

## Course Description

This online course aims to teach BYU MSW students how to:

1. View client mental distress symptoms through a trauma lens.
2. Use research-informed treatments for trauma.
3. Work with clients who have experienced multiple forms of trauma.

Students will learn about the most effective research-informed trauma treatments by reading book chapters and articles, completing formal certification trainings, watching videos, practicing trauma informed interventions, and writing integration and implementation reflection papers.

By the end of this course, students will have received multiple online trauma certificates, including, but not limited to: Core Concepts for Understanding Traumatic Stress; complex trauma; secondary traumatic stress; culture and trauma; family systems; terrorism, disaster, and children; and military families; through the National Child Traumatic Stress Network (NCTSN).

CSWE Competencies #2: Engage Diversity and Difference in Practice; #6: Engage with Individuals, Families, Groups, Organizations, and Communities; #7: Assess Individuals, Families, Groups, Organizations, and Communities; will be addressed in this course.

The completion of this class will help students meet the requirements for the BYU MSW Trauma-Informed Clinical Social Work Practice Certificate.

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## Prerequisites

None.

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## Course Learning Outcomes

**CSWE 2015 Competency 2:** Engage Diversity and Difference in Practice

**CSWE 2015 Competency 7:** Assess Individuals, Families, Groups, Organizations, and Communities

**CSWE 2015 Competency 8:** Intervene with Individuals, Families, Groups, Organizations, and Communities

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## Materials

Numerous Online Certifications (Required)	
The Body Keeps the Score (Required)	<b>Author:</b> Van der Kolk, B <b>ISBN:</b> 9780143127741
101 Trauma-Informed Interventions (Required)	<b>Author:</b> Curran, L <b>ISBN:</b> 9781936128426
Transforming the Living Legacy of Trauma (Required)	<b>Author:</b> Fisher, J <b>ISBN:</b> 9781683733485

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## Workload

This course is a rigorous, 2 credit, master's level, Clinical Social Work class. *Minimum* hour standards for a 2 credit master's level BYU class are: 2 hours/week in class and 2 hours outside of class for each in class hour. This totals 6 hours/week, or 90 *minimum* hours across the course of a semester for a 2 credit class. *Please be prepared to devote at least 90 hours of time to complete the required content for this course.*

**Please remember:** “On Campus courses” include the time you spend in class as well as any outside of class time. “Online courses” include all the hours you spend on the course. The total time spent on this course equals the same amount of time you would spend in an “On Campus course” (90 hours minimum), when you consider hours both in and out of the classroom.

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## Assignments

Assignments fall under five categories:

1. **Material Completion Quizzes** – Weekly quizzes which track your progress with the readings, video trainings, podcasts, and NCTSN assignments. Each reading, video training, podcast, and NCTSN assignment will have a true/false question for you to record your completion.
2. **NCTSN Learning Center Certificates** – NCTSN Certificate Training Programs for Professionals. Professional CEU credits awarded (registration and account creation required)
3. **Weekly Reflections** – 14 weekly reflections in total. Reflection questions are given to reflect on the week's learning materials and how the information can be applied. NOTE: No length requirement is given for weekly reflections. This is intentional.

When I ask for your reflections, I'm genuinely wanting to hear what you are thinking and discovering. (I want to know what you learned; what stuck out to you; how the material impacted you; how you think it will benefit you; what surprised you; what triggered you, etc.) I can't put a "preferred or required" length on this kind of reflection response because everyone is different and is coming from a different starting place.

4. **Personal Self-Care Plan** – A plan for dealing with vicarious trauma.
5. **Reflection Paper** – A score of 80% or above on this paper is required to pass the course.
6. **Complete Final Exam** – This is a course survey. There is no right or wrong answer. While points are given for the completion of the survey, it does not directly affect your grade. However, you must complete the Final Exam before Canvas will let you submit your Final Reflection Paper. If you do not submit your Final Exam survey, you will not be able to submit your Final Reflection Paper and you will not pass the course.
7. **Extra Credit** – Course Discussion Experiences are available to students every other week on Thursdays at 11 am via zoom. The link can be found on the Home Page.

Instructor Professional and Educational Mottos:

- A. "What I do for one student/client I must be willing to do for all."
- B. "I am Tough on Policies; Tender on People."

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## Grading Policies

Assignment(s)	Points	Percentage of Grade
Material Completion Quizzes (14)	255	40%
NCTSN Learning Center Certificates (12)	64	10%
Weekly Reflections (14)	91	15%
Personal Self-Care Plan	60	25%
Final Reflection Paper	150	10%
<b>Total</b>	620	100%

The following grading standards will be used in this class:

<b>Grade</b>	<b>Range</b>
A	100 % to 95.0%
A-	< 95.0 % to 90.0%
B+	< 90.0 % to 87.0%
B	< 87.0 % to 83.0%
B-	< 83.0 % to 80.0%
C+	< 80.0 % to 77.0%
C	< 77.0 % to 73.0%
C-	< 73.0 % to 70.0%
D+	< 70.0 % to 67.0%
D	< 67.0 % to 63.0%
D-	< 63.0 % to 60.0%
F	< 60.0 % to 0.0%

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## Course Policies

### Late Work Policy

Because of the online format of this course, the ease of "falling behind" and subsequently not completing the course, and prior experience with student procrastination, assignments are now outlined and submitted on a weekly basis. Students may complete assignments prior to the date published in the syllabus. Late submissions will be accepted with an automatic scoring deduction of 50%.

### FHSS Diversity and Inclusion Syllabus Statement

In the College of Family, Home, and Social Sciences, our classroom participation and behavior are guided by our mission statement<sup>1</sup>, the BYU honor code<sup>2</sup>, and principles of Christian discipleship<sup>3</sup>. It is imperative that we value and respect every person as a child of Heavenly Parents who has divine worth. Consequently, we need to take steps

to listen to, learn from, and love one another by striving to consider thoughtfully the opinions of others and use language that is polite, considerate, and courteous even when we strongly disagree. It is essential to create an educational environment that ensures "the gift of personal dignity for every child of God"<sup>4</sup>. This includes embracing one another compassionately and "eliminat[ing] any prejudice, including racism, sexism, and nationalism<sup>5</sup>...regardless of age, personal circumstances, gender, sexual orientation, or other unique challenges."<sup>6</sup> It is vital to delight in individuality and welcome diverse perspectives and experiences as we "work tirelessly to build bridges of understanding rather than creating walls of segregation."<sup>3</sup> To accomplish these goals we seek unity in higher principles of equity, charity, collaboration, and inclusiveness in order to build an environment in which all students, faculty, and staff can participate in, contribute to, and benefit equally from the academic community.

## Participation Policy

**Respect:** Per this syllabus, students and course instructor are expected to treat each other with mutual, two-way, respect. Differing opinions and feedback are to be shared in a respectful, kind, non-contentious, and non-demanding manner. If either a student or the instructor feel they are not being treated with respect they are to first privately discuss the matter in person with the individual(s) involved in a well thought out, emotionally regulated, not conflictive, and mature manner. If such does not resolve the issue, the matter should then be discussed with the Director of the School of Social Work as appropriate.

The instructor is to treat students with respect which includes, but is not limited to: clearly outlining in the course syllabus assignment and evaluation expectations with their accompanying due dates and appropriately maintaining these course expectations; providing constructive feedback to students designed for educational, professional, personal, and spiritual growth and development purposes (as outlined in the BYU Aims) that is delivered with objectivity, clarity, specificity, maturity, and sensitivity, via the established feedback mechanisms included in the course syllabus and the BYU MSW handbook; working to create and maintain a non-contentious environment that is conducive to teaching and learning by the Spirit; and kindness in all interactions inside and outside of class with both students and other faculty.

Students are to treat the instructor with respect which includes, but is not limited to: fully participating in the course, classes, and completing assignments and evaluations as outlined in the course syllabus without complaint or expectation of exception; recognition that they have enrolled in a graduate program to learn and grow and that an integral part of this process involves receiving and accepting constructive feedback in a non-defensive manner; providing constructive feedback to the instructor designed for educational, professional, personal, and spiritual growth and development purposes (as outlined in the BYU Aims) that is delivered with objectivity, clarity, specificity, maturity, and sensitivity, via the established student ratings process or as requested in the class discussion; working to create and maintain a non-contentious environment

that is conducive to teaching and learning by the Spirit; and kindness in all interactions inside and outside of class with both students and other faculty.

**Learning Environment:** BYU seeks to provide a learning environment where students are taught through both intellectual and spiritual avenues. In order to have a classroom environment that is conducive to teaching and learning by the Spirit, kindness, civility, and respect for one another (students and faculty) are imperative. For this reason, contentious, demeaning, demanding or argumentative remarks and behaviors are not appropriate in this course. Differing opinions and feedback are welcome; they are to be shared in a respectful, kind, non-contentious, non-demanding and non-aggressive manner. All students and faculty participating in this course agree to conduct themselves and interact with each other in ways that will add to, and not distract from, the spiritual environment of the this course and classroom.

**Professionalism:** At this level of education, it is expected that students will demonstrate a professional attitude in work, classroom behavior, interactions, and associations with the professor and fellow students. Although it is difficult to spell out exactly what is involved with this professional attitude, it would include things like respect, quality work, integrity, honesty, punctuality, the fostering of a positive learning environment, confidentiality, etc. Points will be deducted from the participation points and/or final grade for unprofessional conduct as determined by the professor.

**Confidentiality:** The strictest confidentiality is to be maintained in all Social Work courses. Clients and other referenced individuals or situations should ONLY be identified in seminar discussions or written assignments using names/descriptors that have been changed to provide complete and total confidentiality. All information shared and discussed in a course is NOT to be shared out of class in any form whatsoever (verbal, writing, audio, picture, social media, etc.).

## Footnotes

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## BYU Online Policies

### Statement on Belonging

We are united by our common primary identity as children of God (Acts 17:29; Psalm 82:6) and our commitment to the truths of the restored gospel of Jesus Christ (BYU Mission Statement). We strive to create a community of belonging composed of students, faculty, and staff whose hearts are knit together in love (Mosiah 18:21) where:

- All relationships reflect devout love of God and a loving, genuine concern for the welfare of our neighbor (BYU Mission Statement);

- We value and embrace the variety of individual characteristics, life experiences and circumstances, perspectives, talents, and gifts of each member of the community and the richness and strength they bring to our community (1 Corinthians 12:12–27);
- Our interactions create and support an environment of belonging (Ephesians 2:19); and
- The full realization of each student’s divine potential is our central focus (BYU Mission Statement).

## Honor Code

In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact be your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university. Students are also expected to adhere to the Dress and Grooming Standards. Adherence demonstrates respect for yourself and others and ensures an effective learning and working environment. It is the university's expectation, and my own expectation in class, that each student will abide by all Honor Code standards. Please call the Honor Code Office at [801-422-2847](tel:801-422-2847) if you have questions about those standards.

## Preventing & Responding to Sexual Misconduct

Brigham Young University prohibits all forms of sexual harassment—including sexual assault, dating violence, domestic violence, and stalking on the basis of sex—by its personnel and students and in all its education programs or activities. University policy requires all faculty members to promptly report incidents of sexual harassment that come to their attention in any way and encourages reports by students who experience or become aware of sexual harassment. Incidents should be reported to the Title IX Coordinator at [t9coordinator@byu.edu](mailto:t9coordinator@byu.edu) or [801-422-8692](tel:801-422-8692) or 1085 WSC. Reports may also be submitted online to the [Title IX Office \(Links to an external site.\)](#) or by calling [1-888-238-1062](tel:1-888-238-1062) (24-hours a day). BYU offers a number of resources and services for those affected by sexual harassment. If you or someone you know has experienced sexual assault, BYU’s Sexual Assault Survivor Advocacy Services (SASAS) can help. SASAS can provide information, support, and connection to the resources you may need. SASAS services are free and confidential.

SASAS Contact Information:

- Phone: 801.422.9071
- Email: [advocate@byu.edu](mailto:advocate@byu.edu)

- Web: <https://advocates.byu.edu/>
- Location: 1500 WSC
- National Sexual Assault Hotline: 1-800-656-4673

Additional information about sexual harassment, the university's Sexual Harassment Policy, reporting requirements, and resources can be found in the University Catalog, by visiting [the Title IX Office website \(Links to an external site.\)](#), or by contacting the university's Title IX Coordinator.

## Student Disability

Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact the University Accessibility Center (UAC), 2170 WSC or [801-422-2767](tel:801-422-2767). Reasonable academic accommodations are reviewed for all students who have qualified, documented disabilities. The UAC can also assess students for learning, attention, and emotional concerns. Services are coordinated with the student and instructor by the UAC. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures by contacting the Equal Employment Office at [801-422-5895](tel:801-422-5895), D-285 ASB.

In this spirit, BYU Online aspires to improve web accessibility for users. While not required by law, the Web Content Accessibility Guidelines (WCAG) 2.0 Levels A and AA provide a wide range of helpful recommendations to make Web content more accessible. BYU Online strives to apply WCAG 2.0 recommendations where feasible, but may deviate from any recommendations that would result in an undue hardship to BYU Online or alterations to program and course content and objectives. If you have questions about accessibility, or if you need to report problems with any accessibility features please see our [Accessibilities and Accommodations Web Page. \(Links to an external site.\)](#)

## Academic Honesty

The first injunction of the Honor Code is the call to "be honest." Students come to the university not only to improve their minds, gain knowledge, and develop skills that will assist them in their life's work, but also to build character. "President David O. McKay taught that character is the highest aim of education" (The Aims of a BYU Education, p. 6). It is the purpose of the BYU Academic Honesty Policy to assist in fulfilling that aim. BYU students should seek to be totally honest in their dealings with others. They should complete their own work and be evaluated based upon that work. They should

avoid academic dishonesty and misconduct in all its forms, including but not limited to plagiarism, fabrication or falsification, cheating, and other academic misconduct.

## Plagiarism

Intentional plagiarism is a form of intellectual theft that violates widely recognized principles of academic integrity as well as the Honor Code. Such plagiarism may subject the student to appropriate disciplinary action administered through the university Honor Code Office, in addition to academic sanctions that may be applied by an instructor. Inadvertent plagiarism, which may not be a violation of the Honor Code, is nevertheless a form of intellectual carelessness that is unacceptable in the academic community. Plagiarism of any kind is completely contrary to the established practices of higher education where all members of the university are expected to acknowledge the original intellectual work of others that is included in their own work. In some cases, plagiarism may also involve violations of copyright law. Intentional plagiarism is the deliberate act of representing the words, ideas, or data of another as one's own without providing proper attribution to the author through quotation, reference, or footnote. Inadvertent plagiarism involves the inappropriate, but non-deliberate, use of another's words, ideas, or data without proper attribution. Inadvertent plagiarism usually results from an ignorant failure to follow established rules for documenting sources or from simply not being sufficiently careful in research and writing. Although not a violation of the Honor Code, inadvertent plagiarism is a form of academic misconduct for which an instructor can impose appropriate academic sanctions. Students who are in doubt as to whether they are providing proper attribution have the responsibility to consult with their instructor and obtain guidance. Examples of plagiarism include:

- Direct Plagiarism: The verbatim copying of an original source without acknowledging the source.
- Paraphrased Plagiarism: The paraphrasing, without acknowledgement, of ideas from another that the reader might mistake for the author's own.
- Plagiarism Mosaic: The borrowing of words, ideas, or data from an original source and blending this original material with one's own without acknowledging the source.
- Insufficient Acknowledgement: The partial or incomplete attribution of words, ideas, or data from an original source.

Plagiarism may occur with respect to unpublished as well as published material. Copying another student's work and submitting it as one's own individual work without proper attribution is a serious form of plagiarism.

## Respectful Environment

"Sadly, from time to time, we do hear reports of those who are at best insensitive and at worst insulting in their comments to and about others... We hear derogatory and sometimes even defamatory comments about those with different political, athletic, or ethnic views or experiences. Such behavior is completely out of place at BYU, and I enlist the aid of all to monitor carefully and, if necessary, correct any such that might occur here, however inadvertent or unintentional. I worry particularly about demeaning comments made about the career or major choices of women or men either directly or about members of the BYU community generally. We must remember that personal agency is a fundamental principle and that none of us has the right or option to criticize the lawful choices of another." --President Cecil O. Samuelson, Annual University Conference, August 24, 2010

"Occasionally, we ... hear reports that our female faculty feel disrespected, especially by students, for choosing to work at BYU, even though each one has been approved by the BYU Board of Trustees. Brothers and sisters, these things ought not to be. Not here. Not at a university that shares a constitution with the School of the Prophets." -- Vice President John S. Tanner, Annual University Conference, August 24, 2010.

## Mental Health Concerns

Mental health concerns and stressful life events can affect students' academic performance and quality of life. BYU Counseling and Psychological Services (1500 WSC, [801-422-3035](tel:801-422-3035)) provides individual, couples, and group counseling, as well as stress management services. These services are confidential and are provided by the university at no cost for full-time students. For general information please visit the [BYU Counseling and Psychological Services website \(Links to an external site.\)](#); for more immediate concerns please visit the [Helping Distressed Students at BYU web page \(Links to an external site.\)](#).

## Inappropriate Use of Course Materials

All course materials (e.g., outlines, handouts, syllabi, exams, quizzes, PowerPoint presentations, lectures, audio and video recordings, etc.) are proprietary. Students are prohibited from posting or selling any such course materials without the express written permission of the professor teaching this course. To do so is a violation of the Brigham Young University Honor Code.

The materials used in connection with this online course are only for the use of students enrolled in this course for purposes associated with this course and may not be retained or further disseminated. Any copying or further dissemination of these materials may be subject to applicable U.S. Copyright Laws. For questions or more information, please visit the [BYU Copyright Licensing Office \(Links to an external site.\)](#) website.

"Members of the BYU community who willfully disregard this Copyright Policy or the BYU Copyright Guidelines place themselves individually at risk of legal action and may incur personal liability for their conduct. The unauthorized use or distribution of copyrighted material, including unauthorized peer-to-peer file sharing, may subject individuals to civil and criminal liabilities, including actual and statutory damages, costs and fees of litigation, fines, and imprisonment...

Violations of the Copyright Policy may result in university disciplinary action including termination of university enrollment or employment." (Emphasis added. Excerpt taken from the [BYU Copyright Policy \(Links to an external site.\)](#)).