

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: CYC															
Faculty: Faculty of Education, Community, & Human Dev.		Department: Child, Youth and Family Studies													
Calendar Description: Explores knowledge, skills, and attitudes required to work with trauma in children, youth, communities, and families, from lenses of diverse, Indigenous, and Western knowledge systems. Students learn relational, strengths based, and culturally relevant interventions that promote resiliency and healing and that recognize the intersecting impacts of social location. 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													
Antirequisite Courses (<i>Cannot be taken for additional credit.</i>) Former course code/number: CYC 360Q Cross-listed with: N/A Equivalent course(s): N/A <i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>		Course Details Special Topics course: No <i>(If yes, the course will be offered under different letter designations representing different topics.)</i> Directed Study course: No <i>(See policy 207 for more information.)</i> Grading System: Letter grades Delivery Mode: May be offered in multiple delivery modes Expected frequency: Twice per year Maximum enrolment (for information only): 24													
Typical Structure of Instructional Hours <table border="1"> <tr> <td>Lecture/seminar</td> <td>25</td> </tr> <tr> <td>Tutorials/workshops</td> <td>14</td> </tr> <tr> <td>Experiential (cultural/elder learning or participation)</td> <td>6</td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td>Total hours</td> <td>45</td> </tr> </table>		Lecture/seminar	25	Tutorials/workshops	14	Experiential (cultural/elder learning or participation)	6					Total hours	45	Prior Learning Assessment and Recognition (PLAR) PLAR is available for this course. Yes	
Lecture/seminar	25														
Tutorials/workshops	14														
Experiential (cultural/elder learning or participation)	6														
Total hours	45														
Scheduled Laboratory Hours Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes		Transfer Credit (See bctransferguide.ca .) Transfer credit already exists: No Submit outline for (re)articulation: No <i>(If yes, fill in transfer credit form.)</i>													
Department approval: Yes		Date of meeting: November 16, 2023													
Faculty Council approval		Date of meeting: February 10, 2023													
Undergraduate Education Committee (UEC) approval		Date of meeting: March 24, 2023													

Learning Outcomes *(These should contribute to students' ability to meet program outcomes and thus Institutional Learning Outcomes.)*

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

1. Describe the socio- political and cultural dimensions of trauma and complex trauma, and ecological factors that promote resiliency and post-traumatic growth.
2. Describe how trauma intersects with the unique experiences of Indigenous and diverse populations.
3. Identify how racism, systemic racism, and systemic oppression contributes to the ongoing trauma of Indigenous, Black, people of colour, and other diverse populations.
4. Identify the distinct types of trauma and how they impact children, youth, adults, parents, families and communities across the lifespan.
5. Design experiential and psychoeducational strategies to relay relevant physical and neurobiological, emotional, cognitive, spiritual, and relational impacts of trauma to children, youth and/or parents in culturally relevant ways.
6. Apply appropriate practice skills and interventions that provide support, safety, stabilization, and referral for child youth and parent survivors of trauma and complex trauma.
7. Demonstrate self-awareness about the impact of working with survivors of trauma, and self-care strategies and resources that will prevent vicarious trauma.

Recommended Evaluation Methods and Weighting *(Evaluation should align to learning outcomes.)*

Assignments:	45%	Project:	30%	%
Quizzes/tests:	15%	Lab work:	10%	%

Details:

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

Typical Instructional Methods *(Guest lecturers, presentations, online instruction, field trips, etc.)*

Cultural/Elder learning or participation

Texts and Resource Materials *(Include online resources and Indigenous knowledge sources. [Open Educational Resources](#) (OER) should be included whenever possible. If more space is required, use the [Supplemental Texts and Resource Materials form](#).)*

Type	Author or description	Title and publication/access details	Year
1. Textbook	Bath, H., & Seita, J.	<i>The Three Pillars of Transforming Care</i> . University of Winnipeg Faculty of Education.	Current
2. Online resource	Ministry of Children and Family Development	<i>Healing Families, Helping Systems: A Trauma-Informed Practice Guide for Working with Children, Youth and Families</i> .	Current
3. Indigenous knowledge	Dr. Reg Crowshoe	The Unignorable Issue of Intergenerational Trauma	Current
4. Textbook	Linklater, R	<i>Decolonizing Trauma Work</i> .	Current
5. OER book	Clarke, K., & Yellow Bird, M.	<i>Decolonizing Pathways towards Integrative Healing in Social Work</i> . Routledge.	Current

Required Additional Supplies and Materials *(Software, hardware, tools, specialized clothing, etc.)***Course Content and Topics**

- Trauma Informed Practice and Building Safety and Resources
- The social, cultural, political, and historical contexts of trauma and resiliency, and building cultural safety
- Witnessing: Relational CYC and vicarious trauma
- Types, signs and symptoms of trauma
- Intergenerational trauma
- The Trauma of Racism and Oppression
- Adverse Childhood Experiences and Resilience
- Brain architecture and the impact of trauma on holistic development
- Understanding the brain's response to trauma
- Memory and dissociation
- The centrality of attachment and relationship to complex trauma
- Fostering resiliency, post traumatic growth and wisdom
- Relational, somatic and strength-based strategies that foster safety, stabilization, and resiliency