UF|IFAS CALS
UNIVERSITY of FLORIDA

FYC4210 Children: Trauma and Resiliency

Spring 2026
In-person, 3 credit hours

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Office Hours: Wednesdays 9:00 – 10:00 AM

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.

Course Learning 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:
    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 Overview and Purpose

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.

Course Prerequisites

FYC3001 & FYC3101 or instructor discretion

Textbooks, Learning Materials, and Supply Fees

- Rhodes-Courter, A. (2008). Three Little Words. New York: Atheneum – read on your own for the book reflection assignment.
- Trust-Based Relational Intervention (TBRI) – participant workbooks – available for free on Canvas.
- Journal articles, reports, podcasts, videos, documentaries, and websites.

Technical Support

UF Computing Help Desk & Ticket Number: All technical issues require a UF Helpdesk Ticket Number. The UF Helpdesk is available 24 hours a day, 7 days a week. https://helpdesk.ufl.edu/ | 352-392-4357

Weekly Course Schedule

Week		Topic	Assessment	Due Date @ 11:59 PM EST
1	January 12 – 16	Intro to the course Connecting activity	Reflection 1	January 18
2	January 19 Holiday January 21 – 23	What is TBRI? Optimal development What is Trauma? Risk factors and protective factors Resilience	Reflection 2	January 25
3	January 26 – 30	Attachment Healthy relationships Giving voice and giving yeses Intro to TBRI Mindset shift Willful vs. survival behaviors	Reflection 3	February 1
4	February 2 – 6	Brain architecture game TBRI Connecting	Reflection 4	February 8
5	February 9 – 13	TBRI Connecting	Reflection 5 Literature review topic	February 15
6	February 16 – 20	TBRI Connecting	Reflection 6 Case study 1	February 22
7	February 23 – 27	Networking Fair TBRI Connecting	Reflection 7	March 1
8	March 2 – 6	TBRI Empowering	Reflection 8 Case study 2	March 8
9	March 9 – 13	TBRI Empowering	Reflection 9	March 15
10	March 16 – 20 Spring Break			
11	March 23 – 27	TBRI Empowering	Reflection 10 Case study 3	March 29
12	March 30 – April 3	TBRI Correcting	Reflection 11 Literature review	April 5
13	April 6 – 10	TBRI Correcting TBRI nurture groups	Reflection 12 Case study 4	April 12
14	April 13 – 17	Guest presenters on TBRI	Reflection 13 Book reflection	April 19
15	April 20 - 22	Documentary discussion Course summary	Reflection 14 Case study 5	April 22

Grading Policy

Course grading is consistent with UF grading policies.

Course Grading Structure

Assignment Type	Point Value	Percent of Final Grade
Case study (5 @ 50 points each)	250	35%
Book reflection	125	17%
Literature review	150	21%
Reflection/discussion papers (14 x 15 points each with one dropped)	195	27%
TOTAL POINTS	**720**	**100%**

Grading Scale

Grade	Points	Percentage %
A	673 - 720	93.5 - 100
A-	648 - 672	90.0 – 93.49
B+	623 - 647	86.50 – 89.99
B	601 - 622	83.50 – 86.49
B-	576 - 600	80.0 – 83.49
C+	551 - 575	76.50 – 79.99
C	529 - 550	73.50 – 76.49
C-	504 - 528	70.0 – 73.49
D+	479 - 503	66.5 – 69.99
D	457 - 448	63.5 – 66.49
D-	432 - 456	60.0 – 63.49
E	0 - 431	59.99% and below

Academic Policies and Resources

Academic policies for this course are consistent with university policies. See
https://syllabus.ufl.edu/syllabus-policy/uf-syllabus-policy-links/

Campus Health and Wellness Resources

Visit https://one.uf.edu/whole-gator/topics for resources that are designed to help you thrive physically, mentally, and emotionally at UF.

Please contact UMatterWeCare for additional and immediate support.

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.

Privacy and Accessibility Policies

- Instructure (Canvas)
    - Instructure Privacy Policy
    - Instructure Accessibility
- Zoom
    - Zoom Privacy Policy
    - Zoom Accessibility