

540, Fall 2021

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Duration of Course: September 7-October 23

Mandatory Zoom Workshop: Saturday, October 16, 9-2pm

Format: Asynchronous and Synchronous online learning, required small group virtual pre-learning discussions, required virtual workshop. All course activities are provided via a remote learning format.

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 required online group meetings to prepare each student for an all-day workshop using Zoom on **Saturday, October 16, 2021 9-2pm**. 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 and future contributions to their respective fields of practice.

Grading for Course: Satisfactory/Unsatisfactory

In order to earn a Satisfactory grade for this course, participants must a) prepare for, attend, and participate in all small group discussions in their entirety, b) submit assignments that satisfactorily address the assignment requirements, and c) attend the entire workshop on October 16, 2021. You will not be able to pass the course without attending your small group meetings and the mandatory October 16 workshop.

Please notify the instructor ASAP if you have concerns about meeting any of these expectations.

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 during the second week of Fall semester, 2021 (eg September 7th).

In Week 1 (September 7th), you will work independently to gain an understanding of trauma and its impacts on children. You will receive your small (3-5 students) group assignment and work with your other small group members to set up a virtual meeting time. Group meetings begin Week 2.

Starting in Week 2 (week of September 13th), small group meetings begin. You have been 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, you will be asked to attest to having participated in all online group sessions when uploading your 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. These entries should be completed during the week they are assigned.

Journal entries 1-3 are due on Canvas Thursday, Sept 30th by 5pm. Please upload Journal Entries 1-3 as a single word document.

By Thursday, October 14, at 5pm, Journal Entries Week 4-5 are due with the Summative Statement, including statement of participation (See details below). Please upload Journal Entries 4-5 with Summative Statement as a single word document.

Due October 23rd at 5pm, 1-page final journal entry/reflection.

Pre-Learning (Online)

Week 1 (week of September 7): 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/> (Links to an external site.)

Then go to the section on “About Child Trauma” (<https://www.nctsn.org/what-is-child-trauma/about-child-trauma> (Links to an external site.)) 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 trauma reactions in children?

After receiving your group assignment, work with your other group members to set up a remote group meeting time for Week 2. Use Zoom, Blue Jeans, Google Hangouts, or another platform to join with your group online. These small groups meetings are required. Please contact the instructor if you are having trouble connecting with your group.

Week 2 (September 13): Group Introductions and Context Setting

On your own read, SAMHSA’s Concept of Trauma and Guidance for a Trauma-Informed Approach, July 2014 pp 1-10. [SAMHSA Concept of Trauma and Guidance for a Trauma-Informed Approach](#)

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

As a reminder, all members are expected to participate in online meetings. If someone in your group does not participate, or if you have difficulty connecting with others in your group online, please notify me (shermanb@umich.edu) ASAP so that I can help resolve the problem.

- Introduce yourself (Name, pronouns, other important parts of your identities you would like to share, program, and course of study, and one non-school/non-profession related interest).
- 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?
- Related to the SAMSA article, please discuss the 3 E's of Trauma, and the 4 R's of Trauma Informed Response.

Following this first meeting, write a journal entry of approximately one paragraph that summarizes what you learned about others in your group, particularly about their thinking, hopes, and ideas related to childhood adversities and trauma. This will be journal entry 2.

Week 3 (week of September 20th): Adverse Childhood Experiences and Toxic Stress

Read the article by Merrick et al. (2019) on Adverse Childhood Experiences.

[Merrick, M. T., Ford, D. C., Ports, K. A., Guinn, A. S., Chen, J., Klevens, J., . . . Mercy, J. A. \(2019\). Vital signs: Estimated proportion of adult health problems attributable to Adverse Childhood Experiences and implications for prevention — 25 States, 2015–2017. Morbidity and Mortality Weekly Report. Atlanta, GA.](#)

Also in Week 3, read a second article titled “Persistent Fear and Anxiety Can Affect Children’s Learning and Environment” (NSCDC 2010).

[National Scientific Council on the Developing Child. \(2010\). *Persistent Fear and Anxiety Can Affect Young Children’s Learning and Development: Working Paper No. 9.*](#)

Reconnect with your group online to discuss:

1) Do a quick check-in re: how the week went for everyone by taking a moment for each person to share, about EITHER a rose (eg something positive), OR a thorn (something tricky/disappointing/painful) OR a rosebud (something you looking forward to).

2) Re: the Merrick et al. article, what was the role of the stacking of adverse childhood experiences and some of their findings related to possible protective and prevention strategies related ACES?

3) Re: the assigned NSCDC 2010 article, how stress impacts the brains and bodies of children. Talk specifically about how chronic stress influences children's learning and behavior.

Summarize your discussion of these two questions in a 2-3 paragraph journal entry response. This will be journal entry 3.

Week 4 (September 27): Trauma and Racism

In Week 4, read the article titled "Racism and Invisibility" by Franklin et al. (2006).

[Franklin, A.J., Boyd-Franklin, N., & Kelly, S. \(2006\). Racism and invisibility. *Journal of Emotional Abuse*, 6, 2-3, 9-30.](#)

Reconnect with your group online to discuss:

1) Do a quick check-in re: how the week went for everyone by taking a moment for each person to share, EITHER a rose (eg something positive), OR a thorn (something tricky/disappointing/painful) OR a rosebud (something you looking forward to).

2) How does this article relate to other themes of the course?

3) Consider the excerpted paragraph below. Discuss in your group how the trauma of racism and other forms of oppression can be acknowledged without pathologizing those who are harmed. How might these concepts influence your thinking about trauma work in schools, health care, and other settings?

"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.](#)

Summarize your discussion of these two questions in a 2-3 paragraph journal entry response. This will be journal entry 4.

For those looking for additional resources on this topic, you might also read:

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

or

Anderson, R.E., Saleem, F.T., and Huguley, J.P. (2019, Oct. 28). Choosing to see the racial stress that afflicts our Black students. *Phi Delta Kappan*, 101 (3), 20-25.
(<https://kappanonline.org/racial-stress-black-students-anderson-saleem-huguley/>)

This article by Alvarez (2020) provides an excellent review and discussion of research on the intersection of race, trauma, and education.

[Alvarez, A. \(2020\). Seeing race in the research on youth trauma and education: A critical review. *Review of Educational Research*.](#)

Week 5 (October 4): Trauma and Resilience

After reading the article by Lynch et al. (2007) titled "The Story of My Strength" and watching Dr. El-Khani's Ted Talk from "Bombs to Bread", re-connect online with your group another time to discuss your reactions to the narratives presented in the materials. Refer to the questions that follow to guide your conversation.

After doing a quick check-in re: how the week went for everyone by taking a moment for each person to share, about EITHER a rose (eg something positive), OR a thorn (something tricky/disappointing/painful) OR a rosebud (something you looking forward to).

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 the reading/Ted Talk and discussion with your group. This will be journal entry 5.

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.](#)

Dr. El-Khani "From Bombs to Bread" TED TALK [From Bombs to Bread Dr. El-Khani TED Talk](#)

Summative Statement including Statement of Participation (Due Thursday October 14 5:00pm , with Journal Entries 4-5, all as one word document). In addition to journal entries, please 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 primarily 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 statement of your participation: "By submitting this statement, I attest to having fully participated in all online group meetings and discussions."

Required Weekend Workshop: Saturday, October 16 (9-2pm)

The workshop for this course will be held **VIRTUALLY ON ZOOM**. The session will begin at 9am and end by 2pm on Saturday, October 16. This session is mandatory to successfully complete the course. Please join the session a few minutes before 9 to get settled and address any connectivity issues. There will be a 1/2 lunch break during the workshop from approximately 12-12:30pm.

**** Note: It is critical that all pre-learning work be completed before the in-person workshop. To attend the workshop on Saturday, October 16th, you must upload your journal entries and summative statement (as a single Word document) by no later than 5pm on October 14. If this document is not uploaded before the workshop, you will be informed that the pre-learning component of the course is incomplete and you will not be permitted to continue with the course.****

Post-Workshop Debriefing (Online) Week of October 16

Following the workshop, 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 journal entry/reflection 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.

Please upload your final journal entry as a single Word document by no later than 5pm on Saturday, October 23rd.. After receiving your journal entry, I will review your work and assign you a grade (Satisfactory/Not Satisfactory) for the course.