I. COURSE DOMAIN AND BOUNDARIES

This course is designed as a cross-cutting model to enhance current coursework in management and leadership, program design, and evaluation. In line with national leadership trends, trauma-informed care has made its way into child welfare, behavioral health and most other systems of care. A trauma-informed approach recognizes the significant role trauma plays in peoples’ lives and believes that specific perspectives, principles, and practices should honor and recognize this impact. Adopting a trauma-informed approach requires significant leadership and management skills to change existing organizational cultures. This course will integrate core leadership and management content, including the Leadership at Brown framework with implementation models for becoming trauma-informed. The course requires partnerships with community organizations that are in some stage of becoming trauma-informed; students will be assigned in teams to a specific organization for completing assignments, and in the process, learn about the organization’s experience in making the transformation, working alongside their internal team.

II. MSW COMPETENCIES TAUGHT IN THIS COURSE

<table>
<thead>
<tr>
<th>MSW Competency</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate Ethical and Professional Behavior</td>
<td>C1</td>
</tr>
<tr>
<td>Engage diversity and difference in practice.</td>
<td>C2</td>
</tr>
<tr>
<td>Engage in practice-informed research and research-informed practice.</td>
<td>C4</td>
</tr>
<tr>
<td>Engage with individuals, families, groups, organizations, and communities</td>
<td>C6</td>
</tr>
<tr>
<td>Assess individuals, families, groups, organizations, and communities</td>
<td>C7</td>
</tr>
<tr>
<td>Intervene with individuals, families, groups, organizations, and communities</td>
<td>C8</td>
</tr>
<tr>
<td>Evaluate individuals, families, groups, organizations, and communities</td>
<td>C9</td>
</tr>
</tbody>
</table>
III. BROWN SCHOOL ACADEMIC POLICIES

Academic Integrity: If a faculty member or student suspects that academic or professional integrity has been violated, they are required to submit an Academic Integrity or Professional Integrity Violation form found on Inside Brown for review by the Assistant Dean of the program. The Assistant Dean or designated representative will aid in the investigation of the violation, which includes but is not limited to gathering relevant evidence; conversations with the instructor, student(s) involved, witnesses, and others as necessary. Depending on the seriousness of the case, the Assistant Dean may choose to refer the matter directly to the University Student Conduct Board. This referral procedure will generally be followed if it is believed that the penalty is likely to involve suspension or expulsion from the University. The Assistant Dean for the program or designated representative will offer to meet privately with the student(s) against whom the complaint has been made. It is the student’s responsibility to familiarize themselves with the behaviors that constitute an academic integrity violation requiring referral.

Student Handbook 2019

Accommodations: If you have a learning, sensory, or physical disability or any other diagnosis that requires accommodations and/or assistance in lectures, reading, written assignments, and/or exam taking, please work with the Disability Resource Center, a University-wide resource that provides academic accommodations support and referrals. After requesting academic accommodations by providing appropriate documentation, students approved for accommodations will provide an Accommodation Letter to the instructor and are encouraged to work directly with the instructor to discuss specific course needs. The student’s Academic Advisor and/or the Assistant Dean for Academic Affairs can support a student through this process.

Pronouns: The Brown School embraces and promotes gender expansiveness as reflective of the lived experiences of many students, staff, faculty and members of our expanded community. The correct use of an individual’s pronouns is a critical part of an individual’s identity and of building an inclusive community. Students, faculty and staff are encouraged to use pronouns during introductions, are expected to use expressed pronouns of all Brown School community members, and are encouraged to apologize when mistakes are made. Educational resources are available at: https://campuslife.wustl.edu/lgbtqia/lgbt-resources/gender-pronouns/

English Language Proficiency: If your English language proficiency is such that you may need special assistance in lectures, reading, written assignments, and/or exam taking, please communicate these needs to your instructor who may refer you to the Brown Communications Lab. If you would like help seeking additional English language resources, please visit the Global Programs Suite in Brown 309. You may also find the Academic Assistance resources available through the Office for International Students and Scholars to be helpful.

Professional Use of Electronic Devices in the Classroom: Computers or other electronic devices, including “smart pens” (devices with an embedded computer and digital audio recorder that records the classroom lecture/discussion and links that recording to the notes taken by the
student), may be used by students at the discretion of the faculty member to support the learning activities in the classroom. These activities include taking notes and accessing course readings under discussion. If a student wishes to use a smart-pen or other electronic device to audio record lectures or class discussions, they must notify the instructor in advance of doing so. Permission to use recording devices is at the discretion of the instructor, unless this use is an accommodation approved by Disability Resources.

Nonacademic use of laptops and other devices and use of laptops or other devices for other coursework is distracting and seriously disrupts the learning process for other people in the classroom. Neither computers nor other electronic devices are to be used in the classroom during class for nonacademic reasons or for work on other coursework. Nonacademic use includes emailing, texting, social networking, playing games, instant messaging, and use of the Internet. Work on other coursework may include, but is not limited to, use of the Internet, writing papers, using statistical software, analyzing data, and working on quizzes or exams. The nonacademic use of cell phones during class time is prohibited, and they should be set on silent before class begins. In the case of an emergency, please step out of the room to take the call. The instructor has the right to hold students accountable for meeting these expectations, and failure to do so may result in a loss of participation or attendance points, a loss of the privilege of device use in the classroom or being asked to leave the classroom.

Religious Holidays: The Brown School recognizes the individual student’s choice in observing religious holidays that occur during periods when classes are scheduled. Students are encouraged to arrange with their instructors to make up work missed as a result of religious observance, and instructors are asked to make every reasonable effort to accommodate such requests.

IV. WASHINGTON UNIVERSITY ACADEMIC SUPPORT POLICIES

Accommodations based upon sexual assault: The University is committed to offering reasonable academic accommodations to students who are victims of sexual assault. Students are eligible for accommodation regardless of whether they seek criminal or disciplinary action. Depending on the specific nature of the allegation, such measures may include but are not limited to: implementation of a no-contact order, course/classroom assignment changes, and other academic support services and accommodations. If you need to request such accommodations, please direct your request to Kim Webb, Director of the Relationship and Sexual Violence Prevention Center, or Jen Durham Austin, Support Services Counselor. Both Kim Webb and Jen Durham Austin are confidential resources; however, requests for accommodations will be shared with the appropriate University administration and faculty. The University will maintain as confidential any accommodations or protective measures provided to an individual student so long as it does not impair the ability to provide such measures.

If a student comes to me to discuss or disclose an instance of sexual assault, sex discrimination, sexual harassment, dating violence, domestic violence or stalking, or if I otherwise observe or become aware of such an allegation, I will keep the information as private as I can, but as a faculty member of Washington University, I am required to immediately report it to my Department Chair or Dean or directly to Ms. Jessica Kennedy, the University’s Title IX Director. If you would like to speak with directly Ms. Kennedy directly, she can be reached
at (314) 935-3118, jwkennedy@wustl.edu, or by visiting the Title IX office in Umrah Hall. Additionally, you can report incidents or complaints to the Office of Student Conduct and Community Standards or by contacting WUPD at (314) 935-5555 or your local law enforcement agency. See: Title IX

You can also speak confidentially and learn more about available resources at the Relationship and Sexual Violence Prevention Center by calling (314) 935-3445 for an appointment or visiting the 4th floor of Seigle Hall. See: RSVP Center

Bias Reporting: The University has a process through which students, faculty, staff and community members who have experienced or witnessed incidents of bias, prejudice or discrimination against a student can report their experiences to the University’s Bias Report and Support System (BRSS) team. See: brss.wustl.edu.

Mental Health: Mental Health Services’ professional staff members work with students to resolve personal and interpersonal difficulties, many of which can affect the academic experience. These include conflicts with or worry about friends or family, concerns about eating or drinking patterns, and feelings of anxiety and depression. See Mental Health Resources.

Center for Diversity and Inclusion (CDI): The Center of Diversity and Inclusion (CDI) supports and advocates for undergraduate, graduate, and professional school students from underrepresented and/or marginalized populations, creates collaborative partnerships with campus and community partners, and promotes dialogue and social change. One of the CDI’s strategic priorities is to cultivate and foster a supportive campus climate for students of all backgrounds, cultures and identities. See: diversityinclusion.wustl.edu/

Additional Issues or Concerns: If you feel that you need additional supports in order to be successful in your time at Brown, beyond the mentioned accommodations, please contact your Academic Advisor or Danielle Bristow, Assistant Dean for Academic Affairs. They can assist you in navigating a myriad of concerns.

V. TEXT/REQUIRED READINGS

All books are on reserve in the library. It is your choice if you buy the books or not. Completing the readings is expected.

Texts:

VI. ORGANIZATION OF THE COURSE

This course meets for 15 sessions and combines theoretical material with a heavy emphasis on the practical application of that material. It is a new course, and subject to adjustments throughout the semester. This course incorporates lecture, structured exercises, group discussions, and assignments from assigned partnerships with community organizations. **Because this is a comprehensive approach to leadership for becoming trauma informed as a human service organization, the learning is rigorous, and the readings are many. We will discuss coverage of the readings and their role in class during the first course period. I expect us to reach these decisions together. My goal is to use parallel processes in order to learn the application of the processes.** Written materials will be shared on Canvas. Student participation is critical to the weekly discussions, and students are expected to draw from the lecture, weekly readings, and community-based assignments in order to contribute. There may be an occasional guest lecturer, and a periodic video to enhance the learning experience.

VII. ROLE OF INSTRUCTOR AND STUDENTS

The instructor will encourage critical thinking and participation in class discussion and assignments. She will be available to students by appointment for consultation. The instructor will also provide clear directions for assignments and timely feedback on student performance.

Students are expected to attend class on time and be prepared; complete all required readings and assignments in a timely manner; participate actively in class discussion and exercises; and provide the instructor with feedback on the effectiveness of the course. If students are unable to attend class, advance notice is expected.

The instructor and students have a shared responsibility to promote and sustain a safe classroom environment that respects and celebrates diversity, recognizes different intellectual and
communication styles, and encourages open, honest sharing, self-disclosure, and challenging questions.

VIII. ASSIGNMENTS AND GRADING CRITERIA

Course grades will be based on the following assignments:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Date</th>
<th>Specifications</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation Points</td>
<td>Each class session</td>
<td>Attendance, Punctuality, Participation</td>
<td>30</td>
</tr>
<tr>
<td>Exam</td>
<td>September 18, 2019</td>
<td>Ten short essay questions worth 2 points each</td>
<td>20</td>
</tr>
<tr>
<td>Group Presentation</td>
<td>November 6, 2019</td>
<td></td>
<td>25</td>
</tr>
<tr>
<td>Community Project Paper</td>
<td>December 12, 2019 by noon</td>
<td>10-15 pages</td>
<td>25</td>
</tr>
</tbody>
</table>

1. Participation Points
Two points are available for each class attended given that the following criteria are met: Attend and arrive punctually (1 point) and participate actively (1 point).

2. Exam
This assignment provides the opportunity to demonstrate your mastery of the fundamentals of leading a cultural shift for an organization to become trauma-informed by answering short essay questions. It will be completed in class on September 18th. Students need to bring a laptop to class that day or notify the professor if that is not possible. This exam is worth 20% of your grade.

3. Group Presentation
On November 6th, students will be required to demonstrate their knowledge of the current status and historical process of becoming trauma informed in the specific community based agency where they are assigned. Creative approaches are encouraged; some examples include video recordings, power point presentations, and story-telling. Each presentation must include an assessment of the agency’s current functioning, past accomplishments, and proximate goals within the trauma-informed paradigm. Your assignment is worth 25% of your course grade.

4. Community Project Paper
For this assignment, you will do a case analysis of your assigned organization, including leadership models, theory of change utilized, a summary of the project and how it has evolved, as well as recommendations for how to approach the project with more effectiveness, whether that be successful implementation, evaluation efforts, sustainability plans, duration of the project, leadership models, or approach to systemic change. The outcome for this assignment will be a paper (approximately 10-15 pages) outlining your findings and recommendations. This paper is worth 25% of your grade and is due on December 12th by noon.

5. Extra Credit Papers
Students are eligible to submit a 4-5-page paper one time per month about the field of trauma
informed care. The paper should address one of these topics:

- Leadership models best suited for creating a paradigm shift.
- Theories of change best suited for creating a paradigm shift.
- Implementation models for becoming trauma informed.
- Evaluation models for measuring progress toward identified goals when becoming trauma informed.
- Useful research efforts about becoming trauma informed.
- Meaningful legislative action about becoming trauma informed.

- Included components are:
  - A literature review
  - A conclusion
  - Substantiation for the conclusion
  - Illustrations of the topic when enacted (In the assigned agency, share what you saw/learned about the specifics of the topic.
  - You need to use the illustrations to support or criticize the specific model, research project, or legislation.

- Papers should be 4-5 pages, double spaced, have normal margins, and use size 12 font. Papers should be submitted electronically and labeled accordingly: last name. extra credit. # ___. (i.e. Spargo extra credit # 2). They are due by the last day of September, October, November and December 11th (last day of class) Maximum of 10 points total for each paper.

### Grading Criteria

Except under extremely unusual circumstances, assignments must be turned in on the due date. Late assignments will result in a deduction of 5 points for each day late (including weekends) off the assignment score unless prior approval is obtained from the instructor or a compelling situation prevents prior approval. A death in the family is an example of a compelling or extreme situation.

**Grade Scale:**

<table>
<thead>
<tr>
<th>Score</th>
<th>Grade</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>100-94</td>
<td>A</td>
<td>79-78</td>
</tr>
<tr>
<td>93-90</td>
<td>A-</td>
<td>77-74</td>
</tr>
<tr>
<td>89-88</td>
<td>B+</td>
<td>73-70</td>
</tr>
<tr>
<td>87-84</td>
<td>B</td>
<td>69 and below</td>
</tr>
<tr>
<td>83-80</td>
<td>B-</td>
<td></td>
</tr>
</tbody>
</table>

### IX. COMPETENCY ALIGNMENT TO ASSIGNMENTS AND COURSE ACTIVITIES

<table>
<thead>
<tr>
<th>GRADED ASSIGNMENTS</th>
<th>COMPETENCY/IES</th>
<th>DIMENSION/S</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exam</td>
<td>C4, C5, C6, C7, C8, C9</td>
<td>Knowledge/ Skills</td>
</tr>
<tr>
<td>Group Presentation</td>
<td>C1, C2, C3, C4, C5, C6, C7, C8, C9</td>
<td>Knowledge/ Skills/ Cognitive and Affective Processes</td>
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<td>-----------------------------------------------------</td>
</tr>
<tr>
<td>Community Project Paper</td>
<td>C1, C2, C3, C4, C5, C6, C7, C8, C9</td>
<td>Knowledge/ Skills/ Ethics/ Values/ Cognitive and Affective Processes</td>
</tr>
<tr>
<td>Extra Credit Reflection Papers</td>
<td>C1, C2, C4, C6, C7, C8, C9</td>
<td>Knowledge/ Skills/ Ethics/ Values/ Cognitive and Affective Processes</td>
</tr>
</tbody>
</table>

X. COURSE OUTLINE

Class Meeting 1: Wednesday, August 28, 2019
- Introductions
- Overview of Course and Syllabus
- Organizational Behavior and Management
- Historical Developments of Trauma-Informed Approach
- Leadership at Brown

Readings:
Text:
- SAMHSA TIP 57: A Treatment Improvement Protocol; Trauma-Informed Care in Behavioral Health Services (2014), Part 1, Chapter 1.
- Vivian, Pat and Hormann, Shana. Organizational Trauma and Healing (2013). North Charleston, South Carolina, Chapters 1 & 2

On Canvas:
- Lewis-Pankratz, Rebecca. (June 3, 2019). Trauma-XXX: Getting Called All the Names in the Book…. And More! Aces Too High.

Class Meeting 2: Wednesday, September 4, 2019
- Introduction to Nonprofit Structure & Processes
  - Systems Theory
- Introduction to Leadership Models
- Introduction to Organizational Change Theories
Readings:

Texts:

On Canvas:
- Superville, Denisa R. (June 25, 2019) *Advice for New Principals: Be “Emotionally Vulnerable with Your Staff”*

**Class Meeting 3: Wednesday, September 11, 2019**

- Models for Becoming Trauma Informed
  - SAMHSA Tip 57
  - Sanctuary Model
  - Missouri Model
  - Sparlin Model
  - Center for Health Care Strategies, Inc.
  - National Center on Family Homelessness

Readings:

Text:
- *SAMHSA TIP 57; A Treatment Improvement Protocol; Trauma-Informed Care in Behavioral Health Services* (2014), Part 2, Chapter 1

On-Line:
- Guarino, Kathleen, Soares, Phoebe, Konnath, Kristina, Clervil, Rose, and Bassuk, Ellen. *Trauma Informed Organizational Toolkit for Homeless Services*. Homeless
Resource Center: [https://www.air.org/sites/default/files/downloads/report/Trauma-Informed_Organizational_Toolkit_0.pdf](https://www.air.org/sites/default/files/downloads/report/Trauma-Informed_Organizational_Toolkit_0.pdf)

On Canvas:

**Class Meeting 4: Wednesday, September 18, 2019**
- In Class Exam

**Class Meeting 5: Wednesday, September 25, 2019**
- Contemplation of Transformational Change
  - Orientation
  - Organizational readiness for change
  - Commitment
    - Engagement
    - Motivation

*Readings:*

**Texts:**

**Class Meeting 6: Wednesday, October 2, 2019**
- Moving Forward
  - Assessment
- Team Development & Facilitation
  - Diversity
• Action Planning
  • Smart Goals
  • Variables
• Board of Directors Involvement (For nonprofits)
• Program Participant Involvement

Readings:
  Text:
  • Vivian, Pat and Hormann, Shana. *Organizational Trauma and Healing* (2013). North Charleston, South Carolina, Chapter 10

**Class Meeting 7: Wednesday, October 9, 2019**

• Benefits of Becoming Trauma-Informed
  • Use of Influence
  • Making the Case
• Evaluation and Outcomes

Readings:
  Text:
  • Vivian, Pat and Hormann, Shana. *Organizational Trauma and Healing* (2013). North Charleston, South Carolina, Chapters 4, 8 & 10


On Canvas:


**Class Meeting 8: Wednesday, October 16, 2019**

- Skill development models
  - Didactic Training
  - Learning Labs
  - Peer Circles
  - Congregate Care and Outpatient Differences

**Readings:**

**Text:**


**Online:**

- Felter, Jeanne and Ayers, Leann. *Incorporating Trauma Informed Practice and ACEs into Professional Curricula- A Toolkit.* Philadelphia ACE Task Force, Workforce Development Workgroup

**Class Meeting 9: Wednesday, October 23, 2019**

- Barriers to Effective Systemic Change
  - Communication
  - Decision Making
  - Conflict Management
Readings:

Text:
- Patterson, Kerry, Grenny, Joseph, McMillan, Ron, Switzler, Al. (2012). *Crucial Conversations*. New York; McGraw Hill., Chapters 6, 8, 9 & 10

Class Meeting 10: Wednesday, October 30, 2019

- Modification of Service Delivery Model
  - Policies and Procedures
  - Employees
  - Hiring
  - Performance Evaluation
  - Supervision
  - Support for Secondary Trauma
- Participants
  - Effectiveness
  - Outcomes

Readings

Texts:
- Vivian, Pat and Hormann, Shana. *Organizational Trauma and Healing* (2013). North Charleston, South Carolina, Chapter 3


**Online:**


**Class Meeting 11: Wednesday, November 6, 2019**

• In-Class Group Presentation

**Class Meeting 12: Wednesday, November 13, 2019**

• The Trauma-Informed Field
  
  o Evaluation and Effectiveness
  o Legislative Action
  o Identification of Gaps

**Readings:**

**Text:**

- Vivian, Pat and Hormann, Shana. *Organizational Trauma and Healing* (2013). North Charleston, South Carolina, Chapter 11

**On Canvas:**

- *DMHAS Blueprint for Action: Building a Trauma-Informed Behavioral Health Service System for New Jersey*
- Schulman, Meryl & Maul, Alexandra. *Screening for Adverse Childhood Experiences and Trauma* (February 2019). Center for Health Care Strategies
- Prewitt, Elizabeth. *Comprehensive legislation introduced in U.S. Senate and House to address trauma.* (July 2019) ACE’s Too High.
- At a Glance State Statutes and Resolutions ACEs / Trauma-Informed Policy (February 2019) ACEs Connection

**Online:**
- Maul, Alexandra and Schulman, Meryl. Prioritizing Opportunities to Advance the Field of Trauma-Informed Care. (July 2018). Center for Health Care Strategies.

**Class Meeting 13: November 20, 2019**
- Ethical Dilemmas
- Politics

**Readings:**

**Texts:**

**Online:**

**On Canvas:**
- Hochman, Andee. *Business leaders in the ACE and resilience movement: A different kind of bottom line.* (December 2016). ACEs Too High News
- Stevens, Jane. (2019) *What other ACE surveys have additional questions? We know of seven.* ACE’s Too High
- *DURBIN, CAPITO, COLLEAGUES INTRODUCE BIPARTISAN, BICAMERAL LEGISLATION TO ADDRESS CHILDHOOD TRAUMA (June 10, 2019) ACEs Too High*

**Class Meeting 14: Wednesday, December 4, 2019**
- Future Steps for Research
Readings:

Text:

On Reserve:

On Canvas:

Online:
- Irwin, Lisa. *Integrating ACEs Science and Trauma-Informed Practices in Your School District- What Role Does the Administrator Play?* ACEs Too High Blog (aka Administrative Role for Becoming Trauma Informed)

**Class Meeting 15: December 11, 2019**

- Improving the Trauma Informed Movement
  - Models
  - Funding
  - Systems Interventions
  - Research

Readings: None!