

## **FRAN\*6870, Course Outline: Fall 2025**

### **Land Acknowledgement**

The University of Guelph resides on the ancestral lands of the Attawandaron people and the treaty lands and territory of the Mississaugas of the Credit. We recognize the significance of the Dish with One Spoon Covenant to this land and offer respect to our Anishinaabe, Haudenosaunee and Métis neighbours. Today, this gathering place is home to many First Nations, Inuit, and Métis peoples and acknowledging them reminds us of our important connection to this land where we work and learn.

### **General Information**

This course is offered through remote synchronous delivery. Links to the Zoom classes will be provided in CourseLink.

### **Course Title: Resiliency and Trauma Informed Practice**

### **Graduate Calendar Description**

This course in the Relational and Psychotherapy Training Program is designed to provide students with a foundational review of current perspectives on resilience and trauma informed practice within the fields of Relational and Family Therapy and Psychotherapy. This course is offered as a clinical section for MRFT and MP students and a non-clinical section for MA.MH students.

**Restrictions: MA.MH students only.**

**Department(s):** Department of Family Relations and Applied Nutrition

**Location(s):** Guelph

### **Course Description**

**Credit Weight:** 0.5

**Academic Department (or campus):** Department of Family Relations and Human Development  
**Semester Offering:** F2025

### **Class Schedule and Location**

M 7:00 PM - 9:50 PM

Virtual through Zoom

### **Instructor Information**

Instructor Name: Dr. Gabrielle E. Pitt, RECE, MSW, RSW, PhD

Instructor Email: gpitt@uoguelph.ca

Office Hours: Wednesdays 5:30 PM – 6:30 PM \*\*By Appointment through Zoom (please contact Dr. Pitt to schedule an appointment during the weekly office hour)

## Course Content

### Specific Learning Outcomes

Upon successful completion of this course, students will be able to:

Course Learning Outcomes	Program Learning Outcomes
Conceptual. Develop a conceptual understanding of resilience and trauma informed practice through relevant scholarly course readings, written assignments, and class discussions. Including and understanding of the ways that various trauma experiences affect the physical, emotional, and mental health lives of people and can serve to disrupt life span development. Develop an understanding of the systemic and relational impact of trauma.	1.1, 1.2, 1.3, 3.1, 3.2, 4.1, 4.2, 8.1, 8.2, 8.3
Simulated Application. To learn concrete ways of applying conceptual and theoretical course learning in non-clinical settings. Develop some practical skills that can support the application of ideas learned.	1.1, 1.2, 4.2, 4.3, 5.1, 5.2, 7.1-7.5
Attunement to Social Cultural Contexts: Consider the social cultural impact of trauma and the ways that resilience and trauma may be understood differently given varying social locations through relevant scholarly course readings, reflective written assignments, and class discussions.	1.3, 2.3, 3.1, 3.2, 3.3
SEUS: Attend to the interface between the personal and the professional and how this may facilitate or constrain working with clients who experience trauma through reflective written assignments.	2.1-2.3, 4.4, 7.3

### Lecture Content

**NOTE** - Please be advised that the content of this course may be activating, upsetting, or disturbing for some students. Self-care during and after classes is important.

Week Date	Topics	Course Readings and Due Dates
Note – Discussion of power, privilege and marginalization associated with differences of gender, race, culture, age, sexual identity, ability, etc. will be woven into the topics below		
Week 1 September 8	Topic: <ul style="list-style-type: none"><li>• Introduction to Course - Review course materials/docs</li><li>• Understanding Trauma and Trauma Informed Lens</li></ul>	
Week 2 September 15	Topic: <ul style="list-style-type: none"><li>• The Neurobiology of Trauma</li></ul>	Weekly Reading: Choose 2 of the weekly readings provided in the

	<ul style="list-style-type: none"> <li>Resilience Theory and Trauma</li> </ul>	<p>Schedule of Recommended Readings posted on the CL Site.</p> <p>2 Student Asynchronous Facilitated Discussion of Readings Discussion Forums open on Mon. Sept. 15 at 12:01 am and closes on Sun. Sept. 21 at 11:59 pm</p>
Week 3 September 22	<p>Topic:</p> <ul style="list-style-type: none"> <li>Comorbidity and Trauma – Substance Use, Addictions, Mental Health</li> </ul>	<p>Weekly Reading: Choose 2 of the weekly readings provided in the Schedule of Recommended Readings posted on the CL Site.</p> <p>2 Student Asynchronous Facilitated Discussion of Readings Discussion Forums open on Mon. Sept. 22 at 12:01 am and closes on Sun. Sept. 28 at 11:59 pm</p>
Week 4 September 29	<p>Topic:</p> <ul style="list-style-type: none"> <li>Trauma in Children and Adolescents</li> <li>Developmental Trauma Disorder</li> </ul>	<p>Weekly Reading: Choose 2 of the weekly readings provided in the Schedule of Recommended Readings posted on the CL Site.</p> <p>2 Student Asynchronous Facilitated Discussion of Readings Discussion Forums open on Mon. Sept. 29 at 12:01 am and closes on Sun. Oct. 5 at 11:59 pm</p>
Week 5 October 6	<p>Topic:</p> <ul style="list-style-type: none"> <li>Gender Based Violence</li> <li>Domestic Violence/IPV</li> <li>Sexual Trauma and Sex trafficking</li> </ul>	<p>Weekly Reading: Choose 2 of the weekly readings provided in the Schedule of Recommended Readings posted on the CL Site.</p> <p>2 Student Asynchronous Facilitated Discussion of Readings Discussion Forums open on Mon. Oct. 6 at 12:01 am and closes on Sun. Oct. 12 at 11:59 pm</p> <p>Assignment 1 – Self-Evaluation of Class Participation and Learning Submission 1 Due: Friday, Oct. 10 by 11:59 pm.</p>
October 13	<p>Holiday Class rescheduled to Friday, Nov. 28</p>	

Week 6 October 20	Topic: <ul style="list-style-type: none"> <li>Trauma in Families - Family Relational Trauma Historical or Intergenerational Trauma</li> </ul>	Weekly Reading: Choose 2 of the weekly readings provided in the Schedule of Recommended Readings posted on the CL Site.  2 Student Asynchronous Facilitated Discussion of Readings Discussion Forums open on Mon. Oct. 20 at 12:01 am and closes on Sun. Oct. 26 at 11:59 pm
Week 7 October 27	Topic: <ul style="list-style-type: none"> <li>Living with Uncertainty - Forced migration or displacement</li> </ul>	Weekly Reading: Choose 2 of the weekly readings provided in the Schedule of Recommended Readings posted on the CL Site.  2 Student Asynchronous Facilitated Discussion of Readings Discussion Forums open on Mon. Oct. 27 at 12:01 am and closes on Sun. Nov. 2 at 11:59 pm
Week 8 November 3	Topic: <ul style="list-style-type: none"> <li>Living with Uncertainty - Sudden Loss, Dying and Death</li> </ul>	Weekly Reading: Choose 2 of the weekly readings provided in the Schedule of Recommended Readings posted on the CL Site.  2 Student Asynchronous Facilitated Discussion of Readings Discussion Forums open on Mon. Nov. 3 at 12:01 am and closes on Sun. Nov. 9 at 11:59 pm
Week 9 November 10	Topic: <ul style="list-style-type: none"> <li>Community Violence</li> <li>Racial Trauma and Hate Crimes</li> <li>Assessment of Trauma – Conducting a Trauma Informed Assessment / Trauma History</li> </ul>	Weekly Reading: Choose 2 of the weekly readings provided in the Schedule of Recommended Readings posted on the CL Site.  2 Student Asynchronous Facilitated Discussion of Readings Discussion Forums open on Mon. Nov. 10 at 12:01 am and closes on Sun. Nov. 16 at 11:59 pm
Week 10 November 17	Topic: <ul style="list-style-type: none"> <li>Approaches to Safe Trauma Informed Care – working with children, adolescents, adults, and/or families</li> </ul>	Weekly Reading: Choose 2 of the weekly readings provided in the Schedule of Recommended Readings posted on the CL Site.

Week 10 November 17		Assignment 1 – Self-Evaluation of Class Participation and Learning Submission 2 Due: Friday, Nov. 21 by 11:59 pm.  2 Small Group Presentations
Week 11 November 24	Topic: <ul style="list-style-type: none"> <li>Healing Centered Engagement, Hope, Post Traumatic Growth, Forgiveness</li> </ul>	Weekly Reading: Choose 2 of the weekly readings provided in the Schedule of Recommended Readings posted on the CL Site  2 Small Group Presentations
November 28 Rescheduled class from October 13	Topic: <ul style="list-style-type: none"> <li>Wrapping It Up – What Was Learned – What to Learn</li> </ul>	Assignment 3: Final Paper Due Friday, Nov. 28 by 11:59 pm

**Note:** Due to various unknown factors, there may be changes. Any changes will be announced during class and an announcement will be posted on the CourseLink site.

### Course Assignments

Assignment	Due Date	Contribution to Final Mark (%)	Learning Outcomes Assessed
<b>Assignment 1:</b> <b>Self-Evaluation of Class Participation and Learning</b> Class discussions give students an opportunity to demonstrate their synthesis of knowledge and critical thinking in relation to issues and topics in the course. Throughout the semester, students will contribute to the weekly class discussions of course content. At mid and end of the semester, each student will self-evaluate their weekly class participation and their learning by submitting a short reflection and self-evaluation following a template posted on	Submission 1 Due: Friday, Oct. 10 by 11:59 pm.  Submission 2 Due: Friday, Nov. 21 by 11:59 pm.	15%	1.1-1.3, 2.1-2.3, 3.1-3.3, 4.1-4.4, 5.1, 5.2, 7.1-7.5, 8.1-8.3

Assignment	Due Date	Contribution to Final Mark (%)	Learning Outcomes Assessed
<p>CourseLink. The professor will use this self-evaluation in conjunction with the rubric in determining the student's grade.</p> <p>*Note – See Assignment Guidelines on CourseLink.</p>			
<p><b>Assignment 2:</b>  <b>Asynchronous Facilitated Discussion of Readings</b>  As this course emphasizes peer-based learning, over the course of the semester, each student will facilitate an asynchronous discussion of one of the recommended weekly readings. Each student will also participate in the asynchronous discussions led by their peers.</p> <p>*Note – See Assignment Guidelines on CourseLink</p>	<p>During Week 2 – Week 9  2 Student Asynchronous Facilitated Discussion of Readings</p> <p>Each Facilitated Discussion opens on Monday at 12:01 am and closes on Sunday at 11:59 pm during the respective week.</p> <p>*See Lecture Content Chart (above) with specific due dates/times</p>	30%	
<p><b>Assignment 3:</b>  <b>Small Group Presentation – Community Workshop</b>  In small groups of 4 students, students will prepare and provide a community workshop on an area of trauma experienced by children, adolescents, adults and/or families with parents/caregivers being the intended audience. The area of trauma must be included in the topics outlined in the course outline and assignment guidelines and</p>	<p>*See Lecture Content Chart (above) with specific dates</p>	25%	1.1-1.3, 2.1-2.3, 3.1-3.3, 4.1-4.4, 5.1, 5.2, 7.1-7.5, 8.1-8.3

Assignment	Due Date	Contribution to Final Mark (%)	Learning Outcomes Assessed
<p>approved by the professor. [NOTE – there may need to be one group of 5 students. This group will complete an extra aspect of the presentation, considering 1 additional member]. As part of the presentation, each group will create a user-friendly blog for parents/caregivers relevant to the area of trauma. The blog must follow the assignment guidelines. *Note – See Assignment Guidelines on CourseLink.</p>			
<p><b>Assignment 4: Application of Trauma-Informed Lens to Case Study</b> The purpose of this paper is to enable students individually to demonstrate and deepen their understanding of trauma, and course content through the application of a trauma informed lens to a case study involving children, adolescents, adults, or families. The assignment will also enable students to engage in critical thinking through the integration of topics and concepts discussed across the semester and required and suggested reading. *Note – See Assignment Guidelines on CourseLink.</p>	<p>Due Friday, Nov. 28 by 11:59 pm</p>	<p>30%</p>	<p>1.1-1.3, 2.1-2.3, 3.1-3.3, 4.1-4.4, 5.1, 5.2, 7.1-7.5, 8.1-8.3</p>

## Course Resources

### Schedule of Weekly Readings

A pdf document outlining the schedule of weekly readings will be posted in the Contents Section of the CourseLink site for this course.

**NOTE** – As the readings for the course will be available electronically as pdf copies, there will be no cost of course learning materials for FRAH\*6870 F25.

### **Other Resources**

Van der Kolk, B. (2014). The body keeps the score. New York: Viking. Available through University of Guelph Library

<https://ebookcentral.proquest.com/lib/uoguelph/detail.action?docID=6099843&pq-origsite=primo>

### **CourseLink Site**

There is a CourseLink site for this course. All components of this course can be found on the CourseLink site including the Course Outline, weekly class material, and assignments guidelines. Please familiarize yourself with this website and visit it regularly throughout the semester.

**NOTE:** Dr. Pitt uses the CourseLink site as a way of communicating with students. It is strongly recommended that students log in to the course website every day to check announcements, access course materials, review the weekly schedule and assignment requirements.

### **Course Grading Policies**

**NOTE:** It is very important that students carefully read the Grading Policies section below. These policies are binding unless academic consideration is given to an individual student.

### **Meeting Deadlines Course Requirements and Due Date/Times**

It is the student's responsibility to meet all deadlines.

### **Submission of Assignments**

Students are responsible for ensuring their assignments are complete. Incomplete submissions, unreadable files, or incorrect files will receive the late penalty according to the late assignment policy (below). Students should check the technical requirements and make sure they have a supported browser, and reliable Internet access. In the event of experiencing technical difficulty when submitting an assignment or making a discussion post electronically, please contact [CourseLink Support](#) (in advance of the due date and time).

**Note** - Technical difficulty is not a valid reason for late assignment submissions or posts. Students are encouraged to keep a back-up copy of assignments and posts if they are lost in transition. To avoid any last-minute problems, it is strongly recommended that students save their posts to a cloud-based file storage (e.g., Google Docs), or send to their U of Guelph email account, so that posts can be accessed if needed.

### **Referencing**

All assignments submitted must follow APA 7<sup>th</sup> Edition for style, formatting and referencing. Material regarding APA 7<sup>th</sup> Edition formatting will be posting in the Content section of the CourseLink site.

### **Academic Consideration**

If a student finds that he/she/they is/are unable to meet course requirements due to illness or compassionate reasons, the student must notify Dr. Pitt via email *at least one calendar day*



*before* the original due date (day and time) of the assignment. Extensions may be granted for exceptional reasons deemed acceptable by Dr. Pitt. Extension requests will not be granted beyond one week, except in compelling circumstances. See further information regarding Academic Consideration in the section on University Policies.

### **Late Assignments**

The course follows a strict grading policy. It is students' responsibility to meet course deadlines. A degree of academic independence, as well as personal organization and time management are explicit goals/learning outcomes of this course. The manner of submission for all assignments and due dates are clearly outlined in the CourseLink site.

**NOTE: Late Deduction** - A reduction of 10% per day (from the specified date/time the assignment is due) will be in effect for late submissions, to a limit of 5 days, at which time the assignment will not be accepted. See further information regarding Academic Consideration in the section on University Policies.

### **Receipt of Grades**

Grades posted online, approximately 2 weeks after the submission deadline, if the assignment was submitted on time. After grades are released on CourseLink, students are encouraged to review the grade and feedback received.

### **Course Statements**

#### **Acceptable Use**

The University of Guelph has an Acceptable Use Policy, which students are expected to adhere to. [Acceptable Use Policy](#)

#### **Course Policy Regarding Communication**

All email directed to the professor must come from an official University of Guelph email address. Emails sent from a uoguelph.ca address will receive a response within 24-48 hours. Students may not receive a response if an email is sent from a non-university account.

#### **Course Policy Regarding Use of Electronic Devices and Recording of Lectures**

Electronic recording of lectures **is not permitted** without consent of the instructor. When recordings are permitted, they are solely for the use of the authorized student and may not be reproduced, or transmitted to others, without the express written consent of the instructor.

#### **Course Policy Regarding Use of AI**

Students **are not permitted to use any generative AI system** (such as ChatGPT, Claude, Jenni, Github Co-pilot, DaLL-E, and Midjourney) in FRHD\*6910-02 S25. Use of generative AI is considered an unauthorized aid in this course.

Academic sources can be found through searching a database like OMNI, via the UofG library or one specific to their discipline.

AI programs like ChatGPT are not academic databases, and if asked to generate academic sources it may not provide credible or legitimate ones. Using fabricated sources in your work is

a form of academic misconduct called Falsification, specifically defined in the academic calendar as “concocting facts or reference”. This could lead to an academic misconduct allegation.

If you are struggling to find academic and peer reviewed sources, contact Dr. Pitt or the library for Research Assistance. You can also use the “chat with us” tab at the bottom of the screen on the library’s homepage to ask a librarian for some help.

University of Guelph’s statement on artificial intelligence systems, ChatGPT, and academic integrity:

[University of Guelph Statement on Artificial Intelligence Systems, ChatGPT, Academic Integrity](#)

### **Course Policy Regarding Turnitin Software**

In this course, your instructor will be using Turnitin, integrated with the CourseLink Dropbox tool, to detect possible plagiarism, unauthorized collaboration or copying as part of the ongoing efforts to maintain academic integrity at the University of Guelph.

All submitted assignments will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Use of the Turnitin.com service is subject to the Usage Policy posted on the Turnitin.com site.

A major benefit of using Turnitin is that students will be able to educate and empower themselves in preventing academic misconduct. In this course, you may screen your own assignments through Turnitin as many times as you wish before the due date. You will be able to see and print reports that show you exactly where you have properly and improperly referenced the outside sources and materials in your assignments.

### **University Statements**

#### **E-mail communication**

As per university regulations, all students are required to check their <uoguelph.ca> e-mail account regularly: e-mail is the official route of communication between the University and its students.

#### **When you cannot meet a course requirement**

When you find yourself unable to meet in-course requirements due to illness or compassionate reasons, please advise the course instructor (or designated person, such as a teaching assistant) in writing with name, ID #, and email contact. See the 2025-2026 Academic Calendar for information on [Academic Consideration, Appeals and Petitions](#)

#### **Drop date**

Students have until the last day of classes to drop courses without academic penalty. The regulations and procedures for [Dropping Courses](#) are available in the Graduate Calendar.

#### **Copies of out-of-class assignments**

Keep paper and/or other reliable back-up copies of all out-of-class assignments: you may be asked to resubmit work at any time.

## Accessibility

The University promotes the full participation of students who experience disabilities in their academic programs. To that end, the provision of academic accommodation is a shared responsibility between the University and the student.

When accommodations are needed, the student is required to first register with Student Accessibility Services (SAS). Documentation to substantiate the existence of a disability is required, however, interim accommodations may be possible while that process is underway.

Accommodations are available for both permanent and temporary disabilities. It should be noted that common illnesses such as a cold or the flu do not constitute a disability.

Use of the SAS Exam Centre requires students to make a booking at least 14 days in advance, and no later than November 1 (fall), March 1 (winter) or July 1 (summer). Similarly, new or changed accommodations for online quizzes, tests and exams must be approved at least a week ahead of time.

More information: [Accessibility Services](#)

## Academic misconduct

The [Academic Misconduct Policy](#) is outlined in the Graduate Calendar.

The University of Guelph is committed to upholding the highest standards of academic integrity and **it is the responsibility of all members of the University community – faculty, staff, and students – to be aware of what constitutes academic misconduct** and to do as much as possible to prevent academic offences from occurring. University of Guelph students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff and students have the responsibility of supporting an environment that discourages misconduct. Students need to remain aware that instructors have access to and the right to use electronic and other means of detection.

Please note: Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work before submitting it. Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with a faculty member or faculty advisor.

Instructors **shall not** determine if academic misconduct has occurred. This is up to the Associate Dean Academic's office. Instructors should not assign a grade of zero even if they believe that the student has committed some form of academic misconduct (e.g., copied material from a website like CourseHero) on an assignment or exam.

Instructors **can** determine if a student has poorly paraphrased and/or improperly cited material and can provide a grade accordingly if this is clearly identified as part of the assessment criteria via a rubric or other assessment tools.

For more information about Academic Integrity resources and how to prevent Academic Misconduct see [Academic Integrity](#)

**Recording of materials**

Presentations which are made in relation to course work, including lectures, cannot be recorded or copied without the permission of the presenter, whether the instructor, a classmate or guest lecturer. Material recorded with permission is restricted to use for that course unless further permission is granted.

**Resources**

The [Academic Calendar](#) is the source of information about the University of Guelph's procedures, policies and regulations which apply to graduate programs.

**Illness**

Medical notes will not normally be required for singular instances of academic consideration, although students may be required to provide supporting documentation for multiple missed assessments or when involving a large part of a course (e.g., final exam or major assignment).

**Safety Protocols**

For information on current safety protocols, see [Healthy Campus](#)

Please note, these guidelines may be updated as required in response to evolving University, Public Health or government directives.

**Disclaimer**

Please note that the ongoing COVID-19 pandemic may necessitate a revision of the format of course offerings, changes in classroom protocols, and academic schedules. Any such changes will be announced via CourseLink and/or class email. This includes on-campus scheduling during the semester, mid-terms and final examination schedules. All University-wide decisions will be posted on the COVID-19 website and circulated by email.