

# COURSE OUTLINE

*SOWK 440K*

The UBC School of Social Work acknowledges that we are located on the traditional, ancestral, and unceded territory of the xʷməθkʷəy̓əm (Musqueam) people.



THE UNIVERSITY OF BRITISH COLUMBIA

# 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

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.

During this pandemic, the shift to online learning has greatly altered teaching and studying at UBC, including changes to health and safety considerations. Keep in mind that some UBC courses might cover topics that are censored or considered illegal by non-Canadian governments. This may include, but is not limited to, human rights, representative government, defamation, obscenity, gender or sexuality, and historical or current geopolitical controversies. If you are a student living abroad, you will be subject to the laws of your local jurisdiction, and your local authorities might limit your access to course material or take punitive action against you. UBC is strongly committed to academic freedom, but has no control over foreign authorities (please visit <http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,33,86,0> for an articulation of the values of the University conveyed in the Senate Statement on Academic Freedom). Thus, we recognize that students will have legitimate reason to exercise caution in studying certain subjects. If you have concerns regarding your personal situation, consider postponing taking a course with manifest risks, until you are back on campus or reach out to your academic advisor to find substitute courses. For further information and support, please visit: <http://academic.ubc.ca/support-resources/freedom-expression>

## Course Info

<b>Year/Term</b>	Winter 2020 (Term 1): September 10, 2020 to December 3, 2020
<b>Course Title</b>	SOWK 440K
<b>Credit Value</b>	3
<b>Course Schedule</b>	Lectures to be delivered online asynchronously, unless otherwise specified <b>Supplementary in-person meetings on Thursday evenings, 6 to 8PM</b>
<b>Course Location</b>	Pre-recorded lectures available online on Canvas <b>In-person meetings to take place at BUCHA202</b>

## Prerequisite

Students are strongly encouraged to have taken SOWK 310A, as SOWK 440K builds heavily on material delivered in this third year course.

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## 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.

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## Course Structure and Learning Activities

**\*\*IMPORTANT\*\*: Unique to COVID-19 context:**

The course will involve four key components:

- (1) 10 prerecorded lectures. Although each lecture will correspond to a particular week of the course, students will be able to watch and listen to them at any time (i.e., asynchronously), unless otherwise specified.
- (2) 10 in-person sessions, to be held between 6PM and 8PM on Thursday evenings, unless otherwise specified. These in-person sessions will provide opportunities for students to discuss material covered in lecture and in course readings and, more importantly, to practice approaches and skills being taught in each week of the course. Students who do not attend in-person sessions will be expected to write responses to questions that will be posted each week by the instructor to the course discussion forum on Canvas.
- (3) 2 guest lectures, to be delivered synchronously on Zoom or Collaborate Ultra. The first of these is being tentatively scheduled for Thursday, October 29 between 6 and 9PM. The second guest lecture is tentatively to be held on Thursday, November 19 between 6 and 9PM.
- (4) 1 synchronous online session, to be delivered via Collaborate Ultra, intended for final student presentations at the end of the term.

## Learning Outcomes

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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## Required Textbooks(s) and Learning Materials

Students will be able to access readings electronically at no charge on Canvas.

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## Assessment of Learning

- 1. Four reflective papers (5% each, for a total of 20% of the final course grade)**
- 2. Video of interview and accompanying paper (30%)**
- 3. Case study: applying a trauma-informed lens (30%)**
- 4. Group presentations (10%)**
- 5. Student engagement (10%)**

Detailed descriptions of each of these assignments, along with due dates for each, appear on pages 11 to 14 of this course outline.

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## Course Schedule

Students are expected to have completed readings – and watched pre-recorded lectures – for each class.

<b>CLASS 1</b>	SEPTEMBER 10, 2020
<b>TOPIC:</b>	Introduction
<b>READINGS:</b>	<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: <a href="http://bccewh.bc.ca/wp-content/uploads/2012/05/2013_TIP-Guide.pdf">http://bccewh.bc.ca/wp-content/uploads/2012/05/2013_TIP-Guide.pdf</a> ***Read pages 4-16.***</p> <p>Menakem, R. (2017). Chapter 1: Your body and blood. In R. Menakem, <i>My grandmother's hands: Racialized trauma and the pathway to mending our hearts and bodies</i> (pp. 1-26). Las Vegas, NV: Central Recovery Press.</p> <p>Mate, G. (2013). <i>When the body says no. Caring for ourselves while caring for others</i>. YouTube video available at <a href="http://www.youtube.com/watch?v=c6IL8WVyMMs">http://www.youtube.com/watch?v=c6IL8WVyMMs</a></p>
<b>CLASS 2</b>	SEPTEMBER 17, 2020
<b>TOPIC:</b>	<p>Trauma theory I: Clinical and political dimensions of trauma</p> <p>Skill: Critical reflexivity</p>
<b>READINGS:</b>	<p>Review chapter on diagnostic criteria for PTSD: DSM V</p> <p>Holmes, S., Facemire, V.C. &amp; 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>Methot, S. (2019). Chapter 1: How things work, and why stories matter. In S. Methot, <i>Legacy: Trauma, story, and Indigenous healing</i> (pp. 1-30). Toronto: ECW Press.</p>

	<p><b>Recommended:</b></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. &amp; Bound, J. (2006). "Weathering" and 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. &amp; 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>
<b>CLASS 3</b>	SEPTEMBER 24, 2020
<b>TOPIC:</b>	<p>Trauma theory II: Neurobiological and relational bases of trauma</p> <p>Skills: Assessment and psychoeducation</p>
<b>READINGS:</b>	<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. &amp; 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  <a href="https://vimeo.com/86995336">https://vimeo.com/86995336</a></p> <p><b>Recommended:</b></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>
<b>CLASS 4</b>	OCTOBER 1, 2020
<b>TOPIC:</b>	Ethics and the ethical use of self in trauma-informed social work practice

	Skills: Grounding in self and attunement
<b>READINGS:</b>	<p>Barrett, M.J. &amp; 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., Fourn, A. &amp; 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 <a href="https://www.youtube.com/watch?v=3LM0nE81mIE">https://www.youtube.com/watch?v=3LM0nE81mIE</a>  <a href="https://www.youtube.com/watch?v=kwxjfuPIArY">https://www.youtube.com/watch?v=kwxjfuPIArY</a></p>
<b>CLASS 5</b>	OCTOBER 8, 2020
<b>TOPIC:</b>	<p>Deepening practice: Embodiment and basic somatic skills</p> <p>Skills: Interoception, sensory tracking and body mapping</p>
<b>READINGS:</b>	<p>Ogden, P., Minton, K. &amp; 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 &amp; 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>
<b>CLASS 6</b>	OCTOBER 15, 2020
<b>TOPIC:</b>	<p>Deepening practice: Working with emotions, cognitions, and memory</p> <p>Skills: Empathy / normalizing affective and cognitive responses to trauma, and recognizing / responding to dissociation</p>
<b>READINGS:</b>	<p>Haskell, L. (2003). Explaining simple post-traumatic stress responses to clients. In <i>First stage trauma treatment</i> (pp. 111-120). Toronto, ON: Centre for Addiction and Mental Health.</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.
<b>CLASS 7</b>	OCTOBER 22, 2020
<b>TOPIC:</b>	Mindfulness in trauma-informed social work practice  Skills: Cultivating and promoting mindfulness
<b>READINGS:</b>	Goodman, R.D. & Calderon, A.M. (2012). The use of mindfulness in trauma counseling. <i>Journal of Mental Health Counseling</i> , 34(3), 254-268.  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.
<b>CLASS 8</b>	OCTOBER 29, 2020
<b>TOPIC:</b>	Trauma- and history-informed practice with Indigenous peoples and communities (GUEST SPEAKER: Riel Dupuis-Rossi) <b>Note: NO IN-PERSON SESSION THIS WEEK – GUEST LECTURE TO BE DELIVERED SYNCHRONOUSLY ONLINE.</b>
<b>READINGS:</b>	Dupuis-Rossi, R. (2018). Indigenous historical trauma: A decolonizing therapeutic framework for Indigenous counsellors working with Indigenous clients. In S. Collins (Ed.), <i>Embracing cultural responsiveness and social justice: Re-shaping professional identity in counselling psychology</i> (pp. 269-298). Montreal: Pressbooks.  Dupuis-Rossi, R. & Reynolds, V. (2018). Indigenizing and decolonizing therapeutic responses to trauma-related dissociation. In N. Arthur (Ed.), <i>Counselling in cultural contexts</i> (pp. 293-315). Cham, Switzerland: Springer.
<b>CLASS 9</b>	NOVEMBER 5, 2020
<b>TOPIC:</b>	(Re)storying trauma: Narrative perspectives on trauma-informed social work practice  Skills: Trauma-informed narrative and solution-focused interviewing



<b>READINGS:</b>	<p>Morgan, A. (2002). Beginning to use a narrative approach in therapy. <i>International Journal of Narrative Therapy and Community Work</i>, 1, 85-90.</p> <p>Methot, S. (2019). Chapter 6: Fractured narratives. In S. Methot, <i>Legacy: Trauma, story, and Indigenous healing</i> (pp. 149-176). Toronto: ECW Press.</p> <p>Carey, M. &amp; Russell, S. (2002). Externalizing – commonly asked questions. <i>International Journal of Narrative Therapy and Community Work</i>, 2, 76-84.</p>
<b>CLASS 10</b>	NOVEMBER 12, 2020
<b>TOPIC:</b>	Trauma-informed anti-oppression: Recognizing and supporting agency, resilience, and resistance in practice with individuals, groups, and communities
<b>READINGS:</b>	<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>Menakem, R. (2017). Chapter 15: Mending the Black heart and body. In R. Menakem, <i>My grandmother's hands: Racialized trauma and the pathway to mending our hearts and bodies</i> (pp. 187-198). Las Vegas, NV: Central Recovery Press.</p> <p>Menakem, R. (2017). Chapter 16: Mending the white heart and body. In R. Menakem, <i>My grandmother's hands: Racialized trauma and the pathway to mending our hearts and bodies</i> (pp. 199-214). Las Vegas, NV: Central Recovery Press.</p>
<b>CLASS 11</b>	NOVEMBER 19, 2020
<b>TOPIC:</b>	<p>Trauma-informed practice and substance use (GUEST SPEAKER: Jack Makelowski)</p> <p><b>Note: NO IN-PERSON SESSION THIS WEEK – GUEST LECTURE TO BE DELIVERED SYNCHRONOUSLY ONLINE.</b></p>
<b>READINGS:</b>	<p>Clark, C., Classen, C.C., Fourt, A. &amp; Maithili, S. (2014). Chapter 9: Dealing with substance use. In <i>Treating the trauma survivor</i> (pp. 83-102). New York: Routledge.</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.
<b>CLASS 12</b>	NOVEMBER 26, 2020
<b>TOPIC:</b>	Trauma-informed perspectives on self-care
<b>READINGS:</b>	<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  <a href="http://socialwork.buffalo.edu/resources/self-care-starter-kit.html">http://socialwork.buffalo.edu/resources/self-care-starter-kit.html</a></p>
<b>CLASS 13</b>	DECEMBER 3, 2020
<b>TOPIC:</b>	<p>Student presentations and closing circle</p> <p><b>Note: NO IN-PERSON SESSION THIS WEEK. STUDENT PRESENTATIONS TO BE DELIVERED SYNCHRONOUSLY ONLINE.</b></p>
<b>READINGS</b>	<b>TBA.</b>

#### 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>

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## Assignments

### 1. Four reflective papers:

20% (5% each)

Due Dates: **September 17, October 15, November 5, November 26 (at 11:59PM on each of these days)**, to be submitted on Canvas

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 12, 2020 (11:59PM)**, 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.

1. Select a partner with whom to work (this partner may be a member of this class or another student).
2. 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

3. 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 3, 2020 (11:59PM)**, 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:

1. Consider a scenario from past practicum/work, literature, film, TV or personal experience.
2. 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. Group presentations**

**10%**

Presentation date: **December 3, 2020**

- Students should work 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

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 19, 2020, at the latest**. See assignment rubric on Canvas.

## 5. Student engagement

10%

Students will be marked holistically for attendance and active engagement at in-person sessions held as part of the course.

Students who do not attend in-person sessions will be expected, as an alternative, to write responses to discussion questions posted each week by the instructor in the course's online discussion forum on Canvas.

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## School/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 setup to discuss this with the student. 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.

Other school policies can be accessed through the school of social work student handbook [https://schoolsocialwork.sites.olt.ubc.ca/files/2019/07/Handbook\\_2019-20.pdf](https://schoolsocialwork.sites.olt.ubc.ca/files/2019/07/Handbook_2019-20.pdf)

In the context of COVID-19, students may choose one of the following to meet engagement/attendance requirements of the course:

- Attend scheduled in-person and synchronous sessions held by the instructor; OR
- Submit written responses to discussion questions posted by the instructor on the online discussion forum for the course on Canvas.

## 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).

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## Learning Resources

UBC Learning Commons has a variety of tools and information such as; borrowing equipment, academic integrity (**APA Citation Guide**), writing support, skills for class, skills for life and academic support to assist students in their learning. <https://learningcommons.ubc.ca/>

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## University Policies

**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](http://www.arts.ubc.ca) and go to the students’ section for useful information on avoiding plagiarism and on correct documentation.

**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>

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## Learning Analytics

Learning analytics includes the collection and analysis of data about learners to improve teaching and

learning. This course will be using Canvas. This tool captures data about your activity and provides information that can be used to improve the quality of teaching and learning. In this course, I plan to use analytics data to:

- View overall class progress
  - Track overall participation in discussion forums
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## Copyright

All materials of this course (course handouts, lecture slides, assessments, course readings, etc.) are the intellectual property of the Course Instructor or licensed to be used in this course by the copyright owner. Redistribution of these materials by any means without permission of the copyright holder(s) constitutes a breach of copyright and may lead to academic discipline.

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## 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.