

Cover Sheet: Request 15061

FYC 4XXX –Children: Trauma and Resiliency

Info

Process	Course New Ugrad/Pro
Status	Pending at PV - University Curriculum Committee (UCC)
Submitter	Kathryn Ivey kbeaty@ufl.edu
Created	6/10/2020 3:41:15 PM
Updated	10/7/2020 1:13:05 PM
Description of request	The department sees this as an area of deficit within the curriculum. This subject matter has been successfully taught as a special topics course twice (Spring 2019 and Spring 2020) with high evaluation ratings. The department feels this would be a beneficial course for our students going into the human services field.

Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	CALS - Family, Youth and Community Sciences 514932000	Tracy Irani		6/10/2020
No document changes					
College	Approved	CALS - College of Agricultural and Life Sciences	Joel H Brendemuhl	Edits requested by the CALS CC have been made.	9/2/2020
CALS CC Checklist.pdf					
University Curriculum Committee	Pending	PV - University Curriculum Committee (UCC)			8/19/2020 9/2/2020
No document changes					
Statewide Course Numbering System					
No document changes					
Office of the Registrar					
No document changes					
Student Academic Support System					
No document changes					
Catalog					
No document changes					
College Notified					
No document changes					

Course|New for request 15061

Info

Request: FYC 4XXX –Children: Trauma and Resiliency

Description of request: The department sees this as an area of deficit within the curriculum. This subject matter has been successfully taught as a special topics course twice (Spring 2019 and Spring 2020) with high evaluation ratings. The department feels this would be a beneficial course for our students going into the human services field.

Submitter: Kathryn Ivey kbeaty@ufl.edu

Created: 10/7/2020 1:07:06 PM

Form version: 3

Responses

Recommended Prefix FYC

Course Level 4

Course Number XXX

Category of Instruction Advanced

Lab Code None

Course Title Children: Trauma and Resiliency

Transcript Title Children: Trauma & Resiliency

Degree Type Baccalaureate

Delivery Method(s) On-Campus

Co-Listing No

Effective Term Earliest Available

Effective Year Earliest Available

Rotating Topic? No

Repeatable Credit? No

Amount of Credit 3

S/U Only? No

Contact Type Regularly Scheduled

Weekly Contact Hours 3

Course Description Evolving research on the developing child and the neurobiology of trauma has dramatically changed our understanding of adverse childhood experiences and its impact on the growing child. This course focuses on both areas: the nature of childhood trauma and intervention in an ecological context.

Prerequisites FYC 3001 (C) & FYC 3101 (C)

Co-requisites N/A

Rationale and Placement in Curriculum This course gives students the opportunity to expand foundational core course materials and apply advanced application serving at-risk youth and families. This courses would serve as a department elective of which our students are required to complete a minimum of 12 credits and will better prepare students working in the helping professions.

Course Objectives 1. Explain the term child trauma.

a. Identify the three types of adverse childhood experiences (ACEs).

2. Explain the term toxic stress.

3. Explain the seven risk factors that may contribute to experiencing trauma.

4. Explain how trauma may affect the psychosocial, neurobiological, and developmental processes of children including:

a. Brain development and memory.

b. Child development.

c. Ability to learn and function in school.

5. Analyze the role that the child, family, and community ecology play in mitigating the effects of

traumatic experiences.

6. Analyze the role of culture and ethnicity in defining traumatic experiences and shaping a child's and family's response to trauma.
7. Explain the concepts of vulnerability and resilience as they relate to trauma, including:
 - a. Coping responses.
 - b. Strengths.
 - c. Protective factors.
8. Apply trust-based relational intervention (TBRI) principles.
9. Differentiate among the parent-child attachment styles including implications and parenting techniques.
10. Explain secondary traumatic stress and the impacts on helping professionals.
11. Apply techniques for self-care that are effective in preventing and limiting secondary traumatic stress.

Course Textbook(s) and/or Other Assigned Reading • Rhodes-Courter, A. (2008). *Three Little Words*. New York: Atheneum

- Trust-Based Relational Intervention (TBRI) – Four workbooks – available as pdf documents on Canvas.
- Journal articles, documents, and websites posted on the reading list by class date.
- New readings such as current events and/or recent research will be added throughout the semester as opportunities arise.

Weekly Schedule of Topics Week 1 – Adverse Childhood Experiences

- o Readings
- Adverse Childhood Experiences <https://www.cdc.gov/violenceprevention/acestudy/index.html>
- Review Adverse Childhood Experiences - Protective Factors <https://www.kidcentraltn.com/support/crisis-services-for-children/adverse-childhood-experience--protective-factors.html>
- Keeping the Family Strong – document posted in Canvas.
- o Due
- Reflection 1

Week 2 – Adverse Childhood Experiences

- o Readings
- Florida Health. (2017). Florida life course indicator report – Childhood experiences. Retrieved from <http://www.floridahealth.gov/programs-and-services/womens-health/florida-life-course-indicator-report/childhood-experiences-jan%202017.pdf>
- Bright, M., Alford, S., Yu., B., & Jiang, J. (2012). Adverse childhood experiences among adult Floridians - Findings from the 2010 Behavioral Risk Factor Surveillance System. Retrieved from <https://www.acesconnection.com/g/state-aces-action-group/fileSendAction/fcType/0/fcOid/402120533756356605/filePointer/459409328083868644/fodoid/459409328083868644>
- Child Trends. (2018). The prevalence of adverse childhood experiences, nationally, by state, and by race or ethnicity. Retrieved from <https://www.childtrends.org/publications/prevalence-adverse-childhood-experiences-nationally-state-race-ethnicity>
- o Documentaries
- Resilience: The Biology of Stress & The Science of Hope (watch in class)
- Broken Places (watch in class)
- o Due
- Reflection 2

Week 3 – Adverse Childhood Experiences, Attachment, and Trauma and the Brain

- o Readings
- Purvis, K. B., Cross, D. R., Dansereau, D. F., & Parris, S. R. (2013). Trust-Based Relational Intervention (TBRI): A systemic approach to complex developmental trauma. *Child & Youth Services*, 34(4), 360–386. <https://doi.org/10.1080/0145935X.2013.859906>
- TBRI Introduction and Overview Workbook
- o Pages 1 – 17
- Brain in the Palm of the Hand – Document posted in Canvas.
- Attachment 101 – Document posted in Canvas.
- o Due
- Reflection 3

Week 4 – Trust-Based Relational Intervention (TBRI)

- o Readings
- TBRI Introduction and Overview Workbook
- o Pages 18 – 28
- o Due
- Reflection 4

Week 5 - TBRI

- o Readings
- TBRI Connecting Principles Workbook
- o Pages 1 - 10
- o Due
- Reflection 5

Week 6- TBRI

- o Readings
- TBRI Connecting Principles Workbook
- o Pages 11 - 16
- o Due
- Reflection 6
- Case Study 1

Week 7- TBRI

- o Readings
- TBRI Connecting Principles Workbook
- o Pages 17 – 27
- o Due
- Reflection 7

Week 8- TBRI

- o Readings
- TBRI Empowering Principles Workbook
- o Page 1 - 11
- o Due
- Reflection 8
- Case Study 2

Week 9

SPRING BREAK

Week 10- TBRI

- o Readings
- TBRI Empowering Principles Workbook
- o Page 12 - 17
- o Due
- Reflection 9

Week 11 - TBRI

- o Readings
- TBRI Empowering Principles Workbook
- o Page 18 - 24
- TBRI Correcting Principles Workbook
- o Page 1 - 14
- o Due
- Reflection 10
- Case Study 3

Week 12- TBRI

- o Readings
- TBRI Correcting Principles Workbook

- o Page 15 - 23
- o Due
- Reflection 11

Week 13- TBRI and Trauma Informed Classrooms

- o Readings
 - TBRI Correcting Principles Workbook
- o Page 24 - 28
 - Call, C., Purvis, K., Parris, S., & Cross., D. (2014). Creating trauma - Informed classrooms. Retrieved from <http://www.adoptioncouncil.org/files/large/4b9294d4e0fc351>
 - Gagnon, S. (2018). The trauma informed teacher – Silent front line. Retrieved from <http://www.ransomforisrael.com/the-trauma-informed-teacher-silent-front-line/>
- o Due
- Reflection 12
- Case Study 4

Week 14 – Trauma Informed Classrooms

- o Readings
- o Foli KJ, Woodcox S, Kersey S, Zhang L. (2018). Addressing the wicked problem of childhood trauma through a nursing and cooperative extension system collaboration. Public Health Nursing, 35(1):56-63. doi:10.1111/phn.12375
- o Documentaries:
 - The Kids We Lose (watch in class)
 - Paper Tigers (watch in class)
- o Due
- Reflection 13
- Book Reflection

Week 15 – Trauma and the Court System

- Documentary:
- All Rise for the Good of the Children (watch in class)
 - o Due
 - Reflection 14
 - Case Study 5

Week 16 – Course Summary and Reflection

- o Due
- Reflection 15
- Literature Review

Grading Scheme Methods of Evaluation: 1045 points total

Please note all out of class assignments are due on Canvas by 11:59 PM on Saturday for each week.

- A. Case studies (75 points each x 5 = 375 points) – Students will complete five case studies throughout the semester by analyzing the provided family information, evaluating precipitating factors, and recommending steps to move the family forward.
- B. Book reflection (100 points) – Students will summarize the main points of the book, explain insights gained about the family and individual problems presented in the book in relation to the course material, and provide a reason why the student liked or disliked the book as well as explaining whether or not the student would recommend the book and why.
- C. Reflection/discussion papers (Weekly reactions to course materials 25 points x 15 papers = 375 points) - The purpose of the reflection paper is to help students process what they have read as well as any documentaries that we have watched and what we have discussed during the week. It also provides students an opportunity to include any unanswered questions.
- D. Literature review (90 points) – The literature review provides students an opportunity to further examine the current research on a topic related to the course material. The instructor will approve your topic in advance.
- E. Class attendance and participation (21 classes x 5 points each = 105 points) – Students should expect a mix of participation activities and attendance throughout the semester. The goal is to help students focus in on important content, apply course concepts, develop awareness, and make

connections between course material and your professional development. In-class participation and attendance assignments may include worksheets, small-group discussions and reports, written and verbal questions for speakers, class discussions, or other activities designed to understand and apply key concepts or issues. Collaboration is a key skill in today's workforce, so be sure to use discussions as an opportunity to practice leading, putting your ideas together, speaking, and interacting in a positive manner.

Instructor(s) Martie Gillen, Ph.D.

Attendance & Make-up Yes

Accomodations Yes

UF Grading Policies for assigning Grade Points Yes

Course Evaluation Policy Yes

CALS Curriculum Committee Submission Checklist

NOTE: This checklist must be included with all course and certificate submissions.

The checklist below is intended to facilitate course and certificate submissions to the University of Florida Academic Approval Tracking System (<https://approval.ufl.edu/>). The checklist consists of the most common items that can cause a submission to require changes or be recycled. Contrary to information provided on the UF approval site, the CALS Curriculum Committee requires a syllabus be submitted with each new course or course modification request. Please note that submitters are encouraged to attend the CALS CC meeting at which their item is being reviewed. This allows the submitter to answer any potential questions that may arise that could cause the item to not be approved. Also, be aware that when completing the UCC form the section Description of Request is asking for a brief statement about what you are doing. This is **not** the place for a course description. A statement such as “Proposal of a new undergraduate course” is all that is needed. Please do not submit documents in pdf format. All documents should be submitted in Word to facilitate editing on our end if necessary.

CHECKLIST: PLEASE INITIAL OR MARK N/A FOR EACH STATEMENT TO INDICATE YOUR COMPLIANCE.

MG It is required when making a submission that you consult your department’s representative to the CALS CC. A list of current members can be found on the committee site located at: <https://cals.ufl.edu/faculty-staff/committees/>.

MG Review the CALS Syllabus Policy. This document can be viewed at the committee site (<https://cals.ufl.edu/faculty-staff/committees/>) by clicking on the Curriculum Committee – Information & Documents heading and scrolling down to Forms, Checklists, and Other documents. The other items included here are all very helpful when making a curriculum submission. Some will be mentioned in other checklist items below.

n/a Joint course submissions must include both graduate and undergraduate syllabuses and a separate statement outlining the substantial (more than one) differences in assignments between the two courses. These assignments must account for at least a 15% difference in graded material between the two levels. If this is a new course submission both courses must be submitted for approval simultaneously.

MG The course description on the UCC form and in the syllabus must match. Any other information you wish to include needs to be under a different heading such as background or additional information.

MG The course learning objectives must be consistent with Bloom's taxonomy. Please see the following link at the CALS Curriculum site. (https://cals.ufl.edu/content/PDF/Faculty_Staff/cals-course-objectives.pdf). Do not use the words demonstrate or understand when listing learning objectives.

MG The course schedule should be concise and include the appropriate number of weeks in the semester.

n/a All graduate course submissions must include a reading list if a textbook is not required. The reading list should include at least some current readings (within the last 5 years). All readings do not need to be current.

MG Outside consultations are required if there is a possibility of the proposed course covering material taught in another department or college on campus. There must be a consult form completed by the chair of the department from who you are seeking the consult. Instructors may provide additional consults. The form can be found at: <https://registrar.ufl.edu/pdf/ucccconsult.pdf>.

MG Prerequisite courses are required for 3000 and 4000 level courses. This line of the approval form cannot be "none" or left blank. Junior or senior standing is an acceptable option. A phrase such as "a course in basic biology" is not acceptable.

MG Decimal points must be included in the grading scale if grade cut-offs are based on percentages. While this is not a university policy it is a CALS standard practice to avoid any confusion when final grades for the course are determined.

MG The attendance and make-up policy in a syllabus cannot contradict the university's policy. Do not include any additional wording to this policy. A statement and link regarding this is included in the CALS Syllabus Statements. For the approval process the college suggests a less is more view when it comes to this policy.

MG The most recent version of the CALS Syllabus Statements boiler plate must be included in all syllabuses. This document is included in the CALS Syllabus Policy and can be copied and pasted to the syllabus. Do not use the boilerplate statements from an old syllabus as they are likely to be out of date.

Certificates

If proposing a new undergraduate or graduate level certificate that includes any courses outside of the submitters department a statement regarding any possible impact on those courses needs to be included. An email from the instructor is acceptable. Also, any courses required for the certificate must have permanent prefixes and course numbers.

FYC 4XXX – Children: Trauma and Resiliency
3 Credit Hours
Spring 2021

Instructor: Dr. Martie Gillen

Meeting Time: TR, time TBD
Office: 3025A McCarty Hall D

Class Location: TBD

Telephone: 352-392-0404

Email: mgillen@ufl.edu

Office Hours: Thursdays 11:55 AM – 1:55 PM
or By Appointment

Course Description:

Evolving research on the developing child and the neurobiology of trauma has dramatically changed our understanding of adverse childhood experiences and its impact on the growing child. This course focuses on both areas: the nature of childhood trauma and intervention in an ecological context.

Additional Course Detail:

The overarching perspective of the course is the consideration of the child's traumatic experience in an ecological context. Child trauma reverberates not only through the family but also across the larger systems in which the child lives: neighborhoods, schools, and health institutions. Conversely, these systems shape the child's adaptation to traumatic experiences. The family's culture is an important determinant of how the child makes meaning of the experience and how the child/family seeks help. The first portion of the course explores the consequences of traumatic experiences in the context of psychosocial, neurobiological, and developmental processes. We will focus on both the short-term responses and the longer-term consequences of trauma. The second portion of the course considers trust-based relational intervention (TBRI). What do we know about effective interventions? How can educational systems be responsive to children affected by trauma? The third portion of the course addresses questions of change at the macro level: What current policy initiatives promote trauma-informed interventions or systems? What about prevention? Woven throughout the course, we will consider secondary traumatic stress and the impacts on helping professionals.

Prerequisites: FYC3001 & FYC3101 or instructor discretion

Course Objectives:

1. Explain the term child trauma.
 - a. Identify the three types of adverse childhood experiences (ACEs).
2. Explain the term toxic stress.
3. Explain the seven risk factors that may contribute to experiencing trauma.
4. Explain how trauma may affect the psychosocial, neurobiological, and developmental processes of children including:
 - a. Brain development and memory.
 - b. Child development.
 - c. Ability to learn and function in school.
5. Analyze the role that the child, family, and community ecology play in mitigating the effects of traumatic experiences.
6. Analyze the role of culture and ethnicity in defining traumatic experiences and shaping a child's and family's response to trauma.

7. Explain the concepts of vulnerability and resilience as they relate to trauma, including:
 - a. Coping responses.
 - b. Strengths.
 - c. Protective factors.
8. Apply trust-based relational intervention (TBRI) principles.
9. Differentiate among the parent-child attachment styles including implications and parenting techniques.
10. Explain secondary traumatic stress and the impacts on helping professionals.
11. Apply techniques for self-care that are effective in preventing and limiting secondary traumatic stress.

Overview of Readings:

- Rhodes-Courter, A. (2008). *Three Little Words*. New York: Atheneum – read on your own for the book reflection assignment.
- Trust-Based Relational Intervention (TBRI) – Four workbooks – available as pdf documents on Canvas.
- Journal articles, documents, and websites posted on the reading list by class date.
- New readings such as current events and/or recent research will be added throughout the semester as opportunities arise.

**Course Schedule
Reading and Documentary List**

Week 1 – Adverse Childhood Experiences

○ **Readings**

- Adverse Childhood Experiences <https://www.cdc.gov/violenceprevention/acestudy/index.html>
- Review Adverse Childhood Experiences - Protective Factors <https://www.kidcentraltn.com/support/crisis-services-for-children/adverse-childhood-experience--protective-factors.html>
- Keeping the Family Strong – document posted in Canvas.

○ **Due**

- Reflection 1

Week 2 – Adverse Childhood Experiences

○ **Readings**

- Florida Health. (2017). *Florida life course indicator report – Childhood experiences*. Retrieved from <http://www.floridahealth.gov/programs-and-services/womens-health/florida-life-course-indicator-report/childhood-experiences-jan%202017.pdf>
- Bright, M., Alford, S., Yu., B., & Jiang, J. (2012). *Adverse childhood experiences among adult Floridians - Findings from the 2010 Behavioral Risk Factor Surveillance System*. Retrieved from <https://www.acesconnection.com/g/state-aces-action-group/fileSendAction/fcType/0/fcOid/402120533756356605/filePointer/459409328083868644/fodoid/459409328083868644>
- Child Trends. (2018). *The prevalence of adverse childhood experiences, nationally, by state, and by race or ethnicity*. Retrieved from <https://www.childtrends.org/publications/prevalence-adverse-childhood-experiences-nationally-state-race-ethnicity>

○ **Documentaries**

- Resilience: The Biology of Stress & The Science of Hope (watch in class)
- Broken Places (watch in class)

○ **Due**

- Reflection 2

Week 3 – Adverse Childhood Experiences, Attachment, and Trauma and the Brain

○ **Readings**

- Purvis, K. B., Cross, D. R., Dansereau, D. F., & Parris, S. R. (2013). Trust-Based Relational Intervention (TBRI): A systemic approach to complex developmental trauma. *Child & Youth Services*, 34 (4), 360–386. <https://doi.org/10.1080/0145935X.2013.859906>
- TBRI Introduction and Overview Workbook
 - Pages 1 – 17
- Brain in the Palm of the Hand – Document posted in Canvas.
- Attachment 101 – Document posted in Canvas.

○ **Due**

- Reflection 3

Week 4 – Trust-Based Relational Intervention (TBRI)

○ **Readings**

- TBRI Introduction and Overview Workbook
 - Pages 18 – 28

○ **Due**

- Reflection 4

Week 5 - TBRI

- **Readings**
 - TBRI Connecting Principles Workbook
 - Pages 1 - 10
- **Due**
 - Reflection 5

Week 6- TBRI

- **Readings**
 - TBRI Connecting Principles Workbook
 - Pages 11 - 16
- **Due**
 - Reflection 6
 - Case Study 1

Week 7- TBRI

- **Readings**
 - TBRI Connecting Principles Workbook
 - Pages 17 – 27
- **Due**
 - Reflection 7

Week 8- TBRI

- **Readings**
 - TBRI Empowering Principles Workbook
 - Page 1 - 11
- **Due**
 - Reflection 8
 - Case Study 2

Week 9

- Spring Break

Week 10- TBRI

- **Readings**
 - TBRI Empowering Principles Workbook
 - Page 12 - 17
- **Due**
 - Reflection 9

Week 11 - TBRI

- **Readings**
 - TBRI Empowering Principles Workbook
 - Page 18 - 24
 - TBRI Correcting Principles Workbook
 - Page 1 - 14
- **Due**
 - Reflection 10
 - Case Study 3

Week 12- TBRI

- **Readings**
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 - Page 15 - 23
- **Due**
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Week 13- TBRI and Trauma Informed Classrooms

- **Readings**
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 - Gagnon, S. (2018). The trauma informed teacher – Silent front line. Retrieved from <http://www.ransomforisrael.com/the-trauma-informed-teacher-silent-front-line/>
- **Due**
 - Reflection 12

- Reflection 12
- Case Study 4

Week 14 – Trauma Informed Classrooms

- **Readings**
 - Foli KJ, Woodcox S, Kersey S, Zhang L. (2018). Addressing the wicked problem of childhood trauma through a nursing and cooperative extension system collaboration. *Public Health Nursing*, 35 (1):56-63. doi:10.1111/phn.12375
- **Documentaries:**
 - The Kids We Lose (watch in class)
 - Paper Tigers (watch in class)
- **Due**
 - Reflection 13
 - Book Reflection

Week 15 – Trauma and the Court System

Documentary:

- All Rise for the Good of the Children (watch in class)
- **Due**
 - Reflection 14
 - Case Study 5

Week 16 – Course Summary and Reflection

- **Due**
 - Reflection 15
 - Literature Review

Methods of Evaluation: 1045 points total

Please note all out of class assignments are due on Canvas by 11:59 PM on Saturday for each week.

- Case studies** (75 points each x 5 = 375 points) – Students will complete five case studies throughout the semester by analyzing the provided family information, evaluating precipitating factors, and recommending steps to move the family forward.
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- Literature review** (90 points) – The literature review provides students an opportunity to further examine the current research on a topic related to the course material. The instructor will approve your topic in advance.
- Class attendance and participation** (21 classes x 5 points each = 105 points) – Students should expect a mix of participation activities and attendance throughout the semester. The goal is to help students focus in on important content, apply course concepts, develop awareness, and make connections between course material and your professional development. In-class participation and attendance assignments may include worksheets, small-group discussions and reports, written and verbal questions for speakers, class discussions, or other activities designed to understand and apply key concepts or issues. Collaboration is a key skill in today’s workforce, so be sure to use discussions as an opportunity to practice leading, putting your ideas together, speaking, and interacting in a positive manner.

Grading Summary : Grades in this class will be based on the following scale:

Letter Grade	Percentage	Points
A	= 93.50% and above	978 and above
A-	= 90.00-93.49%	941 - 977
B+	= 86.50-89.99%	904 - 940
B	= 83.50-86.49%	873 - 903
B-	= 80.00-83.49%	836 - 872
C+	= 76.50-79.99%	799 - 835
C	= 73.50-76.49%	768 - 798
C-	= 70.00-73.49%	732 - 767
D+	= 66.50-69.99%	695 - 731
D	= 63.50-66.49%	664 - 694
D-	= 60.00-63.49%	627 - 663
E	= 59.99% and below	626 and below

***All of the following** must be true for the student to be eligible to receive a grade of "I." The student has completed a major portion of the course work with a passing grade (D or better), the student is unable to complete course requirements because of documented circumstances beyond their control, and the student and instructor have discussed the situation prior to the final exam (except under emergency conditions).*

Information on current UF grading policies for assigning grade points

<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

Guest Speakers and Videos:

Guest Speakers will be invited to class and provide an exceptional opportunity for students to learn about the field. Take advantage of learning from them—come to class, take notes, ask questions, and speak to them after class. A word of advice: Speakers may or may not use PowerPoint slides, so it will be important for you (and your responsibility) to take notes and read any additional material they provide because this important class content will help with assignments. We also will be viewing several videos. Missed video assignments that are not available online can be made up during office hours only when the student has an excused absence.

Attendance and Make-Up Work:

Points can only be made up if the student has documentation for their absence, as per UF policy.

Requirements for class attendance and make-up assignments and other work are consistent with university policies that can be found at: <https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>

NOTE: This course covers topics that may be difficult because of your personal background and experiences. Please take advantage of the services at UF for counseling to support you on your personal journey and in your career decisions. Feel free to speak to the instructor about any concerns. If you elect not to attend class on a day that you feel will be especially difficult for you (honor system), follow the two guidelines for being excused and keeping up with work: (1) Inform the instructor before you miss class. (2) Make up in-class work within the week. If you want to receive credit for in-class assignments, you will need to make up the missed work.

Course Policies Classroom Demeanor:

Respect for your peers and the instructor is most important. Everything else falls into place from there.

Nevertheless, to spell this out more specifically, please...

- Please be on time and ready to work; this shows punctuality and reliability, which are great work force skills and important for job recommendations! Please do not walk out of the classroom early unless absolutely necessary and preferably let me know in advance; otherwise it can be construed as rude and disruptive.
- Please keep the dialogue respectful of your peers and of the instructor. Talking about families is not easy. Be sure to be objective, nonjudgmental, and non-confrontational. Show you care, understand, accept, and respect. These are essential skills for working in helping professions.
- Please put aside distractions and be ready to participate in class. Keep conversations with others at a minimum during class time. Multitasking actually works against deep learning.
- Use a computer or tablet for note taking but not for emailing, posting/reading social media, listening to music, checking game scores, shopping, or anything else. I will ask students who are using devices for other purposes to put them away completely. Continuing to ignore this instruction will result in loss of points for in-class participation.

NOTE: Poor classroom behavior has several possible results: a warning; a meeting with the instructor; the loss of participation points; referral to the Dean; or removal from class if necessary, per UF policy.

Course Communication:

1. Check your UF (ufl) email and the Canvas announcements page every day for notices about class.
2. When emailing, please use the Canvas website or your ufl email account. If you have not received a reply within two business days, please email again or see me after class.
3. Please schedule an appointment to discuss concerns, resolve questions about grades, or talk about course material.

Questions about Grades Received on Assignments:

Please let me know via email or in-person within one week of the grade submission date if you have questions about a grade received on an assignment.

Online Course Evaluation Process:

Student assessment of instruction is an important part of efforts to improve teaching and learning. At the end of the semester, students are expected to provide feedback on the quality of instruction in this course using a standard set of university and college criteria. Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at: <https://gatorevals.aa.ufl.edu/students/>.

Students will be notified when the evaluation period opens and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>.

Summaries of course evaluation results are available to students at: <https://gatorevals.aa.ufl.edu/public-results/>.

Academic Honesty:

As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge: “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.” You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." It is assumed that you will complete all work independently in each course unless the instructor provides explicit permission for you to collaborate on course tasks (e.g. assignments, papers, quizzes, exams). Furthermore, as part of your obligation to uphold the Honor Code, you should report any condition that facilitates academic misconduct to appropriate personnel. It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For more information regarding the Student Honor Code, please see: <http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code> .

Software Use:

All faculty, staff and students of the university are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against university policies and rules, disciplinary action will be taken as appropriate.

Services for Students with Disabilities:

The Disability Resource Center coordinates the needed accommodations of students with disabilities. This includes registering disabilities, recommending academic accommodations within the classroom, accessing special adaptive computer equipment, providing interpretation services and mediating faculty-student disability related issues. Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation 0001 Reid Hall, 352-392-8565, <https://disability.ufl.edu/>

Campus Helping Resources :

Students experiencing crises or personal problems that interfere with their general wellbeing are encouraged to utilize the university’s counseling resources. The Counseling & Wellness Center provides confidential counseling services at no cost for currently enrolled students. Resources are available on campus for students having personal problems or lacking clear career or academic goals, which interfere with their academic performance.

- University Counseling & Wellness Center, 3190 Radio Road, 352-392-1575, www.counseling.ufl.edu
 - Counseling Services
 - Groups and Workshops
 - Outreach and Consultation
 - Self-Help Library
 - Wellness Coaching
- U Matter We Care, www.umatter.ufl.edu/
- Career Connections Center, First Floor JWRU, 392-1601, <https://career.ufl.edu/>
- Student Success Initiative, <http://studentsuccess.ufl.edu>

Student Complaints:

- Residential Course: <https://sccr.dso.ufl.edu/policies/student-honor-code-studentconduct-code/>
- Online Course: <http://www.distance.ufl.edu/student-complaint-process>

COVID Response Statements:

We will have face-to-face instructional sessions to accomplish the student learning objectives of this course. In response to COVID-19, the following policies and requirements are in place to maintain your learning environment and to enhance the safety of our in-classroom interactions.

- You are required to wear approved face coverings at all times during class and within buildings. Following and enforcing these policies and requirements are all of our responsibility. Failure to do so will lead to a report to the Office of Student Conduct and Conflict Resolution.
- This course has been assigned a physical classroom with enough capacity to maintain physical distancing (6 feet between individuals) requirements. Please utilize designated seats and maintain appropriate spacing between students. Please do not move desks or stations.
- Sanitizing supplies are available in the classroom if you wish to wipe down your desks prior to sitting down and at the end of the class.
- Follow your instructor’s guidance on how to enter and exit the classroom. Practice physical distancing to the extent possible when entering and exiting the classroom.
- If you are experiencing COVID-19 symptoms ([Click here for guidance from the CDC on symptoms of coronavirus](#)), please use the UF Health screening system and follow the instructions on whether you are able to attend class. [Click here for UF Health guidance on what to do if you have been exposed to or are experiencing Covid-19 symptoms](#) .
 - Course materials will be provided to you with an excused absence, and you will be given a

reasonable amount of time to make up work. [Find more information in the university attendance policies](#) .

Children – Trauma and Resiliency

Course Schedule

Reading and Documentary List

Week 1 – Adverse Childhood Experiences

- **Readings**
 - Adverse Childhood Experiences <https://www.cdc.gov/violenceprevention/acestudy/index.html>
 - Review Adverse Childhood Experiences - Protective Factors <https://www.kidcentraltn.com/support/crisis-services-for-children/adverse-childhood-experience--protective-factors.html>
 - Keeping the Family Strong – document posted in Canvas.
- **Due**
 - Reflection 1

Week 2 – Adverse Childhood Experiences

- **Readings**
 - Florida Health. (2017). *Florida life course indicator report – Childhood experiences*. Retrieved from <http://www.floridahealth.gov/programs-and-services/womens-health/florida-life-course-indicator-report/childhood-experiences-jan%202017.pdf>
 - Bright, M., Alford, S., Yu., B., & Jiang, J. (2012). *Adverse childhood experiences among adult Floridians - Findings from the 2010 Behavioral Risk Factor Surveillance System*. Retrieved from <https://www.acesconnection.com/g/state-aces-action-group/fileSendAction/fcType/0/fcOid/402120533756356605/filePointer/459409328083868644/fodoid/459409328083868644>
 - Child Trends. (2018). *The prevalence of adverse childhood experiences, nationally, by state, and by race or ethnicity*. Retrieved from <https://www.childtrends.org/publications/prevalence-adverse-childhood-experiences-nationally-state-race-ethnicity>
- **Documentaries**
 - Resilience: The Biology of Stress & The Science of Hope (watch in class)
 - Broken Places (watch in class)
- **Due**
 - Reflection 2

Week 3 – Adverse Childhood Experiences, Attachment, and Trauma and the Brain

- **Readings**
 - Purvis, K. B., Cross, D. R., Dansereau, D. F., & Parris, S. R. (2013). Trust-Based Relational Intervention (TBRI): A systemic approach to complex developmental trauma. *Child & Youth Services*, 34 (4), 360–386. <https://doi.org/10.1080/0145935X.2013.859906>
 - TBRI Introduction and Overview Workbook
 - Pages 1 – 17
 - Brain in the Palm of the Hand – Document posted in Canvas.
 - Attachment 101 – Document posted in Canvas.
- **Due**
 - Reflection 3

Week 4 – Trust-Based Relational Intervention (TBRI)

- **Readings**
 - TBRI Introduction and Overview Workbook
 - Pages 18 – 28
- **Due**
 - Reflection 4

Week 5 - TBRI

- **Readings**
 - TBRI Connecting Principles Workbook
 - Pages 1 - 10
- **Due**
 - Reflection 5

Week 6- TBRI

- **Readings**
 - TBRI Connecting Principles Workbook
- Original file: Gillen_Course Schedule and Reading List-10_7_20.docx**

- Pages 11 - 16
- **Due**
 - Reflection 6
 - Case Study 1

Week 7- TBRI

- **Readings**
 - TBRI Connecting Principles Workbook
 - Pages 17 – 27
- **Due**
 - Reflection 7

Week 8- TBRI

- **Readings**
 - TBRI Empowering Principles Workbook
 - Page 1 - 11
- **Due**
 - Reflection 8
 - Case Study 2

Week 9

SPRING BREAK

Week 10- TBRI

- **Readings**
 - TBRI Empowering Principles Workbook
 - Page 12 - 17
- **Due**
 - Reflection 9

Week 11 - TBRI

- **Readings**
 - TBRI Empowering Principles Workbook
 - Page 18 - 24
 - TBRI Correcting Principles Workbook
 - Page 1 - 14
- **Due**
 - Reflection 10
 - Case Study 3

Week 12- TBRI

- **Readings**
 - TBRI Correcting Principles Workbook
 - Page 15 - 23
- **Due**
 - Reflection 11

Week 13- TBRI and Trauma Informed Classrooms

- **Readings**
 - TBRI Correcting Principles Workbook
 - Page 24 - 28
 - Call, C., Purvis, K., Parris, S., & Cross., D. (2014). Creating trauma - Informed classrooms. Retrieved from <http://www.adoptioncouncil.org/files/large/4b9294d4e0fc351>
 - Gagnon, S. (2018). The trauma informed teacher – Silent front line. Retrieved from <http://www.ransomforisrael.com/the-trauma-informed-teacher-silent-front-line/>
- **Due**
 - Reflection 12
 - Case Study 4

Week 14 – Trauma Informed Classrooms

- **Readings**
 - Foli KJ, Woodcox S, Kersey S, Zhang L. (2018). Addressing the wicked problem of childhood trauma through a nursing and cooperative extension system collaboration. *Public Health Nursing*, 35 (1):56–63. doi:10.1111/phn.12375
- **Documentaries:**
 - The Kids We Lose (watch in class)
 - Paper Tigers (watch in class)
- **Due**
 - Reflection 13
 - Book Reflection

Week 15 – Trauma and the Court System

Documentary:

- All Rise for the Good of the Children (watch in class)
- **Due**
 - Reflection 14
 - Case Study 5

Week 16 – Course Summary and Reflection

- **Due**
 - Reflection 15
 - Literature Review