



COLLEGE of SOCIAL AND APPLIED HUMAN SCIENCES

DEPARTMENT OF FAMILY RELATIONS
AND APPLIED NUTRITION

FRAN*6870-01 Resilience and Trauma Informed Practice

COURSE OUTLINE – SEMESTER YEAR

1. 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 in a clinical section for MRFT and MP students and a non-clinical section for MA.MH students.

Credit Weight: 0.5 credits

Course Hours: 3-0 (36 lecture; 0 lab/seminar)

Pre-Requisite(s): 1 of (FRAN 6830, FRAN 6960, FRAN 6980, FRAN 6990)

Co-Requisites(s): None

Restriction(s): Clinical section 01: MRFT and MP students only; Non-clinical section 02: MA.MH students only.

2. COURSE DESCRIPTION

This course is intended to ground students in theoretical ideas and practical skills that support and inform working with and better understanding peoples experience with trauma. This course also balances trauma with understanding the importance and application of resilience as a concept and practical skill. Please be advised that the content of this course may be activating, upsetting, or disturbing for some participants.

This section of this course is designed for MRFT and MP students only and who are preparing to or actively providing direct client contact and receiving supervision through the Maplewoods Centre or approved externship placement. Class discussions, assignments, and class activities will be geared to the integration of theory into clinical practice, and students will be encouraged to appropriately draw on their experience of seeing clients and ways to apply course content to their current practice. Students will also be encouraged to consider how to apply course learning to their everyday lives.

3. TIMETABLE

Lecture: [redacted]

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

4. INSTRUCTIONAL SUPPORT

Course Instructor: Orion Neustifter (they/them), PhD, RP

Email: [redacted]

Telephone: [redacted]

Office: Online office

Office Hours: By appointment - see CourseLink for link to schedule office hours by phone/zoom

5. LEARNING RESOURCES

All Required Resource(s) and Recommended Resource(s) for this course are provided on CourseLink for no additional cost.

6. LEARNING OUTCOMES

At the completion of the course, successful students will be able to:

Course Learning Outcomes	Program Learning Outcomes	CRPO Competencies	CAMFT Competencies
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 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	1.1, 1.2, 1.5, 5.1, 5.2	1.1, 1.3, 3

Simulated Clinical Application. To learn concrete ways of applying conceptual and theoretical course learning in clinical practice or non-clinical settings. Develop some practical skills that can support the application of ideas learned through role play and demonstration videos.	1.1, 1.2, 4.2, 4.3, 5.1, 5.2, 7.1-7.5	1.2, 1.3, 1.4, 1.5, 2.1-2.3, 4.3, 4.4, 4.5	1.2, 1.4, 4.4
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	1.1, 1.4, 1.5	3, 4.2, 4.3, 4.4
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	1.4, 3.3, 3.5, 4.3	2.1, 2.2, 4.1, 4.2

7. TEACHING AND LEARNING ACTIVITIES/CLASS SCHEDULE

Week	Topics	Due prior to this week's class
1	Introduction, grounding and self-care, safety, class consent discussion	nothing due
2	Working with trauma and resilience: the current state of our field Redefining Resilience, Trauma, Power, Agency, Violence, Oppression	Readings/videos found on Courselink under Content: Week 2 Discussion board post for week 2

Week	Topics	Due prior to this week's class
3	How can we stop making things worse? Decolonizing ourselves, our communities, and our work	Readings/videos found on Courselink under Content: Week 3 Discussion board post for week 3
4	How do our main models approach the idea of trauma and resilience: critical considerations and deconstruction	Readings/videos found on Courselink under Content: Week 4 Discussion board post for week 4 Letter to Myself - Dropbox
5	What does the most current research say about what works? Integrating new research into our existing models and work	Readings/videos found on Courselink under Content: Week 5 Discussion board post for week 5
6	Assessing for trauma, resilience, and more Neurodiversity, trauma, and resilience Considerations & Ethics of professional reporting duties	Readings/videos found on Courselink under Content: Week 6 Discussion board post for week 6
7	Bottom-Up and Top-Down therapy approaches to trauma	Readings/videos found on Courselink under Content: Week 7 Discussion board post for week 7
8	Supporting ourselves and our fellow professionals Connecting clients to community, finding resources, reducing isolation and shame	Readings/videos found on Courselink under Content: Week 8 Discussion board post for week 8

Week	Topics	Due prior to this week's class
9	No class this week! Schedule your own Draft Project peer review groups	Draft Project discussion board post Schedule small group meeting if not held during usual class time
10	Targeted Individual violences	Readings/videos found on Courselink under Content: Week 10 Submit Draft Project reviews to DropBox Discussion board post for week 10
11	Systemic and political violences	Readings/videos found on Courselink under Content: Week 11 Discussion board post for week 11 Class Participation Evaluation to DropBox
12	Final Presentations	Final Presentation discussion board post Final Presentation materials to dropbox

8.

Note: This is a tentative schedule; however, 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.

8. ASSESSMENT DETAILS

Assessment	LOs Addressed	Due Date	% of Final
Letter to Myself	1.2, 2.1, 2.2, 2.3, 3.2, 4.4, 5.1, 7.1, 7.3, 8.2	Week 4	25%

Assessment	LOs Addressed	Due Date	% of Final
Draft Project Reviews	1.2, 2.1, 2.2, 2.3, 3.2, 4.4, 5.1, 6.2, 7.1, 7.3, 8.2	Weeks 9, 10	25%
Class Participation Evaluation	1.1, 1.2, 1.3, 3.1, 3.2, 4.1, 4.2, 5.1, 5.2, 7.1-7.5, 8.1, 8.2, 8.3	Week 11	25%
Final Presentation	1.2, 4.2, 5.1, 5.2, 6.3, 7.1, 7.2, 7.3, 7.4	Weeks 12	25%
			Total: 100%

9.

Letter to Myself

Each student will craft a letter or similar communication to themselves, to be returned to them at the end of the semester by the professor. This letter will utilize a post modern reflective structure in the style of Narrative reflecting, and will utilize the structure and requirements posted on CourseLink under the Assignments section. This assignment is to be submitted via Dropbox prior to the start of class on Week 4. It may also be shared on the discussion board for those who wish to do so, but that is not required. All assignments this semester will utilize Structured Self Grading as directed in the SSG Guide.

Draft Project Reviews

During the semester each student will work on an outreach assignment that will be shared at the end of the semester in the Final Presentation of the outreach assignment. During week 9 students will spend the class period (or another time of their group's choosing, if all members agree to it) meeting online in small groups to review each other's drafts of their final projects and their own. Students will use the Draft Project Reviews guidelines to evaluate each other collaboratively, and also participate in their own evaluation. Draft Projects are to be posted to the Discussion Board prior to the start of class, and evaluation docs are to be submitted by Dropbox as soon as the groups have met and completed them during week 9. All assignments this semester will utilize Structured Self Grading as directed in the SSG Guide.

Class Participation Evaluation

Students will use the Structured Self Grading guide provided on CourseLink under Content/Assessments to evaluate their own participation throughout the class, as directed. The rubric and final score are to be submitted to the dropbox by the start of class on week 11.

Final Presentation

During the semester each student will work on an outreach assignment that will be shared at the end of the semester in the Final Presentation of the outreach assignment. Students will give a brief video presentation to the entire class, using the criteria and structure in the Final Presentation Guide under Content/Assessment on Courselink. The final outreach project itself will be shared on the discussion board and also submitted to the dropbox. All assignments this semester will utilize Structured Self Grading as directed in the SSG Guide. The SSG requirements will also be submitted to the dropbox.

9. COURSE STATEMENTS

Land Acknowledgement:

We acknowledge that 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 our respect to our Anishinaabe, Haudenosaunee and Métis neighbours as we strive to strengthen our relationships with them. Acknowledging them reminds us of our important connection to this land where we learn and work.

Course Website:

There is a course website at <http://courselink.uoguelph.ca>. All components of this course will be housed on the CourseLink site including this course outline, assignments, and links to further resources. Your assignments will be submitted through the Dropbox function. Marks and feedback will also be released on the site. Please familiarize yourself with this website as soon as possible and visit it regularly throughout the semester.

Late Assignments:

Late assignments will be accepted up to 5 days following the due date and will receive a penalty of 10% per day EXCEPT under documented grounds for compassionate consideration. Assignments submitted more than one week late without documented grounds will receive a grade of zero. If you are going to hand an assignment in late, you must contact your course instructor to inform them when you will be submitting your assignment.

Receipt of Grades:

After you receive a grade on CourseLink, please review your feedback. Any inquiry or dispute over the grade must be made within two weeks from the date they are posted. If you fail to protest any grade during this time limit, changes to the grade will not be considered.

Turnitin Software:

In this course, your instructor may use 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 assignment.

10. 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 an in-course requirement because of illness or compassionate reasons, please advise the course instructor (or designated person, such as a teaching assistant) in writing, with your name, id#, and e-mail contact. See the Graduate Calendar for information on regulations and procedures for [Academic Consideration](#).

Drop date:

Courses that are one semester long must be dropped by the end of the last day of classes; two-semester courses must be dropped by the last day of classes in the second semester. 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: www.uoguelph.ca/sas

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 shall 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 as long as 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: <https://csahs.uoguelph.ca/faculty-research/hub-teaching-learning-excellence/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 Calendars](#) are the source of information about the University of Guelph's procedures, policies and regulations which apply to undergraduate, graduate and diploma programs.

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 (<https://news.uoguelph.ca/2019-novel-coronavirus-information/>) and circulated by email.

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).

COVID-19 Safety Protocols:

For information on current safety protocols, follow these links:

- <https://news.uoguelph.ca/return-to-campuses/how-u-of-g-is-preparing-for-your-safe-return/>
- <https://news.uoguelph.ca/return-to-campuses/spaces/#ClassroomSpaces>

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