

57-UNC

Revised

12-19-2015

DEC 21 2015

FORMAT 1

Submit original with signatures + 1 copy + electronic copy to Faculty Senate (Box 7500).
See <http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures/> for a complete description of the rules governing curriculum & course changes.

TRIAL COURSE OR NEW COURSE PROPOSAL
(Attach copy of syllabus)

SUBMITTED BY:

Department	Social Work	College/School	College of Liberal Arts
Prepared by	LaVerne Demientieff, LMSW	Phone	907-474-6267
	lmdemientieff@alaska.edu	Faculty Contact	LaVerne Demientieff

1. ACTION DESIRED

(CHECK ONE):

Trial Course

New Course

XX

2. COURSE IDENTIFICATION:

Dept

SWK

Course #

390

No. of Credits

3

Justify upper/lower division status & number of credits:

This course meets the required instruction time needed for a 3-credit course. This is a 300 level course in which the course material relates to and builds upon other social work courses. This course encourages familiarity with concepts, methods and vocabulary of the social work profession.

3. PROPOSED COURSE TITLE:

Trauma and Wellness: Historical and Contemporary Perspectives

4. To be CROSS LISTED?
YES/NO

No

If yes, Dept:

Course #

NOTE: Cross-listing requires approval of both departments and deans involved. Add lines at end of form for additional required signatures.

5. To be STACKED?*
YES/NO

No

If yes, Dept:

Course #

How will the two course levels differ from each other? How will each be taught at the appropriate level?:

N/A

* Use only one Format 1 form for the stacked course (not one for each level of the course!) and attach syllabi. Stacked course applications are reviewed by the (Undergraduate) Curricular Review Committee and by the Graduate Academic and Advising Committee. Creating two different syllabi (undergraduate and graduate versions) will help emphasize the different qualities of what are supposed to be two different courses. The committees will determine: 1) whether the two versions are sufficiently different (i.e. is there undergraduate and graduate level content being offered); 2) are undergraduates being overtaxed?; 3) are graduate students being undertaxed? In this context, the committees are looking out for the interests of the students taking the course. Typically, if either committee has qualms, they both do. More info online – see URL at top of this page.

6. FREQUENCY OF OFFERING:

As Demand Warrants

Fall, Spring, Summer (Every, or Even-numbered Years, or Odd-numbered Years) — or As Demand Warrants

7. SEMESTER & YEAR OF FIRST OFFERING

(Effective AY2015-16 if approved by 3/31/2015; otherwise AY2016-17)

This class was offered as a Social Work Elective (SWK 484) during Summer 2015 and is being offered Fall 2015, and as demand warrants from here on out with the new designator.

8. COURSE FORMAT:

NOTE: Course hours may not be compressed into fewer than three days per credit. Any course compressed into fewer than six weeks must be approved by the college or school's curriculum council. Furthermore, any core course compressed to less than six weeks must be approved by the Core Review Committee.

COURSE FORMAT:
(check all that apply)

1

2

3

4

5

X

6 weeks to full semester

OTHER FORMAT (specify)

This course may be taught during a summer session, distance audio, eLearning or face-to-face.

Mode of delivery (specify lecture, field trips, labs, etc)

Lecture

9. CONTACT HOURS PER WEEK:

24

LECTURE
hours/weeks

0

LAB
hours /week

0

PRACTICUM
hours /week

Note: # of credits are based on contact hours. 800 minutes of lecture=1 credit. 2400 minutes of lab in a science course=1 credit. 1600 minutes in non-science lab=1 credit. 2400-4800 minutes of practicum=1 credit. 2400-8000 minutes of internship=1 credit. This must match with the syllabus. See <http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures-/guidelines-for-computing-/> for more information on number of credits.

OTHER HOURS (specify type)

10. COMPLETE CATALOG DESCRIPTION including dept., number, title, credits, credit distribution, cross-listings and/or stacking (50 words or less if possible):

Example of a complete description:

FISH F487 W, O Fisheries Management

3 Credits Offered Spring

Theory and practice of fisheries management, with an emphasis on strategies utilized for the management of freshwater and marine fisheries. Prerequisites: COMM F131X or COMM F141X; ENGL F111X; ENGL F211X or ENGL F213X; ENGL F414; FISH F425; or permission of instructor. Cross-listed with NRM F487. (3+0)

SWK 390 Trauma and Wellness: Historical and Contemporary Perspectives

3 credits – Offered As Demand Warrants

Social Work Elective

This course explores and critically examines diverse ways of knowing about experiences related to the concepts of trauma and wellness, both individually and collectively, and builds upon wellness strategies that focus on context, culture, and lived experience across the lifespan. Prerequisite: SWK 103 or Permission of Instructor.

11. COURSE CLASSIFICATIONS: Undergraduate courses only. Consult with CLA Curriculum Council to apply S or H classification appropriately; otherwise leave fields blank.

H = Humanities

S = Social Sciences

Will this course be used to fulfill a requirement for the baccalaureate core? If YES, attach form.

YES:

NO:

X

IF YES, check which core requirements it could be used to fulfill:

O = Oral Intensive, Format 6

W = Writing Intensive, Format 7

X = Baccalaureate Core

11.A Is course content related to northern, arctic or circumpolar studies? If yes, a "snowflake" symbol will be added in the printed Catalog, and flagged in Banner.

YES

NO

X

12. COURSE REPEATABILITY:

Is this course repeatable for credit?

YES

NO

X

Justification: Indicate why the course can be repeated (for example, the course follows a different theme each time).

How many times may the course be repeated for credit?

0

TIMES

If the course can be repeated for credit, what is the maximum number of credit hours that may be earned for this course?

CREDITS

If the course can be repeated with variable credit, what is the maximum number of credit hours that may be earned for this course?

CREDITS

13. GRADING SYSTEM: Specify only one. Note: Changing the grading system for a course later on constitutes a Major Course Change – Format 2 form.

LETTER:

X

PASS/FAIL:

RESTRICTIONS ON ENROLLMENT (if any)

14. **PREREQUISITES**

These will be *required* before the student is allowed to enroll in the course.

15. **SPECIAL RESTRICTIONS, CONDITIONS**

16. **PROPOSED COURSE FEES**

Has a memo been submitted through your dean to the Provost for fee approval?

17. PREVIOUS HISTORY

Has the course been offered as special topics or trial course previously?
Yes/No

If yes, give semester, year, course #, etc.:

18. ESTIMATED IMPACT

WHAT IMPACT, IF ANY, WILL THIS HAVE ON BUDGET, FACILITIES/SPACE, FACULTY, ETC.

This course is an additional social work elective option that faculty can offer as demand warrants and that students can take as an additional topic of choice. Course creation has already been paid for by a federal grant. The only other impact is a social work faculty or adjunct will need to teach the course when offered. Social work electives are rotating so if offered it will take the place of another elective not add to anyone's workload.

19. LIBRARY COLLECTIONS

Have you contacted the library collection development officer (kljensen@alaska.edu, 474-6695) with regard to the adequacy of library/media collections, equipment, and services available for the proposed course? If so, give date of contact and resolution. If not, explain why not.

No Yes

20. IMPACTS ON PROGRAMS/DEPTS

*What programs/departments will be affected by this proposed action?
Include information on the Programs/Departments contacted (e.g., email, memo)*

21. POSITIVE AND NEGATIVE IMPACTS

*Please specify **positive and negative** impacts on other courses, programs and departments resulting from the proposed action.*

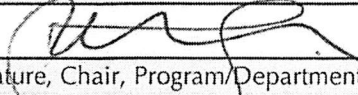
There are no foreseeable negative impacts. The positive impact is that it is an additional elective that is relevant and important to the field of social work and offers social work majors an opportunity to expand their learning on the topic.

JUSTIFICATION FOR ACTION REQUESTED

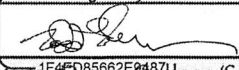
The purpose of the department and campus-wide curriculum committees is to scrutinize course change and new course applications to make sure that the quality of UAF education is not lowered as a result of the proposed change. Please address this in your response. This section needs to be self-explanatory. Use as much space as needed to fully justify the proposed course.

This newly proposed course would be offered as demand warrants. It will be an additional option for students wanting to learn more about the topic of trauma and wellness. The topic of trauma and wellness is emerging in the field of social work as a hot topic and in need of attention, exploration and awareness, as well as needed dialogues and ideas about effective treatment, specifically for those from diverse backgrounds. Currently the social work curriculum does not have a class that focuses fully on the topic of trauma or wellness. This course also provides students with a platform to build self-awareness and apply wellness tools to their own lives, which will serve them as they work as professionals in what can be sometimes highly stressful and traumatic work environments. This course will likely also draw students from related disciplines, such as Justice, Psychology and Human Services; as well as students from UAA and UAS. This course focuses on wellness, strengths, post-traumatic growth and healing which is highly important for work in the helping professions.

APPROVALS: Add additional signature lines as needed.

	Date	9/8/15
Signature, Chair, Program/Department of:		

<small>DocuSigned by:</small> Rob Duke	Date	December 9, 2015
Signature, Chair, College/School Curriculum Council for:		

<small>DocuSigned by:</small> 	Date	December 10, 2015
Signature, Dean, College/School of:		

Offerings above the level of approved programs must be approved in advance by the Provost.

	Date	
Signature of Provost (if above level of approved programs)		

ALL SIGNATURES MUST BE OBTAINED PRIOR TO SUBMISSION TO THE GOVERNANCE OFFICE

	Date	
Signature, Chair		
Faculty Senate Review Committee: <input type="checkbox"/> Curriculum Review <input type="checkbox"/> GAAC		
<input type="checkbox"/> Core Review <input type="checkbox"/> SADAC		

ADDITIONAL SIGNATURES: (As needed for cross-listing and/or stacking)

	Date	
Signature, Chair, Program/Department of:		

	Date	
Signature, Chair, College/School Curriculum Council for:		

	Date	
Signature, Dean, College/School of:		

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UNIVERSITY OF ALASKA FAIRBANKS

Social Work Department

COURSE TITLE:	Trauma and Wellness: Historical and Contemporary Perspectives
COURSE NUMBER:	SWK 390
CREDIT HOURS:	3
PREREQUISITES:	None
CLASS MEETS:	Online – eLearning
INSTRUCTOR:	LaVerne M. Demientieff, LMSW
E-MAIL:	lmdemientieff@alaska.edu
PHONE:	(907) 474-6267
FAX:	(907) 474-6085
OFFICE HOURS:	By Appointment Only
OFFICE LOCATION:	Gruening 614A

Course Description

This course explores and critically examines diverse ways of knowing about experiences related to the concepts of trauma and wellness, both individually and collectively, and builds upon wellness strategies that focus on context, culture, and lived experience across the lifespan. *Consistent with the mission of UAF and the Social Work Program, special attention is given to differences in intervention and service provision in rural areas, particularly in rural, remote and Alaska Native communities.*

Philosophical and Theoretical Framework

This course will explore trauma and wellness from a holistic, systems approach, emphasizing connections, relationships, strengths-based, resilience, post-traumatic growth and healing and wellness. Complex problems require complex solutions; there is no one size fits all approach.

Course Goals/Learning Outcomes

Student learning objectives for this course relate to the following Social Work Core Competencies and Practice Behaviors:

- 2.1.1 Identify as a professional social workers and conduct oneself accordingly.
 - *Recognize the importance of practitioner and organizational self-care and resilience in trauma informed social work practice.
 - *Know how to identify and model what constitutes safety and wellness for the client, the organization, and the self.
 - *Identify and differentiate the signs and symptoms of secondary traumatic stress/vicarious trauma, compassion fatigue, and burnout.
- 2.1.2 Apply social work ethical principles to guide professional practice.
 - *Know the social work values, ethics, roles, and interpersonal boundaries necessary for trauma-informed practice and wellness related efforts.
 - *Recognize the key characteristics of a trauma-informed organization.
- 2.1.3 Apply critical thinking to inform and communication professional judgements.
 - *Know relevant theories of trauma and wellness.
 - *Know the interplay of culture, spirituality, ethnicity, and context as they relate to the experience of trauma and wellness.

2.1.4 Engage diversity and difference in practice.

*Know that not all individuals and communities experience, interpret, or handle trauma events and wellness/healing efforts in the same way.

*Know that the intersection of race, class, gender, sexual orientation, religion, and national origin results in disproportionate trauma exposure, access to services, and social support resources.

2.1.5 Advance human rights and social and economic justice.

*Understand historical and structural oppression and the interconnections of local, national, and global factors, and their role in creating traumatic conditions.

*Promote the application of trauma informed practice and wellness/healing strategies both individually and collectively for those impacted by trauma.

Course Readings/Materials

No textbooks are required for this course. Articles, videos & other materials are located in the UAF Blackboard website under the week in which they are required reading.

Instructional Methods

Most class sessions will devote part of the time to lecture/discussion and part of the time to collaborative discussion and learning activities. Students get the most out of participation when materials have been downloaded and read before class. Students will be expected to complete online assignments to add the learning in the course. Assigned readings should be done by the date scheduled. Students will be expected to participate in both classroom and collaborative group discussions.

Course Schedule

Lessons will be completed each week with assignments due by midnight each Sunday.

Whenever possible, grades will be posted by the following Saturday by noon. Each lesson is provided with specific instructions within Blackboard under Assignments.

Schedule: Subject to Change at Instructor's Discretion.

Date	Lesson Topics	Assignments	Due Date	Points
09/03/15	Getting Started - Introductions & Course Overview	Activity #1: VoiceThread Introduction – 15 pts Scavenger Hunt - 10 pts	09/06/15	25 pts
09/07/15	Lesson 1: Ways of Knowing About Impacts of Trauma and Trauma Informed Care	Readings/Videos: Located on Blackboard Wellness Tool- Journal Entry Assignment #1 – <i>Just Breathe</i> – 10 pts Blog for Article Review #1: Trauma Informed Strategy – 10 pts	09/13/15	20 pts
09/14/15	Lesson 2: Ways of Knowing Wellness and Healing	Readings/Videos: Located on Blackboard Wellness Tool – Journal Entry Assignment #2 – <i>Just Breathe</i> -10 pts Blog for Article Review #2: Trauma Informed	09/20/15	20 pts

		Strategy – 10 pts		
09/21/15	Lesson 3: Being Mindful – Healthy Helpers	Readings/Videos: Located on Blackboard Wellness Tool – Journal Entry Assignment #3 – <i>Mindfulness (Noticing or Being Present)</i> – 10 pts Blog for Article Review #3: Trauma Informed Strategy – 10 pts Inspired Interview #1 – 25 pts	09/27/15	45 pts
09/28/15	Lesson 4: Being Self-Aware and Compassionate – Healthy Helpers	Readings/Videos: Located on Blackboard Wellness Tool – Journal Entry Assignment #4- <i>Meditation</i> - 10 pts Blog for Article Review #4: Trauma Informed Strategy – 10 pts Activity #2: VoiceThread Sharing on Inspired Interview #1 and reflections on class thus far – 15 pts	10/04/15	35 pts
10/05/15	Lesson 5: ACES (Adverse Childhood Experiences Study) Introduction	Readings/Videos: Located on Blackboard Wellness Tool – Journal Entry Assignment #5- <i>Metacognition (thinking about thinking) and Affirmations</i> – 10 pts Blog for Article Review #5: Trauma Informed Strategy – 10 pts	10/11/15	20 pts
10/12/15	Lesson 6: ACES, Epigenetics and Social Work	Readings/Videos: Located on Blackboard Wellness Tool – Journal Entry Assignment #6 – <i>Mind Mapping</i> - 10 pts Blog for Article Review #6: Trauma Informed Strategy – 10 pts Activity #3: VoiceThread Share affirmation and mindmap– 15 pts	10/18/15	35 pts
10/19/15	Lesson 7: Historical Trauma – Historical Wellness	Readings/Videos: Located on Blackboard Wellness Tool – Journal Entry Assignment #7 – <i>Cultural/Traditional Wellness Practices</i> – 10 pts Blog for Article Review #7: Trauma Informed Strategy – 10 pts	10/25/15	45 pts

		Inspired Interview #2- 25 pts		
10/26/15	Lesson 8: Historical Trauma - Historical Wellness (continued)	Readings/Videos: Located on Blackboard Wellness Tool – Journal Entry Assignment #8- <i>Cultural/Traditional Wellness Practices</i> – 10 pts Blog for Article Review #8: Trauma Informed <i>Strategy</i> – 10 pts Activity #4: VoiceThread Share on inspired interview #2 and reflections on Cultural/Traditional Wellness Practices– 15 pts	11/01/15	35 pts
11/02/15	Lesson 9: Conversations About Race & Trauma	Readings/Videos: Located on Blackboard Wellness Tool – Journal Entry Assignment #9 – <i>Movement (play/yoga)</i> – 10 pts Blog for Article Review #9: Trauma Informed <i>Strategy</i> – 10 pts	11/08/15	20 pts
11/09/15	Lesson 10: Diverse Voices: Varied Experiences of Trauma & Wellness (Systems Thinking)	Readings/Videos: Located on Blackboard Wellness Tool – Journal Entry Assignment #10 – <i>Sleeping the Night Away</i> – 10 pts Blog for Article Review #10: Trauma Informed <i>Strategy</i> – 10 pts	11/15/15	20 pts
11/16/15	Lesson 11: Trauma and the Changing Climate	Readings/Videos: Located on Blackboard Wellness Tool – Journal Entry Assignment #11 – <i>Nature</i> – 10 pts Blog for Article Review #11: Trauma Informed <i>Strategy</i> – 10 pts Wellness Story Paper Assignment – 50 pts	11/22/15	70 pts
11/23/15	Lesson 12: The Wellness Journey...Strengths, Resilience & Post-Traumatic Growth	Readings/Videos: Located on Blackboard Wellness Tool – Journal Entry Assignment #12 – <i>Random Acts of Kindness/Self-Compassion</i> - 10 pts Blog for Article Review #12: Trauma Informed <i>Strategy</i> – 10 pts Activity #5 – VoiceThread Share Wellness	11/29/15	35 pts

		Story and Get Feedback– 15 points		
11/30/15	Lesson 13: The Wellness Journey...Inspiring Others and Instilling Hope	Readings/Videos: Located on Blackboard Wellness Tool – Journal Entry Assignment #13 - <i>Music</i> – 10 pts Blog for Article Review #13: Trauma Informed Strategy – 10 pts	12/06/15	20 pts
12/07/15	Lesson 14: Linking Theory to Practice – Trauma Informed Care	Readings/Videos: Located on Blackboard Wellness Tool – Journal Entry Assignment #14- <i>Connection/Spirit</i> – 10 pts Blog for Article Review #14: Trauma Informed Strategy – 10 pts	12/13/15	20 pts
12/14/15	Lesson 15: Linking Theory to Practice – Moving Forward With New Insights	Readings/Videos: Located on Blackboard Wellness Tool – Journal Entry Assignment #15- <i>Students Share Tools (Giving Back)</i> – 10 pts Blog for Article Review #15: Trauma Informed Strategy – 10 pts Activity # 6: VoiceThread Share 6 Word Memoir on Wellness Journey and Course Reflection - 15 pts	12/20/15	35 pts

Course Policies

Social work majors must receive a grade of "C" or better in this course.

Plagiarism:

As described by UAF, scholastic dishonesty constitutes a violation of the university rules and regulations and is punishable according to the procedures outlined by UAF. Scholastic dishonesty includes, but is not limited to, cheating on an exam, plagiarism, and collusion. Cheating includes providing answers to or taking answers from another student. Plagiarism includes use of another author's words or arguments without attribution. Collusion includes unauthorized collaboration with another person in preparing written work for fulfillment of any course requirement. Scholastic dishonesty is punishable by removal from the course and a grade of "F." For more information go to Student Code of Conduct. (http://www.uaf.edu/catalog/catalog_08-09/academics/regs3.html#Student_Conduct)

No Basis:

If the student is unable to complete the work for the course and does not withdraw by the date determined in this year's University Calendar, there are two possible outcomes. If the student has not attended more than 75% of classes AND submitted 75% of the course work the student will earn a No Basis (NB) grade. A grade of NB does not affect the student's GPA, but the student must retake the course to earn course credit.

Incompletes:

A student who has completed more than 75% of the coursework and attended more than 75% of class sessions may receive a grade of incomplete (I). A student desiring an I must submit a plan for completion that includes a timeline and have this pre-approved by the instructor prior to the end of the semester. Allowing incompletes is entirely at the discretion of the instructor. If the student does not complete work required for the course within the agreed time frame (maximum 1 year), the grade of I automatically becomes an F. **Allowing an incomplete is entirely at the discretion of the instructor.**

Withdrawals:

Deadline for student initiated and faculty initiated withdrawals (W grade appears on academic transcript) is **Friday, October 30, 2015.**

Late Papers and Missing Deadlines:

Deadlines are just that, deadlines. Plan now for meeting them including rewriting and time for getting questions answered by the instructor. If a student is not able to turn an assignment in on time the student must contact the instructor BEFORE the deadline and discuss and receive approval for an alternate timeline. All other homework submitted late will not be accepted.

Turning in work: *It is the student's responsibility to ALWAYS keep a copy of his or her work in case items are lost in the submission process.*

Students should expect that assignments that are turned in late will be penalized a letter grade for each three days the assignment is late, unless there is an explicit agreement otherwise with the instructor.

Evaluation

ASSIGNMENTS:**1. Wellness Story.**

What is a story? A tale, a memory, a vision....We all tell stories. What does telling a story do for the storyteller? What about for the listener? Depending on who you are and where you come from the answers to these questions will vary. Some things known about stories are that they have the potential to teach, inspire, heal, connect, create fear, and open up unseen possibilities, potential, and opportunities. We all have stories....multiple, connecting, public, private, sad, triumphant, funny....Do you tell your stories? Why? What purpose does it serve you the storyteller? What do you want your story to do for the listener? This assignment is to reflect on and become mindful about the types of stories you tell. In this assignment I am not looking for the perfect story, the funniest story, or the most outrageous story you can think of...I am looking for stories that have meaning to you....a story that highlights wellness (healing, inspiration, joy, health, balance, etc) in your life. Once you have reflected on the numerous stories you tell I want you to choose one that highlights wellness and the assignment is to write it down and share your wellness story with the class. I am not grading on grammar or spelling or how good I think the story is or not, this assignment is about what has meaning for you. You will be asked to turn in your story (3-4 pages) to me and then read your story to the class (using Voicethread) and share what your story means for you and why you tell it. You will also get feedback from the class about what your story meant for them. Please think about what you want to share, make sure you feel comfortable and safe in what you are sharing and omit or leave out what you do not want to share. Enjoy!

2. Inspired Interviews (2).

I always find myself inspired by people's strength, determination, instincts, motivation, and resilience in the face of trauma or life's challenges. Human beings are so fascinating and we learn so much from listening to the stories and experiences of others, especially Elders. The

wisdom of Elders stories can be taken in so many ways. I might have my own interpretation of what was said and someone else might have a different interpretation, which is also true. That is the beauty of listening to Elders... you take away a message that is meant just for you. In this assignment students will be asked to conduct two separate interviews with two different Elders. This is an opportunity to sit down and listen for 30 minutes over a cup of coffee or tea, and learn about someone's experiences. Create 5-7 main questions you will want to ask (list of example questions is located in Blackboard), however, if you are already having a great conversation and you don't need to use your questions that is fine, but keep them handy just in case. Listen...listen for strength and resilience. Turn in a 2-3 page reflection about what you learned, not necessarily a summary of what was said, but what you learned and took away from that conversation. It is okay to add their words and thoughts but I also want to hear about your experience. Sometimes you have to sit with your thoughts and reflections about the conversation before they come to you. Sometimes an interview does not go as planned...if this is the case for you...write up your struggle...reflect on what happened and why you think that happened...every experience is a potential learning assignment. Do this for each interviewee. Students will share a few of their insights with the class using Voicethread.

3. Review of Trauma Informed Strategies (6 Blogs).

Being trauma informed is about becoming knowledgeable about the impact of trauma for ourselves, our families, our friends, and for the people we work on behalf of in the helping professions. It is about providing flexible and adaptable support that focuses on safety and hope, and it is about doing our best, with the knowledge we have, to not re-traumatize the individual through our efforts to help them. For this assignment each student will answer a set of questions, weekly, regarding a posted article/case-study/report highlighting a current trauma informed care strategy being used in various settings across the nation. Students will be asked to read about the strategy and answer questions in a blog format, as well as respond to a minimum of 2 other student's posts. Each article will be posted on blackboard. Through this process we will all get to hear some great examples of what is happening in the area of trauma informed care around the nation. Points will be lost for not answering all the questions and/or for not responding to 2 other posts. Thanks. Questions posed each week are located on Blackboard.

4. Wellness Tools-Journals (6 Journal Entries).

The wellness tools/journal assignments were added because Elders have taught me that when we take the time to do or work on something in life it should be useful or have some practical application that works in our respective context, environment and culture. I am also reminded of what an Elder in Bethel, named Esther Green, has shared with students in the past. "Learning is Healing. When we grow and change we also heal". She also says when we focus on something, focus on it really, really hard, it becomes a part of us. So hopefully some of what is shared and learned will become a part of you and be useful for you all in some way. For this assignment, each week a student will be introduced to a "wellness tool" through readings and videos. Students will then be asked to practice that wellness tool for the week and reflect on their experience in a journal. The journal will include reflections from the week, **to include**, the wellness tool practice experience, readings, videos, and anything else of interest from the week. Please make sure all readings, videos and tools are touched on in your journal, otherwise points will be lost. Journals are a free write. I am not requiring that it be in any format, but do your best to use good grammar and check your spelling. A minimum of 4 paragraphs is required and more is encouraged. A paragraph is 4-5 sentences long. This is an opportunity to explore your thoughts, questions, aha moments, excitement, confusion, and make sense of what you are learning. The last week of the semester students will be asked to share their own wellness tool with the class and post a description and resource regarding that wellness tool on blackboard. This is an opportunity for you, the student, to give back to your classmates and instructor. ☺

5. Activities on Voicethread.

Students will be asked to complete 6 activities using Voicethread. Guidelines on Blackboard.

6. Scavenger Hunt.

Students will conduct a scavenger hunt on Blackboard the first week of class.

Assignment Points Summary

Assignment	Points
Activities (6 at 15 pts each) on Voicethread	90
Wellness Tools/Journals (15 at 10 points each)	150
Wellness Story	50
Inspired Interviews (2 at 25 pts each)	50
Blogs: Review of Trauma Informed Strategies (15 at 10 points each)	150
Scavenger Hunt	10
<hr/>	<hr/>
TOTAL POINTS	500

Grading Scale: A=450-500

B=400-449

C=350-399

D=300-349

F=299 and below

Student Support Services (SSS)

For students with disabilities or who whose parents did not attend college and do not have incomes above \$28,000, the Student Support Services offers a range of types of assistance. These include:

- Free tutorial services
- Small study groups
- Academic advising, mentoring and personal support
- Direct financial assistance to qualified Pell Grant recipients
- Use of laptop computers, labs, and other technology resources
- Cultural and social engagement

The Student Support Services tutoring center is **510A Gruening**.

Call 474-6844 for tutoring schedules and appointments.

Writing Center

If you need help with writing skills, the UAF Writing Center is equipped to assist students on campus and at a distance. The Center is located 801 Gruening Bldg. The contact number is 1-907- 474-5314, or fax 1-800-478-5246. Distance students are able to fax their papers to the writing center, and then make an appointment to meet via phone with a writing center staff member.

Library Access

Students may access the book, journal, and electronic database holdings of the Rasmuson Library

on-campus or through distance technology. All students are given a student ID and password that enables them to access full-text and journal articles and other resources online. Access to the library is available at www.uaf.edu/academics/libraries.html, or call 1-907-474-7481 for assistance from a librarian.

The Distance Librarian. The UAF library staffs a full time librarian to assist students outside of the Fairbanks area. The distance librarian is available to research specific items, to assist students in the research process, and is available to assist with interlibrary loans. Students can contact the distance librarian by emailing fyddl@uaf.edu or by phoning 1-800-478-5348.

UAF Help Desk (OIT)

Click here (<http://www.alaska.edu/oit/>) to see about current network outages and news.

Reach the Help Desk at:

*e-mail at helpdesk@alaska.edu

*fax at (907)-450-8312

*phone in the Fairbanks area is 450-8300 and outside of Fairbanks is 1-800-478-8226

Computer Labs

For students who need access to computers on-campus, there are student access computer labs available in Gruening 801, Bunnell 319, the MBS Complex 110, and Rasmuson Library, room 404. The latter two labs are open 24 hours a day.

Disabilities Services

The **UAF Office of Disability Services** operates in conjunction with CDE. Disability Services, a part of UAF's Center for Health and Counseling, provides academic accommodations to enrolled students who are identified as being eligible for these services. If you believe you are eligible, please visit their web site (<http://www.uaf.edu/apache/disability/>) or contact a student affairs staff person at your nearest local campus. You can also contact Disability Services on the Fairbanks Campus by phone, 907-474-7043, or by e-mail (fydso@uaf.edu).

SWK 390 Trauma-Wellness: Historical and Contemporary Perspectives
Reading/Video List-May change from semester to semester.

Lesson 1

1. Understanding the Impact of Trauma.
http://gucchdtacenter.georgetown.edu/TraumaInformedCare/issueBrief1_UnderstandingImpactTrauma.pdf
2. Understanding the Impact of Trauma Video. <https://vimeo.com/103538479>
3. The Guest House. A poem by Rumi. Video: https://youtu.be/13_xnLcT4ZA;
Poem: <http://www.elise.com/quotes/rumi-guest-house>
4. Regulate Your Breath, 2013, Yoga International.
<https://yogainternational.com/article/view/regulate-your-breath>
5. Just Breathe Video. <http://acestoohigh.com/2015/05/25/just-breathe-the-kids-in-this-video-explain-how-to-calm-your-brain/>
6. San Diego Youth Services embraces a trauma-informed approach; kids do better, staff stay longer, programs more effective. Here is the link: <http://acestoohigh.com/2014/12/14/san-diego-youth-services-embraces-a-trauma-informed-approach-kids-do-better-staff-stay-longer-programs-more-effective/#more-3709>

Lesson 2

1. Moving from Colonization to Balance and Harmony: A Native American Perspective on Wellness. By Hodge, Limb & Cross (2009). National Association of Social Workers.
2. Can School Heal Children in Pain? <http://acestoohigh.com/2015/06/03/can-school-heal-children-in-pain/#more-4293>
3. Video: First Impressions: Exposure to Violence and A Child's Developing Brain. <https://youtu.be/brVOYtNMmKk>
4. Allison's Poem - <https://vimeo.com/105590592>
5. A Simple Breathing Exercise to Calm Your Mind and Body - <http://www.mindbodygreen.com/0-4386/A-Simple-Breathing-Exercise-to-Calm-Your-Mind-Body.html>
6. Time to Breathe by Aimee Milliken - Article
7. 4 Breathing Exercises for Kids - <https://youtu.be/OaVB7j4BInY>

Lesson 3

1. Mindfulness Protects Adults From Physical, Mental Health Consequences of Childhood Abuse, Neglect: <http://acestoohigh.com/2014/09/15/mindfulness-protects-adults-from-physical-mental-health-consequences-of-childhood-abuse-neglect/#more-3398>
2. Beyond the Cliff – TED Talk by Laura van Dernoot Lipsky - <https://youtu.be/uOzDGrcvmus>
3. Mindfulness in Social Work Practice by Dr. Betty Kramer (1 hour video). <https://youtu.be/tOg4wYFMzPc>
4. Professional Self Care and Social Work. NASW Social Work Speaks

Lesson 4

1. Heavy Childhood Trauma Ups Risk of Child/Teen Suicide 51X; So How Does A Community Prevent It? <http://acestoohigh.com/2013/01/22/heavy->

[childhood-trauma-ups-risk-of-childteen-suicide-51x-so-how-does-a-community-prevent-it/#more-1861](#)

2. Meditation 2.0: A New Way to Meditate ARTICLE:
<http://stressfree.org/wp-content/uploads/2015/02/Meditation-2.0.pdf>
3. Meditation 2.0: A New Way to Meditate VIDEO:
<https://youtu.be/WZ64ch2hLhI>
4. Witness to Suffering: Mindfulness and Compassion Fatigue Among Traumatic Bereavement Volunteers and Professionals Article
5. Secondary Trauma Video - <https://vimeo.com/100922533>
6. Mindfulness Meditation Taster with Jon Kabat-Zinn -
<https://youtu.be/D5Fa50oj45s>
7. Mindfulness Meditation – 10 Minute Guided Imagery -
https://youtu.be/6p_yaNFSYao

Lesson 5

1. Pediatricians Screen Parents for ACE's to Improve Health of Babies:
<http://acestoohigh.com/2015/08/03/pediatricians-screen-parents-for-aces-to-improve-health-of-babies/#more-4510>
2. How Childhood Trauma Affects Health Across A Lifetime, TED TALK by Nadine Burke Harris:
http://www.ted.com/talks/nadine_burke_harris_how_childhood_trauma_affects_health_across_a_lifetime?embed=true
3. Understanding Adverse Childhood Experiences: Building Self- Healing Communities – ACES Interface Summary
4. Neurobiological Underpinnings for Trauma-Informed Care: A Primer:
<http://www.pathwaysrtc.pdx.edu/pdf/fpS1503.pdf>
5. Using Affirmations: Harnessing Positive Thinking -
https://classes.uaf.edu/bbcswebdav/pid-2247838-dt-content-rid-6136372_1/courses/SWK_F484_F71_201502/Using%20Affirmations%20-%20Stress%20Management%20from%20MindTools.com.pdf
6. 5 Steps To Make Affirmations Work For You -
<https://www.psychologytoday.com/blog/the-wise-open-mind/201108/5-steps-make-affirmations-work-you>
7. The Power of Addiction and the Addiction of Power – Ted Talk -
<https://youtu.be/66cYcSak6nE>
8. Megacognition Video - <https://youtu.be/viW5yZIGt2c>
9. The Power of Metacognition - <https://youtu.be/EP54807q9Fc>
10. Rethink Your Thoughts About Thinking Article -
<http://www.scientificamerican.com/article/rethink-your-thoughts-about-thinking/>

Lesson 6

1. Juvenile Jail Adopting ACE and Trauma Informed Practices.
<http://acestoohigh.com/2015/03/29/juvenile-jails-adopting-ace-and-trauma-informed-practices/>
2. Epigenetics Video: <http://www.pbs.org/wgbh/nova/body/epigenetics.html>
3. Social Work and Adverse Childhood Experiences Research: Implications for Practice and Health Policy: Social Work in Public Health 2014. 29:1-16.
4. Child Abuse Affects Genes: <http://acestoohigh.com/2009/10/27/child-abuse-affects-genes/>

5. Maximizing the Power of Your Brain – Tony Buzan Mind Mapping Video – 5 min - <https://youtu.be/MlabrWv25qQ>
6. What is Mind Mapping? <https://litemind.com/what-is-mind-mapping/>

Lesson 7

1. Historical Trauma and Microaggressions: A Framework for Culturally-Based Practice: <http://www.extension.umn.edu/family/cyfc/our-programs/ereview/docs/cmhereviewOct10.pdf>
2. Historical Trauma in American Indian/Native Alaskan Communities: A Multilevel Framework for Exploring Impacts on Individuals, Families and Communities By Teresa Evans Campbell. 2008. Journal of Interpersonal Violence. No. 23: 316
3. Embodiment of Historical Trauma and Micro-aggression Distress Video by Katrina Walters - <https://youtu.be/WzPNWTD56S8>
4. Brene Brown TED Talk- Listening to Shame - http://www.ted.com/talks/brene_brown_listening_to_shame#t-357405
5. Using Culture To heal - <http://www.paherald.sk.ca/News/Local/2015-03-19/article-4082070/Using-culture-to-heal/1>
6. Dr. Peter Levine on Treatment of Trauma in Different Cultures - <https://youtu.be/BR6m7FL1Dko>

Lesson 8

1. Conversations About Historical Trauma, Part One: <http://psychiatry.unm.edu/news/2013/05/NCTSN.pdf>
2. Boarding School: Historical Trauma Among Alaska’s Native People Article – National Resource Center for American Indian, Alaska Native, and Native Hawaiian Elders at UAA.
3. Bodies Don’t Just Tell Stories, They Tell Histories. Walters, et, al. Du Bois Review, 8:1 (2011)
4. The Silence Video - <http://www.pbs.org/wgbh/pages/frontline/the-silence/>
5. Cultural Humility, Part I – What is Cultural Humility? Article - <http://thesocialworkpractitioner.com/2013/08/19/cultural-humility-part-i-what-is-cultural-humility/>
6. Cultural Humility Video - <https://youtu.be/SaSHLbS1V4w>

Lesson 9

1. Leaning into Conversations about Race and Trauma: <http://www.acesconnection.com/g/philadelphia-aces-connection/blog/leaning-into-conversations-about-race-and-trauma>
2. Importance of Culture Video - <https://vimeo.com/100521857>
3. 30 Second Ad on Child’s Play - <http://www.acesconnection.com/blog/child-s-play-alberta-family-wellness-initiative-video>
4. Play Is More Than Just Fun - http://www.ted.com/talks/stuart_brown_says_play_is_more_than_fun_it_s_vital?language=en
5. Yoga For Your Students – By Nanette Tummers – Strategies: A Journal for Physical and Sport Educators, 19:2
6. Ideas for Playing - <http://tinybuddha.com/blog/10-ways-to-make-your-life-more-playful/>

7. Application of Yoga in Residential Treatment of Traumatized Youth, by Spinazzola, Rhodes, Emerson, Early and Monroe. Journal of American Psychiatric Nurses Association (2011) 17:6.
8. Historical Trauma, Race-based Trauma and Resilience of Indigenous Peoples: A Literature Review by Elizabeth Fast and Delphine Collin-Vezina. First Peoples Child & Family Review, Vo 5, No 1 (2010)
9. Why It's Important to Think About Privilege – And Why It's Hard - <https://www.globalcitizen.org/en/content/why-its-important-to-think-about-privilege-and-why/>

Lesson 10

1. Attachment Theory Through A Cultural Lens: <http://acestoohigh.com/2013/11/19/attachment-theory-through-a-cultural-lens/>
2. Trauma Among Lesbian, Gay, Bisexual, Transgender, or Questioning Youth. http://www.nctsn.org/nctsn_assets/pdfs/culture_and_trauma_brief_LGBTQ_youth.pdf
3. Working Effectively with Military Families - http://www.nctsn.org/sites/default/files/assets/pdfs/military_families_10keyconcepts.pdf
4. Culture and Trauma - http://www.nctsn.org/nctsn_assets/pdfs/Culture_Trauma_InfoBrief_FINAL.pdf
5. Shelter from the Storm: Trauma-Informed Care in Homelessness Services Settings by Hopper, Bassuk and Oliver (2010). The Open Health Services and Policy Journal, 2010, 3, 80-100.
6. Why is Sleep Important. <http://www.nhlbi.nih.gov/health/health-topics/topics/sdd/why#>

Lesson 11

1. What's missing in climate change discussion? The certainty of trauma...and building resilience: <http://acestoohigh.com/2014/07/14/whats-missing-in-climate-change-discussion-the-certainty-of-trauma-and-building-resilience/#more-3278>
2. The Psychological Impacts of Climate Change Webinar: <https://vimeo.com/99766781>
3. Poem/ Video Postcard by Doreen Simmonds: <http://postcardsfromclimatechange.org/portfolio/postcard-north-slope/>
4. A. America's First Climate Refugees: <http://www.theguardian.com/environment/interactive/2013/may/13/newtok-alaska-climate-change-refugees> (watch short video on this page as well)
5. An Undeniable Truth: <http://www.theguardian.com/environment/interactive/2013/may/14/alaska-politics-climate-change-sarah-palin> (watch video)
6. It's Happening Now...The Village Is Sinking: <http://www.theguardian.com/environment/interactive/2013/may/15/newtok-safer-ground-villagers-nervous> (watch video).

7. Environmentalism and Social Work: The Ultimate Social Justice Issue - <http://www.socialworktoday.com/archive/092011p20.shtml>
8. The Power of Nature: Ecotherapy and Awakening - <https://www.psychologytoday.com/blog/out-the-darkness/201204/the-power-nature-ecotherapy-and-awakening>
9. What is Ecotherapy? <http://www.ecotherapyheals.com/whatisecotherapy.html>

Lesson 12

1. Foster Human Flourishing, and Improved Economic Production Will Follow: <http://acestoohigh.com/2013/10/14/foster-human-flourishing-and-improved-economic-production-will-follow/#more-2720>
2. Why Aren't We More Compassionate. Daniel Goleman - http://www.ted.com/talks/daniel_goleman_on_compassion#t-187200
3. Altruism, Happiness & Health – It's Good to Be Good By Stephen Post. International Journal of Behavioral Medicine (2005), Vol. 12, No. 2.
4. Kindness Ideas - <https://www.randomactsofkindness.org/kindness-ideas>
5. Self-Compassion and Health by M. Terry & M. Leary. Self and Identity (2011). 10 (3).
6. Recognizing Resilience: Learning From the Effects of Stress on the Brain- by McEwen, Gray & Nasca. Neurobiology of Stress 1 (2015)
7. The Science of Post-Traumatic Growth - <http://www.livehappy.com/science/positive-psychology/science-post-traumatic-growth>
8. The Game That Can Give You 10 Extra Years of Life - https://www.ted.com/talks/jane_mcgonigal_the_game_that_can_give_you_10_extra_years_of_life

Lesson 13

1. Alaska teen loses boyfriend to suicide, founds Hope4Alaska for year-long mission to save 100 people from suicide: <http://acestoohigh.com/2012/07/26/alaska-teen-loses-boyfriend-to-suicide-founds-hope4alaska/#more-1350>
2. The Importance of Optimism in Maintaining Healthy Aging in Rural Alaska. (2013). Jordan P. Lewis. Qualitative Health Research, 23 (11).
3. Removed Video Part I (12:47 min) & Removed Video Part II (22:46 min) - <http://removedfilm.com/pages/watch>
4. Music to Heal the Mind, Heart and Body - <http://www.goodtherapy.org/blog/music-healing-benefits-listening-0129135>
5. Perry: Rhythm Regulates the Brain - <http://attachmentdisorderhealing.com/developmental-trauma-3/>

Lesson 14

1. Report Helps Police Protect Kids While Arresting Parents: <http://acestoohigh.com/2015/07/29/report-helps-police-protect-kids-while-arresting-their-parents/#more-4506>
2. The Paradox of Trauma Informed Care – Ted Talk - <https://youtu.be/jFdn9479U3s>
3. Awareness of Trauma Informed Care – Social Work Today - http://www.socialworktoday.com/archive/exc_012014.shtml

4. **Going Beyond Trauma Informed Care for Child Welfare Supervisors and Frontline Workers: The Need For System Wide Policy Changes Implementing TIC Practices In All Child Welfare Agencies -**
[http://soar.wichita.edu/bitstream/handle/10057/11285/AGv1\(3-4\)Heffernan_Vigianni_2015.pdf?sequence=1](http://soar.wichita.edu/bitstream/handle/10057/11285/AGv1(3-4)Heffernan_Vigianni_2015.pdf?sequence=1)
5. **Starting Points for Spiritually Sensitive Mental Health Practice and Assesment by Dr. Edward Canda -**
<http://data.socwel.ku.edu/users/canda/Articles/academic%20Articles.htm>
6. **The Power of Connection to Heal Trauma -**
<http://kripalu.org/blog/thrive/2014/09/30/the-power-of-connection-to-heal-trauma/>

Lesson 15

1. **State, Federal Lawmakers Take Action on Trauma-Informed Policies, Programs: <http://acestoohigh.com/2014/04/30/state-federal-lawmakers-take-action/#more-3148>**
2. **Trauma Informed Social Work Practice: Practice Considerations and Challenges (2014) Journal of Clinical Social Work, 43:25-37**
3. **Laura Porter on ACE's - 2013 Community Summit - <https://youtu.be/3knbodzKtj0>**