School Vision: Building upon a foundation of social justice and an ethic of care, we are a community of learners actively engaged in the development of critical, transformative knowledge for social work practice.

<table>
<thead>
<tr>
<th>Year/Term</th>
<th>Fall 2016</th>
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</thead>
<tbody>
<tr>
<td>Course Title</td>
<td>SOWK 440K – Trauma-Informed Social Work Practice (3 credits)</td>
</tr>
<tr>
<td>Course Schedule</td>
<td>Mondays, 9:00 am – 12:00 pm (Term 1)</td>
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<tr>
<td>Course Location</td>
<td>Room 223, Jack Bell Building</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Instructor</th>
<th>Office Location</th>
<th>Office Phone</th>
<th>E-mail address</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mok Escueta</td>
<td>Room 335</td>
<td>604.822.3520 (UBC Office) 604.652.4189 (Home Office)</td>
<td><a href="mailto:Mok.Escueta@ubc.ca">Mok.Escueta@ubc.ca</a></td>
</tr>
</tbody>
</table>

Office Hours
Mondays, 12:00 to 1:00 pm, or by appointment

COURSE DESCRIPTION:
This course builds on SOWK 310, Communication Skills in Social Work Practice, and focuses on advanced communication skills used in social work interviews in the context of trauma-informed practice. The communication skills developed in SOWK 310 will be developed further within a framework of trauma and attachment research. The relevance of recent research in these fields for the use and development of intervention skills will be examined and practiced. Through assigned readings, lecture, class discussion, role-play, video and other exercises, students will explore a variety of interventions and practice them. Experiential learning and reflective practice will be used to assist students to make conscious use of a range of trauma-informed advanced interviewing and communication skills. The salience of social demographics (e.g. race, culture, class, gender, ability) and strength based social work practice will inform the discussion of interviewing and communication skills within the frameworks of trauma and attachment.
LEARNING OBJECTIVES:

Students will be able to:

· Define key concepts from trauma and attachment research and describe their applicability to social work communication skills.
· Demonstrate trauma-informed advanced interviewing skills.
· Describe skills specific to communicating with people who have experienced trauma and/or attachment disruption.
· Describe communication skills that integrate trauma and attachment research within a strengths-based, anti-oppressive social work practice.

COURSE OBJECTIVES:

Building on SOWK 310 this course will offer students the opportunity to:

· Advance the reflective approach to communication skills
· Learn and understand the implications of trauma and attachment research for communication skills in a professional social work relationship
· Advance the ability to use skills in a purposeful and effective manner, appropriate for the individual/family/group/community and social context
· Integrate the learning about self and the use of self with theory and communication skills
· Develop self-awareness that will facilitate effective use of communication skills in social work practice with people who are traumatized and/or attachment disrupted
· Examine communication skills within the context of the Social Work Code of Ethics
· Consult with the instructor if, due to the nature of the course material and course objectives, reactions are experienced that interfere with class participation and learning. The purpose of such consultation would be to develop a plan whereby class participation and learning can be maximized.

COURSE ASSIGNMENTS AND EVALUATION:

1. Self-Care/Community of Caring Plan
   Due Date: October 3, 2016
   Students will prepare a written summary and creative representation of their self-care/community of caring and vicarious resistance and resilience plan. Students will consider their own experiences, values and beliefs, knowledge and skills required to support themselves in working with children, youth and adults who have experienced abuse/neglect and/or trauma. Paper to include 1 interview with a trauma practitioner about the topic of wellness and self-care, and at least three references. Creative representation may include a wellness collage or artistic representation of the wellness plan.

2. Video of an Interview (on Connect) and Paper
   Due Date: November 7, 2016
   The purpose of this assignment is to provide students with the opportunity to demonstrate their use of advanced interviewing skills in an interview with a peer, focusing on non-traumatic material and their capacity to analyze their use of skills in an accompanying paper.
   a. Select a partner with whom to work (this partner may be a member of this class or another student).
   b. Do a taped interview of your partner about an issue s/he is currently experiencing. This issue should not be focused on traumatic material. Length of taped interview: 25 minutes
c. Prepare a paper of 750-1000 words (3-5 pages) discussing your use of skills in the interview, focusing on the following:

- Demonstrated capacity to develop and improve skills covered in this course
- Demonstrated capacity to identify instances of ineffective use of skills and to make an effective “repair” by using skill(s) appropriate to the client and the situation
- Capacity to articulate self-awareness regarding one’s own attachment style; one’s belief systems; one’s emotional responses to clients and client problems; one’s own somatic responses to clients and client problems; relevant aspects of one’s age, race/cultural background, class, ability, gender, sexual orientation, religion and other demographic factors; strategies for self-care. Capacity to link these factors to effectiveness of skills.

Grading criteria:
a. Effectiveness of skills demonstrated in interview
b. Analysis of interview. The length of the paper is designed to encourage succinct discussion of the topics outlined above. Grading of analysis will include degree to which relevant aspects of topics above have been addressed within required length of paper. While the effectiveness of the skills in the interview is important, greater weight will be put on the depth and perceptiveness of the analysis of the interview along the dimensions described above.

3. Group Presentation and Paper
   Presentations: Nov. 21 and 28
   Paper due: one week following presentation

In groups students will present a sensory, art, music or play-based intervention with a child, youth or adult. Presentations will be evaluated on: coherence and clarity of the presentation, a comprehensive approach to the topic, critical analysis, creativity and demonstrated application of communication skills covered in the course. Students will be required to present on their topic in class and do a demonstration of the trauma approach and communication skill. Students will hand in an individual paper (not more than 10 pages) supporting their presentation. The presentation and supporting paper should include research on theory guiding assessment and intervention; and include a minimum of three journal articles with recent research on key issues presented in the case study. All members of the group will be awarded the same grade for presentations except in special circumstances where the instructor does reserve the right to award different grades based upon individual student preparation and participation, or feedback from the student group.

Assignment value: 30% presentation, 20% Paper. Papers due one week following the presentation.

4. Attendance and Quality of Participation in Class Discussions and Activities
   Regular attendance and critical engagement with course and related material is expected; attention and participation in class discussions will be monitored and deductions given as is appropriate. Work to make-up for absences will be required.

COURSE POLICIES [ATTENDANCE, PARTICIPATION, ACADEMIC DISHONESTY):

Excerpt from the UBC calendar:

Regular attendance is expected of students in all their classes (including lectures, laboratories, tutorials, seminars, etc.). Students who neglect their academic work and assignments may be excluded from the final examinations. Students who are unavoidably absent because of illness or disability should report to their instructors on return to classes.

The University accommodates students with disabilities who have registered with the Disability
Resource Centre. The University accommodates students whose religious obligations conflict with attendance, submitting assignments, or completing scheduled tests and examinations. Please let your instructor know in advance, preferably in the first week of class, if you will require any accommodation on these grounds. Students who plan to be absent for varsity athletics, family obligations, or other similar commitments, cannot assume they will be accommodated, and should discuss their commitments with the instructor before the drop date.

It is recommended that students retain a copy of all submitted assignments (in case of loss) and should also retain all their marked assignments in case they wish to apply for a Review of Assigned Standing. Students have the right to view their marked examinations with their instructor, providing they apply to do so within a month of receiving their final grades. This review is for pedagogic purposes. The examination remains the property of the university.

Academic Dishonesty:
Please review the UBC Calendar “Academic regulations” for the university policy on cheating, plagiarism, and other forms of academic dishonesty. Also visit www.arts.ubc.ca and go to the students’ section for useful information on avoiding plagiarism and on correct documentation.

COURSE SCHEDULE:

All readings listed to be read by the day of class

SESSION 1: September 12, 2016
Topics: Introductions
Course Orientation
Needs Assessment
Trauma-Informed Practice: Initial Thoughts
Self-Care, Communities of Caring and Wellness

- Introductions: Mapping
- Learning needs assessments
- Discussion of readings in small groups
- Small group discussion on Caring for Self and Community

Required Readings:


Mate, G. (2013). When the body says no. Caring for ourselves while caring for others. YouTube video available at http://www.youtube.com/watch?v=c6IL8WVzM5s

SESSION 2: SEPTEMBER 19, 2016
Topics: Grounding in our own experience
      Attending to the Relationship
      Witnessing
      - Discussion of readings in small groups
      - Grounding in our own experience, self-awareness and reflexivity exercise
      - Learning approaches to attend to the relationship and develop wholistic safety
      - Class discussion

Required Readings:
Recommended Reading:

SESSION 3: SEPTEMBER 26, 2016
Topic: What is trauma? Definitions and critiques
      - Discussion of readings in small groups
      - Overview of key aspects of trauma definitions, including critiques offered through critical trauma studies and Indigenous and non-Western traditions.

Required Readings:
SESSION 4: OCTOBER 3, 2016 (Wellness Plans due today.)
Topics: Neurobiology of trauma
        Mindfulness
        Learning techniques and skills for containment in therapy work
        Advanced interviewing

- Discussion of readings in small groups
- Neurobiology of trauma: small group discussions
- Workshops on mindfulness and advanced interviewing

Required Readings:


Recommended Reading:

NO CLASS OCTOBER 10 - THANKSGIVING

SESSION 5: OCTOBER 17, 2016
Topic: Establishing relative safety
        Self-regulation, somatics and body awareness

- Discussion of readings in small groups
- Establishing safety
- Working with individuals dealing with concurrent mental health difficulties: small group discussions

Required Readings:


SESSION 6: OCTOBER 24, 2016
Topic: Adult Attachment: Individuals, Couples and Families
  The importance of sensations, felt sense and feelings in therapeutic process
  · Discussion of readings
  · Embodiment of emotion and implications for counseling
  · Class discussion on triggers and client processes

Required Readings:


SESSION 7: OCTOBER 31, 2016
Topics: Deepening our understanding of trauma-informed practice
  Understanding the change process, therapeutic window
  Revisiting the Social Work Code of Ethics
  · Further discussions on trauma-informed practice
  · Class discussion on the change process, therapeutic window.
  · The Social Work Code of Ethics and trauma-informed practice

Required Readings:


Recommended Readings:

SESSION 8: NOVEMBER 7, 2016 (Video of an Interview Due.)
Topics: Indigenous and non Western trauma approaches
- Discussion of readings
- Presentation from instructor on Indigenous trauma healing approaches
- Resistance and activism approaches

Required Readings:


Recommended Readings:


Skills: Grounding, understanding of land-based healing, Indigenous trauma and advanced therapeutic interventions

SESSION 9: NOVEMBER 14, 2016
Topic: Globalization of Trauma
- Practice sessions of advanced interviewing skills
  - Discussion of readings in small groups
  - Globalization of trauma, anti-oppressive practice

Required Readings:


SESSION 10: NOVEMBER 21, 2016
Topic: Student Presentations

SESSION 11: NOVEMBER 28, 2016
Topic: Student Presentations

ASSIGNMENTS

Submitting Assignments-
Students should submit their assignments at the beginning of class.

Late assignments-
Grades will be reduced by one mark of the assignment’s weight for each day late (including weekends) unless an emergency outside the control of the student prevents meeting deadlines. In the case of such emergency, a medical certificate must be presented. Assignments must be handed in at the beginning of class on the due date. Requests for extensions due to factors beyond the control of the student should be made in writing (via e-mail to instructor), in advance if possible.
<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Percent Range</th>
<th>Mid Point</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>90-100</td>
<td>95</td>
<td>Represents work of exceptional quality. Content, organization and style are all at a high level. Student demonstrates excellent research and reference to literature where appropriate. Also, student uses sound critical thinking, has innovative ideas on the subject and shows personal engagement with the topic.</td>
</tr>
<tr>
<td>A</td>
<td>85-89</td>
<td>87</td>
<td></td>
</tr>
<tr>
<td>A-</td>
<td>80-84</td>
<td>82</td>
<td></td>
</tr>
<tr>
<td>B+</td>
<td>76-79</td>
<td>77.5</td>
<td>Represents work of good quality with no major weaknesses. Writing is clear and explicit and topic coverage and comprehension is more than adequate. Shows some degree of critical thinking and personal involvement in the work. Good use of existing knowledge on the subject.</td>
</tr>
<tr>
<td>B</td>
<td>72-75</td>
<td>83.5</td>
<td></td>
</tr>
<tr>
<td>B-</td>
<td>68-71</td>
<td>69.5</td>
<td></td>
</tr>
<tr>
<td>C+</td>
<td>64-67</td>
<td>65.5</td>
<td>Adequate and average work. Shows fair comprehension of the subject, but has some weaknesses in content, style and/or organization of the paper. Minimal critical awareness or personal involvement in the work. Adequate use of literature.</td>
</tr>
<tr>
<td>C</td>
<td>60-63</td>
<td>62.5</td>
<td></td>
</tr>
<tr>
<td>C-</td>
<td>55-59</td>
<td>57</td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>50-54</td>
<td>52</td>
<td>Minimally adequate work, barely at a passing level. Serious flaws in content, organization and/or style. Poor comprehension of the subject, and minimal involvement in the paper. Poor use of research and existing literature.</td>
</tr>
<tr>
<td>F</td>
<td>0-49</td>
<td>0</td>
<td>Failing work. Inadequate for successful completion of the course or submitted beyond final date of acceptance for paper.</td>
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RECOMMENDED READINGS:


RESOURCES:

Dissociation and Trauma articles archive: http://boundless.uoregon.edu/digcol/diss/index.html

David Baldwin’s Trauma Pages: http://www.trauma-pages.com/

Trauma Division (APA Div. 56): http://www.apatraumadivision.org/

International Society for Traumatic Stress Studies: http://www.istss.org/

National Center for PTSD: http://www.ncptsd.va.gov

The International Society for the Study of Trauma and Dissociation: http://www.isst-d.org