FYC 4932 – Children: Trauma and Resiliency
3 Credit Hours
Spring 2020

Instructor: Dr. Martie Gillen
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Email: mgillen@ufl.edu
Office Hours: Thursdays 11:55 AM – 1:55 PM and By Appointment

Meeting Time: T (7) 1:55 – 2:45 PM
Class Location: MAT 0118

Meeting Time: R (7 & 8) 1:55 – 3:50 PM
Class Location: MCCA 2186

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.

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).
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. 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 and/or in class. Refer to the reading list for additional details. New readings such as current events or recent research will be added throughout the semester.

Methods of Evaluation: 1045 points total

A. Case studies/assignments (75 points each x 5 = 375 points)
B. Book reflection (100 points)
C. Reflection/discussion papers (Weekly reactions to course materials 25 points x 15 papers = 375 points)
D. Literature review (90 points)
E. Class attendance and participation (21 classes x 5 points each = 105 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>978 and above</td>
</tr>
<tr>
<td>A-</td>
<td>90.00-93.49%</td>
<td>941 - 977</td>
</tr>
<tr>
<td>B+</td>
<td>86.50-89.99%</td>
<td>904 - 940</td>
</tr>
<tr>
<td>B</td>
<td>83.50-86.49%</td>
<td>873 - 903</td>
</tr>
<tr>
<td>B-</td>
<td>80.00-83.49%</td>
<td>836 - 872</td>
</tr>
<tr>
<td>C+</td>
<td>76.50-79.99%</td>
<td>799 - 835</td>
</tr>
<tr>
<td>C</td>
<td>73.50-76.49%</td>
<td>768 - 798</td>
</tr>
<tr>
<td>C-</td>
<td>70.00-73.49%</td>
<td>732 - 767</td>
</tr>
<tr>
<td>D+</td>
<td>66.50-69.99%</td>
<td>695 - 731</td>
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<tr>
<td>D</td>
<td>63.50-66.49%</td>
<td>664 - 694</td>
</tr>
<tr>
<td>D-</td>
<td>60.00-63.49%</td>
<td>627 - 663</td>
</tr>
<tr>
<td>E</td>
<td>59.99% and below</td>
<td>626 and below</td>
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</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](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 Participation:**
Expect a mix of participation activities and attendance throughout the semester. 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, class discussions, 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.

• 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 am not permitted to respond to emails from g-mail or another server/provider. If you have not received a reply within two business days, please email again or see me 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.

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/ 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
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/) 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/. 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/. Summaries of course evaluation results are available to students at 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, 352-392-1575, or visit 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/ 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/.
• 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: [scrc.dso.ufl.edu/policies/student-honor-code/student-conduct-code](http://scrc.dso.ufl.edu/policies/student-honor-code/student-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](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.