

**University of Florida**  
**College of Public Health & Health Professions Syllabus**  
**PHC 6534: Trauma Informed Approaches for Individuals, Communities, and Public Health**  
**(3 credit hours)**  
Spring: 2020  
Delivery Format: Online in Canvas

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**Instructor:** Lindsey M King, PhD, MPH, CHES, CCRP, CTTS

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Office Hours: By appointment

Office Location: HPNP 3117 (3<sup>rd</sup> Floor)

Office Phone Number: 352-273-6064

**Preferred Course Communications:** Email

**Email policy:** Direct Outlook email is the preferred method of communication, not 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.

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### **Prerequisites**

Admission to program or approval of instructor

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## **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 and open the course to graduate students outside of our college and outside of our university. 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**

This 3-credit graduate level course will be part of a University of Florida (UF) College of Public Health & Health Professions 9-credit (3 course) graduate certificate in "Trauma-Informed Public Health." 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 communities. Students completing this graduate certificate will be able to understand how trauma, adverse childhood experiences (ACEs), and resiliency affects an individual's and a community's well-being. Students will also be able to institute resiliency-building practices to building healthier communities. This course will be a 16-week course and will be part of the series of courses for the graduate certificate. Students can choose to take this course as an elective by itself or as part of the 3-course (9-credit) graduate certificate.

### Course Objectives and/or Goals

After successfully completing this course, students will be able to:

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.

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## 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>

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## ACADEMIC REQUIREMENTS AND GRADING

### Assignments

#### Course Components:

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 two other students' posts 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 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 conduct a literature search and needs assessment of the selected population and the selected ACEs/ trauma area. 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. Students will select a level or levels of the social ecological model that the intervention will address. This intervention will be submitted in stages throughout the semester in the form of a grant proposal. Students are required to follow the guidelines outlined in the assignment guidelines (Posted to Canvas). The proposal should utilize academic/ research sources, class readings, and other 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. **ACEsConnection Assignment (Part 1 & 2): Profile Setup and ACEsConnection.com Blog Post:** This assignment will require students to visit the ACEsconnection website: <http://www.acesconnection.com>. Students will set up a profile at the beginning of the semester. Students will write a short article and publish it on the ACEsconnection website as a blog post. The

article will be related to your grant proposal intervention project. A detailed rubric will be provided.  
**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: Friday, Feb 14 Part 2: Friday, Feb 28 Part 3: Friday, Mar 20 Part 4: Friday, Apr 3 Final proposal: Friday, Apr 17	80
ACEsConnection Assignment (Part 1 & 2):	Part 1: Friday, Jan 17 Part 2: Wednesday, Apr 22	10

## Point system used

Points earned	≥185	179-184	176-178	165-175	159-164	156-158	145-155	139-144	136-138	125-135	119-124	<119
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>

## 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>) and require appropriate documentation. Additional information can be found here: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

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## 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.

### Online Faculty Course Evaluation Process

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/>.

### Policy Related to Guests Attending Class:

Only registered students are permitted to attend class. However, we recognize that students who are caretakers may face occasional unexpected challenges creating attendance barriers. Therefore, by exception, a department chair or his or her designee (e.g., instructors) may grant a student permission to bring a guest(s) for a total of two class sessions per semester. This is two sessions total across all courses. No further extensions will be granted. Please note that guests are **not** permitted to attend either cadaver or wet labs. Students are responsible for course material regardless of attendance. For additional information, please review the Classroom Guests of Students policy in its entirety. Link to full policy: <http://facstaff.php.ufl.edu/services/resourceguide/getstarted.htm>

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## SUPPORT SERVICES

### Accommodations for Students with Disabilities

If you require classroom accommodation because of a disability, it is strongly recommended you register with the Dean of Students Office <http://www.dso.ufl.edu> within the first week of class or as soon as you believe you might be eligible for accommodations. The Dean of Students Office will provide documentation of accommodations to you, which you must then give to me as the instructor of the course to receive

accommodations. Please do this as soon as possible after you receive the letter. Students with disabilities should follow this procedure as early as possible in the semester. 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>. On line 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.

### **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](http://www.multicultural.ufl.edu)

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### **Topical Outline/Course Schedule** (Begins on following page):

- Readings, multimedia, assignments subject to change. Please visit Canvas modules for most updated materials in each module.

Week	Topic	Multimedia	Readings	Assignments
WEEK 1: 1/6/20- 1/12/20	<b>Course Introduction and Overview</b>	Course Intro Lecture and Canvas Course Site Overview	SAMHSA's concept of trauma and guidance for a trauma-informed approach (pages 1-8 only for this week)	<ul style="list-style-type: none"> <li>• Syllabus quiz</li> <li>• Trauma trigger warning</li> <li>• Introduction discussion post due Friday, Jan 10</li> <li>• Discussion replies by Sunday, Jan 12</li> </ul>
WEEK 2: 1/13/20 – 1/19/20	<b>Adverse Childhood Experiences (ACEs) and trauma overview</b>	Guest lectures: Robin Saenger, Peace4Tarpon Founder and Executive Director; Melissa Andress, Peace4Tarpon Board Member; Mary Sharrow, Peace4Tarpon Vice Chair  Video: Under the Surface  Video: The Effects of Stress on A Child's Brain Development	CDC website – ACEs and trauma: A public health epidemic	<ul style="list-style-type: none"> <li>• <b>ACEsConnection assignment part 1 due Friday, Jan 17</b></li> <li>• Discussion post due Friday, Jan 17</li> <li>• Discussion replies due Sunday, Jan 19</li> </ul>
WEEK 3: 1/20/20 – 1/26/20	<b>ACEs and Health Outcomes</b>	Lecture video: Vincent J. Felitti, Clinical Professor of Medicine, University of California San Diego: The Repressed Role of Adverse Childhood Experiences in Addiction, Disease, and Premature Death: Turning Gold Into Lead	Felitti et al. (1998). Relationship of child abuse and household dysfunction to many of the leading cause of death in adults: The Adverse Childhood Experiences Study  Danese & McEwen. (2012). Adverse childhood experiences, allostasis, allostatic load, and age-related disease	<ul style="list-style-type: none"> <li>• Discussion post due Friday, Jan 24</li> <li>• Discussion replies due Sunday, Jan 26</li> </ul>
WEEK 4: 1/27/20 – 2/2/20	<b>ACEs, Trauma, and the Brain</b>	Video: Dr. Anda: How ACEs and Stress Affect the Brain  Lecture video: Dr. Eraina Schauss, Assistant Professor in the University of Memphis' Department of Counseling, Educational Psychology and Research: ACEs: What Science Tells Us and How to Foster Resilience	Bremner. (2006). Traumatic stress: effects on the brain  Infographic: Physical Impact of Trauma	<ul style="list-style-type: none"> <li>• Discussion post due Friday, Jan 31</li> <li>• Discussion replies due Sunday, Feb 2</li> </ul>
WEEK 5: 2/3/20- 2/9/20	<b>Expanded ACEs</b>	Video (Ted Talk): Dr. Nadine Burke Harris: How Childhood Trauma	Bruner. (2017). ACE, place, race, and poverty: Building hope for children	<ul style="list-style-type: none"> <li>• Discussion post due Friday, Feb 7</li> </ul>

		<p>Affects Health Across a Lifespan</p> <p>Dr. Howard Pinderhughes, University of California, San Francisco: Community Trauma</p>	<p>Findings from the Philadelphia Urban ACE survey</p> <p>Crouch E, Radcliff E, Strompolis M, Srivastav A. (2019). Safe, stable, and nurtured: Protective factors against poor physical and mental health outcomes following exposure to adverse childhood experiences (ACEs). <i>Journal of Child &amp; Adolescent Trauma</i>, 12, 165-173.</p>	<ul style="list-style-type: none"> <li>• Discussion replies due Sunday, Feb 9</li> </ul>
WEEK 6: 2/10/20 – 2/16/20	<b>Resilience Documentary</b>	Documentary: Resilience: Biology of Stress, Science of Hope	Trauma-Informed Philanthropy documents (volume 1 and 2)	<ul style="list-style-type: none"> <li>• Discussion post due Friday, Feb 14</li> <li>• Discussion replies due Sunday, Feb 16</li> <li>• <b>Intervention Project – part 1 due Friday, Feb 14</b></li> </ul>
WEEK 7: 2/17/20 – 2/23/20	<b>Trauma and marginalized populations</b>	<p>Video: University of Minnesota Extension: How Do People Experience Historical Trauma?</p> <p>Guest Lecture: Dr. Kanathy Haney, Professor, Palm Beach State College: Human Trafficking, ACEs, and a Trauma-Informed Approach</p>	<p>Mohatt, Thompson, Thai &amp; Tebes (2014). Historical trauma as public narrative: A conceptual review of how history impacts present-day health</p> <p>Optional: Human Trafficking of Minors and Childhood Adversity in Florida</p> <p>Optional: Survivor Connects her ACEs to Human Trafficking</p> <p>Optional: University of Minnesota Historical Trauma Research Articles</p>	<ul style="list-style-type: none"> <li>• Discussion post due Friday, Feb 21</li> <li>• Discussion replies due Sunday, Feb 23</li> </ul>
WEEK 8: 2/24/20 – 3/2/20	<b>A social ecological approach to address trauma</b>	Guest Lecture: Kelli Agrawal, MPH, TTS, Using the Social Ecological Model to Address Trauma	<p>DeCandia &amp; Guarino. (2015). Trauma-informed care: A ecological response</p> <p>Infographic: Ecological View of Trauma</p>	<ul style="list-style-type: none"> <li>• Discussion post due Friday, Feb 28</li> <li>• Discussion replies due Sunday, Mar 1</li> <li>• <b>Intervention Project – part 2 due Friday, Feb 28</b></li> </ul>

			Optional: Link to CDC Social Ecological Model  Optional: McLeroy's Social Ecological Model	
WEEK 9: 3/1/20 – 3/8/20	<b>Spring Break</b>	<b>Spring Break</b>	<b>Spring Break</b>	<b>Spring Break</b>
WEEK 10: 3/9/20 – 3/15/20	<b>Trauma-informed approach overview and trauma-informed principles</b>	Video: What is Trauma-Informed Care?  Optional: SAMHSA Webinars: Trauma-Informed Principles 1-6	SAMHSA's concept of trauma and guidance for a trauma-informed approach (pages 9-17)  Oral et al. (2016). Adverse childhood experiences and trauma informed care: the future of health care	<ul style="list-style-type: none"> <li>• Discussion post due Friday, Mar 13</li> <li>• Discussion replies due Sunday, Mar 15</li> </ul>
WEEK 11: 3/16/20 – 3/22/20	<b>Trauma-informed research gaps</b>	Guest lecture: Dr. Abraham Salinas-Miranda: ACEs-Understanding the Data & Research Gaps in Trauma Informed Care Approaches	Reeves. (2015). A synthesis of the literature on trauma-informed care  Hanson (2016). Critical look at trauma-informed care among agencies and systems serving maltreated youth and their families  Raja (2015). Trauma informed care in medicine: Current knowledge and future research directions  Optional: Baker (2016): Development and psychometric evaluation of the Attitudes Related to Trauma-Informed Care (ARTIC) scale.  Optional: Salinas-Miranda, King et al. ACEs and Health-Related Quality of Life	<ul style="list-style-type: none"> <li>• Discussion post due Friday, Mar 20</li> <li>• Discussion replies due Sunday, Mar 22</li> <li>• <b>Intervention Project – part 3 due Friday, Mar 20</b></li> </ul>
WEEK 12: 3/23/20 – 3/29/20	<b>Trauma-informed public health interventions (at different levels of SEM)</b>	Guest lecture: Carroll Brennan, MD, Peace4Martin	Bowen & Murshid (2016). Trauma-informed social policy: A conceptual framework for policy analysis and advocacy	

WEEK 13: 3/30/20 – 4/5/20	<b>Trauma-informed public health interventions (at different levels of SEM)</b>	Guest lecture: Brandy Stone, MPH: Trauma-Informed Public Health Interventions  Guest lecture: Shannon Krukonis, Peace4Tarpon Board Member and Behavior Specialist, YMCA of Suncoast	Bloom. (2016). Advancing a national cradle-to-grave public health agenda	<ul style="list-style-type: none"> <li>• <b>Intervention Project – part 4 – due Friday, Apr 3</b></li> </ul>
WEEK 14: 4/6/20 – 4/12/20	<b>Trauma-informed public health interventions (at different levels of SEM)</b>	Guest lecture: Dr. Carol Lewis: Peace4Gainesville: A Trauma-Responsive Resilience-Building Community Initiative  Video: River Phoenix Center for Peacebuilding: Police Youth Dialogues	Kataoka et al. (2018). Applying a trauma informed school systems approach: Examples from school community-academic partnerships  Optional: Mendelson et al. (2015). Brief report: Moving prevention into schools: The impact of trauma-informed school-based intervention	<ul style="list-style-type: none"> <li>• Discussion post due Friday, Apr 10</li> <li>• Discussion replies due Sunday, Apr 12</li> </ul>
WEEK 15: 4/13/20 – 4/19/20	<b>Trauma-informed community approaches</b>	Guest Lecture: Kathryn Thomas: US Navy Veteran, Founder & Executive Director, Yoga4Change: Teaching Resilience From Within  Video: Yoga4Change	Loomis et al. (2018). Implementing a trauma-informed public health system in San Francisco	<ul style="list-style-type: none"> <li>• <b>Final Intervention Project due Friday, Apr 17, 2020</b></li> <li>• Discussion Post due Friday, Apr 17</li> <li>• Discussion replies due Sunday, Apr 19</li> </ul>
WEEK 16: 4/20/20 – 4/26/20	<b>Trauma-informed community approaches</b>	Guest Lecture: Cari Rupkalvis: Peace4Tarpon Partner & Library Director: Tarpon Springs Library: Peace4Tarpon: A Public Library Perspective	Beidas, et al. (2016). Lessons learned while building a trauma-informed public behavioral health system in the city of Philadelphia	<b>ACEsConnection assignment part 2 due Wednesday, Apr 22</b>