

	<p style="margin: 0;">THE UNIVERSITY OF BRITISH COLUMBIA School of Social Work Course Outline - SOWK 440K – Trauma-Informed Social Work Practice</p>
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The UBC School of Social Work acknowledges that we are located on the traditional, ancestral, and unceded territory of the xʷməθkʷəy̓əm (Musqueam) people.

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.

BSW Mission Statement: The Bachelor of Social Work (BSW) program addresses issues of power and issues of discrimination based on age, race, gender, sexual orientation, class and culture. The educational objective of the BSW curriculum is to provide students with the knowledge, values and skills necessary for an initial level of professional practice, focusing on the interface between personal problems and public issues. Critical thinking and structural analysis are central to the learning experience offered by the School and to the promotion of social justice and human well-being.

Year/Term	2019-2020, Winter
Course Title	SOWK 440K (001) – Trauma-Informed Social Work Practice
Credit Value	3
Course Schedule	Term 1, Thursdays, 6:00pm – 9:00pm
Course Location	SOWK 224

Instructor	Office Location	Office Phone	e-mail address
Hannah Kia	Room 240	604-822-6073	hannah.kia@ubc.ca
Office Hours	Thursdays 12:00pm-1:00pm Fridays 4:30pm to 6:00pm or by appointment		

ACKNOWLEDGEMENT

UBC’s Point Grey Campus is located on the traditional, ancestral, and unceded territory of the xʷməθkʷəy̓əm (Musqueam) people. The land it is situated on has always been a place of learning for the Musqueam people, who for millennia have passed on in their culture, history, and traditions from one generation to the next on this site.

COURSE DESCRIPTION:

This course builds on SW310, Communication Skills in Social Work Practice, and focuses on advanced communication skills used in social work interviews in the context of trauma-informed practice. Current theories and practices regarding the neurobiological, psychophysical and socio-cultural components of trauma will be examined. Emphasis will be placed on concrete skills and strategies that have applicability

to a wide variety of contexts. As well, students will learn to reduce the prevalence of secondary traumatization & enhance resiliencies for themselves, colleagues, agencies and communities.

Through assigned readings, lecture, class discussion, role-play, demonstration sessions, 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 OUTCOMES:

Students will be able to:

- Define key concepts from trauma and attachment research and describe their applicability to social work communication skills in the context of trauma-informed practice;
 - Demonstrate trauma-informed advanced interviewing skills;
 - Critically discuss various aspects of trauma-informed social work practice;
 - Describe and embody skills specific to communicating with people who have experienced trauma and/or attachment disruption in the context of trauma-informed social work practice;
 - Describe & embody communication skills that integrate trauma and attachment research within a strengths-based, anti-oppressive social work practice.
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COURSE OBJECTIVES:

Building on SW310 this course will offer students the opportunity to:

- Advance the reflective approach to communication skills;
 - Explore and build an understanding of the implications of trauma and attachment disruption and apply a trauma-informed lens in a professional social work relationship;
 - Gain a beginning understanding of the neurobiology of trauma and develop an embodied awareness of their own process of nervous system activation, self-regulation, interpersonal and attachment frame;
 - Gain a beginning sense of competence with various trauma-informed social work practice skills appropriate for the individual/family/group/community context;
 - Integrate and embody learning about self and the use of self with theory in trauma-informed work;
 - Develop embodied self-awareness that will facilitate attunement and communication skills in social work practice with people with lived experience of trauma and/or attachment disruption; and
 - Articulate the ethical issues that present in trauma-informed practice including the ethical requirement of self-care.
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UNIVERSITY POLICIES:

“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.” (UBC Calendar)

Support: UBC provides resources to support student learning and to maintain healthy lifestyles but recognizes that sometimes crises arise and so there are additional resources to access including those for survivors of sexual violence. UBC values respect for the person and ideas of all members of the academic community. Harassment and discrimination are not tolerated nor is suppression of academic freedom. UBC provides appropriate accommodation for students with disabilities and for religious observances. UBC values academic honesty and students are expected to acknowledge the ideas generated by others and to uphold the highest academic standards in all of their actions.

Details of the policies and how to access support are available at

<https://senate.ubc.ca/policies-resources-support-student-success>

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.

Retaining Assignments: Students should 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.

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COURSE POLICIES:

Attendance

The attendance policy is in the student handbook on page 11:

<https://socialwork.ubc.ca/current-students/>.

The School considers class attendance to be an essential component of integrated learning in professional social work education. Therefore, regular attendance is required in all social work courses. Instructors may count repeated late arrivals or early departures as an absence, and a meeting should be set up to discuss this with the student.

The University accommodates students with disabilities who have registered with Access and Diversity. Students, who will require accommodation for attendance due to disability, are encouraged to inform the instructor, and if necessary, to contact Access and Diversity preferably not later than the first week of class. The School will also accommodate religious observance, according to University Policy 65, and students are expected to inform the instructor. Students who wish to be accommodated for unavoidable absences due to varsity athletics, family obligations, or other similar commitments, must notify their instructors in writing at least two weeks in advance, and preferably earlier. This reflects expectations for professional social workers in their place of employment.

If students miss three or more classes, they may be considered to have not met the requirements of the course. If students have valid reasons, they could be withdrawn from the course with the approval of the instructor – otherwise, they would fail the course.

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.

If students miss three or more classes, they may be considered to have not met the requirements of the course. If students have valid reasons, they could be withdrawn from the course with the approval of the instructor – otherwise, they would fail the course.

SUBMITTING ASSIGNMENTS:

Students should submit their assignments on due dates.

RETURN OF MARKED STUDENT ASSIGNMENTS:

All assignments are to be submitted via the UBC Canvas course site. Assignments will be marked with track changes and comments provided in the same manner.

LATE ASSIGNMENTS:

Generally, late assignments will not be accepted. In emergency situations, students must discuss any potential lateness with their instructor and be prepared to have a medical certificate available. Assignments submitted after the deadline with no documentation will be penalized by five percentage points per day late (including weekends).

COURSE SCHEDULE:

Students are expected to have completed readings as listed for each class.

CLASS 1	SEPTEMBER 5, 2019
TOPIC:	Introduction
READINGS:	<p>Baskin, C. (2011). The Self is always first in the circle. In <i>Strong helpers' teachings: The value of Indigenous knowledges in the helping professions</i>, pp. 21-44. Toronto: Canadian Scholars Press.</p> <p>BC Provincial Mental Health and Substance Use Planning Council. (2013). <i>Trauma-informed practice guide</i>. Available at: http://bcewh.bc.ca/wp-content/uploads/2012/05/2013_TIP-Guide.pdf ***Read pages 4-16.***</p> <p>Haskell, L. (2003). Abuse and trauma in women's lives: Understanding gender. In <i>First stage trauma treatment</i> (pp. 4-24). Toronto, ON: Centre for Addiction and Mental Health.</p> <p>Mate, G. (2013). <i>When the body says no. Caring for ourselves while caring for others</i>. YouTube video available at http://www.youtube.com/watch?v=c6l8WVyMMs</p> <p>University of Buffalo School of Social Work. Self Care Starter Kit http://socialwork.buffalo.edu/resources/self-care-starter-kit.html</p>
CLASS 2	SEPTEMBER 12, 2019
TOPIC:	<p>Trauma theory I: Clinical and political dimensions of trauma</p> <p>Skill: Critical reflexivity</p>
READINGS:	<p>Chapter on diagnostic criteria for PTSD: DSM V</p> <p>Holmes, S., Facemire, V.C. & DaFonseca, A.M. (2016). Expanding Criterion A for posttraumatic stress disorder: Considering the deleterious impact of oppression. <i>Traumatology</i>, 22(4), 314-321.</p> <p><i>Recommended:</i></p> <p>Clark, N. (2016). Red intersectionality and violence-informed witnessing praxis with Indigenous girls. <i>Girlhood Studies</i>, 9, 46-64.</p> <p>Geronimus, A.T., Hicken, M., Keene, D. & Bound, J. (2006). "Weathering" and</p>

	<p>age patterns of allostatic load scores among blacks and whites in the United States. <i>American Journal of Public Health</i>, 96(5), 826-833.</p> <p>Hackman, D.A., Farah, M.J. & Meaney, M.J. (2010). Socioeconomic status and the brain: Mechanistic insights from human and animal research. <i>Nature Reviews Neuroscience</i>, 11(9), 651.</p>
CLASS 3	SEPTEMBER 19, 2019
TOPIC:	<p>Trauma theory II: Neurobiological and relational bases of trauma</p> <p>Skills: Assessment and psychoeducation</p>
READINGS:	<p>Haskell, L. (2003). Attachment theory and trauma. In <i>First stage trauma treatment</i> (pp. 25-30). Toronto, ON: Centre for Addiction and Mental Health.</p> <p>Clark, C., Classen, C.C., Fourt, A. & Maithili, S. (2014). Chapter 8: Psychoeducation and trauma-informed interventions. In <i>Treating the trauma survivor</i> (pp. 64-82). New York: Routledge.</p> <p>Yellow Bird, M. (2014) Decolonizing the Mind. Vimeo https://vimeo.com/86995336</p> <p><i>Recommended:</i></p> <p>Siegel, Daniel J. (2010). Making sense of our lives: Attachment and the storytelling brain. In <i>Mindsight</i> (pp. 166-189). New York: Bantam Books.</p> <p>Haskell, L. (2003). Understanding how complex post-traumatic stress gets produced. In <i>First stage trauma treatment</i> (pp. 31-38). Toronto, ON: Centre for Addiction and Mental Health.</p>
CLASS 4	SEPTEMBER 26, 2019
TOPIC:	Trauma- and History-Informed Practice with Indigenous Peoples and Communities
READINGS:	<p>Hill, J. M. Y. Lau and Derald, W. S. (2010). Integrating Trauma Psychology and Cultural Psychology: Indigenous Perspectives on Theory, Research, and Practice. <i>Traumatology</i> 16(4), 39-47.</p> <p>Simpson, L. B. (2015) It Takes an Ocean Not To Break. In <i>Islands of Decolonial Love</i>, 79-83. Winnipeg. ARP Books.</p> <p>Clark, N. (2016). Shock and awe: Trauma as the new colonial frontier. <i>Humanities</i>, 5(14). Available at: https://www.mdpi.com/2076-0787/5/1/14/htm</p>

CLASS 5	OCTOBER 3, 2019
TOPIC:	Ethics and the ethical use of self in trauma-informed social work practice Skills: Grounding in self and attunement
READINGS:	<p>Barrett, M.J. & Fish, L.S. (2014). Chapter four: Ethical attunement. In <i>Treating complex trauma: A relational blueprint for collaboration and change</i> (pp. 57-66). New York: Routledge.</p> <p>Clark, C., Classen, C.C., Fourt, A. & Maithili, S. (2014). Chapters 5: Asking about and responding to disclosures of trauma. In <i>Treating the trauma survivor</i> (pp. 37-44). New York: Routledge.</p> <p>Haskell, L. (2003). Establishing the therapeutic alliance. In <i>First stage trauma treatment</i> (pp. 79-98). Toronto, ON: Centre for Addiction and Mental Health.</p> <p>Bowlby and Attachment https://www.youtube.com/watch?v=3LM0nE81mIE https://www.youtube.com/watch?v=kwxjfuPIArY</p>
CLASS 6	OCTOBER 10, 2019
TOPIC:	Deepening practice: Embodiment and basic somatic skills Skills: Interoception, sensory tracking and body mapping
READINGS:	<p>Ogden, P., Minton, K. & Pain, C. (2006). Chapter 9: The organization of experience: Skills for working with the body in the present time. In <i>Trauma and the body: A sensorimotor approach to psychotherapy</i> (pp. 188-205). New York: W.W. Norton & Company.</p> <p>Crawford, A. (2010). If 'the body keeps the score': Mapping the dissociated body in trauma narrative, intervention, and theory. <i>University of Toronto Quarterly</i>, 79(2), 702-719.</p>
CLASS 7	OCTOBER 17, 2019
TOPIC:	Deepening practice: Working with emotions, cognitions, and memory Skills: Empathy / normalizing affective and cognitive responses to trauma, and recognizing / responding to dissociation
	Haskell, L. (2003). Explaining simple post-traumatic stress responses to

READINGS:	<p>clients. In <i>First stage trauma treatment</i> (pp. 111-120). Toronto, ON: Centre for Addiction and Mental Health.</p> <p>Haskell, L. (2003). Explaining complex post-traumatic stress responses to clients. In <i>First stage trauma treatment</i> (pp. 121-134). Toronto, ON: Centre for Addiction and Mental Health.</p>
CLASS 8	OCTOBER 24, 2019
TOPIC:	<p>Mindfulness in trauma-informed social work practice</p> <p>Skills: Cultivating and promoting mindfulness</p>
READINGS:	<p>Goodman, R.D. & Calderon, A.M. (2012). The use of mindfulness in trauma counseling. <i>Journal of Mental Health Counseling, 34</i>(3), 254-268.</p> <p>Kabat-Zinn, J. (2013). The power of breathing: Your unsuspected ally. In <i>Full catastrophe living: Using the wisdom of your body and mind to face stress, pain, and illness</i> (pp. 39-53). New York: Bantam Books.</p>
CLASS 9	OCTOBER 31, 2019
TOPIC:	<p>(Re)storying trauma: Narrative perspectives on trauma-informed social work practice</p> <p>Skills: Trauma-informed narrative and solution-focused interviewing</p>
READINGS:	<p>Morgan, A. (2002). Beginning to use a narrative approach in therapy. <i>International Journal of Narrative Therapy and Community Work, 1</i>, 85-90.</p> <p>White, M. (2002). Working with people who are suffering the consequences of multiple trauma: A narrative perspective. <i>International Journal of Narrative Therapy and Community Work, 1</i>, 46-48.</p> <p>Carey, M. & Russell, S. (2002). Externalizing – commonly asked questions. <i>International Journal of Narrative Therapy and Community Work, 2</i>, 76-84.</p>
CLASS 10	NOVEMBER 7, 2019
TOPIC:	Trauma-informed anti-oppression: Recognizing and supporting agency, resilience, and resistance in practice with individuals, groups, and communities
READINGS:	Yap, M. (2018). Implicitly regulating the stress of oppression: Re-establishing safety in intercultural practice. <i>Smith College Studies in Social Work, 88</i> (1), 4-

	<p>19.</p> <p>Gone, J.P. (2013). Redressing First Nations historical trauma: Theorizing mechanisms for Indigenous culture as mental health treatment. <i>Transcultural Psychiatry</i>, 50(5), 683-706.</p> <p>Reynolds, V. (2013). "Leaning in" as imperfect allies in community work. <i>Narrative and Conflict: Explorations in theory and practice</i>, 1(1), 53-75.</p>
CLASS 11	NOVEMBER 14, 2019
TOPIC:	Trauma-informed practice in the context of concurrent disorders
READINGS:	<p>Clark, C., Classen, C.C., Fourt, A. & Maithili, S. (2014). Chapter 9: Dealing with substance use. In <i>Treating the trauma survivor</i> (pp. 83-102). New York: Routledge.</p> <p>Nutton, J. & Fast, E. (2015). Historical trauma, substance use, and Indigenous peoples: Seven generations of harm from a "big event." <i>Substance Use and Misuse</i>, 50(7), 839-847.</p>
CLASS 12	NOVEMBER 21, 2019
TOPIC:	Trauma-informed perspectives on self-care
READINGS:	<p>Pack, M. (2016). Chapter 3: Developing new meanings for practice: Back from the edge of the world. In <i>Self-help for trauma therapists</i> (pp. 37-55).</p> <p>University of Buffalo School of Social Work. Self Care Starter Kit http://socialwork.buffalo.edu/resources/self-care-starter-kit.html</p>
CLASS 13	NOVEMBER 28, 2019
TOPIC:	Student presentations and closing circle
READINGS	TBA

Recommended texts:

Aposhyan, S. (2004) *Body-Mind Psychotherapy: Principles, Techniques and Practical. Applications*. New York, W.W. Norton.

Brown, L. (2008). *Cultural Competence in Trauma Therapy: Beyond the Flashback*. American Psychological Association.

Drozdek, B & Wilson, J. (Eds) (2007). *Voices of Trauma: Treating Survivors Across Cultures*. Springer.

Duran, E. (2006). *Healing the Soul Wound: Counseling with American Indians and other Native Peoples*. New York: Teachers College Press.

Hays, P. (2008). *Addressing cultural complexities in practice*. Washington, DC: American Psychological Association

Kirmayer, L., Lemelson, R., & Barad, M. (2007). *Understanding Trauma: Integrating Biological, Clinical, and Cultural Perspectives*. Cambridge University Press.

Levine, P. (2010). *In an Unspoken Voice: How the Body Releases Trauma and Restores Goodness*. Berkley, California; North Atlantic Books.

Knight, C. (2015). *Trauma-Informed Social Work Practice: Practice Considerations and Challenges*

Nader, K., Dubrow, N., and Stamm, N. (Eds.) (1999). *Honoring Differences: Cultural Issues in the Treatment of Trauma and Loss*. Brunner/Mazel.

Rothschild, B. (2003) *The Body Remembers: The Psychophysiology of Trauma and Trauma Treatment*. Norton.

Ogden, Minton, and Pain. (2005). *Psychological Trauma and the Brain: Towards a Neurobiological Treatment Model*. In *Trauma and the Body: A Sensorimotor Approach*. (pp. 88-99). W.W. Norton & company, Inc.

Siegel, Daniel. (2003). *An Interpersonal Neurobiology of Psychotherapy: The Developing Mind and the Resolution of Trauma*. In Marion Solomon and Daniel Siegel (Eds.). *Healing Trauma: Attachment, Mind, Body, and Brain*. (pp. 1-56). W.W. Norton & company, Inc..

Vizenor, Gerald (2008). *Survivance: Narratives of Native Presence*. London: University of Nebraska Press.

Wilson, John P. (Ed.); Tang, Catherine So-kum (Ed.). (2007) *Cross-cultural assessment of psychological trauma and PTSD*. New York, NY, US: Springer

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>

ASSIGNMENTS:

COURSE ASSIGNMENTS AND EVALUATION:

1. Four reflective papers: 20%
To be submitted on Canvas
Due Dates: September 19, October 10, October 31, November 21

Students will write a 500 word maximum paper (Times New Roman 12 point font) reflecting on themes discussed in class. The purpose of this assignment is to develop critical reflexivity skills that deepen the integration of students' lived experiences, beliefs, values and assumptions, with readings, instruction and practice scenarios in class. Please note that students are not expected to write details *about* their experience of trauma but rather on the *impact or effect* trauma may have had in their lives, how that is intersecting with the learning from this course, how that may impact their future professional practice, and how they may address these effects in the context of their practice.

Focus on concisely articulating the following:

- Awareness of impacts or effects of trauma from lived or professional experiences, including ways of thinking, feeling and behaving that may influence professional practice (e.g., fear of confrontation/avoidance of conflict or emotional connection, anxiety over being "liked" by service users, need to please others, perception of decreased self-worth, among others)
- Challenges, strengths, resiliencies and revelations resulting from past and current lived or professional experiences or related to themes discussed/practiced in class (e.g., compassion/empathy for others, social justice work, among others)
- Unearthed assumptions about power, privilege, race, culture, class, gender, ability, and other dimensions of social location, as they relate to themes discussed or practiced in class
- Felt-sense awareness of somatic experiences related to lived or professional experiences, themes discussed or practiced in class as well as the deeper meaning making emerging from this embodied critical reflexivity process (e.g., awareness of hyper/hypo arousal, groundedness,

centeredness, awareness of feeling supported, among other themes)

Students are invited (but not required) to include a creative representation of their embodied critical reflexivity process. This may include a drawing, collage, audio recording or other artistic representation. See assignment Rubric on Canvas.

2. Video of Interview and paper

30%

Due Date: **November 7, 2019**, to be submitted through Canvas

The purpose of this assignment is to provide students with the opportunity to demonstrate their use of advanced interviewing skills included in this course in an interview with a peer, focusing on material and their capacity to analyze their use of skills in this course 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 video recording of an interview of your partner about an issue they are currently experiencing. This issue should not be focused on traumatizing material but needs to contain some discussion on traumatic distress and responses. Length of interview: 25 minutes
- c. Write 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
- Demonstrated 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.

Any references used should be cited in APA format.

See Assignment Rubric on Canvas.

3. Case Study: Applying a trauma-informed lens

30%

Due Date: **December 5, 2019**, to be submitted through Canvas

The purpose of this assignment is to provide students the opportunity to apply a trauma informed lens to a past or perceived practice scenario in order to demonstrate and deepen the integration of theory and practice. Drawing on experiences in class and engagement with course materials:

- a. Consider a scenario from past practicum/work, literature, film, TV or personal experience.
- b. Design a case study and outline, **in up to 2000 words**, how you would apply a trauma-informed lens if working with this scenario now. Consider specifically and describe:
 - How oppression, including race, culture, class, gender, ability, along with any other dimensions of social location, may be important in this scenario
 - How attachment, trauma, resistance and resiliency are reflected in this practice scenario.
 - How a trauma-informed lens, together with your own social location, beliefs, values, and assumptions, would shape your social work practice in this scenario
 - In light of your beliefs, values, and assumptions, and your relative position of power, what you would do as a social worker to ensure an ethical use of self

- How embodiment may be relevant in this scenario
 - How might the client embody their experience? How would you describe your own embodied responses to the issues represented in this scenario?
- What you would do to recognize and respond to embodiment, as reflected in this scenario, and how appropriately addressing embodiment might strengthen your practice

References in APA are required for this assignment.
See assignment Rubric on Canvas.

4. Student presentations 20%

Presentation (10%) date: **November 28, 2019**

- Students may work individually or in groups of 2 or 3 for this presentation
- Presentations should be approximately 10 minutes in length, followed by a 5 minute opportunity for discussion and questions

Brief reflection on the presentation (10%) due: **December 5, 2019** to be submitted through Canvas

- Reflections are to be **between 250 and 500 words**, and focused primarily on what students have learned from presenting on the chosen material
- The focus of the reflection may be on why the student chose the particular topic/theme, what they hoped to learn from presenting on the area, and how the process of preparing for the presentation and delivering the content actually contributed to a growth in their knowledge/skills in the area of trauma-informed social work practice

Throughout the course, students will be exposed to numerous perspectives and approaches that together comprise what we conventionally refer to as trauma-informed social work practice. With this assignment, students are asked to present on any specific topic, perspective, or skill/approach covered in the course. Students may, among other ideas, choose to:

- Demonstrate the practice/application of a specific skill described and/or taught in the course
- Present on a subtopic of a theme discussed in the course (for example, the issues of a specific marginalized population through a trauma-informed lens)
- Write and perform a short creative piece (e.g., monologue, dance, spoken word) that addresses one or some of the issues covered in the course
- Create and present visual art that represents their learning/growth in the course

Students are asked to consult with the instructor about their ideas for this presentation by **November 14, 2019, at the latest**. See assignment rubric on Canvas.

UBC GRADING CRITERIA:

UBC GRADING CRITERIA			
Letter Grade	Percent Range	Mid-Point	
A+	90-100	95	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.
A	85-89	87	
A-	80-84	82	
B+	76-79	77.5	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.
B	72-75	73.5	
B-	68-71	69.5	
C+	64-67	65.5	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.
C	60-63	62.5	
C-	55-59	57	
D	50-54	52	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.
F	0-49		Failing work. Inadequate for successful completion of the course or submitted beyond final date of acceptance for paper.

LEARNING ANALYTICS

Learning analytics includes the collection and analysis of data about learners to improve teaching and learning. No learning analytics are being used in this course.

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