

**FYC 4210 – Children: Trauma and Resiliency<sup>1</sup>**  
**3 Credit Hours**  
**Spring 2025**

**Instructor:** Dr. Martie Gillen  
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**Meeting Time:** MWF (4) 10:40–11:30 AM  
**Class Location:** MW – MCCB 1108

F outside activities assigned

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

Zoom by appointment

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

**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 reflections on course materials 15 points x 14 papers = 195 points (with one 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. **Students are required to attend class each Monday and Wednesday to have their weekly reflection paper graded.**

- 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).

Grades and Grade Points For information on current UF policies for assigning grade points, see <https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>

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

Please let me know via email within of receiving your grade if you have questions about the grade you received.

#### **Attendance and Make-Up Work**

Class attendance is required. **Students are required to attend class each Monday and Wednesday to have their weekly reflection paper graded.** 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/>

**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 a number of videos during class. Missed video assignments that are not available online can be made up during office hours only when the student has an excused absence.

**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.
- 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.

**NOTE:** Poor classroom behavior has several possible results: a warning; a meeting with the instructor; the loss of 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.

### **Accommodations for Students with Disabilities such as:**

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the Disability Resource Center. See the “Get Started With the DRC” webpage <https://disability.ufl.edu/get-started/> on the Disability Resource Center site. 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.

### **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 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 Conduct Code specifies a number of behaviors that are in violation of this code and the possible sanctions. See the [UF Conduct Code website](#) for more information. If you have any questions or concerns, please consult with the instructor or TAs 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). 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: (New Link: <https://policy.ufl.edu/regulation/4-040/>)

### **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.

## 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.

## Whole Gator App

The Whole Gator and website and app connects UF students with resources dedicated to supporting overall health and well-being. In addition to many of the resources below it also has strategies to practice self-care. <https://one.uf.edu/whole-gator/topics>

## 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 [U Matter, We Care website](#) to refer or report a concern and a team member will reach out to the student in distress.
- Counseling and Wellness Center: Visit the [Counseling and Wellness Center website](#) or call 352-392-1575 for information on crisis services as well as noncrisis services.
- Student Health Care Center: Call 352-392-1161 for 24/7 information to help you find the care you need, or visit the [Student Health Care Center website](#).
- University Police Department: Visit [UF Police Department website](#) 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; Visit the [UF Health Emergency Room and Trauma Center website](#).
- GatorWell Health Promotion Services: For prevention services focused on optimal wellbeing, including Wellness Coaching for Academic Success, visit the [GatorWell website](#) or call 352-273- 4450.
- Student Success Initiative, <http://studentsuccess.ufl.edu>.

## 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. • Library Support: Various ways to receive assistance with respect to using the libraries or finding resources. Call 866-281-6309 or email [ask@ufl.libanswers.com](mailto:ask@ufl.libanswers.com) for more information.
- [Teaching Center](#): 1317 Turlington Hall, 352-392-2010 or to make an appointment 352-392-6420. General study skills and tutoring.
- [Writing Studio](#): Daytime (9:30am-3:30pm): 2215 Turlington Hall, 352-846-1138 | Evening (5:00pm-7:00pm): 1545 W University Avenue (Library West, Rm. 339). Help brainstorming, formatting, and writing papers.
- Academic Complaints: Office of the Ombuds; Visit the [Complaint Portal webpage](#) for more information.
- Enrollment Management Complaints (Registrar, Financial Aid, Admissions): View the [Student Complaint Procedure webpage](#) for more information.

**Student Complaints:**

- Residential Course: <https://www.ombuds.ufl.edu/complaint-portal/>
- Online Course: <https://pfs.tnt.aa.ufl.edu/state-authorization-status/#student-complaint>

**In-Class Recording:**

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal education use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and deliver by an instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentation such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or guest lecturer during a class session.

Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless, of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third-party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

# Children – Trauma and Resiliency Reading, Podcast, and Video List

## Week 1

### January 13 & 15

- Readings
  - Review Adverse Childhood Experiences - Protective Factors
    - <https://www.kidcentraltn.com/support/crisis-services-for-children/adverse-childhood-experience--protective-factors.html>
  - Strengthening Families Approach and Protective Factors Framework
  - Keeping the Family Strong
  - Protective Factors

### January 17

- Video
  - How childhood trauma effects health across a lifetime (15:49 minutes).
- Readings
  - Review the CDC and SAMHSA websites for ACEs
    - <https://www.cdc.gov/violenceprevention/acestudy/index.html>
    - <https://www.samhsa.gov/child-trauma/recognizing-and-treating-child-traumatic-stress>

### Assignments

- Reflection 1

## Week 2

### January 20 - Holiday

### January 22 & 24

- Readings
  - Florida Health. (2017). *Florida life course indicator report – Childhood experiences*. <http://www.floridahealth.gov/programs-and-services/womens-health/florida-life-course-indicator-report/childhood-experiences-jan%202017.pdf>
  - Florida study confirms link between juvenile offenders, ACEs; rates much higher than CDC's ACE Study <https://acestoohigh.com/2014/08/20/florida-study-confirms-link-between-juvenile-offenders-aces-rates-much-higher-than-cdcs-ace-study/>
  - Child Trends. (2018). *The prevalence of adverse childhood experiences, nationally, by state, and by race or ethnicity*. <https://www.childtrends.org/publications/prevalence-adverse-childhood-experiences-nationally-state-race-ethnicity>
- Video
  - Resilience (available via Electronic course reserves (1 hour))



- Student guide to accessing: <https://accesssupport.uflib.ufl.edu/course-reserves/students/ares-student-guide/>

### Assignments

- Reflection 2

## Week 3

### January 27

- Discuss Resilience documentary

### January 29

- **Readings**
  - Trust-Based Relational Intervention (TBRI): A Systemic Approach to Complex Developmental Trauma – Journal Article
  - TBRI Introduction and Overview Workbook
    - Pages 1 – 11
  - Brain in the Palm of the Hand

### January 31

- **Video**
  - [Experiences Build Brain Architecture](#) (2 minutes)
  - [From Chaos to Calm-How One Magic Question Changed Everything for Our Family](#) (14:43 minutes)
- **Podcast**
  - [The brain architects: Connecting health and learning Part 1: The science](#) (38:36 minutes)
  - [Trauma, the brain, and TBRI](#) (37:50 minutes)

### Assignments

- Reflection 3

## Week 4

### February 3

- Brain architecture game

### February 5

- **Readings**
  - TBRI Introduction and Overview Workbook - Connecting
    - Pages 12 – 13
  - Attachment 101 (11 pages)

### February 7

- **Video**
  - [Molly Wright: How every child can thrive by five](#) (7:42 minutes)
- **Podcast**
  - [Attachment – Why It Matters](#) (52 minutes)

### Assignments

- Reflection 4

## Week 5

### February 10

- TBRI Introduction and Overview Workbook - Empowering
  - Pages 14 – 17

### February 12

- TBRI Introduction and Overview Workbook – Correcting & Putting it All Together
  - Pages 18 – 28
- *Infant Play Therapy: Foundations, Models, Programs, and Practice*  
Chapter 14 - Trust-Based Relational Intervention with a Two-Year-Old an Adoption Case (14 pages)

### February 14

#### Videos

- Harvard University, Center on the Developing Child
  - [Serve & Return Interaction Shapes Brain Circuitry](#) (1:43 minutes)
  - [How-to: 5 Steps for Brain-Building Serve and Return](#) (6:07 minutes)
  - [Play in Early Childhood: The Role of Play in Any Setting](#) (8:12 minutes)
  - [Building Babies' Brains Through Play: Mini Parenting Master Class](#) (5:27 minutes)

#### Podcasts

- [The Brain Architects Podcasts: Connecting Health & Learning Part I: The Science](#) (38:36 minutes)
- [The Research Behind TBRI](#) (28:53 minutes)

#### Assignments

- Reflection 5
- Literature review topic

## Week 6

### February 17

- TBRI Introduction and Overview Workbook – Correcting & Putting it All Together
  - Pages 18 – 28 (continued)

### February 19

- TBRI Connecting Principles Workbook
  - Pages 1 – 13

### February 21

#### Podcasts

- [TBRI® Connecting Principles with Amanda Purvis](#) (48 minutes)
- [A Front Porch Conversation with Daren Jones and Troy McPeak – Part I](#) (35:47 minutes)
- [A Front Porch Conversation with Daren Jones and Troy McPeak – Part 2](#) (35:34 minutes)

#### Assignments

- Reflection 6
- Case Study 1

## Week 7

### February 24

- TBRI Connecting Principles Workbook
  - Pages 1 – 13 (continued)

### February 26

- TBRI Connecting Principles Workbook
  - Pages 14 - 23

### February 28

- Broken Places (available via electronic course reserves (1 hour and 17 minutes))

### Assignment

- Reflection 7

## Week 8

### March 3

- TBRI Connecting Principles Workbook
  - Pages 14 – 23 (continued)

### March 5

- TBRI Empowering Principles Workbook
  - Page 1 – 11

### March 7

- **Videos**
  - [Transforming Cultures of Care - Harris County Juvenile Probation Department](#) (9:38 minutes)
  - [Connected in crisis: Proactive connection](#) (8:23 minutes)
- **Podcasts**
  - [TBRI® Empowering Principles with Dr. David Cross](#) (47 minutes)
  - [Relating through the Senses with Marti Smith, OTR/L](#) (36 minutes)

### Assignments

- Reflection 8
- Case study 2

## Week 9

### March 10

- TBRI Empowering Principles Workbook
  - Page 12 - 24

### March 12

- TBRI Empowering Principles Workbook
  - Page 12 – 24 (continued)

### March 14

#### Podcast

- Harvard University, Center on the Developing Child
  - [The Brain Architects Podcasts: Connecting Health & Learning Part II: The Implications](#) (44:36 minutes)

## Assignment

- Reflection 9

## Week 10

**March 15 -22 – SPRING BREAK**

## Week 11

**March 24**

- TBRI Correcting Principles Workbook
  - Page 1 – 8

**March 26**

- TBRI Correcting Principles Workbook
  - Page 9 – 13

**March 28**

### Podcasts

- [The TBRI® Correcting Principles with Sarah Mercado](#) (39 minutes)

## Assignments

- Reflection 10
- Case study 3

## Week 12

**March 31**

- TBRI Correcting Principles Workbook
  - Page 15 – 28
- **Revisit - *Infant Play Therapy: Foundations, Models, Programs, and Practice* (available via electronic course reserves)**
  - Chapter 14 - Trust-Based Relational Intervention with a Two-Year-Old An Adoption Case

**April 2**

- TBRI Correcting Principles Workbook
  - Page 15 – 28 (continued)

**April 4**

### Video

- The Kids We Lose (available via electronic course (1 hour 28 minutes))

## Assignments

- Reflection 11

## Week 13

### April 7 and 9

- Creating Trauma - Informed Classrooms – Article (10 pages)
- Blog – The Trauma Informed Teacher – Silent Front Line - <http://www.ransomforisrael.com/the-trauma-informed-teacher-silent-front-line/>
- Parris, S.R., Dozier, M., Purvis, K.B. *et al.* Implementing Trust-Based Relational Intervention® in a Charter School at a Residential Facility for At-Risk Youth. *Contemp School Psychol* 19, 157–164 (2015). <https://doi.org/10.1007/s40688-014-0033-7> (8 pages)

### April 11

- Podcasts
- [Trauma-Informed Schools with Amy Abell](#) (38 minutes)
- [TBRI & Law Enforcement with Randy Kaiser](#) (34 minutes)

### Assignments

- Reflection 12
- Case study 4

## Week 14

### April 14

- Guest present – meet via Zoom

### April 16

- Guest present – meet via Zoom

### April 18

- **Video – we will discuss both videos on Monday, April 21**
  - Paper Tigers (available via electronic course reserves (1 hour 43 minutes))
  - [All Rise for the Good of the Children](#) (1 hour and 14 minutes)

### Assignments

- Reflection 13
- Book reflection

## Week 15

### April 21

- Discuss All Rise for the Good of the Children
- Discuss Paper Tigers

### April 23

- Course summary discussion

### Assignments

- Reflection 14 – due April 23
- Case study 5 – due April 23