The University of South Dakota
School of Health Sciences
Department of Social Work

SOCW 588: Trauma Practice with Children
On-line Course (3 Credit Hours)
Spring 2018

Instructor: Kathy LaPlante, MSW
Office: Health Science Center, Room 362
Office Phone: 605-357-1595
kathy.laplante@usd.edu
Office Hours: Email or By Appointment

CATALOG DESCRIPTION

The course is designed to develop trauma-informed generalist practitioners who can apply trauma informed conceptual frameworks to their practice with children, adolescents and families across the professional service arena. The course will introduce students to the Core Concepts of trauma-informed generalist social work practice.

DIVERSITY AND INCLUSIVE EXCELLENCE

The University of South Dakota strives to foster a globally inclusive learning environment where opportunities are provided for diversity to be recognized and respected.

Course Description

This course will introduce students to the core concepts (general theory and foundational knowledge), informing evidence-based assessment, referral and intervention for traumatized children and adolescents who are in the child welfare system. Strength-based practice will be highlighted along with a focus on the identification of protective and promotive factors that foster resiliency and post-traumatic growth. Trauma is broadly defined, and includes children and adolescents exposed to traumatic events including, abuse and neglect and witnessing interpersonal crime (e.g. domestic violence), community violence and other traumatic events who have come into contact with the child welfare system. The course will highlight the role of development, culture and empirical evidence in trauma-specific assessment, referral and interventions with children, adolescents and their families within a child welfare context. It will address the level of functioning of primary care giving environments and assess the capacity of the community and the child welfare system to facilitate restorative processes.
Course Objectives

At the end of the course the student will be able to:

1. Explain how traumatic experiences are inherently complex.
2. Illustrate how trauma occurs within a broad context that includes children’s personal characteristics, life experiences and current circumstances.
3. Appraise the manner in which trauma events often generate secondary adversities, life changes and distressing reminders in children’s daily lives, especially when involved with the child welfare system.
4. Evaluate a wide range of reactions to trauma and loss experienced by a child and family.
5. Examine the manner in which danger and safety are core concerns in the lives of traumatized children.
6. Provide a framework for intervention that addresses the level of functioning of primary care-giving environments, including parent/caregiver and family unit.
9. Describe how traumatic experiences evoke strong biological (neurological) responses.
12. Recognize how interventions with trauma-exposed children and adolescents impact the practitioner in working with these populations.

Required Textbook


BOOKSHELF

Other Required Course Readings

*Weekly course readings and other course content (i.e., videos, power points, etc.) are posted on D2L. Required journal articles will have the citation and are accessible through the USD Library EbscoHost Database.

COURSE STRUCTURE

As the course progresses, the instructor will load various resource materials into the Desire2Learn (D2L) course shell. These materials are intended to supplement the course and deepen your learning. Please note, too, that all course examinations/quizzes will be offered only within D2L. See the course schedule for the start and stop dates/times for each exam.

COURSE COMPETENCIES

<table>
<thead>
<tr>
<th>Course Competencies:</th>
<th>Student will demonstrate Competency by this Practice Behavior:</th>
<th>Practice Behavior will be Assessed by this Assignment:</th>
<th>Knowledge, Values, and Skills student will develop in this course:</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1.1 Identify as a professional social worker and conduct one’s self accordingly</td>
<td>Practice personal reflection and self-correction to assure continual professional development</td>
<td>Assignment #2 Self Care Paper</td>
<td>Commit themselves to the profession’s enhancement and to their own professional conduct and growth</td>
</tr>
</tbody>
</table>
2.1.3 Apply critical thinking to inform and communicate professional judgments

Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom

Assignment #1 Case Learning Assignments

Critical thinking also requires the synthesis and communication of relevant information.

Assignments

Assignment #1 Weekly Discussion Posts (100 pts)

The purpose of this assignment is to provide you an opportunity to explore personal values, feelings and thoughts in reaction to weekly course content and to engage with your peers. Weekly discussion posts should include a personal reaction to the week’s class content, i.e., readings, videos, films, and relevant experiences both inside and outside of class by providing a written reaction and posting to two of your peers in reaction to their posts.

The discussion posts should be no more than one page in length and reaction posts a minimum of a half page response to receive full points.

Assignment 3: Self-Care, Secondary Trauma, Vicarious Trauma and Resiliency Paper

Core Concept #12

Working with trauma-exposed children can evoke distress in providers that makes it more difficult for them to provide good care

Mental healthcare providers must deal with many personal and professional challenges as they confront details of children’s traumatic experiences and life adversities, witness children’s and caregivers’ distress, and attempt to strengthen children’s and families’ belief in the social contract. Engaging in clinical work may also evoke strong memories of personal trauma and loss-related experiences. Proper self-care is an important part of providing quality care and of sustaining personal and professional resources and capacities over time.

Graduate Students: write a 3-5 page paper answering the following questions. You may use a case study from the field to complete the assignment. Use three references (one reference may come from an internet source).
Undergraduate Students: write a 1-3 page paper answering the following questions. Use three references (one reference may come from an internet source).

1. Define secondary trauma, vicarious trauma and vicarious resiliency.
2. Using core concept 12 as a backdrop, describe why self-care is so important for social workers.
3. What is one area where you are doing a good job of self-care, and what is one area where you would like to improve? What can you do to begin incorporating more self-care into your life?

MEANS OF EVALUATING/GRADING

Coursework and points are listed here and in the course itinerary:

<table>
<thead>
<tr>
<th>Task</th>
<th>Points</th>
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<tbody>
<tr>
<td>Assignment #1 Weekly Discussion Posts (15x10=150 pts)</td>
<td>150</td>
</tr>
<tr>
<td>Assignment #2 Case Analysis</td>
<td>150</td>
</tr>
<tr>
<td>Assignment 3: Self-Care, Secondary Trauma, Vicarious Trauma and Resiliency Paper</td>
<td>100</td>
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<tr>
<td>Participation</td>
<td>100</td>
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<tr>
<td>Total</td>
<td>500</td>
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Due dates for these assignments are noted in the Assignment Section of this course outline/syllabus.

Grades will be assigned in the following manner:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Points</th>
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<tbody>
<tr>
<td>A</td>
<td>90-100</td>
<td>450-500</td>
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<tr>
<td>B</td>
<td>80-89</td>
<td>449-400</td>
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<tr>
<td>C</td>
<td>70-79</td>
<td>399-350</td>
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<tr>
<td>F</td>
<td>≤ 69</td>
<td>≤</td>
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</tbody>
</table>

Please refer to the graduate catalog and the MSW Program’s Student Handbook for information regarding the University’s grading policy.

GRADING/TURN-AROUND POLICY
The instructor will provide each student with a grade and written feedback on each writing assignment within seven days of the due date/time for that particular assignment. If, for some unforeseen reason, there is a delay, the instructor will promptly notify students and set a date for when students can expect to receive a grade/feedback from the instructor.

**POLICY ON WRITTEN ASSIGNMENTS**

All written assignments are due on the dates/times indicated in the course outline section of this document. Any assignment not turned in by the due date/time will result in a total loss of points for that particular assignment.

**IMPORTANT:** All students should have the ability to submit course assignments and/or tasks as Microsoft Word 2003 or later documents (.DOC or .DOCX). The instructor will use Turnitin to check documents for plagiarism. In addition, the instructor will use GradeMark to score and offer written feedback to students on their written assignments.

**ATTENDANCE POLICY AND CLASS PARTICIPATION**

Social work is an interactive field of practice. As such attendance will be taken and is a prerequisite of class participation. When a student is absent or tardy, she/he misses the interactive learning that occurs during the class and other members of the class miss the contribution the student might have made. Therefore, a student should make every effort to attend every class session.

**Class participation includes your work effort in interactive discussion groups and for any non-graded in-class or out of class assignments or exercises given throughout the semester.**

Because class participation is predicated upon attendance, students will be given points automatically for being present in the class. However, at the end of the semester the instructor reserves the right to adjust a student’s total attendance/class participation points downward if she/he has not been an active participant in class discussions and other in-class and online class-related activities. See the USD Catalog at [http://catalog.usd.edu/index.php](http://catalog.usd.edu/index.php) for additional information.

**University Policies**

**Academic Integrity**

The University of South Dakota considers plagiarism, cheating, and other forms of academic dishonesty inimical to the objectives of higher education. The University supports the imposition of penalties on students who have been adjudicated to have engaged in academic dishonesty, as defined in the “Conduct” section of the University of South Dakota Student Handbook, and South Dakota Board of Regents policy 2-33 [www.sdbor.edu/policy/Documents/2-33.pdf](http://www.sdbor.edu/policy/Documents/2-33.pdf).

No credit can be given for a dishonest assignment. A student found to have engaged in any form of academic dishonesty may, at the discretion of the instructor, be:
• Given a zero for that assignment.
• Allowed to rewrite and resubmit the assignment for credit.
• Assigned a reduced grade for the course.
• Dropped from the course.
• Failed in the course.

Freedom in Learning

Under Board of Regents and University policy student academic performance may be evaluated solely on an academic basis, not on opinions or conduct in matters unrelated to academic standards. Students should be free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled. Students who believe that an academic evaluation reflects prejudiced or capricious consideration of student opinions or conduct unrelated to academic standards should contact the dean of the college or school that offers the class to initiate a review of the evaluation.

Disability Accommodation

Any student who feels s/he may need academic accommodations or access accommodations based on the impact of a documented disability should contact and register with Disability Services during the first week of class or as soon as possible after the diagnosis of a disability. Disability Services is the official office to assist students through the process of disability verification and coordination of appropriate and reasonable accommodations. Students currently registered with Disability Services must obtain a new accommodation memo each semester.

Please note: if your home institution is not the University of South Dakota but one of the Other South Dakota Board of Regents institutions (e.g., SDSU, SDSMT, BHSU, NSU, DSU), you should work with the disability services coordinator at your home institution.

Ernetta L. Fox, Director
Disability Services
Room 119 Service Center
(605)677-6389
www.usd.edu/ds; dservices@usd.edu.

FREEDOM IN LEARNING

Students are responsible for learning the content of any course of study in which they are enrolled. Under Board of Regents and University policy, student academic performance shall be evaluated solely on an academic basis and students should be free to take reasoned exception to the data or views offered in any
course of study. Students who believe that an academic evaluation is unrelated to academic standards but is related instead to judgment of their personal opinion or conduct should contact the dean of the college which offers the student to initiate a review of the evaluation. The faculty reserves the right to address conduct that conflicts with the NASW Code of Ethics.

ACADEMIC FRAUD, PLAGIARISM, DISHONESTY, AND CHEATING

The School of Health Sciences and the Social Work Department considers academic fraud, plagiarism, dishonesty, and cheating to be serious acts of academic misconduct. Academic honesty as stated in the Student Code of Conduct, the integrity of the University community is contingent upon fulfillment of a trust—that the members of the student body will engage in reasonable behaviors to promote and protect the educational environment. Plagiarism, which is defined as, but not limited to, the following: the use of paraphrased or direct quotation of published or unpublished work of another person without full and clear acknowledgment or the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials. Violation of the University Academic Honesty Policy could result in disciplinary action. Academic dishonesty in any format will not be tolerated. This includes cheating on exams or course assignments, plagiarism, lying to get extensions on projects or exams, and any other form of dishonesty. See the student handbook for definitions and consequences, which may include expulsion from the University. The web site address is: http://www.usd.edu/studentserv/handbooks/StudentHandbook0708.pdf.

Ignorance is no defense for plagiarism. Students are expected to be knowledgeable of the University’s academic honesty policy. Acts of academic dishonesty may result in a failing grade for the course, suspension, or expulsion by the University. An incident of academic fraud, plagiarism, dishonesty or cheating may result in grade reduction for the assignment, and F grade for the course, being withdrawn from the course, or more serious penalties depending upon the severity of the transgression.

Please note that the instructor will use Turnitin to check documents for plagiarism. In addition, the instructor will use GradeMark to score and offer written feedback to students on their written assignments.

EMAIL POLICY

The university email system is the formal email (i.e., @usd.edu) used to communicate with students. Please set up a student email account and provide the address to the professor.

If you need to e-mail the instructor in this course, please DO NOT use the email function within D2L; rather, send your email message to me using my regular USD email address, which is kathy.laplante@usd.edu

Online Materials and Discussions

When an online class session is scheduled, students should check in to the course early each week (i.e., Monday, Tuesday, or Wednesday at the latest) to review the topic of discussion for that week and provide an initial response; then, students should check in to the course sometime before the end of the week (i.e., Thursday through Sunday) to respond a second time to at least one other student's posting. It is important that this response be substantive (i.e., it should be a meaningful response that has substance; that is, it is "meaty," thoughtful, and pertinent to the discussion on hand. A good response should be at least two paragraphs in length). A general rubric for discussions will be made available before the first online discussion takes place.
Submitting Written Assignments

The instructor will use a dropbox for each assignment. Students should make sure their assignments are in at least Microsoft Word 2003 or later format. Assignments must be turned in on or before the due date and time. Any assignment turned in after the deadline will receive zero points (i.e., no credit). Each assignment dropbox will be set up well in advance of the assignment deadline.

IMPORTANT: All students should have the ability to submit course assignments and/or tasks as Microsoft Word 2003 or later documents (.DOC or .DOCX). All written assignments must be turned in via the specific dropbox set up by the instructor.

SOCW 588 Course Outline¹

¹ Subject to change at the instructor’s discretion

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Date</th>
<th>Day</th>
<th>Topic/Activity</th>
<th>Readings</th>
<th>Assignments</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>1-8</td>
<td>Mon-Sun</td>
<td>Welcome</td>
<td>Review Syllabus “Introductions” Post #1</td>
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<td>Week 2</td>
<td>1-15</td>
<td>Mon-Sun</td>
<td>Childhood Traumatic Stress &amp; Child Well-Being</td>
<td>Reflective Post #2</td>
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<td>Week 3</td>
<td>1-22</td>
<td>Mon-Sun</td>
<td>Understanding Traumatic Stress Responses in Childhood</td>
<td>Reflective Post #3</td>
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<td>Week 4</td>
<td>1-29</td>
<td>Mon-Sun</td>
<td>Trauma and the Brain</td>
<td>Webb chp 3</td>
<td>Reflective Post #4</td>
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<td>Week 5</td>
<td>2-5</td>
<td>Mon-Sun</td>
<td>Early Childhood Trauma and Child Development</td>
<td>Goelitz, Stewart-Kahn Chp 8</td>
<td>Reflective Post #5</td>
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<td>Week 6</td>
<td>2-12</td>
<td>Mon-Sun</td>
<td>Adverse Childhood Experiences</td>
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<td>Reflective Post #6</td>
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<td>Week 7</td>
<td>2-19</td>
<td>Mon-Sun</td>
<td>Trauma and Child Abuse</td>
<td>Goelitz, Stewart-Kahn Chp 12 Webb Chp 2</td>
<td>Reflective Post #7</td>
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<td>Week 8</td>
<td>2-26</td>
<td>Mon-Sun</td>
<td>Child Neglect</td>
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<td>Reflective Post #8</td>
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<td>Week 9</td>
<td>3-5 Mon-Sun</td>
<td>Child Physical Abuse</td>
<td>Reflective Post #9</td>
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<td>Week 10</td>
<td>3-12 Mon-Sun</td>
<td>Child Sexual Abuse</td>
<td>Reflective Post #10</td>
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<td>Week 11</td>
<td>3-19 Mon-Sun</td>
<td>Domestic Violence</td>
<td>Goelitz, Stewart-Kahn Chp 11</td>
<td>Reflective Post #11</td>
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<td>Week 12</td>
<td>3-26 Mon-Sun</td>
<td>Complex Trauma</td>
<td>Reflective Post #12</td>
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<td>Week 13</td>
<td>4-2</td>
<td>Community Violence</td>
<td>Reflective Post #13</td>
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<td>Week 14</td>
<td>4-9</td>
<td>Treatment Models</td>
<td>Webb Chp 4, 10, 11, 12</td>
<td>Reflective Post #14</td>
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<td>Week 15</td>
<td>4-16</td>
<td>Vicarious Trauma</td>
<td>Goelitz, Stewart-Kahn, Chp 3 Secondary Trauma</td>
<td>Reflective Post #15 Assignment #3</td>
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<tr>
<td>Week 16</td>
<td>4-23</td>
<td>Course Wrap-up</td>
<td>Reflective Post #16 Final Case Analysis</td>
<td></td>
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</tbody>
</table>
COURSE BIBLIOGRAPHY
**Spring Semester 2018**

- Classes Start: Monday, January 8
- Last day to add/drop 1st 8-week course with refund: Thursday, January 11
- Martin Luther King, Jr. Day: Monday, January 15
- Last day to add/drop full term course with refund: Wednesday, January 17
- Last day to drop 1st 8-week course with "WD": Wednesday, February 14
- President's Day: Monday, February 19
- Spring Break Begins at 5 p.m.: Friday, March 2
- Spring Break Ends. Classes resume at 8 a.m.: Monday, March 12
- Second 8-Week Classes Begin: Monday, March 12
- Midterm: Monday, March 12
- Last day to add/drop 2nd 8-week course with refund: Thursday, March 15
- Easter Recess Begins: Friday, March 30 (5 a.m.)
- Easter Recess Ends. Classes Resume: Monday, April 2 (8 a.m.)
- Last day to drop full term course with "WD": Monday, April 2
- Last day to drop 2nd 8-week course with "WD": Thursday, April 19
- Last Day of Classes: Friday, April 27
- Final Exams Begin: Monday, April 30
- Semester Ends/Residence Halls Close: Friday, May 4
- Commencement*: Saturday, May 5 - Sanford Coyote Sports Center
  - Undergraduate: 9:30 a.m.
  - Graduate: 3 p.m.
- Final Grades Due: Wednesday, May 9 (by 11:59 p.m.)

*Graduation Candidates should arrive 45 minutes prior to the start of commencement.