

**FYC 4210 – Children: Trauma and Resiliency<sup>1</sup>**  
**3 Credit Hours**  
**Spring 2024**

**Instructor:** Dr. Martie Gillen

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**Office Hours:** Wednesdays 9:30 AM – 10:30 AM

Zoom by appointment

Scheduling link: <https://calendly.com/martiegillen/fyc4210>

**Meeting Time:** MWF (4) 10:40–11:30 AM

**Class Location:** MW – MCCB 1108

F outside activities assigned

**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 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:

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<sup>1</sup> Corrections and clarifications may be made to the syllabus early in the semester. Throughout the semester, the instructor reserves the right to adjust the syllabus and calendar as needed (e.g., to correct unseen errors and adjust the schedule).

- 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.

### Methods of Evaluation: 720 points total

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

- A. **Case studies** (50 points each x 5 = 250 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** (125 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 15 points x 15 papers = 195 points (with two dropped) - 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** (150 points total) – The literature review provides students an opportunity to further examine the current research on a topic related to the course material.

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

Letter Grade		Percentage	Points		
A	=	93.50% and above	673 and above		
A-	=	90.00-93.49%	648	-	672
B+	=	86.50-89.99%	623	-	647
B	=	83.50-86.49%	601	-	622
B-	=	80.00-83.49%	576	-	600
C+	=	76.50-79.99%	551	-	575
C	=	73.50-76.49%	529	-	550
C-	=	70.00-73.49%	504	-	528
D+	=	66.50-69.99%	479	-	503
D	=	63.50-66.49%	457	-	478
D-	=	60.00-63.49%	432	-	456
E	=	59.99% and below	431 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>

Requirements for make-up exams or homework and the submission of late assignments and other work are consistent with university policies that can be found at:

<https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>

### **Questions about Grades Received on Assignments:**

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

### **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.

### **Academic Honesty Policy**

UF students are bound by The Honor Pledge which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students 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.” The Honor Code ([sccr.dso.ufl.edu/process/student-conduct-code/](http://sccr.dso.ufl.edu/process/student-conduct-code/)) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor in this class.

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>.

### **Online Course Evaluation Process**

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 [gatorevals.aa.ufl.edu/students/](http://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 [ufl.bluera.com/ufl/](http://ufl.bluera.com/ufl/). Summaries of course evaluation results are available to students at [gatorevals.aa.ufl.edu/public-results/](http://gatorevals.aa.ufl.edu/public-results/).

### **Software Use Policy**

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.

### **Campus Helping Resources**

## Health and Wellness

- U Matter, We Care: If you or someone you know is in distress, please contact [umatter@ufl.edu](mailto:umatter@ufl.edu), 352-392-1575, or visit [umatter.ufl.edu/](http://umatter.ufl.edu/) to refer or report a concern and a team member will reach out to the student in distress.
- Counseling and Wellness Center: Visit [counseling.ufl.edu/](http://counseling.ufl.edu/) or call 352-392-1575 for information on crisis services as well as non-crisis services.
- Student Health Care Center: Call 352-392-1161 for 24/7 information to help you find the care you need, or visit [shcc.ufl.edu/](http://shcc.ufl.edu/).
- University Police Department: Visit [police.ufl.edu/](http://police.ufl.edu/) or call 352-392-1111 (or 9-1-1 for emergencies).
- UF Health Shands Emergency Room / Trauma Center: For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; [ufhealth.org/emergency-room-trauma-center](http://ufhealth.org/emergency-room-trauma-center).

## Academic Resources

- E-learning technical support: Contact the UF Computing Help Desk at 352-392-4357 or via e-mail at [helpdesk@ufl.edu](mailto:helpdesk@ufl.edu).
- Career Connections Center: Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services [career.ufl.edu/](http://career.ufl.edu/).
- Library Support: [cms.uflib.ufl.edu/ask](http://cms.uflib.ufl.edu/ask) various ways to receive assistance with respect to using the libraries or finding resources.
- Teaching Center: Broward Hall, 352-392-2010 or to make an appointment 352- 392-6420. General study skills and tutoring. [teachingcenter.ufl.edu/](http://teachingcenter.ufl.edu/)
- Writing Studio: 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers. [writing.ufl.edu/writing-studio/](http://writing.ufl.edu/writing-studio/)
- Student Complaints On-Campus: [sccr.dso.ufl.edu/policies/student-honor- conduct-code/](http://sccr.dso.ufl.edu/policies/student-honor- conduct-code/)
- On-Line Students Complaints: [distance.ufl.edu/student-complaint-process/](http://distance.ufl.edu/student-complaint-process/)

## Services for Students with Disabilities

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center by visiting <https://disability.ufl.edu/students/get-started/>. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

## Student Privacy

There are federal laws protecting your privacy with regards to grades earned in courses and on individual assignments. For more information, please see:

<http://registrar.ufl.edu/catalog0910/policies/regulationferpa.html>