



COURSE OUTLINE: SSW126 - TRAUMA INFORMED CARE

Prepared: Leanne Murray, MSW, RSW & Michelle Proulx, MSW

Approved: Martha Irwin, Chair, Community Services and Interdisciplinary Studies

Course Code: Title	SSW126: INTRODUCTION TO TRAUMA INFORMED CARE
Program Number: Name	1203: SOCIAL SERV WORKER 1221: SSW INDIGENOUS SPECA 1223: SSW INDIGENOUS SPECI
Department:	SOCIAL SERVICES WORKER
Semesters/Terms:	20F
Course Description:	In SSW practice, it is not uncommon that trauma and the impacts of trauma are present in the lives of those that SSW's support. Social Service Work practice involves working marginalized individuals, families, groups and communities within a variety of organizational and community contexts. This course will introduce the student to the impacts of trauma on individuals, families and communities and how to intervene with a trauma informed care approach. This course will lay the foundation of trauma informed care and prepare the student to apply and expand on this knowledge in subsequent courses.
Total Credits:	3
Hours/Week:	3
Total Hours:	45
Prerequisites:	There are no pre-requisites for this course.
Corequisites:	There are no co-requisites for this course.
Vocational Learning Outcomes (VLO's) addressed in this course:	1203 - SOCIAL SERV WORKER
Please refer to program web page for a complete listing of program outcomes where applicable.	VLO 1 Develop respectful and collaborative professional and interpersonal relationships that adhere to professional, legal, and ethical standards aligned to social service work.
	VLO 2 Record information accurately and communicate effectively in written, digital, verbal and non-verbal ways, in adherence to privacy and freedom of information legislation, in accordance with professional and workplace standards.
	VLO 3 Integrate a practice framework within a service delivery continuum, addressing the needs of individuals, families and communities at micro, mezzo, macro and global levels, and work with them in achieving their goals.
	VLO 4 Plan and implement accessible and responsive programs and services, recognizing the diverse needs and experiences of individuals, groups, families and communities, and meeting these needs.
	VLO 5 Examine current social policy, relevant legislation, and political, social, historical, and/or economic systems and their impacts for individuals and communities when delivering services to the user/client.
	VLO 6 Develop strategies and approaches that support individual clients, groups, families and communities in building the capacity for self-advocacy, while affirming their dignity and self-worth.

In response to public health requirements pertaining to the COVID19 pandemic, course delivery and assessment traditionally delivered in-class, may occur remotely either in whole or in part in the 2020-2021 academic year.



SAULT COLLEGE | 443 NORTHERN AVENUE | SAULT STE. MARIE, ON P6B 4J3, CANADA | 705-759-2554

- VLO 7 Work from an anti-oppressive, strengths-based practice, recognizing the capacity for resilience and growth of individuals and communities when responding to the diverse needs of marginalized or vulnerable populations to act as allies and advocates.
- VLO 8 Develop strategies and approaches to implement and maintain holistic self-care as a member of a human service profession.
- VLO 9 Work with individuals, groups, families and their communities to ensure that service provider strategies promote social and economic justice, and challenge patterns of oppression, discrimination and harassment, and sexual violence with clients, coworkers and communities.
- VLO 10 Develop the capacity to work with the Indigenous individual, families, groups and communities while respecting their inherent rights to self-determine, and to identify and address systemic barriers that produce ill-effects, developing appropriate responses using approaches such as trauma informed care practice.

1221 - SSW INDIGENOUS SPECA

- VLO 1 Develop and maintain professional relationships which adhere to professional, legal, and ethical standards aligned to social service work.
- VLO 2 Identify strengths, resources, and challenges of individuals, families, groups, and communities to assist them in achieving their goals.
- VLO 3 Recognize diverse needs and experiences of individuals, groups, families, and communities to promote accessible and responsive programs and services.
- VLO 4 Identify current social policy, relevant legislation, and political, social, and/or economic systems and their impacts on service delivery.
- VLO 5 Advocate for appropriate access to resources to assist individuals, families, groups, and communities.
- VLO 6 Develop and maintain positive working relationships with colleagues, supervisors, and community partners.
- VLO 7 Develop strategies and plans that lead to the promotion of self-care, improved job performance, and enhanced work relationships.
- VLO 8 Integrate social group work and group facilitation skills across a wide range of environments, supporting growth and development of individuals, families, and communities.
- VLO 9 Work in communities to advocate for change strategies that promote social and economic justice and challenge patterns of oppression and discrimination.
- VLO 10 Respectfully collaborate with Indigenous individuals, families and communities to facilitate change considering the historical impact of legislation and social systems on the Indigenous Canadian culture and experience.

Essential Employability Skills (EES) addressed in this course:

- EES 1 Communicate clearly, concisely and correctly in the written, spoken, and visual form that fulfills the purpose and meets the needs of the audience.
- EES 2 Respond to written, spoken, or visual messages in a manner that ensures effective communication.
- EES 5 Use a variety of thinking skills to anticipate and solve problems.
- EES 6 Locate, select, organize, and document information using appropriate technology and information systems.
- EES 8 Show respect for the diverse opinions, values, belief systems, and contributions of

In response to public health requirements pertaining to the COVID19 pandemic, course delivery and assessment traditionally delivered in-class, may occur remotely either in whole or in part in the 2020-2021 academic year.



SAULT COLLEGE | 443 NORTHERN AVENUE | SAULT STE. MARIE, ON P6B 4J3, CANADA | 705-759-2554

others.

EES 9 Interact with others in groups or teams that contribute to effective working relationships and the achievement of goals.

EES 10 Manage the use of time and other resources to complete projects.

EES 11 Take responsibility for ones own actions, decisions, and consequences.

Course Evaluation:

Satisfactory/Unsatisfactory

&

A minimum program GPA of 2.0 or higher where program specific standards exist is required for graduation.

Other Course Evaluation & Assessment Requirements:

*Note: This course meets SSW & SSW-I Vocational Outcomes: 1.b,f,j,k,n 2.a,e 3.c,d,e, 4 a, b, d, 5.a,d,e 6.b,e,g 7.a,h 8.b,c,d,e 9.a 10.a,b,c,g,h

Books and Required Resources:

Ohpikiihaakan-ohpimhah (Raised Somewhere Else) by Cardinal, C.
Publisher: Fernwood Publishing Inc Edition: 1st
ISBN: 9781773630212

Course Outcomes and Learning Objectives:

Course Outcome 1	Learning Objectives for Course Outcome 1
1. Demonstrate an understanding of trauma informed care in social service work practice.	1.1 Explain the core principles of trauma informed care. 1.2 Describe the SSW scope of practice and roles within a trauma informed system of care. 1.3 Describe the main components of trauma informed/healing centred frameworks. 1.4 Articulate the distinction between trauma-informed care and trauma specific therapy or services. 1.5 Recognize the importance of the ability to work from a trauma-informed conceptual framework (lens).
Course Outcome 2	Learning Objectives for Course Outcome 2
2. Identify the social & cultural context/factors of trauma on individuals, families, groups and communities.	2.1 Describe how the concepts of privilege, power, colonization, racism and discrimination relate to trauma. 2.2 Recognize the impacts of trauma. 2.3 Describe signs and indicators of a trauma history. 2.4 Demonstrate knowledge of the prevalence and types of trauma.
Course Outcome 3	Learning Objectives for Course Outcome 3
3. Describe trauma informed responsive approaches with Indigenous people.	3.1 Identify and describe the impacts of the historical and intergenerational trauma of Indigenous people's including yet not limited to colonization, residential school system, the 60's Scoop. 3.2 Explain the role of Indigenous Elders, knowledge holders, helpers and practices in a cultural relevant trauma informed response. 3.3 Describe a cultural safe approach when working with Indigenous peoples.
Course Outcome 4	Learning Objectives for Course Outcome 4
4. Identify and define the	4.1 Define and describe cultural competency and cultural safety

In response to public health requirements pertaining to the COVID19 pandemic, course delivery and assessment traditionally delivered in-class, may occur remotely either in whole or in part in the 2020-2021 academic year.



SAULT COLLEGE | 443 NORTHERN AVENUE | SAULT STE. MARIE, ON P6B 4J3, CANADA | 705-759-2554

	SSW ethical, professional and personal behavior consistent with a trauma informed approach.	in trauma informed responses. 4.2 Recognize impact of personal, collective, secondary and vicarious exposure to trauma and the ethical and professional responsibilities of SSW. 4.3 Discover self-awareness of own values and beliefs pertinent to trauma informed care approach 4.4 Understand and describe self -reflection, self-regulation strategies and self-care tools that support wellness. 4.5 Recognize and describe secondary traumatic stress, compassion fatigue, vicarious trauma individuals and organizations.
	Course Outcome 5	Learning Objectives for Course Outcome 5
	5. Communicate effectively and interact respectfully with others.	5.1 Produce work in written and electronic format that is clear and concise with minimal errors. 5.2 Interact with others in ways that contribute to effective working relationships by taking responsibility for one's own actions/decisions. 5.3 Maintain respectful online etiquette congruent with professional boundaries with respect to use of LMS, social media, emails and other technological devices. 5.4 Demonstrate respectful and professional behaviours consistent with SSW values, standards and ethics. 5.5 Develop self-awareness and accountability by seeking and utilizing support and feedback from professor and peers.

Evaluation Process and Grading System:

Evaluation Type	Evaluation Weight
Book Review & Reflection Assignment	20%
Course Module 1, 2, 3, 4 Assignments/Reflections/Quizzes	65%
Professional & Self Care Assignment	10%
Sharing Circle Response Assignment	5%

Date: June 16, 2020

Addendum: Please refer to the course outline addendum on the Learning Management System for further information.

In response to public health requirements pertaining to the COVID19 pandemic, course delivery and assessment traditionally delivered in-class, may occur remotely either in whole or in part in the 2020-2021 academic year.