

Resilience and Trauma Informed Perspectives Certificate Proposal

Feb 6, 2018

Overview

The School of Social Work (SSW) and the College of Education (COE) are sponsoring this new certificate. The College of Nursing (CON) and College of Public Health (COPH) are supporting the certificate. The Certificate is a response to concern about trauma and its widespread and adverse effects on our students, faculty, and staff. Our goal was to assess existing resources and expand service, training, and research activities on campus based on a resiliency-focused response to adverse childhood experiences. The primary audience for the certificate would be undergraduate students from schools and colleges that are in helping professions such as SSW, COE, CON, and COPH. However, it would be very helpful to students from all health sciences schools and programs including the College of Medicine (COM), the Physician's Assistant Program among others and College of Law. Initially, the certificate would be offered primarily to on-campus students. The Certificate would include 18 semester hours of coursework, 6 semester hours of required coursework, and 12 s.h. of. electives from an approved list.

Background

The Trauma Informed Practices Initiative was organized in the Spring of 2015 by a community member, Jude Jensen, who contacted faculty from COE and the SSW. This group then invited the COPH, College of Medicine (COM) and CON to a campus-wide collaboration. The members of this initiative were concerned about trauma and its widespread and adverse effects on our students, faculty, and staff. Our goal was to assess existing resources and expand service, training, and research activities on campus based on a resiliency-focused response to adverse childhood experiences.

Dr. Rori Carson from COE convened the initiative, which included Drs. Armeda Wojciak and Carol Smith (COE) Mary Berg and Tess Judge-Ellis (CON), Marizen Ramirez and Cori Peek-Asa (COPH), Carol Coohey and Yvonne Farley (SSW), Resmiye Oral (COM), and Jude Jensen and Lori Nash (community members). Members of the initiative briefed the UI President Herald, Provost Butler, the Vice President of Student Affairs and a number of other UI administrators on Adverse Childhood Experiences (ACEs) and how trauma-informed practices on campus could improve retention and graduation rates. The team received a very warm response on their work by members of the University, which has continued. In the spring of 2016, the initiative was renamed to emphasize a more resiliency focus in its name "Promoting Resilience Initiative" (PRI)--and finalized its vision, mission, and goals/tasks.

In this re-organization effort, the PRI established three subcommittees: research, teaching and service/community outreach. In April and May of 2016, there were two all-day workshops that kicked off the collaborative efforts. These workshops were organized in the context of the "Just

Living” theme semester but was attended by numerous community leaders from Eastern Iowa and Johnson County. In September, 2017, the initiative was awarded \$22,000 through four grants and organized a two-day statewide workshop to bring together leaders from community organizations, Iowa regents campuses, school districts, regional trauma informed care coalitions, and governmental organizations, who lead trauma informed care initiatives across Iowa to collaborate and brainstorm on future actions.

This workshop has led to multiple positive outcomes including an evolving statewide webpage for resources for trauma knowledge and services; four collaborations that include participants in the regent’s universities, in the medical field, in the educational field, and in the regional coalitions arena. These collaborations are in the process of developing tools to implement trauma informed, resilience focused prevention, practices, and care across the state of Iowa. The PRI is also working on research projects, including a national study to assess hospital cost associated with child abuse and neglect, the most common type of ACE affecting families.

Rationale

The teaching subcommittee of the PRI, did a survey in its first year to find out how many departments had classes that were focused on trauma at the University. The survey was distributed to all DEOs on campus. The results showed that very few classes were focused on trauma or had significant content on trauma, except for courses offered by the SSW and the COE. Colleges expressed interest in making these courses available to their students and these results revealed a need for this content in our pre-professional education programs.

Adverse childhood experiences (ACE) are prevalent and related to negative health and educational outcomes (Felitti et al, 1998; Jones et al, 2006; Flaherty et al., 2009). The original ACEs survey included physical and emotional neglect, physical, sexual and emotional abuse, divorce/parental separation, mental illness, domestic violence, substance abuse, and incarceration of a parent. Expanded ACE surveys include poverty, discrimination, homelessness, and community violence. Multiple ACEs are highly prevalent within the adult population: 13-15% of the population report four or more ACEs (CDC, 2010). The presence of four or more ACEs is associated with increased risk of poor behavioral, social, mental, and medical health.

Studies conducted in Iowa reported that 56% of Iowa adults reported experiencing at least one ACE, and 15% of Iowans reported four or more ACEs (Iowa ACEs Research Data, 2016). Felitti et al (1998) argue, “...this public health disaster calls for prevention and proper management/treatment of ACEs... by integrating/coordinating services by the educational, criminal justice, healthcare, mental health, public health, and corporate systems...to replace the traditional fragmented ineffective interventions ...” Equipped with this data, knowledge of the adverse effect of ACEs demands action to build resiliency and prevent ACEs from causing a long-term negative impact.

Untreated ACEs are connected to mental illness, substance abuse and suicide. As we focus on our UI community, with over 20,000 employees, 5,000 newly admitted undergraduates annually and a total of ~ 25,000 undergraduate on campus. Add to these numbers, over 5,000 graduate students and over 50,000 people living in Iowa City on our campus. According to Iowa and

national data, ~ 15% of our campus community (8-10,000) have four or more ACEs. On college campuses, the rate of depression may affect up to 10% of college students, anxiety, up to 15% of students. Suicide rate among college students is about 8/100,000 students.

The Certificate would be a step in providing options for students, faculty and staff. College of Liberal Arts and Sciences, College of Education, College of Nursing, School of Social Work, College of Medicine, College of Law with their undergraduate and graduate students combined enroll over 20,000 of our total student body. These colleges graduate the teachers, social workers, nurses, physicians, police officers, attorneys, judges, prosecutors, non-profit organization workers and administrators, and public health workers that are employed across our state upon graduation. These professionals encounter the most traumatized individuals in our state and society. Hence, preparing our undergraduate students for their professional fields with a good understanding of trauma, trauma sensitive responses, and trauma informed prevention and care will be an exceptional skill to give to our students.

As a result, the Promoting Resiliency Initiative on UI campus created this certificate program for on-campus students. With these data, it is clear that our students in preparation for professions as teachers, guidance counselors, therapists, social workers, police officers, and anyone, who will work in a system of care must have a solid understanding of what trauma is, how it impacts the brain, behaviors, choices, actions, and health (mental, social, physical, and fiscal). This type of education will help our students not only empower themselves in processing their own trauma but also become competent professionals to help their students, clients, patients, etc., in their professional pursuits.

Administrative Home, Advisory Board, Student Advising

Based on a careful search by a committee member of existing courses that include trauma content and what new classes might be needed, we concluded that one general, introductory class was needed. This course was created and would be co-taught by SSW and COE.

It was decided that the administrative home would be the SSW, and Yvonne Farley will be the Director. The DEO of the SSW, Sara Sanders approved this plan. Yvonne Farley can be reached at 515-979-4481. Her email is Yvonne-farley@uiowa.edu

The teaching subcommittee of the PRI will be the advisory board. The members are Resmiye Oral, College of Medicine, Rori Carlson, College of Education, Corinne Peek-Asa, College of Public Health, Carol Smith, College of Education, Armeda Wojciak, College of Education, Teresa Judge-Ellis, College of Nursing, Carol Coohey and Yvonne Farley, School of Social Work.

Advising will be done by the certificate Director in conjunction with the students' primary advisor. The two required classes will be taught by Yvonne Farley, SSW and Armeda Wojciak, COE, PSQF. The Certificate will be evaluated by the Advisory Board each semester to determine its status. It will review enrollment in classes and publicity/outreach efforts.

Primary Audience, Expected Enrollment and Marketing Plan

At this time, the primary audience for the certificate would be undergraduate students from schools and colleges that are in helping professions such as SSW, COE, CON, and COPH. However, it would be very helpful to students from all health sciences schools and programs including the COM, the Physician's Assistant Program among others and College of Law. Initially, the certificate would be offered primarily to on-campus students.

The anticipated start date would be Fall, 2018.

Expected enrollment for the first year would be about 12 students, primarily from SSW and COE. Based on the history of the certificate programs already in place in COE and SSW, it would be expected that in 3-5 years enrollment would increase to around 36 students.

The PRI Advisory Board members market the certificate. The Board will create an e-brochure describing the Certificate. It will be distributed to general University advisors. Each Board member will describe the certificate to faculty and staff at their college, school or department. We will present the certificate to other targeted departments and courses.

Student Learning Outcomes

1. Students will be able to describe Adverse Childhood Experiences and their physiological impact as well as the mental, emotional and spiritual consequences for survivors.
2. Students will be able to describe resiliency, its dynamics and why it is essential to strengthen resiliency for survivors to thrive.
3. Students will be able to analyze strategies to decrease or eliminate trauma in society including learning how to create trauma informed organizations.
4. Student will be able to describe the impact of ACEs on communities and strategies to prevent ACEs in communities.

Summary of Certificate Requirements

Resilience and Trauma Informed Undergraduate Certificate Program Proposal

The College of Education and The School of Social Work will sponsor this certificate which proposes an inter-disciplinarian Certificate in Resilience and Trauma Informed Perspectives. The College of Nursing and the College of Public Health will support it. The Administrative Home would be the School of Social Work. The Deans of the College of Education and the DEO of the School of Social Work have given approval to this program; official approval is attached.

All undergrads from the University would be eligible to participate. A Grade point average of 2.0 would be necessary in classes counted toward the certificate. The certificate is 18 hours

Core required classes – 2 classes for a total of 6 semester hours. These include:

- New course Intro to Understanding Trauma and Resilience cross listed in Social Work and Rehabilitative Counseling Education (RCE) (classroom)
- RCE:4173 Trauma Across the Lifespan (online or classroom)

Minimum of 12 semester hours from the following choices:

- SSW 3796 Family Violence (on campus) or SSW 3799 Violence and Trauma (Des Moines campus))
- SSW 3786 Death and Dying (online and on campus)
- SSW 5200 Trauma Informed Family Practice (on campus)
- SSW 3797 Child Welfare Policy and Practice (online)
- Engl 3444 Literatures of the American Peoples: Writing Trauma, Imaging Hope (on campus)
- Engl 1200:0078 Interpretation of Literature: Identity, Trauma and Resiliency (on campus)
- CCCC:2220 Foundations of Critical Cultural Competence and/or Diversity and Inclusion Gen Ed
- Anth 2164: Culture and Healing for Health Professionals
- Psych 2701 Intro to Behavioral Neuroscience (on campus)
- Psych 3330 Childhood Psychopathology (on campus)
- RCE 4185 Substance Abuse (online) or SSW 3729 Substance Abuse (Online and on campus)
- OEH 4510 Inquiry in Violence Prevention (on campus)
- PSQF COE Mindfulness Foundation (on campus)
- THTR 2120: Movement: Special Topics, Vinyasa Yoga (on campus)
- Independent study in Rape Victim Advocacy Training Program
- Other classes through approval by Certificate Coordinator

An additional 6 hours of related electives are required.

- An additional 6 hours of related electives; may overlap with other general education classes, major/minor requirements or other electives/classes approved by the coordinator.

Total certificate: 18 hours.

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Table of Classes

Course Number	Course Title	Semester Hours	Course Description	Prerequisites	Number of times offered per year
Two Required classes-6 s.h.					
In process	Intro to Understanding Trauma and Resilience	3	This course serves as an introduction to understanding key concepts of trauma informed systems of care in multiple settings.	None	Spring
RCE:4173	Trauma Across the Lifespan	3	Current theory and practice models related to trauma and crisis intervention; overview of multi-system level definitions of trauma experience (historical, individual, interpersonal, family, organizational, community, global);	None	Fall and Spring
Elective classes – take 12 s.h/ 6 s.h. from the options below***					
SSW:3796	Family Violence	3	Thinking critically about family violence problems prevalent in the United States today.	No	Fall & Spring
SSW:3799	Violence and Trauma	2	This course will introduce students to the experience and impact of trauma in American life. Focusing primarily on trauma caused by violence.	No	Ever other Spring in DM
SSW:3786	Death and Dying	3	Introduction to death and dying; historical, cultural,	No	Fall & Spring

			societal, personal perspectives.		
SSW:5200	Trauma Informed Family Practice	3	Will introduce students to the core concepts (theory, knowledge, and skills) informing evidence-based assessment and intervention for traumatized children and family.	No	Summer; Every other Spring - DM
ENGL:3444	Literatures of the American People: Writing Trauma, Imagining Hope	3	Examine rape as both trauma and crime and we will examine the culture of “passivity” and silence as it is entwined with the culture of shame and trauma.	No	Spring
ENGL 1200:0078	The Interpretation of Literature: Identity, Trauma and Resiliency	3	We will tackle women’s past and current experiences with gendered oppression.	No	Spring
CCCC 2220	Foundations of Critical cultural competence	3	Experiential and theoretical foundation; cultural competence as a concept and practice; conceptual frameworks and models for understanding	No	Spring and Fall
Anth 2164	Culture and Healing for Health Professional	3	Health professions increasingly focused on how to best provide health care to culturally diverse populations; introduction to key cultural and social influences on sickness and healing; worldwide examples	No	Fall

PSY: 2701	Intro to Behavioral Neuroscience	4	Biological mechanisms of behavior; how brain systems control sensation, movement, emotion, learning.	Yes, PSY 1001	Fall, Spring, Summer
RCE:4185	Substance Abuse	3	Intro to Substance Abuse is a broad-based overview of the physical, psychological, and social effects of the substances.	No	Fall, Spring, Summer
SSW:3729	Substance Use and Abuse	3	Chemical dependency for helping professions; etiological, physiological, psychological, legal, sociological aspects; treatment methods.	No	Fall, Spring, Summer
OEH:4510	Inquiry in Violence Prevention	3	This course will introduce students to the theory, research, and practice of injury control..	No	Fall
PSQF 1027	Mindfulness Foundation	3	This course provides personal experiences with mindfulness practices, taught in a secular way, using yourself as a laboratory	No	Fall & Spring
PSY:3330	Childhood Psychopathology	3	This course focuses on the description, etiology, and treatment of behavior problems of children, adolescents, and their families.	Yes: PSY 2701 & PSY 2301	Fall, Spring, Summer
THTR:2120	Movement: Special Topics, Vinyasa Yoga	3	A yoga class for all levels, Vinyasa Yoga will cover the physical practices of yoga	No	Fall & Spring

	Independent Study in Rape Victim Advocacy Program	1			
	Other classes approved by Certificate Coordinator	1-3			

****Plus 6 more elective hours beyond 6 required electives above. The additional 6 hours of related electives; may overlap with other general education classes, major/minor requirements or other electives/classes approved by the coordinator.

Required classes – 6 hours

Electives – 12 hours; 6 hours from chart, 6 hours of other approved electives.

Total: 18 hours

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