journal Entries and Summative Statement (https://umich.instructure.com/courses/441463/assignments/1404930)	due by 5pm
Sat Jul 10, 2021	 Live Workshop (https://umich.instructure.com/courses/441463/assignments/1404941)	due by 4pm
Fri Jul 23, 2021	 Week 5/6 and Post-Workshop Journal Entry (https://umich.instructure.com/courses/441463/assignments/1404945)	due by 11:59pm