

# COURSE SYLLABUS



COURSE TITLE: CRIM-211: Trauma Informed Practice

CLASS SECTION: 001 a&b

TERM: Winter 2023

COURSE CREDITS: 3

DELIVERY METHOD(S): In Person

Camosun College campuses are located on the traditional territories of the Lək̓ʷəŋən and W̱SÁNEĆ peoples. We acknowledge their welcome and graciousness to the students who seek knowledge here.

Learn more about Camosun's [Territorial Acknowledgement](#).

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<HOLD FOR 2021F COVID-19 LANGUAGE>

*Camosun College requires mandatory attendance for the first class meeting of each course. If you do not attend, and do not provide your instructor with a reasonable explanation in advance, you will be removed from the course and the space offered to the next waitlisted student.*

## INSTRUCTOR DETAILS

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NAME: Blair Fisher

EMAIL: [fisherb@camosun.ca](mailto:fisherb@camosun.ca)

OFFICE: Young 205

HOURS: As posted on door and listed on D2L

*As your course instructor, I endeavour to provide an inclusive learning environment. However, if you experience barriers to learning in this course, do not hesitate to discuss them with me. Camosun College is committed to identifying and removing institutional and social barriers that prevent access and impede success.*

## CALENDAR DESCRIPTION

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Students will explore the interaction of trauma, mental health, and addiction in the criminal justice system. Students will examine approaches to intervention and assess outcomes of these practices. Through experiential learning and evidence-informed practice, students will apply culturally relevant strategies and interventions to support individuals whose pathways intersect with the criminal justice, mental health, and addiction service systems.

### PREREQUISITE(S):

All of:

- C in CRIM 154

### CO-REQUISITE(S):

Not Applicable

### EXCLUSION(S):

Not Applicable

## COURSE LEARNING OUTCOMES / OBJECTIVES

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Upon completion of this course a student will be able to:

1. Describe relevant behaviour management strategies using evidence-informed practice that demonstrate respect for diversity and social location.
2. Use a trauma-informed lens to apply intervention techniques that address client pathways related to risks, needs, social location, cultural relevance, and lived experiences
3. Critique the suitability of intervention strategies as they relate to current political trends, public opinion, and ethical practice.
4. Recognize the interrelationship between mental health, addictions, and trauma with crime and harmful behavior.
5. Identify changes in behavior that could lead to increased risk to individuals or communities, and describe strategies on how to prevent or mitigate harm.

## REQUIRED MATERIALS & RECOMMENDED PREPARATION / INFORMATION

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- LaBoucane-Benson, P. (2015). *The Outside Circle: A Graphic Novel*. Toronto: Anasai Press.
- Other readings and materials will be distributed via the course D2L website.

## COURSE SCHEDULE, TOPICS, AND ASSOCIATED PREPARATION / ACTIVITY / EVALUATION

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The following schedule and course components are subject to change with reasonable advance notice, as deemed appropriate by the instructor.

The primary purpose of this course is to introduce students to trauma, mental health and addictions as they relate to individual needs within criminal justice and human services related professions. Each week, students will be introduced to the concepts associated with that week's material. There will also be more skills-based time that will be used to discuss specific skills related to specific intervention strategies and evaluate their effectiveness.

The assigned readings will be primarily linked through the D2L and will play a significant role in helping you to master the subject matter of this course. It is important that each be read in the context of the other learning each week.

It is very important that you attend class prepared to discuss what you already know about that weeks' subject matter through your experience in other courses, volunteerism, your work life or within your personal life. The purpose is to integrate all of what you have learned during your time at Camosun and apply it to a practical understanding of how individuals experience and act within the criminal justice system.

## CLASS SCHEDULE OF TOPICS

*(subject to revision)*

### **Week #1 January 10<sup>th</sup> & 12<sup>th</sup>**

- Introduction to the course
  - Website for course
  - Expectations of D2L materials
  - Classroom format and participation expectations
  - Overview of assignments
  - Course expectations

### **Week #2 January 17<sup>th</sup> & 19<sup>th</sup>**

- Introduction to our own behaviours
- Identify and outline your own behavioural modification for the semester
- Reflective self-awareness and self-management plan
- Guest speaker from Camosun Counselling Services

### **Week #3 January 24<sup>th</sup> & 26<sup>th</sup>**

- Understanding Behaviour Management in a Criminal Justice Context
- Understanding the Roots of Violence and the Emotional Spectrum as it relates to Violent Behaviour
- Video: “Manhood and Violence: Fatal Peril”
- Understanding Trauma as it relates to the justice system and impacts behavioural progressions

### **Week #4 January 31<sup>st</sup> & February 2<sup>nd</sup>**

- Understanding Mental Health and its impact on the Justice System
- Relating mental health to trauma.
- Discuss intergenerational effects of trauma
- Discuss differences between Historical and Intergenerational trauma

### **Week #5 February 7<sup>th</sup> & 9<sup>th</sup>**

- Understanding addictions issues
- Problematic substance use vs Recreational substance use
- The use of medications, drugs and substances in society

## **Working With Specific Behavioural Difficulties**

### **Week #6 February 14<sup>th</sup> & 16<sup>th</sup>**

- Types of drugs and their behavioural characteristics
- Recognition of drug using behaviour and symptomology
- Comorbidity of addictions and mental health
- Working with people under the influence of drugs and alcohol

### **Week #7 February 21<sup>st</sup> & 23<sup>rd</sup>**

- **No Classes-Reading Break**

### **Week #8 February 28<sup>th</sup> & March 2<sup>nd</sup>**

- Self care plans revisited
- Addiction issues, cont'd
- Treatment options and typologies
- Supporting the person in recovery
- Understanding the recovery process
- Understanding harm reduction
- **Midterm Examination March 2<sup>nd</sup>**

**Week #9 March 7<sup>th</sup> & 9<sup>th</sup>**

- Drug and alcohol comorbidity with mental health issues
- Dynamics of comorbid effects on trauma, mental health and addiction
- Case Management strategies in complex care cases

**Week #10 March 14<sup>th</sup> & 16<sup>th</sup>**

- Fetal Alcohol Spectrum Disorder
- Head/Brain Injuries
- Attention Deficit Hyperactivity Disorder
- Behavioural indicators
- Understanding the operation of the brain and the uniqueness of brain injury
- Working with and supporting a person with brain injury

**Week #11 March 21<sup>st</sup> & 23<sup>rd</sup>**

- Conduct Disorder, Antisocial Personality Disorder and Psychopathy
- Behavioural progression and traits.
- Understanding the PCL-r
- Borderline Personality Disorder

**Week #12 March 28<sup>th</sup> & 30<sup>th</sup>**

- Schizoaffective and Bipolar / Unipolar disorders
- Types and behavioural manifestations
- Positive v. Negative symptoms
- Support services and behaviour management

**Week #13 April 4<sup>th</sup> & 6<sup>th</sup>**

- Sex Offending
- Differentiating sex offence typologies
- Understanding Pedophilias
- Understanding Sexual Assault typologies
- Understanding the variety of Paraphelias related to the justice system

**Week #14 April 11<sup>th</sup> & 13<sup>th</sup>**

- Understanding trauma-informed practice and how it is applied
- Dealing with re-offences of clients
- Wrap-up
- Putting it all together☺

Students registered with the Centre for Accessible Learning (CAL) who complete quizzes, tests, and exams with academic accommodations have booking procedures and deadlines with CAL where advanced notice is required. Deadlines can be reviewed on the [CAL exams page](http://camosun.ca/services/accessible-learning/exams.html). <http://camosun.ca/services/accessible-learning/exams.html>

## EVALUATION OF LEARNING

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### 1. Participation (10%)

Regular attendance and active participation is required. It is expected that you will arrive on time, be attentive, non-disruptive, constructive and respectful within our online environment.

You are expected to participate in class discussions and activities based on each week's topics. This is a key component of this course as this will be a more collaborative learning environment than you will be familiar with. Active and pertinent discussion and insights will make up this participation grade.

### 2. Behavioural Modification experience: (25 %)

You will want to implement a detailed analysis of the change you are making, give regular updates and outline goals and objectives for your behavioural change. **This will not be graded on the success of the change you are attempting.** The goal is to gain insight into the difficulty of altering seemingly maladaptive behaviours and understanding how your life experiences can alter your abilities to make desired changes in your life. Thereby, gaining a better understanding of the difficulty CJ clients might experience in the behavioural change process.

**Due: March 9<sup>th</sup>, 2023 by 6:00pm**

### 3. Exams (x2) (30%)

**Dates: March 2<sup>nd</sup> and during final exam week**

**\*\*\*The midterm will be worth 10% of the overall course grade and the final will be 20% and will be comprehensive of the entire course.**

### 4. Lab Presentation (10%)

This assignment will be chosen during the first two weeks of classes and will include a ten-minute presentation on a topic related to mental health and addictions. Assignment details will be discussed in class.

### 5. 'The Outside Circle' Analysis (25%)

This will be an assessment of your learning based on the graphic novel 'The Outside Circle'. You will analyse the connections between the content of this story with what has been learned during this

course. Insights into the mental health, substance misuse and specific as well as historic and intergenerational trauma will be explored.

**Due: April 7<sup>th</sup>, by 6:00pm on D2L**

If you have a concern about a grade you have received for an evaluation, please come and see me as soon as possible. Refer to the [Grade Review and Appeals](http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.14.pdf) policy for more information.  
<http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.14.pdf>

COURSE GUIDELINES & EXPECTATIONS

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SCHOOL OR DEPARTMENTAL INFORMATION

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STUDENT RESPONSIBILITY

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Enrolment at Camosun assumes that the student will become a responsible member of the College community. As such, each student will display a positive work ethic, assist in the preservation of College property, and assume responsibility for their education by researching academic requirements and policies; demonstrating courtesy and respect toward others; and respecting expectations concerning attendance, assignments, deadlines, and appointments.

SUPPORTS AND SERVICES FOR STUDENTS

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Camosun College offers a number of services to help you succeed in and out of the classroom. For a detailed overview of the supports and services visit <http://camosun.ca/students/>.

Academic Advising	<a href="http://camosun.ca/advising">http://camosun.ca/advising</a>
Accessible Learning	<a href="http://camosun.ca/accessible-learning">http://camosun.ca/accessible-learning</a>
Counselling	<a href="http://camosun.ca/counselling">http://camosun.ca/counselling</a>
Career Services	<a href="http://camosun.ca/coop">http://camosun.ca/coop</a>
Financial Aid and Awards	<a href="http://camosun.ca/financialaid">http://camosun.ca/financialaid</a>
Help Centres (Math/English/Science)	<a href="http://camosun.ca/help-centres">http://camosun.ca/help-centres</a>

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Indigenous Student Support	<a href="http://camosun.ca/indigenous">http://camosun.ca/indigenous</a>
International Student Support	<a href="http://camosun.ca/international/">http://camosun.ca/international/</a>
Learning Skills	<a href="http://camosun.ca/learningskills">http://camosun.ca/learningskills</a>
Library	<a href="http://camosun.ca/services/library/">http://camosun.ca/services/library/</a>
Office of Student Support	<a href="http://camosun.ca/oss">http://camosun.ca/oss</a>
Ombudsperson	<a href="http://camosun.ca/ombuds">http://camosun.ca/ombuds</a>
Registration	<a href="http://camosun.ca/registration">http://camosun.ca/registration</a>
Technology Support	<a href="http://camosun.ca/its">http://camosun.ca/its</a>
Writing Centre	<a href="http://camosun.ca/writing-centre">http://camosun.ca/writing-centre</a>

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If you have a mental health concern, please contact Counselling to arrange an appointment as soon as possible. Counselling sessions are available at both campuses during business hours. If you need urgent support after-hours, please contact the Vancouver Island Crisis Line at 1-888-494-3888 or call 911.

## COLLEGE-WIDE POLICIES, PROCEDURES, REQUIREMENTS, AND STANDARDS

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### Academic Accommodations for Students with Disabilities

The College is committed to providing appropriate and reasonable academic accommodations to students with disabilities (i.e. physical, depression, learning, etc). If you have a disability, the [Centre for Accessible Learning](#) (CAL) can help you document your needs, and where disability-related barriers to access in your courses exist, create an accommodation plan. By making a plan through CAL, you can ensure you have the appropriate academic accommodations you need without disclosing your diagnosis or condition to course instructors. Please visit the CAL website for contacts and to learn how to get started:

<http://camosun.ca/services/accessible-learning/>

### Academic Integrity

Please visit <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.13.pdf> for policy regarding academic expectations and details for addressing and resolving matters of academic misconduct.

### Academic Progress

Please visit <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.1.pdf> for further details on how Camosun College monitors students' academic progress and what steps can be taken if a student is at risk of not meeting the College's academic progress standards.

### Course Withdrawals Policy

Please visit <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.2.pdf> for further details about course withdrawals. For deadline for fees, course drop dates, and tuition refund, please visit <http://camosun.ca/learn/fees/#deadlines>.

### Grading Policy

Please visit <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.5.pdf> for further details about grading.

### Grade Review and Appeals

Please visit <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.14.pdf> for policy relating to requests for review and appeal of grades.

### Mandatory Attendance for First Class Meeting of Each Course

Camosun College requires mandatory attendance for the first class meeting of each course. If you do not attend, and do not provide your instructor with a reasonable reason in advance, you will be removed from the course and the space offered to the next waitlisted student. For more information, please see the “Attendance” section under “Registration Policies and Procedures” (<http://camosun.ca/learn/calendar/current/procedures.html>) and the Grading Policy at <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.5.pdf>.

### Medical / Compassionate Withdrawals

Students who are incapacitated and unable to complete or succeed in their studies by virtue of serious and demonstrated exceptional circumstances may be eligible for a medical/compassionate withdrawal. Please visit <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.8.pdf> to learn more about the process involved in a medical/compassionate withdrawal.

### Sexual Violence and Misconduct

Camosun is committed to creating a campus culture of safety, respect, and consent. Camosun’s Office of Student Support is responsible for offering support to students impacted by sexual violence. Regardless of when or where the sexual violence or misconduct occurred, students can access support at Camosun. The Office of Student Support will make sure students have a safe and private place to talk and will help them understand what supports are available and their options for next steps. The Office of Student Support respects a student’s right to choose what is right for them. For more information see Camosun’s Sexualized Violence and Misconduct Policy: <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.9.pdf> and [camosun.ca/sexual-violence](http://camosun.ca/sexual-violence). To contact the Office of Student Support: [oss@camosun.ca](mailto:oss@camosun.ca) or by phone: 250-370-3046 or 250-3703841

### Student Misconduct (Non-Academic)

Camosun College is committed to building the academic competency of all students, seeks to empower students to become agents of their own learning, and promotes academic belonging for everyone. Camosun also expects that all students to conduct themselves in a manner that contributes to a positive, supportive, and safe learning environment. Please review Camosun College’s Student Misconduct Policy at <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.5.pdf> to understand the College’s expectations of academic integrity and student behavioural conduct.

**Changes to this syllabus:** Every effort has been made to ensure that information in this syllabus is accurate at the time of publication. The College reserves the right to change courses if it becomes necessary so that



course content remains relevant. In such cases, the instructor will give the students clear and timely notice of the changes.