

PHC6534: Trauma Informed Approaches for Individuals, Communities, and Public Health
3 credit hours
University of Florida
College of Public Health & Health Professions Syllabus
Spring: 2022
Delivery Format: E-Learning in Canvas

Instructor Name:

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Office Hours: By appointment

Preferred Course Communications/ Email Policy: Direct Outlook email (gaia.zori@ufl.edu) is the preferred method of communication rather than the message function within Canvas. Response within 24 hours to emails received on weekdays (M-F). Emails received during the weekend or after 5pm on Friday will be answered by 1pm on the following Monday.

Prerequisites

Admission to program or approval of instructor

PURPOSE AND OUTCOME

Course Overview

This course will provide students (1) an overview of adverse childhood experiences (ACEs), trauma, and the trauma-informed approach; (2) the opportunity to develop trauma-informed public health interventions to prevent ACEs and treat trauma using the social ecological model; and (4) practical instruction in the grant writing process.

Course Rationale

This course is needed because trauma and adverse childhood experiences (ACEs) represent a significant threat to public health. Trauma and ACEs are considered a public health epidemic and are associated with an increased risk of morbidity over the life course and early mortality. The CDC recommends the dissemination and implementation of trauma-informed approaches to prevent and treat trauma. Despite this public health need, we found no graduate-level courses available in a school of public health that address trauma, ACEs, or trauma-informed public health approaches. We wish to fill this gap through this course. Additionally, most public health interventions take a public health deficit approach and focus solely on the risk factors faced by vulnerable populations. In contrast, trauma informed approaches focus on protective factors and view communities as valuable assets. Upon successful implementation of the instruction, students will be able to see public health problems and solutions through a trauma-informed lens. Students will also be experienced in designing public health interventions to address and prevent trauma and have experience writing a grant to address and treat trauma through trauma-informed approaches.

Relation to Program Outcomes

The graduate level course will build a foundation in public health with a focus on its application to creating strengths-based trauma-informed public health approaches and interventions and trauma-informed

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communities. Students completing this course will be able to understand how trauma, adverse childhood experiences (ACEs), and resilience affect an individual's and a community's well-being. Students will also be able to institute resilience-building practices to building healthier communities.

Course Objectives and/or Goals

1. Define trauma, adverse childhood experiences (ACEs), and trauma-informed approaches within a public health approach
2. Compare and contrast the prevention and treatment of trauma at the primary, secondary, and tertiary public health prevention levels through SAMHSA or relevant journal articles
3. Develop trauma-informed, resilience-based public health interventions to address and prevent trauma and ACEs at all levels of the social ecological model, with particular emphasis on the community-level
4. Develop grant proposal that addresses trauma, ACEs, and/or a trauma-informed public health approach

Instructional Methods

This course is offered online, in weekly "modules." Each module is made up of the following:

- 1.) Assigned readings (articles posted online to Canvas)
- 2.) Lectures/videos (posted online to Canvas)
- 3.) Discussion posts or other assignments due

What is expected of you?

You are expected to actively engage in the course throughout the semester. This course relies heavily on participation in the online discussion boards with instructor and classmates; your participation fosters a rich course experience for you and your peers. It is the sole responsibility of the student in online courses to keep up with course requirements. You are expected to do preparatory work (including reading and/or watching videos linked in Canvas) each week prior to participating in online discussion boards, which will be spent primarily on critical discussion and application of course content to real-world public health problems. Throughout online course discussions, you will be asked to initiate ideas, share relevant experiences, reflect on what your classmates post, and critique and extend the course readings and lectures. Participating actively requires that you are open to discussing your beliefs and how you define yourself while also opening yourself to other points of view and considering them critically. Rich discussion frequently entails disagreements not only about issues, but also about basic values. As a participant in this class, **you are expected to be respectful toward others and their views**, even if they are radically opposed to your own beliefs.

DESCRIPTION OF COURSE CONTENT

Course Materials and Technology

There is no required textbook for this course.

Required Readings: Posted on the course website (Canvas).

Course Website: The course website is available on Canvas at <http://elearning.ufl.edu>. The weekly schedule, additional course materials, and links to submit course assignments and weekly discussion questions are available through this website. You will log into the course website using your gatorlink ID and password; if you have trouble logging in, please contact the Help Desk at 352-392-HELP.

Announcements: Class announcements will be sent via the announcements tool in Canvas. Depending on your Canvas notification settings, you may or may not be notified via email; ***you are responsible for all information in these announcements*** whether or not you see them in your email. ***Please update your settings so that you are notified of announcements.***

Technical Requirements: You are REQUIRED to have a webcam and microphone. Browser requirements may change; please consult <https://kb.helpdesk.ufl.edu/FAQs/SupportedBrowsersForUFWebsites> to see a list of supported browsers and recommendations for browser configuration.

For **other technical support** for this class, please contact the UF Help Desk at:

- Learning-support@ufl.edu
- (352) 392-HELP - select option 2
- <https://elearning.ufl.edu/help.shtml>

Additional Academic Resources

[Career Connections Center](#): Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.

[Library Support](#): Various ways to receive assistance with respect to using the libraries or finding resources.

[Teaching Center](#): Broward Hall, 352-392-2010 or to make an appointment 352- 392-6420. General study skills and tutoring.

[Writing Studio](#): 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers.

Student Complaints On-Campus: [Visit the Student Honor Code and Student Conduct Code webpage](#) for more information.

On-Line Students Complaints: [View the Distance Learning Student Complaint Process](#).

ACADEMIC REQUIREMENTS AND GRADING

Course Components: (Note: Detailed instructions will be given for each assignment in Canvas as it draws near.)

Assignments

1. **Syllabus Quiz and Trauma Trigger Warning:** You are asked to complete a brief quiz on the syllabus and academic integrity prior to unlocking the course content on Canvas. In addition to this quiz, you are required to acknowledge the trauma trigger warning. While these elements are ungraded, you must receive a 100% on the quiz and acknowledge the warning to unlock course materials.
2. **Readings and Other Course Materials (Lectures/Videos):** For each weekly module, you will be assigned specified journal articles or other readings to read. Within each module on Canvas, additional information may be provided (e.g., recorded lectures and/or videos). Whether these materials are required or optional will be described within that week's page on Canvas.
3. **Online Discussion Participation & Weekly Activities:** The exchange of ideas between colleagues is a key aspect of learning and is a required activity in this course. In several modules, we will have a group discussion component. You may also have short out-of-class assignments that you will discuss on the discussion board that will be considered part of this grade; more information on these

assignments will be provided under the appropriate module. While you are graded on overall participation each week, you are required to complete each week's discussion post and reply to **a minimum** of one other student's post on that week's group board. Discussion posts should address **all** questions in that week's prompt (you can separate sections by question # or write all answers in a narrative form, just be clear to indicate that you've answered all questions), and you should end your post in a way that engages the class in discussion (e.g., ending with a question to the group that will generate interesting discussion about the topic and must demonstrate critical thinking related to the week's readings/content). Appropriate questions include those that 1) seek clarity on course material; 2) relate the course material to other public health issues/theories or discussions we've had; 3) provide the basis for further investigation that would build on the readings; 4) generate interesting course discussion/debate. Please consult the rubric posted online on Canvas for an outline of what we are looking for in the discussion posts and how they will be scored. **Students can earn up to 10 points each week for discussion participation, for a total of 110 points over the course of the semester. (There are 12 required discussions, but the first introductory discussion is worth 0 points).**

4. **Grant Proposal Intervention Project:** Students will select a specific target population and an area of ACEs/ trauma that can be addressed through a public health intervention. Students will design a trauma-informed, resilience-based public health intervention that improves health, addresses a problem, and/or builds resilience within the population and selected ACEs/ trauma area submitted in the form of a grant proposal. Students will select a level or levels of the social ecological model that the intervention will address. Students are required to follow the guidelines outlined in the assignment prompt (posted to Canvas). The proposal should utilize academic/ research sources and class materials. This proposal will be broken into smaller parts with specific due dates throughout the course that provide the opportunity for revision and refinement of the final product prior to the completed submission at the end of the semester. **Students can earn up to 80 total points (with partial points being assigned for each smaller part submitted).**
5. **PACEs Connection Assignment (Part 1 & 2): Profile Setup and PACEsConnection.com Blog Post:** This assignment will require students to visit the PACEs Connection website: <http://www.pacesconnection.com> and set up a profile at the beginning of the semester. Students will also join the University of Florida (UF) Trauma-Informed Public Health Courses PACEs Connection community subpage at this link: <https://www.pacesconnection.com/g/university-of-florida-trauma-informed-public-health-courses-aces-connection>. On this page, students can read posts by students from previous semesters. Students will then write a short article related to the grant proposal intervention and publish it on the UF PACEs Connection subpage as a blog post. **This assignment is worth 10 total points (1 points for part 1 & 9 points for part 2).**

Grading

Requirement	Due date	Points
Syllabus Quiz Trauma Trigger Warning	Must be completed to unlock course content	Not graded
Online Discussion Participation & other weekly activities	Ongoing	110
Grant Proposal Intervention Project	Part 1: Saturday, Feb 12 Part 2: Saturday, Feb 26 Part 3: Saturday, Mar 19	80

	Part 4: Saturday, Apr 2 Final proposal: Saturday, Apr 16	
PACEs Connection Assignment (Part 1 & 2):	Part 1: Saturday, Jan 15 Part 2: Tuesday, Apr 19	10

Final grade breakdown: Total = 200 points

Points earned	≥186	180-185	176-179	166-175	160-165	156-159	146-155	140-145	136-139	126-135	120-125	<120
Percentage of Course Points (out of 100%)	93-100%	90-92%	88-89%	83-87%	80-82%	78-79%	73-77%	70-72%	68-69%	63-67%	60-62%	<60%
Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E

Please be aware that a C- is not an acceptable grade for graduate students. The GPA for graduate students must be 3.0. in all 5000 level courses and above to graduate. A grade of C counts toward a graduate degree only if a sufficient number of credits in courses numbered 5000 or higher have been earned with a B+ or higher.

Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E	WF	I	NG	S-U
Grade Points	4.0	3.67	3.33	3.0	2.67	2.33	2.0	1.67	1.33	1.0	0.67	0.0	0.0	0.0	0.0	0.0

More information on UF grading policy may be found at:

<http://gradcatalog.ufl.edu/content.php?catoid=10&navoid=2020#grades>

<https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>

Policy Related to Make up Exams or Other Work

Late assignments are not accepted and will receive 0 points unless arrangements have been made ahead of the due date with the instructor or extenuating circumstances are presented to the instructor and approved. If you have a scheduling conflict that prevents you from fulfilling a certain course requirement, please contact the instructor as soon as possible. Any requests for make-ups due to technical issues MUST be accompanied by the ticket number received from LSS when the problem was reported to them. The ticket number will document the time and date of the problem. You MUST e-mail me within 24 hours of the technical difficulty if you wish to request a make-up.

Policy Related to Required Class Attendance

Please note all faculty are bound by the UF policy for excused absences. Excused absences must be consistent with university policies in the Graduate Catalog (<http://gradcatalog.ufl.edu/content.php?catoid=10&navoid=2020#attendance>). Additional information can be found here: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.

STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT

Academic Integrity

Students are expected to act in accordance with the University of Florida policy on academic integrity. As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge:

“We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.”

You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit at the University of Florida, the following pledge is either required or implied:

“On my honor, I have neither given nor received unauthorized aid in doing this assignment.”

It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For additional information regarding Academic Integrity, please see Student Conduct and Honor Code or the Graduate Student Website for additional details:

<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>

<http://gradschool.ufl.edu/students/introduction.html>

Please remember cheating, lying, misrepresentation, or plagiarism in any form is unacceptable and inexcusable behavior.

Turnitin

Academic integrity is a serious issue that has been a growing problem at universities. I have a zero tolerance policy for breaches of academic integrity, including plagiarism and cheating. There are multiple video resources posted on our Canvas site that discuss plagiarism and how to properly quote and cite other people’s work. With each assignment you complete you are pledging that you hold yourself and your classmates to the highest standards of academic integrity. I use an online tool called Turnitin to check student work for originality; in other words, your work should be in your own words and not copied from any source. Every student needs to watch the videos on plagiarism and on using Turnitin and needs to check their own Turnitin report, made available through the Canvas site automatically when you submit anything through assignments. You should submit assignments early enough to have time before the due date to make revisions to them if your Turnitin report shows areas of high similarity to online resources. Any student caught cheating or plagiarizing will be reported to the Dean of Students Office and will be subject to academic penalties in the course, at minimum.

Online Faculty Course Evaluation Process

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>.

Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

SUPPORT SERVICES

Accommodations for Students with Disabilities

If you require classroom accommodation because of a disability, you must register with the Dean of Students Office <http://www.dso.ufl.edu> within the first week of class. The Dean of Students Office will provide documentation of accommodations to you, which you then give to me as the instructor of the course to receive accommodations. Please make sure you provide this letter to me by the end of the second week of the course. The College is committed to providing reasonable accommodations to assist students in their coursework.

Counseling and Student Health

Students sometimes experience stress from academic expectations and/or personal and interpersonal issues that may interfere with their academic performance. If you find yourself facing issues that have the potential to or are already negatively affecting your coursework, you are encouraged to talk with an instructor and/or seek help through University resources available to you.

- The Counseling and Wellness Center 352-392-1575 offers a variety of support services such as psychological assessment and intervention and assistance for math and test anxiety. Visit their web site for more information: <http://www.counseling.ufl.edu>. Online and in person assistance is available.
- You Matter We Care website: <http://www.umatter.ufl.edu/>. If you are feeling overwhelmed or stressed, you can reach out for help through the You Matter We Care website, which is staffed by Dean of Students and Counseling Center personnel.
- The Student Health Care Center at Shands is a satellite clinic of the main Student Health Care Center located on Fletcher Drive on campus. Student Health at Shands offers a variety of clinical services. The clinic is located on the second floor of the Dental Tower in the Health Science Center. For more information, contact the clinic at 392-0627 or check out the web site at: <https://shcc.ufl.edu/>
- Crisis intervention is always available 24/7 from:
Alachua County Crisis Center
(352) 264-6789
<http://www.alachuacounty.us/DEPTS/CSS/CRISISCENTER/Pages/CrisisCenter.aspx>.
Do not wait until you reach a crisis to come in and talk with us. We have helped many students through stressful situations impacting their academic performance. You are not alone so do not be afraid to ask for assistance.
- University Police Department: [Visit UF Police Department website](#) or call 352-392-1111 (or 9-1-1 for emergencies).
- UF Health Shands Emergency Room / Trauma Center: For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; [Visit the UF Health Emergency Room and Trauma Center website](#).

Teaching Philosophy

The aims of graduate school are different from those of undergraduate education. Undergraduate education is concerned primarily with instilling the essential knowledge in a field and—at its best—with preparing students for a lifetime of learning. Graduate education is about turning students into professional researchers and teachers. These different aims correspond to distinct responsibilities for both teachers and learners at the graduate and undergraduate levels. As aspiring professionals, you are responsible for taking initiative to master the key ideas and literature in the field and for seeking out the resources you need. My

role is to facilitate your learning and professional development as independent scholars by introducing you to pertinent literature, by challenging you to evaluate and synthesize the material, and by rewarding individual initiative.

Diversity Statement

I consider this classroom to be a place where you will be treated with respect, and I welcome individuals of all ages, backgrounds, beliefs, ethnicities, genders, gender identities, gender expressions, national origins, religious affiliations, sexual orientations, ability – and other visible and nonvisible differences. All members of this class are expected to contribute to a respectful, welcoming, and inclusive environment for every other member of the class.

Inclusive Learning Environment

Public health and health professions are based on the belief in human dignity and on respect for the individual. As we share our personal beliefs inside or outside of the classroom, it is always with the understanding that we value and respect diversity of background, experience, and opinion, where every individual feels valued. We believe in, and promote, openness and tolerance of differences in ethnicity and culture, and we respect differing personal, spiritual, religious and political values. We further believe that celebrating such diversity enriches the quality of the educational experiences we provide our students and enhances our own personal and professional relationships. We embrace The University of Florida's Non-Discrimination Policy, which reads, "The University shall actively promote equal opportunity policies and practices conforming to laws against discrimination. The University is committed to non-discrimination with respect to race, creed, color, religion, age, disability, sex, sexual orientation, gender identity and expression, marital status, national origin, political opinions or affiliations, genetic information and veteran status as protected under the Vietnam Era Veterans' Readjustment Assistance Act." If you have questions or concerns about your rights and responsibilities for inclusive learning environment, please see your instructor or refer to the Office of Multicultural & Diversity Affairs website: www.multicultural.ufl.edu.

TOPICAL OUTLINE/COURSE SCHEDULE

Readings, multimedia, and assignments are subject to change. *Please visit Canvas modules for most updated materials in each module.* Any adjustments to multimedia materials or readings will be clearly noted on the Canvas course page.

Module	Topic(s)	Lectures/Multimedia	Assignments
Week 1 1/5-1/9	Course Introduction and Overview	Course Intro Lecture and Canvas Course Site Overview	Syllabus quiz & trauma trigger warning Introduction discussion post due Saturday, Jan 8 Discussion reply by Monday, Jan 10

Module	Topic(s)	Lectures/Multimedia	Assignments
Week 2 1/10- 1/16	Adverse Childhood Experiences (ACEs) and trauma overview	Lectures: Robin Saenger, Peace4Tarpon Founder and Executive Director; Melissa Andress, Peace4Tarpon Board Member Video: Under the Surface Video: The Effects of Stress on A Child's Brain Development	PACEs Connection assignment part 1 due Saturday, Jan 15 Discussion post due Friday, Jan 14 Discussion reply due Tuesday, Jan 18
Week 3 1/17- 1/23	ACEs and Health Outcomes	Lecture: Vincent J. Felitti: The Repressed Role of Adverse Childhood Experiences in Addiction, Disease, and Premature Death	Discussion post due Friday, Jan 21 Discussion reply due Monday, Jan 24
Week 4 1/24- 1/30	ACEs, Trauma, and the Brain	Video: Dr. Anda: How ACEs and Stress Affect the Brain Lecture: Dr. Eraina Schauss: ACEs: What Science Tells Us and How to Foster Resilience	Discussion post due Friday, Jan 28 Discussion reply due Monday, Jan 31
Week 5 1/31-2/6	Expanded ACEs	Video (Ted Talk): Dr. Nadine Burke Harris: How Childhood Trauma Affects Health Across a Lifespan Video: Dr. Howard Pinderhughes: Community Trauma	Discussion post due Friday, Feb 4 Discussion reply due Monday, Feb 7
Week 6 2/7-2/13	Resilience	Documentary: Resilience: Biology of Stress, Science of Hope	Discussion post due Friday, Feb 11 Discussion reply due Monday, Feb 14 Grant Proposal Project – part 1 due Saturday, Feb 12
Week 7 2/14- 2/20	Trauma and Marginalized Populations	Video: University of Minnesota Extension: How Do People Experience Historical Trauma? Lecture: Dr. Micah Johnson: Trauma, Race and Risk for Substance Abuse among Justice-Involved Children (JIC) Lecture: Dr. Kanathy Haney: Human Trafficking, ACEs, and a Trauma-Informed Approach	Discussion post due Friday, Feb 18 Discussion reply due Monday, Feb 21

Module	Topic(s)	Lectures/Multimedia	Assignments
Week 8 2/21- 2/27	Trauma and Racism	Video: Toward Antiracism: Understanding Anti-Black Racism and Healing Racial Trauma Podcast: Structural racism and its effects on adverse childhood experiences, violence and other public health issues	Grant Proposal Project – part 2 due Saturday, Feb 26
Week 9 2/28-3/6	A Social Ecological Approach to Address Trauma	Lecture: A Social Ecological Approach to Address Trauma	Discussion post due Friday, Mar 4 Discussion reply due Monday, Mar 14
Week 10 3/7-3/13	Spring Break	Spring Break	Spring Break
Week 11 3/14- 3/20	Trauma-Informed Approach Overview and Trauma-Informed Principles	Lecture: Trauma-Informed Overview and Principles Video: What is Trauma-Informed Care? SAMHSA Webinars: Trauma-Informed Principles	Discussion post due Friday, Mar 18 Discussion reply due Monday, Mar 21 Grant Proposal Project – part 3 due Saturday, Mar 19
Week 12 3/21- 3/27	Trauma-Informed Research Gaps	Lecture: ACEs- Understanding the Data & Research Gaps in Trauma Informed Care Approaches	Discussion post due Friday, Mar 25 Discussion reply due Monday, Mar 28
Week 13 3/28-4/3	Trauma-Informed Public Health Interventions	Lecture: Cary Carr, MPH, CPH Trauma in the Foster Care System Lecture: Melissa Fenton, MAS Considering Place in the Treatment & Prevention of ACEs	Grant Proposal Project – part 4 – due Saturday, Apr 2
Week 14 4/4-4/10	Trauma-Informed Public Health Interventions	Lecture: Dr. Carol Lewis: Peace4Gainesville: A Trauma-Responsive Resilience-Building Community Initiative Video: River Phoenix Center for Peacebuilding: Police Youth Dialogues	Discussion post due Friday, Apr 8 Discussion reply due Monday, Apr 11
Week 15 4/11- 4/17	Trauma-Informed Community Approaches	Lecture: Kathryn Thomas: US Navy Veteran, Founder & Executive Director, Yoga4Change: Teaching Resilience From Within Lecture: Cari Rupkalvis: Peace4Tarpon Partner & Library Director Tarpon Springs Library: Peace4Tarpon: A Public Library Perspective	Grant Proposal Final Project due Saturday, Apr 16 Discussion Post due Friday, Apr 15

Module	Topic(s)	Lectures/Multimedia	Assignments
Week 16 4/18- 4/20	COVID-19 and Trauma	<p data-bbox="509 268 1052 338">Webinar: Destination Health – Addressing Societal Trauma</p> <p data-bbox="509 375 1052 510">Webinar: Harvard University Center on the Developing Child (2020). Protecting our children: COVID-19's Impact on Early Childhood and ACEs</p>	PACEs Connection assignment part 2 due Wednesday, Apr 20