

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

Note: The University reserves the right to amend course outlines as needed without notice.

Course Code and Number: CYC 330		Number of Credits: 3 Course credit policy (105)																	
Course Full Title: Trauma-Informed Practice in Child and Youth Care																			
Course Short Title: Trauma-Informed Practice in CYC																			
Faculty: Faculty of Professional Studies		Department (or program if no department): Child, Youth and Family Studies																	
Calendar Description: This course explores knowledge, skills, and attitudes to work with primary and secondary trauma in children, youth, and families. Relationally and culturally relevant interventions that promote resiliency and healing, informed by current theoretical knowledge from neurobiology and attachment, are addressed. Note: Students with credit for CYC 360Q cannot take this course for further credit.																			
Prerequisites (or NONE):		Admission to the Bachelor of Arts in Child and Youth Care and C+ or better in each of (CYC 100 or ECE 100), CYC 101, (CYC 120 or ECE 120), CYC 125, CYC 167, CYC 168, CYC 202, CYC 210, CYC 220, CYC 203, CYC 275, CYC 280, and CYC 296.																	
Corequisites (if applicable, or NONE):		None																	
Pre/corequisites (if applicable, or NONE):		None																	
Equivalent Courses (cannot be taken for additional credit) Former course code/number: CYC 360Q Cross-listed with: Equivalent course(s): <i>Note: Equivalent course(s) should be included in the calendar description by way of a note that students with credit for the equivalent course(s) cannot take this course for further credit.</i>		Transfer Credit Transfer credit already exists: <input type="checkbox"/> Yes <input type="checkbox"/> No Transfer credit requested (OREg to submit to BCCAT): <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No (if yes, fill in transfer credit form) Resubmit revised outline for articulation: <input type="checkbox"/> Yes <input type="checkbox"/> No To find out how this course transfers, see bctransferguide.ca .																	
Total Hours: 45 Typical structure of instructional hours: <table border="1"> <tr> <td>Lecture hours</td> <td>25</td> </tr> <tr> <td>Seminars/tutorials/workshops</td> <td>10</td> </tr> <tr> <td>Laboratory hours</td> <td></td> </tr> <tr> <td>Field experience hours</td> <td></td> </tr> <tr> <td>Experiential (practicum, internship, etc.)</td> <td></td> </tr> <tr> <td>Online learning activities</td> <td>10</td> </tr> <tr> <td>Other contact hours:</td> <td></td> </tr> <tr> <td>Total</td> <td>45</td> </tr> </table>		Lecture hours	25	Seminars/tutorials/workshops	10	Laboratory hours		Field experience hours		Experiential (practicum, internship, etc.)		Online learning activities	10	Other contact hours:		Total	45	Special Topics Will the course be offered with different topics? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, different lettered courses may be taken for credit: <input type="checkbox"/> No <input type="checkbox"/> Yes, repeat(s) <input type="checkbox"/> Yes, no limit <i>Note: The specific topic will be recorded when offered.</i>	
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Total	45																		
		Maximum enrolment (for information only): 36 Expected frequency of course offerings (every semester, annually, every other year, etc.): Annually																	
Department / Program Head or Director: Dr. Maple Melder- Crozier		Date approved: March 2016																	
Faculty Council approval		Date approved: March 18, 2016																	
Campus-Wide Consultation (CWC)		Date of posting: February 3, 2017																	
Dean/Associate VP: Dr. Tracy Ryder-Glass		Date approved: March 18, 2016																	
Undergraduate Education Committee (UEC) approval		Date of meeting: February 24, 2017																	

Learning Outcomes

Upon successful completion of this course, students will be able to:

- Describe the socio- political and cultural dimensions of traumatic experiences, and ecological factors that promote resiliency and post-traumatic growth
- Describe how trauma intersects with the unique experiences of indigenous populations
- Identify the signs and symptoms of simple (type 1) and complex (type 2) trauma
- Design experiential and psychoeducational strategies to relay relevant neurobiological, personal, and relational impacts of complex trauma to children, youth and/or parents
- Apply appropriate practice skills and interventions that provide support, safety, stabilization, and referral for child and youth survivors of complex trauma
- Demonstrate self-awareness about the impact of working with survivors of trauma, and self-care strategies and resources that will prevent vicarious trauma

Prior Learning Assessment and Recognition (PLAR)

☒ Yes ☐ No, PLAR cannot be awarded for this course because

Typical Instructional Methods (guest lecturers, presentations, online instruction, field trips, etc.; may vary at department's discretion)

Lecture, online discussions, experiential learning activities, presentations, role plays, videos, guest speakers,

Grading system: Letter Grades: ☒ Credit/No Credit: ☐ Labs to be scheduled independent of lecture hours: Yes ☐ No ☒

NOTE: The following sections may vary by instructor. Please see course syllabus available from the instructor.

Typical Text(s) and Resource Materials (if more space is required, download Supplemental Texts and Resource Materials form)

Author (surname, initials)	Title (article, book, journal, etc.)	Current ed.	Publisher	Year
1. Steele, W. & Malchiodi	Trauma-Informed Practices with Children and Adolescents	<input checked="" type="checkbox"/>	Routledge	2013
2. Klinic Community Health Centre	Trauma-informed: The trauma toolkit, 2nd ed.	<input checked="" type="checkbox"/>	Retrieved from http://trauma-informed.ca/wp-content/uploads/2013/10/Trauma-informed_Toolkit.pdf	2013
3. Baker, P. & McMahon-White, M.	The Hopeful Brain: Relational Repair for Disconnected Children and Youth	<input checked="" type="checkbox"/>	Pretext Publishing	2011
4. Geddes, Chuck	Complex Care and Intervention Care Team Guide	<input checked="" type="checkbox"/>	Unpublished document, permission by author granted	2012
5.		<input type="checkbox"/>		

Typical Evaluation Methods and Weighting

Final exam:	%	Assignments:	40%	Midterm exam:	%	Practicum:	%
Quizzes/tests:	25%	Lab work:	%	Field experience:	%	Shop work:	%
Online Discussion:	15%	Journals:	20%	Other:	%	Total:	100 %

Details (if necessary):

Typical Course Content and Topics

- The social, cultural, political and historical contexts of trauma and resiliency
- Witnessing: Relational CYC and Vicarious trauma
- Simple (type 1) and Complex (type 2) trauma, and how they differ from each other
- Child Abuse and Neglect, Family Violence, and children and youth from regions in conflict
- Signs and symptoms of complex trauma in children, youth, and adults
- Understanding the brain's response to trauma
- The influence of complex trauma on the developing brain
- Memory and Dissociation
- The centrality of attachment and relationship to complex trauma
- Trauma Informed practice
- Resiliency and post traumatic growth
- Relational, somatic and strength based strategies that foster safety, stabilization and resiliency