



THE UNIVERSITY OF TEXAS AT EL PASO
DEPARTMENT OF SOCIAL WORK

SOWK 5393: Special Issues in Social Work – Core Components and Skills for Trauma-Informed Practice

CRN: 25162

TERM: Spring 2024

DAY/TIME: Wednesdays 3-5:50pm

LOCATION: College of Business Administration Room 329

Professor: Jason Mallonee, DSW, LCSW

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Phone: (808) 639-3369 (mobile)

Office Hours (virtual or in person): Mon. 3-6pm, Wed. 12-2:30pm, or by Appointment

Zoom Room: <https://utep-edu.zoom.us/my/jrmallonee>

Course Information: What this class is about and what we will do

COURSE DESCRIPTION

This course focuses on specific topics or populations; for example, sociopolitical determinants of health, school social work, rural social work, trabajo social en Español (social work in Spanish), trauma-informed social work, and interprofessional education among others. Students may repeat this course if the focus of the course differs.

This course facilitates students' acquisition of the knowledge, skills, and attitudes necessary to effectively use 12 common trauma-informed practice elements in interventions for and the treatment of traumatized children and their families. The course conceptualizes a trajectory of intervention that considers the impact of trauma, intervention objectives, and the practice elements needed to facilitate the intervention objectives. This course is taught using an inquiry-based learning (IBL) pedagogy to enhance students' engagement and learning using full-length cases to exemplify a range of different clients a clinician might encounter.

DIVERSITY STATEMENT

At UTEP, we embrace and celebrate diversity as a cornerstone of our institution's identity. As the United States' leading Hispanic-serving institution situated along the U.S.-Mexico border, we recognize the richness and value of diversity in our community's backgrounds, perspectives, and life experiences. The Department of Social Work at UTEP is committed to creating brave and inclusive spaces where students, faculty, and staff feel comfortable expressing themselves authentically knowing they will be respected and accepted as they are. The department encourages open dialogue, critical thinking, and respectful engagement across differences with the understanding that such dialogue is essential for personal and professional growth. Through our commitment to diversity, we aim to prepare social work students with the skills and knowledge to navigate and contribute to an increasingly diverse and interconnected society through an enriching and inclusive curriculum.

COURSE OBJECTIVES

At the end of this course, students will be able to:

1. Apply the NCTSN 12 Core Concepts as a conceptual lens to understand the impact of trauma on children and their families.
2. Demonstrate knowledge and awareness of how racism, discrimination, and oppression in all its forms affect trauma and trauma treatment.
3. Apply critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in the therapeutic relationship with traumatized children and their families.
4. Use critical reasoning to make judgments about the purpose for which a specific trauma-informed practice element is selected and employed, with emphasis on diversity, equity, and inclusion.
5. Apply the 12 common trauma-informed practice elements skillfully, with emphasis on diversity, equity, and inclusion, in interventions for and the treatment of traumatized children and their families.
6. Implement common trauma-informed practice elements in the context of a strong therapeutic relationship that is developed with an understanding of the intersection of the therapist's and client's positionalities.
7. Use evidence from research, practice, and the client system to inform and support the case analysis, intervention objectives, and therapist-client interactions.

COURSE COMPETENCIES (Educational Policy and Accreditation Standards)

3. **Engage Anti-racism, Diversity, Equity, and Inclusion in Practice**
 - 3.2 Demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts regarding their own lived experiences.
6. **Engage with Individuals, Families, Groups, Organizations, and Communities**
 - 6.1 Apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks to engage with clients and constituencies.
7. **Assess Individuals, Families, Groups, Organizations, and Communities**
 - 7.2 Demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing mutually agreed-on goals.
8. **Intervene with Individuals, Families, Groups, Organizations, and Communities**
 - 8.1 Engage with clients and constituencies to critically choose and implement culturally responsive, evidenced-informed interventions to achieve mutually agreed-on plans and increase the capacities of clients and constituencies.

Competencies	Assignment(s)
3: Engage anti-racism, diversity, equity, and inclusion (ADEI) in practice	Assignment 1 (K, V, S, CA) Assignment 2 (K, V, S, CA) Assignment 3 (K, V, S, CA) Module Quizzes (K) Classroom Activities (K, V, S, CA)

6: Engage individuals, families, groups, organizations, and communities	Assignment 1 (K, V, S, CA) Assignment 2 (K, V, S, CA) Assignment 3 (K, V, S, CA) Module Quizzes (K) Classroom Activities (K, V, S, CA)
7: Assess individuals, families, groups, organizations, and communities	Assignment 1 (K, V, S, CA) Assignment 2 (K, V, S, CA) Assignment 3 (K, V, S, CA) Module Quizzes (K) Classroom Activities (K, V, S, CA)
8. Intervene with individuals, families, groups, organizations and communities	Assignment 1 (K, V, S, CA) Assignment 2 (K, V, S, CA) Assignment 3 (K, V, S, CA) Module Quizzes (K) Classroom Activities (K, V, S, CA)

COURSE DESCRIPTION – LONG VERSION

This course will introduce students to the use of 12 common trauma-informed practice elements, with emphasis on diversity, equity, and inclusion, in the intervention and treatment of traumatized children and their families. The course conceptualizes a trajectory of intervention that considers the impact of trauma, the intervention objective(s) that may be used to ameliorate that impact, and the identification of practice elements that, if used skillfully, will support the intervention objective. The course also highlights how the effective use of common trauma-informed practice elements relies on the interconnection of these factors in the context of a sound therapeutic relationship. This foundation will allow clinicians to move more easily between empirically supported interventions available for diverse children and families impacted by trauma.

This course is taught using an inquiry-based learning (IBL) methodology to enhance student engagement and learning. IBL grew out of problem-based learning and presents learners with complex situations that resemble those encountered by practicing professionals. These situations involve multiple decision-making points and require learners to process and integrate case information. The Core Components and Skills for Trauma-Informed Practice course uses full-length cases to exemplify a range of different situations a professional might encounter. These cases vary by type of situation, client population, and the professional decisions needed to provide trauma-informed care.

IBL relies heavily on the student taking an active role in learning. Students are presented with real-life client situations or problems. They assume responsibility for identifying the knowledge they need to address the situation, and for searching for and obtaining that knowledge. This approach aligns with the strengths-based perspective endorsed in social work. Prior research has suggested that IBL promotes the development of critical thinking and self-directed learning skills (Altshuler & Bosch, 2003). Course objectives will be met through students' regular attendance and participation in the class, which will combine an intensive examination of three case vignettes with brief discussions, class exercises, and video demonstrations. The course is divided into units organized according to the client's age and developmental level.

Further, although the cases in this course are designed to include children and families with diverse racialized identities, they are not representative of any socially constructed racial or ethnic group. The cases presented in this course are composites of real cases of diverse children and families. As the course emphasizes, while the types and contexts of trauma represented in the cases are not bound to any racialized identity, such identities shape the positionality of children and families and, in turn, affect the therapeutic alliance.

RELATIONSHIP OF COURSE TO HUMAN RIGHTS, SOCIAL JUSTICE, AND WELL BEING

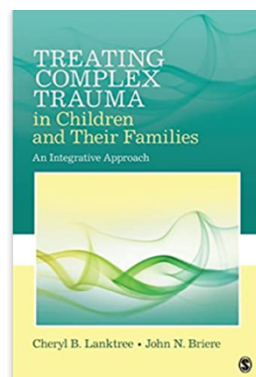
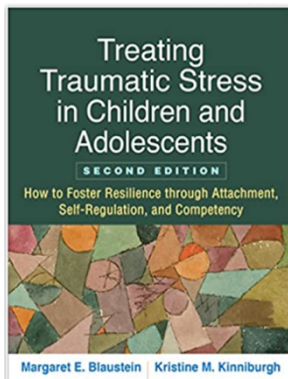
This course supports the development of trauma-informed practitioners who understand that trauma occurs within a broad context that includes individuals' personal characteristics, life experiences, and current circumstances. The combined impact of disproportionate exposure to current trauma and experiences of historical trauma, marginalization, racism, and oppression shapes the perceptions of children and families, cultural groups, and the broader systems they live in. Practitioners must recognize the need to contend with issues involving justice, obtaining legal redress, and seeking protection against further harm. In addition, working with individuals exposed to trauma can evoke distress in providers and make it more difficult for them to provide good care. Proper professional development and self-care is an important part of providing quality care and of sustaining personal and professional resources and capacities over time.

TRAUMA CONTENT AND SELF-CARE

This course includes intense content related to traumatic events experienced by children, adolescents, and adults. Students may experience strong reactions related to their own trauma history or related to their lack of previous exposure to detailed accounts of harm that children and adults experience. Students may find themselves emotionally triggered, overwhelmed, or having judgmental thoughts (e.g., about victims, caregivers, and perpetrators of harm).

Students are encouraged to develop and use self-care strategies during class sessions and when reading and completing assignments for class. Students may have strong reactions that are more safely processed outside of the classroom and with appropriate support from the instructor or with professional support. In the event that students experience significant distress, please notify the instructor. The instructor will seek to foster a safe classroom environment in which learning may occur. This includes setting guidelines for safe behavior collaboratively with students, preparing students for graphic case material when possible, and utilizing alternative assignments when they are determined to be beneficial.

REQUIRED MATERIALS



Blaustein, M., & Kinniburgh, K. (2019). *Treating traumatic stress in children and adolescents: How to foster resilience through attachment, self-regulation, and competency* (2nd ed.). Guilford Press.

Lanktree, C. B., & Briere, J. (2016). *Treating complex trauma in children and their families*. Sage Publications.

REQUIRED WEB-BASED COURSE

Core Components and Skills for Trauma-Informed Practice (<https://bhs.unc.edu/core-components-skills-trauma-informed-practice>). We will walk through registering for this course during our first class. This course consists of information, resources, and videos, and is intended to accompany very specific course sessions. In other words, you are not allowed to work ahead! We will explore modules and videos as a class, and then you will review the resources and take the module quiz as outlined in the weekly schedule.

RECOMMENDED TEXTS

Ford, J., & Courtois, C. (2013). *Treating complex traumatic stress disorder in children & adolescents: Scientific foundations and therapeutic models*. Guilford Press. (e-book available for free through UTEP library)

van der Kolk, B. (2014). *The body keeps the score: Brain, mind, and body in the healing of trauma*. Penguin Group.

Additional handouts/readings/videos will also be provided and accessible via Blackboard.

COURSE STRUCTURE

Course objectives will be met through students' regular attendance and participation in the course, which will combine an intensive examination of three case vignettes with brief lectures, role-play, class exercises, films and videotapes, and class discussions. The course is divided into 3 modules organized according to the client's developmental age.

COURSE REQUIREMENTS/ASSIGNMENTS

Students are expected to complete all course readings prior to the date for which they are assigned.

Grading Guide

Grades will be based upon:

Assignment 1	25%
Assignment 2	25%
Assignment 3	25%
Classroom participation	25%

Assignment #1

Title: Comprehensive Trauma-Informed Assessment and Treatment Planning

Goal of the Assignment: The purpose of this paper is to demonstrate your skills in comprehensive trauma-informed assessment and treatment planning. Please choose one of your own clients or use one of the cases from the course. Write a five-page, double-spaced paper discussing the topics covered below.

Tasks:

1. Please offer your own comprehensive trauma-informed assessment of the client and family in the case study. Include any behavioral, emotional, psychological, spiritual, social, environmental, and cognitive risk factors/symptomatology and duration. Also, discuss client's strengths and protective factors in the case study. Finally, document one standardized measure that you would use with this client and provide your rationale for using it with the client.
2. Based on the information, provide a diagnosis for this case. Differential diagnosis (DSM-5-TR, APA, 2022) is the process of weighing the probability that one disorder versus other disorders accounts for a client's symptoms. For this case study, what other diagnoses did you consider and why did you rule them out to provide the comprehensive diagnosis above?
3. Using the client's risk and protective factors, identify three main treatment plan goals. Document three common trauma-informed practice elements we have discussed in class and explain your use of the practice elements and intervention objectives to meet the goals of your treatment plan.
4. Discuss the sociocultural issues, including potential biases, which impact your assessment and treatment of this case. When applicable, consider the influence of age, racialized identity, language, immigration, acculturation, gender roles, social class, stigma, ability, illness identity, spirituality/religion, and other pertinent factors. Discuss any effects of current or historical racism, oppression and/or trauma experienced by the client, family, and client system.
5. Discuss your emotional, psychological, and/or physical reactions (countertransference) to the case. How do you understand these reactions? How do you manage these reactions within and outside of the treatment situation? How might emotionally tuning in to your own reactions be helpful to you as the client's social worker?

Format: Typed, double-spaced 5-page paper with bibliography in APA style.

Due Date: February 2/25/2024.

Assignment #2

Title: The Therapeutic Relationship and Affect Regulation

Goal of the Assignment: The purpose of this paper is to demonstrate your ability to apply the course content regarding affect regulation while facilitating a strong therapeutic relationship with one of your cases. If you do not have a current or previous child or adolescent client, you may use a case from the course.

Tasks:

1. Identify one of your own child or adolescent practice cases. Summarize the presenting problem and relevant history.
2. There are many ways to facilitate a strong therapeutic relationship with your client based on their age, gender, racialized identity, cultural background, and trauma history.
 - a. Describe a practice that was new to you and how you applied it to your work with this client.
 - b. Address your positionality and its impact on the therapeutic relationship.
3. Describe one strategy for helping your client increase their affect regulation skills that is related to the handouts for this course (e.g., belly breathing exercise, mindfully eating a raisin).
4. Describe how the therapeutic relationship contributes to the effective use of the affect regulation intervention focused on increasing affect regulation skills.

Format: Typed, double-spaced 5-page paper with bibliography in APA style.

Due Date: March 31, 2024

Assignment #3

Title: Development of Termination Activities

Goal of the Assignment: The objective of this assignment is to provide an opportunity for you to demonstrate your knowledge of the importance of healthy treatment termination with trauma survivors, and your ability to recognize the critical importance of the therapeutic relationship in facilitating a successful termination.

You will use course readings, external resources, and class discussions to describe a termination activity, which you will write up and put into practice during an in-class role play to be conducted on a date to be assigned.

Tasks:

1. Choose one of the cases that have been discussed during this course. Describe, in detail, one or more treatment termination activities or exercises that would be appropriate for this case. You can take/adapt activities from one of the following websites or create your own.
 - a. <https://swhelper.org/2014/04/02/ending-therapeutic-relationship-creative-termination-activities/>
 - b. <https://www.apadivisions.org/division-49/publications/newsletter/group-psychologist/2011/04/termination-exercises>
 - c. <https://soe.syr.edu/departments/academic/counseling-human-services/modules/termination/>
2. Additionally, in your paper you should:
 - a. Describe why you chose/developed the termination activity (or activities) and how it is relevant to the case example. Identify specific intervention objectives you hoped to achieve through the activity and discuss why it would be important to achieve those objectives.

- b. Describe how your termination activity is appropriate for the client’s age, gender, cultural background, and trauma history. Use empirical evidence to support your practice decision.
- c. Discuss how your activity could also help the therapist appropriately express their feelings regarding termination to the client. What might those feelings be?
- d. In what way does the activity acknowledge positionality or address issues related to positionality? (For instance, is the activity a shared activity between clinician and client? Does it illustrate the therapeutic alliance or acknowledge, either overtly or implicitly, the co-creation of a mutually respectful relationship over time?) Briefly explore the role of the positionality of the therapist and the client in treatment, including how differences and/or similarities in positionalities may have impacted the development of the therapeutic alliance (either facilitating, creating challenges, or both), and how the therapist/client relationship may have evolved over time before ultimately resulting in a mutually constructed ending to the therapeutic relationship. If you address this point, you may include one or more relevant variables of your choosing (e.g., age, gender, racialized group, ethnicity, class, and other aspects of identity, and the inherently hierarchical nature of the therapist/client relationship, etc.).

Format: Your 5-page double-spaced write up will be turned in at the end of class. Be sure to use APA internal citations and create an APA reference list.

Due: April 28, 2024

Classroom Participation

Classroom participation entails being prepared for class, reviewing the 12 online modules and completing the quizzes on time, and your active participation in in-class learning activities. For the modules, each module should take about 5-10 minutes to review after we watch the video in class, and is accompanied by a 4-question quiz. If you fail to get at least 3/4 correct on the quiz, you can retake the test two additional times. (PLEASE DO NOT WORK AHEAD). Your navigation on the online course is very much aligned with our course content. **You will submit a course completion certificate for the online course that will demonstrate having passed all the modules by 5/5/2024.**

Final grades will be determined as follows:

90% and above	A
80% to 89%	B
70% to 79%	C
69% to 60%	D
< 59%	F

TECHNOLOGY REQUIREMENTS

Course content is delivered via the Internet through the Blackboard learning management system. Ensure your UTEP e-mail account is working and that you have access to the Web and a stable web browser. Google Chrome and Mozilla Firefox are the best browsers for Blackboard; other browsers may cause complications. When having technical difficulties, update your browser, clear your cache, or try switching to another browser.

You will need to have access to a computer/laptop with audio and video functions You will need to download or update the following software: Microsoft Office, Adobe Acrobat Reader, Check that your computer hardware and software are up-to-date and are able to access all the course.

If you do not have a word-processing software, you can download Word and other Microsoft Office programs (including Excel, PowerPoint, Outlook and more) for free via UTEP's Microsoft Office Portal: [Microsoft Office 365](#).

IMPORTANT: If you encounter technical difficulties beyond your scope of troubleshooting, please contact the UTEP [Help Desk](#).

Course Communication: How we will stay in contact with each other

There are several ways we can keep the lines of communication open this semester:

- **Office Hours:** My drop-in office hours this semester are Mondays from 3pm to 6pm and Wednesdays from 12pm to 2:30pm, or by Appointment. If you plan to drop in, try to give me a head's up so I can make sure I'm there.
- **Email:** UTEP email is the best way to contact me. I will make every attempt to respond to your email within 24-48 hours upon receiving your email. When e-mailing me, be sure to email from your UTEP student account.
- **Phone** You can reach me by phone and text at (808) 639-3369.
- **Announcements:** I will occasionally use Blackboard to send announcements of any updates, deadlines, or other important messages. I always select the "send as email" option so you should receive these automatically in your email inbox.

NETIQUETTE

As we know, sometimes communication online can be challenging. It's possible to miscommunicate what we mean or to misunderstand what our classmates mean given the lack of body language and immediate feedback. Therefore, please keep these netiquette (network etiquette) guidelines in mind. Failure to observe them may result in disciplinary action.

- Always consider your audience. This is a college-level course; therefore, all communication should reflect police consideration of other's ideas.
- Respect and courtesy must be always be displayed to classmates and the instructor. No harassment or inappropriate postings will be tolerated.
- When responding to someone else's message, address, and respectfully challenge the ideas, never the person. Post only what anyone would comfortably state in a face-to-face situation.
- Blackboard is not a public internet venue; all postings to it should be considered private and confidential. In line with the National Association of Social Workers (NASW) Code of

Ethics, treat all information shared with the same level of confidentiality as you would a client. Whatever is posted in this online space is intended for classmates and professor only. Please do not copy documents and paste them to a publicly accessible website, blog, or other space.

Course Policies: What do you need to do to be successful in the course

ATTENDANCE AND PARTICIPATION

Attendance for in-person sessions is important not only for your learning and success but also to create a community of learners. I expect you to review all course materials ahead of class, complete assignments on time (some exceptions made on a case-by-case basis; late assignment submission without contacting me first will result in a zero on the assignment), and actively participate in class discussions and discussion boards.

PROFESSIONAL CONDUCT IN CLASS

Students are expected to act like professionals in class. This means arriving at class room on time, being prepared to participate in the class discussion, paying attention during class activities and discussions, not holding side conversations nor monopolizing conversations, or engaging in any activities that disturb other members of the class (e.g., texting, emailing, dominating discussions, disrespectful behavior) and showing respect for one another's opinions. We will not, nor should we, always agree with one another. In this environment students will be exposed to diverse ideas and opinions, and sometime will not agree with the ideas expressed by others. However, you will be expected to engage one another with respect and professionalism.

UTEP expects students to maintain standards of personal integrity that are in harmony with the educational goals of the institution; to observe national, state, and local laws and University regulations; and to respect the rights, privileges, and property of other people. Any disruptive behavior that interrupts faculty's ability to teach, compromises the safety of the learning environment, and/or inhibits students' ability to learn could lead to deductions in participation points, removal from the classroom and reporting the behavior to the Dean of Students.

CLASSROOM CIVILITY

A course brings together a group of diverse individuals with various backgrounds. Students are influenced and shaped by such factors as ethnicity, gender, sex, physical abilities, religious and political beliefs, national origins, and sexual orientations, among others. We expect to learn from each other in an atmosphere of positive engagement and mutual respect. Social Work deals with complex and controversial issues. These issues may be challenging and uncomfortable, and it would be impossible to offer a substantive classroom experience that did not include potentially difficult conversations relating to challenging issues. Students are responsible for treating others with courtesy and respect and should promote group cohesion in an effort to create a safe learning environment. Students are expected to listen to the concerns and opinions of others with openness and provide suggestions.

EXCUSED ABSENCES AND/OR COURSE DROP POLICY

According to UTEP Curriculum and Classroom Policies, “When, in the judgment of the instructor, a student has been absent to such a degree as to impair his/her/their status relative to credit for the course (more than 2 absences in this course), the instructor may drop the student from the class with a grade of ‘W’ before the course drop deadline and with a grade of ‘F’ after the deadline.” Deadline for this semester is March 28, 2024. See academic regulations in the UTEP Undergraduate Catalog for a list of excusable absences. Therefore, if I find that, due to non-performance in the course, you are at risk of failing, I will drop you from the course. I will provide 24 hours advance notice via email.

OR

I will not drop you from the course. However, if you feel that you are unable to complete the course successfully, please let me know and then contact the [Registrar's Office](#) to initiate the drop process. If you do not, you are at risk of receiving an ‘F’ for the course.

DEADLINES, LATE WORK, AND ABSENCE POLICY

It is expected that you follow the assignment submission guidelines and deadlines referenced earlier in this syllabus. You may request an extension on an assignment if circumstances warrant providing one. In cases of late submission without an extension being granted, your assignment will be penalized a letter grade for every 3 days late. I understand that life happens and there may be a situation where you have to miss class without a documented emergency. Missed classes will result in a 10-point deduction in your course attendance and participation grade. More than 2 unexcused absences may result in receiving a failing grade in the class.

MAKE-UP WORK

Make-up work will be given *only* in the case of a *documented* emergency. Note that make-up work may be in a different format than the original work, may require more intensive preparation, and may be graded with penalty points. If you miss an assignment and the reason is not considered excusable, you will receive a zero. It is therefore important to reach out to me—in advance if at all possible—and explain with proper documentation why you missed a given course requirement. Once a deadline has been established for make-up work, no further extensions or exceptions will be granted.

ALTERNATIVE MEANS OF SUBMITTING WORK IN CASE OF TECHNICAL ISSUES

I strongly suggest that you submit your work with plenty of time to spare in the event that you have a technical issue with the course website, network, and/or your computer. I also suggest you save all your work (answers to discussion posts, quizzes, and other work) in a separate Word document as a back-up. This way, you will have evidence that you completed the work and will not lose credit. If you are experiencing difficulties submitting your work through Blackboard, please contact the UTEP Help Desk. You can e-mail me your back-up document as a last resort.

‘INCOMPLETE’ GRADE POLICY

Incomplete grades may be requested only under exceptional circumstances after you have completed at least half of the course requirements. Communicate with me immediately if you believe an incomplete is needed. I highly suggest keeping the lines of the communication open

with me during the semester to avoid getting to this point! However, if granted, we will establish a contract of work to be completed with deadlines.

ACCOMMODATIONS POLICY

The University is committed to providing reasonable accommodations and auxiliary services to students, staff, faculty, job applicants for admissions, and other beneficiaries of University programs, services, and activities with documented disabilities in order to provide them with equal opportunities to participate in programs, services, and activities in compliance with sections 503 and 504 of the Rehabilitation Act of 1973, as amended, and the Americans with Disabilities Act (ADA) of 1990 and the Americans with Disabilities Act Amendments Act (ADAAA) of 2008. Reasonable accommodations will be made unless it is determined that doing so would cause undue hardship on the University. Students requesting an accommodation based on disability must register with the [UTEP Center for Accommodations and Support Services](#) (CASS). Contact the Center for Accommodations and Support Services at 915-747-5148, or email them cass@utep.edu or apply for accommodation online via [CASS portal](#)

ILLNESS PRECAUTIONS

Please stay home if you have symptoms of a communicable illness. If you are feeling unwell, please let me know as soon as possible, so that we can work on appropriate accommodations.

TITLE IX STATEMENT

Title IX of the Education Amendments of 1972 (Title IX), prohibit discrimination on the basis of sex in education programs or activities operated by recipients of Federal financial assistance. Sexual harassment of students, which includes acts of sexual violence, is a form of sex discrimination prohibited by Title IX. Sexual violence refers to physical sexual acts perpetrated against a person's will or where a person is incapable of giving consent due to the victim's use of drugs or alcohol. An individual also may be unable to give consent due to an intellectual or other disability. A number of different acts fall into the category of sexual violence, including rape, sexual assault, sexual battery, sexual coercion, stalking, and relationship violence. All such acts of sexual violence are forms of sexual harassment covered under Title IX. In accordance with Title IX of the Education Amendments of 1972, UTEP does not discriminate on the basis of sex in the operation of its educational programs and activities. This commitment to non-discrimination applies to both employment in and admission to such programs and activities. [Link to full text at <http://admin.utep.edu/Default.aspx?tabid=68750>]

Inquiries regarding Title IX should be referred to the University's Title IX Coordinator(s) in the following link: <https://www.utep.edu/titleix/Title-IX-Coordinators.html>

SCHOLASTIC INTEGRITY

Academic dishonesty is prohibited and is considered a violation of the UTEP Handbook of Operation Procedures. It includes, but is not limited to, cheating, plagiarism, and collusion. Cheating may involve copying from or providing information to another student, possessing unauthorized materials during a test, or falsifying research data. Plagiarism occurs when someone intentionally or knowingly represents the words or ideas of another as ones' own. Collusion involves collaborating with another person to commit any academically dishonest act. Any act of academic dishonesty attempted by a UTEP student is unacceptable and will not be tolerated. All suspected violations of academic integrity at The University of Texas at El Paso

must be reported to the Office of Student Conduct and Conflict Resolution (OSCCR) for possible disciplinary action. To learn more, please visit [HOOP: Student Conduct and Discipline](#).

GUIDANCE ON ARTIFICIAL INTELLIGENCE (PLEASE REVISE TO REFLECT YOUR POLICY)

The use of generative AI tools such as Chat GPT is not permitted in this course. It may not be used at any point in time during the paper writing process. Suspected use of AI will be reported to the Office of Student Conduct and Conflict Resolution (OSCCR)

Course Resources: Where you can go for assistance

UTEP provides a variety of student services and support:

Technology Resources

- [Help Desk](#): Students experiencing technological challenges (email, Blackboard, software, etc.) can submit a ticket to the UTEP Helpdesk for assistance. Contact the Helpdesk via phone, email, chat, website, or in person if on campus.

Academic Resources

- [UTEP Library](#): Access a wide range of resources including online, full-text access to thousands of journals and eBooks plus reference service and librarian assistance for enrolled students.
- [University Writing Center \(UWC\)](#): Submit papers here for assistance with writing style and formatting, ask a tutor for help and explore other writing resources.
- [RefWorks](#): A bibliographic citation tool; check out the RefWorks tutorial and Fact Sheet and Quick-Start Guide.

Individual Resources

- [Military Student Success Center](#): Assists personnel in any branch of service to reach their educational goals.
- [Center for Accommodations and Support Services](#): Assists students with ADA-related accommodations for coursework, housing, and internships.
- [Counseling and Psychological Services](#): Provides a variety of counseling services including individual, couples, and group sessions as well as career and disability assessments.
- [Center Against Sexual and Family Violence \(CASFV\)](#): **915-593-7300 or 1-800-727-0511**
- [UTEP Food Pantry](#): Provides food and support for students and staff who are experiencing food insecurity.
- [Foster Homeless Adopted Resources](#): Connects foster, homeless, and adopted individuals through education and advocacy with resources that will assist holistically with UTEP experience.
- For crimes, contact the El Paso Police Department or UTEP Police Department (**915-747-5611**)
- For suspected abuse of children or older persons, Child/Adult Protective Services **1-800-252-5400**
- National Domestic Violence Hotline: **1-800-799-SAFE (7233)**.
- Respect Is (Dating Abuse Prevention) at loveisrespect.org
- Mental Health Crisis Line **915-779-1800**

- National Suicide Prevention Hotline **1-800-273-8255**
- Veterans Crisis Line **1-800-273-8255**
- NAMI of El Paso (National Alliance Against Mental Illness) hosts free weekly support groups for people with mental illness and their families. elpaso.nami@dshs.state.tx.us or **915-534-5478**

WEEKLY SCHEDULE

(Note: All readings NOT in a textbook are available for download on Blackboard)

Spring 2023	Assigned Readings (To be completed BEFORE class)	Topics	Assignments	Comps Addressed and/or Measured
Week 1 1/17	<ul style="list-style-type: none"> • Bryant & Arrington (2022) • Edwards (2019) • Sprang et al. (2019) • Strand et al. (2013) 	Mod 1.1: Orientation to the course	<ul style="list-style-type: none"> • Enroll in web-based course <i>during or after</i> class (NOT BEFORE CLASS) 	3, 6, 7, 8
Week 2 1/24	<ul style="list-style-type: none"> • Blaustein & Kinninburgh (2019) Chs 1 and 5 • Lanktree & Briere (2016) Chs 1, 2, and 7 • Collins et al. (2010) • Weingarten (2004) 	Mod 1.2: Intervention in early childhood <ul style="list-style-type: none"> • Referral Information • Engagement 	<i>After class,</i> <ul style="list-style-type: none"> • Review online module 1 and take quiz. 	3, 6
Week 3 1/31	<ul style="list-style-type: none"> • Lanktree & Briere (2016) Chs 4 and 5 • Perry (2013) YouTube video • Jordan (2006) 	Mod 1.3: Intervention in early childhood, cont. <ul style="list-style-type: none"> • Assessment • Psychoeducation 	<i>After class,</i> <ul style="list-style-type: none"> • Review online module 2 and take quiz. 	3, 7, 8
Week 4 2/7	<ul style="list-style-type: none"> • Blaustein & Kinninburgh (2019) Ch 6 • Lanktree & Briere (2016) Ch 9 • McGoldrick & Hardy (2019) a • McGoldrick & Hardy (2019) b • TED talk (2015) 	Mod 1.4: Intervention in early childhood, cont. <ul style="list-style-type: none"> • Psychoeducation, cont. • Safety Actions 	<i>After class,</i> <ul style="list-style-type: none"> • Review online module 3 and take quiz. 	3, 6, 8
Week 5 2/14	<ul style="list-style-type: none"> • Blaustein & Kinninburgh (2019) Chs 7 and 13 • Lanktree & Briere (2016) Ch 16 • Collins et al. (2011) 	Mod 1.5: Intervention in early childhood, cont. <ul style="list-style-type: none"> • Safety Actions, cont. • Family Work 	<i>After class,</i> <ul style="list-style-type: none"> • Review online module 4 and take quiz. • Assignment 1 due 2/25/24 	3, 6, 7, 8

Week 6 2/21	<ul style="list-style-type: none"> • Blaustein & Kinninburgh (2019) Chs 4 and 8 • Lanktree & Briere (2016) Ch 10 • Bryant (2022) 	Mod 2.1: Intervention with school-age children impacted by trauma <ul style="list-style-type: none"> • Case Introduction/Referral Info • Presenting Problem 		3, 6, 7, 8
Week 7 2/28	<ul style="list-style-type: none"> • Blaustein & Kinninburgh (2019) Chs 10 and 11 • Lanktree & Briere (2016) Ch 11 • King (2018) 	Mod 2.2: Intervention with school-age children impacted by trauma, cont. <ul style="list-style-type: none"> • First Session w/ Jamal and Grandmother • Relaxation 	<i>After class,</i> <ul style="list-style-type: none"> • Review online module 5 and take quiz. 	3, 6, 8
Week 8 3/6	<ul style="list-style-type: none"> • Lanktree & Briere (2016) Ch 13 • Ortega-Williams et al., (2019) • Parker & Blackwell (2019) 	Mod 2.3: Intervention with school-age children impacted by trauma, cont. <ul style="list-style-type: none"> • Affect Regulation • Homework 	<i>After class,</i> <ul style="list-style-type: none"> • Review online module 6 & 7 and take quizzes. 	3, 6, 8
Spring Break March 11-15				
Week 9 3/20	<ul style="list-style-type: none"> • Lanktree & Briere (2016) Ch 13 (review) • Codrington (2021) • Gil (2021) 	Mod 2.4: Intervention with school-age children impacted by trauma, cont. <ul style="list-style-type: none"> • Non-Verbal Interventions 	<i>After class,</i> <ul style="list-style-type: none"> • Review online module 8 and take quiz. • Assignment 2 due 3/31/24 	3, 6, 8
Week 10 3/27	<ul style="list-style-type: none"> • Blaustein & Kinninburgh (2019) Ch 14 • Cook et al. (2005) • Habib & Labruna (2011) 	Mod 3.1: Intervention with traumatized adolescents <ul style="list-style-type: none"> • Presenting Problem and Referral Information • Personal History 		3, 6, 7
Week 11 4/3	<ul style="list-style-type: none"> • CPT Manual (identified sections) • Cognitive Distortions and Thinking Traps handout • Spinazzola (2015) 	Mod 3.2: Intervention with traumatized adolescents, cont. <ul style="list-style-type: none"> • Cognitive Regulation/ Restructuring Interventions • Behavioral Regulation Interventions 	<i>After class,</i> <ul style="list-style-type: none"> • Review online module 9 & 10 and take quizzes. 	3, 6, 7, 8
Week 12 4/10	<ul style="list-style-type: none"> • Blaustein & Kinninburgh (2019) Ch 15 • Briere & Lanktree (2022) online resource • Briere & Lanktree (2013) online resource • Habib et al. (2013) 	Mod 3.3: Intervention with traumatized adolescents, cont. <ul style="list-style-type: none"> • Behavioral Regulation Interventions • Trauma Processing 	<i>After class,</i> <ul style="list-style-type: none"> Review online module 11 and take quiz. 	3, 6, 7, 8

Week 13 4/17	<ul style="list-style-type: none"> • NASW resource on termination • Norcross et al. (2017) • Vidair et al. (2017) 	<p>Mod 3.4: Intervention with traumatized adolescents, cont.</p> <ul style="list-style-type: none"> • Termination Rituals (Session and Treatment) 	<p><i>After class,</i></p> <ul style="list-style-type: none"> • Review online module 12 and take quiz. • Assignment 3 due 4/28/24 	3, 8
Week 14 4/24	<ul style="list-style-type: none"> • Quiros (2020) 	<ul style="list-style-type: none"> • Summary and Evaluation 	<p><i>During class,</i></p> <ul style="list-style-type: none"> • Take post-course survey <p><i>After class,</i></p> <ul style="list-style-type: none"> • Upload Online Course Completion Certificate by 5/5/24 	3 (&1)
Week 15 5/1	<ul style="list-style-type: none"> • TBD 	<ul style="list-style-type: none"> • TBD 		

****SYLLABUS & SCHEDULING SUBJECT TO CHANGE AT INSTRUCTOR'S DISCRETION****

ANY CHANGES WILL BE COMMUNICATED WITH STUDENTS