



LEWIS-CLARK STATE COLLEGE

SW492- 60, 61 Trauma and Resiliency

Term: Spring 2022

3 Semester Hours

Instructor: Lauren Nichols

Phone 208-792-2261

Email laurenn@lcsc.edu

Expedition Hall 21

Office hours by appointment

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Social Work Program Mission Statement

The mission of the social work program at Lewis-Clark State College is to prepare students for entry-level generalist practice. We are committed to the preparation of professional social workers instilling the knowledge, skills, and values to address the needs and potential of individuals, families, groups, communities, and organizations. Relying on a liberal arts foundation and drawing from an ecological, strengths-based perspective, the program prepares students to engage as professional social work practitioners who will be able to provide competent services with integrity to promote social justice and human rights recognizing the dignity and worth of the person. Graduates are prepared for practice with diverse populations understanding the person-in-environment influence on identity development and relationships. Through courses, internships, and student activities, the program aims to foster in its students a celebration of differences among people and a belief that respecting these differences enriches the quality of life for all. Graduates will practice from a set of ethical principles inherent in the social work profession, including the recognition that professional development is a life-long learning process. Finally, our program is dedicated to the support of non-traditional age, rural, and lower income students. The program is also devoted to providing students the opportunity to engage in meaningful social science research projects (often program evaluation or needs assessments) in the community in which they live by conducting program evaluations and needs assessments through our research sequence, which culminates in a public symposium. (revised November 2019.)

Course Description

The course will examine current research on the neurobiological effects of trauma for the purpose of understanding trauma informed practice in the field. The course will look at aspects of trauma informed care utilized in creating organizations as well as organizational trauma. Finally, the course will examine qualities of resiliency.

Purpose of the course in the Program

This course provides students with the scientific background of trauma necessary for advocating for trauma informed practitioners, agencies and communities.

EPAS competencies and core objectives

The Council on Social Work Education sets educational standards for all accredited social work programs. The 2015 Educational and Policy Accreditation Standards (EPAS) established 9 Core

Competencies that social work students are expected to meet upon graduation from an accredited BSW Program. As a result of the focus on competency-based education, the faculty has identified within the LCSC curriculum where the Core Competencies and Practice Behaviors are addressed and measured. In senior seminar, during the course of the full year, students will demonstrate an understanding of each of the core competencies as outlined below. Please note that the Practice Behaviors are linked to the Course Objectives and Assignments.

- ◆ Competency 1: Demonstrate Ethical and Professional Behavior. Social Workers:
 - make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context (1.1);
 - use reflections and self-regulation to manage personal values and maintain professionalism in practice situations (1.2).
- ◆ Competency 2: Engage Diversity and Difference in practice. Social Workers:
 - apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels (2.1);
 - apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies (2.3).
- ◆ Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice. Social workers:
 - apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels (3.1).
- ◆ Competency 4: Engage in Practice-informed Research and Research-informed Practice. Social workers:
 - apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings (4.2); and
 - use and translate research evidence to inform and improve practice, policy, and service delivery (4.3).

Course Objectives

The purpose of this course is to prepare the student for trauma-informed practice with individuals, groups and communities. During this course, you will:

- Gain a beginning understanding of neurobiology and its relationship to trauma;
- Increase awareness of your own process of nervous system activation, affect regulation and interpersonal neurobiology;
- Explore key tenets that govern a trauma-informed approach to practice;
- Understand some areas of congruence, tensions and dilemmas between the different approaches to working with trauma;
- Explore a basic understanding of resilience;
- Recognize the importance of family, social networks, and community systems in facilitating change and supporting the healing process;

- Articulate the ethical issues that present when working with trauma, including the ethical requirement for self-care.

Texts and Required Reading

Brooks, R. and Goldstein, S. (2003) *The Power of Resilience*, Contemporary Books: New York.

Schwartz, R. and Sweezy, M. (2020). *Internal Family Systems Therapy*, 2nd ed., Guilford Press: New York, NY.

Van Der Kolk, B. (2014) *The Body Keeps the Score*, Viking: New York, NY.

And other readings as assigned on Canvas.

Teaching methods/Class climate

This course is primarily a collaborative learning process utilizing readings, research and video viewings to be analyzed during group discussions and personal journal responses.

There will be times during this course when societal “isms” or prejudicial attitudes and discriminatory practices are examined. Because of our commitment to social and economic justice, we are open to hearing all views and all perspectives will be carefully examined. Students are expected to be respectful of the opinions of others while at the same time striving to attain the ideals of social justice.

Grade Rubric

90-100 % – Your work shows that you have thoroughly studied the material. You have supported your arguments with a learned material, as well as your own thoughts. The work shows originality and inventiveness in that you are able to take two or more sources and create your own suppositions. You have not only met the basic requirements of the assignment, but have pushed yourself to go beyond the “requirements.” You demonstrate a desire to research further into the assigned topics.

The organization of your writing is clear and your use of sentence structure enhances the reader’s understanding of the points you are making. Your writing encourages the reader to continue reading. It is without grammatical error and has only a few typographical errors. Your work clearly rises above that of the typical senior in social work. You show that you are able to soon handle graduate level work and that your writing as a social worker will be concise, relevant and of benefit to your clients.

B 80-89% – Your work meets all of the minimal requirements of the assignment. You show that you have the necessary knowledge of a competent social worker. You are able to use outside sources and your own opinions to generate arguments. You have room for growth in your

professional writing skills; and have room for growth in terms of developing your own arguments and philosophy of social work.

Your writing has few grammatical errors and/or awkward sentences and is consistent with competent writing in the social work field. You are doing work expected of a senior in a social work program and your writing will be competent in the field of social work. You may still benefit from working on your writing skills if you want to do grant writing work, or administrative work.

C 70-79% – Your material shows that you have not fully understood the material (or just didn't read it.) You are able to write about the main tenets of social work, but do not bring in thoughts or your own, and/or you have not met some of the basic requirements of the assignment.

Your writing has errors of grammar and mechanics and the sentence structure is sometimes difficult to understand. You are not doing work that is typical of a senior in a social work program and would find working as a social worker difficult. You will need to work closely with the instructor to improve your work and may need to take your writing to the writing lab.

Grades less than 80% may be rewritten for a grade no higher than 80%.

D 60 – 69% – You have not met the requirements of the assignment and/or have not demonstrated writing skills required for the level of this course. Papers that receive a D may be rewritten for a grade of no higher than 80%. Tests may not be retaken.

Assignment	Points
Journals (6) 50 points each	300 points
Trauma Research paper Annotated bibliography	50 points
Trauma Research paper Final	100 points
Discussion boards (7 at 50 points each)	350 points
Total possible points	800 points

Grading Scale

A 93-100%

A minus 90 to 93%

B plus 87 – 89%

B 83 – 86%

B minus 80 – 82%

C plus 77 – 79%

C 73 – 76%

C minus 70 – 72%

D 60 – 69%
F below 60

Students in the Social Work Program will need to earn a grade of at least C.

Academic Honesty and Plagiarism

Part of the mission of Lewis-Clark State College is to educate students to be ethical. Students share with the faculty the responsibility for academic honesty and integrity. The college expects its students to do their own academic work. In addition, it expects active participation and equitable contributions of students involved in group assignments. Violation of the Academic Integrity Statement, in whole or part, could result in an “F” grade for the course. The following acts of academic dishonesty are not acceptable:

- Cheating: using or attempting to use unauthorized materials, information, or study aids in any academic exercise (e.g., an exam).
- Fabrication: unauthorized falsification or invention of any information or citation in an academic exercise (e.g., a paper reference).
- Plagiarism: representing the words or ideas of another as one’s own in any academic exercise (e.g., failing to cite references appropriately or taking verbatim from another source).
- Facilitating academic dishonesty: helping or attempting to help another to commit academic dishonesty (e.g., allowing another to copy from your test or use your work).

In addition to action by the professor, all incidents may be reported to Student Affairs.

Professional Writing Standards

All printed work submitted to this professor should be prepared at a college standard of professional editing in accordance with the Publication Manual of the American Psychological Association (6th Ed.). Therefore, allow sufficient preparation time for proofreading and correction to typos, misspellings, and grammatical errors.

The reason for this expectation is that professionals are often judged based upon the quality of their written work. Carelessness in spelling and editing suggests that there will also be mistakes in the substance of the work. Therefore, written work, which has misspellings and other editing problems, will be graded down on this basis alone.

Note: If you need help with your writing skills, the Writing Center (792-2433) may be able to assist you in improving them. The efforts you make will help you with your courses at LCSC as well as throughout your professional career because you will continue to be judged by other professionals on the basis of your written work.

The instructor reserves the right to waive one or more of the policies listed above in rare, but special circumstances.

Tentative Schedule

Week	Date	Activity	Assignments due
Week 1	Jan 18 - 23	The ACE's study.	
Week 2	Jan 24 - 30	Neurobiology of Trauma	Canvas Discussion 1 with class due by 9 p.m. Sunday
Week 3	Jan. 31 – Feb. 6	Neurobiology of Trauma	Journal 1 due on Canvas by midnight p.m. Sunday
Week 4	Feb. 7 - 13	Polyvagal theory	Canvas Discussion 2 with class due by 9 p.m. Sunday
Week 5	Feb. 14 - 20	Trauma and Executive functioning	Journal 2 due on Canvas by midnight Sunday
Week 6	Feb.21 - 27	History of Trauma Studies, Complex Trauma, Historical Trauma	Canvas Discussion 3 with class due by 9 p.m. Sunday
Week 7	Feb. 28 – Mar. 6	Epigenetics	Journal 3 due on Canvas by midnight Sunday
Week 8	Mar. 6 - 13	Attachment	Canvas Discussion 4 with class due by 9 p.m. Sunday
Week 9	Mar. 14 - 20	Treatment modalities	Journal 4 due on Canvas by midnight Sunday
Week 10	Mar. 21 - 27	Treatment modalities	Research Bibliography due on Canvas by Midnight Sunday
Spring Break		Spring Break	
Week 11	Mar. 28 – Apr. 3	Treatment modalities	Canvas Discussion 5 with class due by 9 p.m. Sunday
Week 12	Apr. 4 - 10	Treatment modalities	Canvas Discussion 6 with class due by 9 p.m. Sunday
Week 13	Apr. 11 - 17	Resilience	Journal 5 due on Canvas by midnight Sunday
Week 14	Apr. 18 - 24	Resilience	Canvas Discussion 7 with class due by 9 p.m. Sunday

Week 15	Apr. 25 – May 1	Resilience	Journal 6 due on Canvas by midnight Sunday
Week 16	Dec. 14	No assignments	Research Paper Final Draft on Canvas by 5 p.m. Wednesday

Descriptive Material Regarding Assignments

Journals (6 journals – 50 points each)

You will write a journal entry six times during the semester. Each journal should be 3 - 4 pages in length. You do not need a cover page for the journals, but make sure that you have included your name on the journal's first page. Each journal should consider the following:

- What is the most compelling theme for you in the material that we have covered over the last two weeks? Why?
- How does this issue relate to your lived experience (such as in your family, community, workplace)?
- How is this theme impacting your thoughts about working with trauma?

Discussion Boards (7 at 50 points each)

You will participate in on-line discussions with your class mates 7 times during the semester. You will be given a prompt for the discussion on Canvas.

Research paper (150 points)

This assignment earns you points for 2 separate submissions – 50 points for an annotated bibliography and 100 points for the final paper.

You will develop your thesis on any topic in the area of trauma studies. Please see Canvas for a full description.

Final Exam Policy

There will be no final exam.