FYC 4932 – Children: Trauma and Resiliency
3 Credit Hours
Spring 2019

Instructor: Dr. Martie Gillen
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Office Hours: By Appointment

Meeting Time: T (4) 10:40 – 11:30
R (4 & 5) 10:40 – 12:35
Class Location: MAT 0102

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 research is accompanied by expanding knowledge of effective interventions. This course focuses on both areas: the nature of childhood trauma and trust-based relational intervention (TBRI). 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 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 Objectives:

1. Explain the term child trauma.
   a. Identify the three types of adverse childhood experiences (ACEs).
2. Explain the term toxic stress.
3. Identify the seven risk factors that may contribute to experiencing trauma.
4. Explain how trauma may affect the psychosocial and the neurobiological development 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.

1 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 to speaker schedules).
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. Explain trust-based relational intervention (TBRI).
9. Define secondary traumatic stress and explain the impacts on helping professionals.
10. Identify techniques for self-care that are effective in preventing and limiting secondary traumatic stress.

**Readings:** Readings will be made available on Canvas. Refer to the reading list for additional details. The instructor may add new readings such as current events or recent research at any time!

**Methods of Evaluation:** 708 points total

A. **Case studies/assignments** (50 points each x 5 = 250 points)
B. **Activity creation** (40 points)
C. **Reaction/discussion papers** (Weekly reactions to course materials 20 points x 12 papers = 240 points)
D. **Literature review and presentation to the class** (65 points paper and 35 points presentation = 100 points)
E. **Class attendance and participation** (26 classes x 3 points each = 78 points)

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

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Percentage</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93.50% and above</td>
<td>662 and above</td>
</tr>
<tr>
<td>A-</td>
<td>90.00-93.49%</td>
<td>638 - 661</td>
</tr>
<tr>
<td>B+</td>
<td>86.50-89.99%</td>
<td>613 - 637</td>
</tr>
<tr>
<td>B</td>
<td>83.50-86.49%</td>
<td>592 - 612</td>
</tr>
<tr>
<td>B-</td>
<td>80.00-83.49%</td>
<td>567 - 591</td>
</tr>
<tr>
<td>C+</td>
<td>76.50-79.99%</td>
<td>542 - 566</td>
</tr>
<tr>
<td>C</td>
<td>73.50-76.49%</td>
<td>521 - 541</td>
</tr>
<tr>
<td>C-</td>
<td>70.00-73.49%</td>
<td>496 - 520</td>
</tr>
<tr>
<td>D+</td>
<td>66.50-69.99%</td>
<td>471 - 495</td>
</tr>
<tr>
<td>D</td>
<td>63.50-66.49%</td>
<td>450 - 470</td>
</tr>
<tr>
<td>D-</td>
<td>60.00-63.49%</td>
<td>425 - 449</td>
</tr>
<tr>
<td>E</td>
<td>59.99% and below</td>
<td>424 and below</td>
</tr>
</tbody>
</table>
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

Speakers and Videos
Speakers who are working in human services agencies and organizations 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 Participation:
Expect a mix of participation activities and attendance throughout the semester periodically on unannounced and announced days. The goal is to help you 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 are worksheets, small-group discussions and reports, written and verbal questions for speakers, or other activities designed to understand and apply key concepts or issues.

To be a top performer:
- Keep up with the course readings and comment on these in class.
- Participate actively in class activities and discussions.
- Be curious! Stay engaged! Ask questions of speakers and the instructor.
- Knowledgeably answer questions if called upon.

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. Points can only be made up if the student has documentation for their absence, as per UF policy. Make up work must first be approved by the instructor and completed within the work-week the student returns to class.

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 get credit for in-class assignments, you will need to make up the missed work during the instructor’s office hours within the week.

Course Policies Classroom Demeanor
The most important thing in my class is respect for each other and the instructor. Everything else falls into place from there. Nevertheless, to spell this out more specifically, 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; this is rude and disruptive. If you are ill or have a university-sponsored excuse, please let me know at the beginning of class.
- 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.
- 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. Un-task instead!
- 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. You may not realize this, but I can see. 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 ufl email and the Canvas announcements page every day for notices about class.
2. When emailing, please use the Canvas website and use only your .ufl account. I will not respond to emails from g-mail or another server/provider. If you have not received a reply within one business day, please email again or see the instructor after class.
3. Schedule an appointment to discuss concerns, resolve questions about grades, or talk about course material. I would prefer to talk about concerns in person.

Campus Helping Resources
Students experiencing crises or personal problems that interfere with their general well-being 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/cwc/
  Counseling Services
Groups and Workshops
Outreach and Consultation
Self-Help Library
Wellness Coaching

- U Matter We Care, [www.umatter.ufl.edu/](http://www.umatter.ufl.edu/)
- Career Resource Center, First Floor JWRU, 392-1601, [www.crc.ufl.edu/](http://www.crc.ufl.edu/)
- University Police Department, 352-392-1111 (or 9-1-1 for emergencies). [http://www.police.ufl.edu/](http://www.police.ufl.edu/)

Make-Up Work
Requirements for the submission of late assignments and other work are consistent with university policies that can be found at: [https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx](https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx)  You will need to provide documentation to excuse your absence within one week of the missed due date. Outside of documented excused absences, late assignments will not be accepted.

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.

Academic Honesty Policy
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 unless the instructor provides explicit permission for you to collaborate on course tasks (e.g. assignments, papers). 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: [https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/](https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/).

It is to be assumed all work will be completed independently unless the assignment is defined as group project, in writing by the professor. This policy will be vigorously upheld at all times in this course.

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. These evaluations are conducted online at https://evaluations.ufl.edu. Evaluations are typically open for students to complete during the last two or three weeks of the semester; students will be notified of the specific times when they are open. Summary results of these assessments are available to students at https://evaluations.ufl.edu/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.

**Academic Resources**
- *E-learning technical support*, 352-392-4357 (select option 2) or e-mail to Learning-support@ufl.edu. [https://elearning.ufl.edu/](https://elearning.ufl.edu/)
- *Library Support*, [http://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.

**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, [www.dso.ufl.edu/drc/](http://www.dso.ufl.edu/drc/)