

# UNDERGRADUATE COUNCIL

## Request for New Course

Originating unit requesting course: \_\_\_\_\_ CHDV \_\_\_\_\_

New course title: \_\_\_\_\_ TBRI Intensive \_\_\_\_\_

New course number: \_\_\_\_\_ 50933 \_\_\_\_\_

Appropriate computer abbreviation if title is more than 30 spaces: \_\_\_\_\_ TBRI Intensive \_\_\_\_\_

**Prerequisites for new course:**

CHDV 50433 and CHDV 50443

Effective date for course (semester and year): \_\_\_\_\_ Spring 2022 \_\_\_\_\_

**Instructional methodology (Click in box to the left of the name to select a course type.)  
(See departmental chairperson or deans for definition of type.):**

- |                                      |   |   |                                       |
|--------------------------------------|---|---|---------------------------------------|
| <input type="checkbox"/> activity    | <input type="checkbox"/> clinical           | <input type="checkbox"/> directed study           | <input type="checkbox"/> internship   |
| <input type="checkbox"/> laboratory  | <input checked="" type="checkbox"/> lecture | <input type="checkbox"/> lecture w/integrated lab |                                       |
| <input type="checkbox"/> performance | <input type="checkbox"/> research           | <input type="checkbox"/> seminar                  | <input type="checkbox"/> study abroad |

**Description of new course (as it will appear in catalog copy):**

This course is designed to be an intensive study in putting Trust-Based Relational Intervention (TBRI) into practice within a professional setting. Upon successful completion of the course (80% or above) students will earn the title and status of TBRI Practitioner.

**1. Submit a representative course syllabus that includes the following:**

- a. A concise course description including the course purpose (e.g. fulfill part of university, college, or department mission, discipline requirement, program enrichment, etc.) and course instructional methodology (e.g. lecture, laboratory, lecture and laboratory, clinical, internship, etc.)
- b. the goals of the course;
- c. a clear statement of course expectations - essentially, what students shall be expected to do in order to satisfactorily complete the course at different performance levels (generally speaking, what does it take to get an A, B, C, etc.);
- d. a statement of the faculty member's policies on attendance, make-up work, missed exams, etc;
- e. information concerning major projects or papers and when these assignments must be completed by the students;
- f. information about the number and dates of the exams;
- g. statements reflecting TCU policy regarding accommodations under Americans with Disabilities Act (ADA) ([this disabilities statement](#) MUST be included *verbatim*) and university policy regarding academic misconduct ([this statement](#), while not required, may be used); and
- h. a statement indicating how the instructor can be reached and how office hour requirements will be met.

A [syllabus template](#), which includes these required elements and others, is available from the Koehler Center.

**2. Faculty Resources: How will the unit provide faculty support for this course?**

**Describe how this course will impact other current departmental listings.**

Course will be taught by KPICD faculty and/or staff.

**3. Educational Resources: Will this course require additional resources not currently available (e.g., space, equipment, library)?**  Yes  No**4. If this course affects other units of the University, include a statement signed by chairperson of the affected unit(s).**

N/A

**5. If cross-listed, provide evidence of approval of all curriculum committees appropriate to both the originating and cross-listed units.**

N/A

**6. If this course is to be delivered online, include a letter from the Koehler Center stating that program administrators and identified faculty are working with the Koehler Center to fulfill TCU Distance Learning requirement.**

A handwritten signature in black ink, appearing to read "Antena", written above a horizontal line.

Approval signature of chairperson of originating unit

Revised 11/2013

## CHDV 50933 TBRI Intensive

This syllabus represents my current plans and objectives. As we go through the semester, those plans may need to change to enhance the class learning opportunity. Such changes, communicated clearly, are not unusual and should be expected.

### CHDV 50933 TBRI Intensive

**Instructor Name:** Dr. Casey Call

**Semester and Year:** XX

**Number of Credits:** 3

**Class Location:** XX

**Class Meeting Day(s) & Time(s):** XX

**Office Location:** RJH 327

**Office Hours:** by appointment

**Telephone:** 817-257-4283

**Email:** c.d.call@tcu.edu

**Response Time:** You can expect a response within 24 hours during regular business hours.

### Final Exam Date

- As their final evaluation, students will complete a comprehensive exam during the last class period.

### Course Description

This course is designed to be an intensive study in putting Trust-Based Relational Intervention (TBRI) into practice within a professional setting. Upon successful completion of the course (80% or above), students will earn the title and status of TBRI Practitioner.

Learning Outcomes	Assessment
Examine domestic and international implementation of TBRI within an organization.	TBRI Interviews
Collaborate with professionals on TBRI implementation and/or training.	TBRI in Practice
Describe an organization that is implementing TBRI. (UG) Design an organization designed to support children and/or families who have experienced developmental trauma. (Graduate)	TBRI Case Study (UG level) TBRI Organization (Graduate level)
Explain a TBRI Implementation plan. (UG) Create a plan to implement TBRI within an organization. (Graduate)	TBRI Case Study (UG level) TBRI Implementation Plans (Graduate level)
Articulate TBRI Principles and Strategies.	Exams

## CHDV 50933 TBRI Intensive

### Course Prerequisites

CHDV 50433 and CHDV 50443

### Course Materials

*TBRI Training Notebook and Reference Manual* (only available from the KPICD)

Handouts and Articles will be provided on TCU Online.

### Course Policies and Requirements

#### Assignments

Rubrics for each assignment can be found on TCU Online.

#### **TBRI Interviews (100 points)**

*Due XX*

*Interviews.* To better understand the barriers and challenges of TBRI implementation from multiple perspectives, students will interview two TBRI Mentors or Practitioners, record the interviews, and write a paper summarizing each interview. The paper will also include a reflection upon lessons learned and recommendations for TBRI organization implementation. Paper length: 2,500 words or about 8 double-spaced pages. Paper will be in APA format.

Students will be given a contact list of TBRI Mentors and Practitioners who you may contact for the interview. Interviews should be conducted with one person working domestically and one person working internationally. Example questions are on TCU Online.

#### **TBRI in Practice (100 points)**

*Due XX*

*Service.* To develop observation and intervention skills students will partner with a TBRI Practitioner in their area to assist with TBRI implementation, practice, and ongoing improvement. Students are encouraged to partner with a TBRI Practitioner within a TBRI Ambassador organization (a list of Ambassador organizations will be provided). A minimum of twenty service hours is required. Students will keep a log of their days, times, and learning experiences. A supervisor evaluation will also be completed and turned in by the student. Templates for the log and evaluation are included on TCU Online.

*Presentation.* Students will develop a presentation about their service experience and present it to the class during the last two weeks of the semester, the focus of the presentation will be 'lessons learned.' Each student will have 15 minutes to present.

#### **TBRI Case Study (100 points)**

1. Organization (50 points): Students will choose a current organization, based upon their interests, who is implementing TBRI, e.g., juvenile justice facility, school, non-profit (a list

## CHDV 50933 TBRI Intensive

will be provided). Students will identify the following information about the organization (template provided on TCU Online):

- Organization name
  - Mission statement
  - Vision statement
  - Values statements
  - Purpose
  - Services
2. Implementation (50 points): Students will create a current timeline of the organization's TBRI implementation plan which lists important events, e.g., staff training, camps, caregiver trainings, policy changes, procedure updates, grant funding.

## Exams (100 points)

*Midterm & Final*

Students will complete two cumulative exams, a midterm and a final.

## Late Work

*Late work will only be accepted with prior instructor approval. If you are having issues getting an assignment turned in on time, please contact me ahead of time (not after the due date).*

## Grading Concerns

*If you have a concern regarding a grade, please contact me within two weeks of receiving your grade to discuss it. [Here is the university policy on grade appeals.](#)*

## Grading (undergraduate level):

Assignment	Points	%
TBRI Interviews (2)	100	25%
TBRI in Practice (min. 20 hours)	100	25%
TBRI Case Study	100	25%
Exams (2)	100	25%
<b>Total Points</b>	<b>400</b>	<b>100%</b>

## Final Letter Grade Calculation (undergraduate level):

A	360-400 points
B	320-359 points
C	280-319 points
D	240-279 points
F	239 and below

.5 and above are rounded up

## CHDV 50933 TBRI Intensive

**Graduate Students will NOT complete the TBRI Case Study assignment, instead they will complete the assignment below.**

### **Organization (50 points) & Implementation Plans (50 points)**

*Due XX*

*Organization.* Students will design an organization that serves children and/or families within their community. Template provided on TCU Online. They will develop the following items for their organization:

- Organization name
- Mission statement
- Vision statement
- Values statements
- Purpose
- Services
- Bioecological map of how their organization fits within a caregiving system

*Implementation Plans.* Students will develop a TBRI Implementation plan for their organization. Template provided on TCU Online. The implementation will include the following items:

- Who will be trained in TBRI?
- How will staff be trained in TBRI?
- How will you ensure ongoing mentoring and training in TBRI for continuing staff? New staff?
- How will children or families learn about TBRI or receive TBRI Training?
- How will your organization 'TBRI' staff?
- How will your organization 'TBRI' children and/or families?
- How will you prevent burnout, secondary compassion fatigue, or vicarious trauma in staff?
- How will you support families on an ongoing basis?
- How will you help children and/or families heal from trauma?

### **Grading (graduate level)**

<b>Assignment</b>	<b>Points</b>	<b>%</b>
TBRI Interviews (2)	100	25%
TBRI in Practice (min. 20 hours)	100	25%
TBRI Organization	50	12.5%
TBRI Implementation Plans	50	12.5%
Exams (2)	100	25%
<b>Total Points</b>	<b>400</b>	<b>100%</b>

### **Final Letter Grade Calculation (graduate level):**

A	360-400 points
B	320-359 points
C	280-319 points
F	279 and below

.5 and above are rounded up

## CHDV 50933 TBRI Intensive

### Important Dates

- *Last day for enrollment or changing classes & last day to withdraw at 100% tuition refund – XX*
- *Last day to withdraw at 75% tuition refund – XX*
- *Last day to withdraw at 50% tuition refund – XX*
- *Last day to drop for this session – XX*
- *Last day to elect P/NC for this session – XX*
- *Last day of classes for this session – XX*
- *Final exam days*

### Class Norms & Netiquette

*The Golden Rule: Treat others as you want to be treated.*

*Show respect and kindness to yourself and to your classmates.*

*All members of this class are expected to treat others with respect in all interactions and communication, e.g., discussions, emails, group work.*

*One way we treat children with respect is to use person-first language. For example, we would say a child with autism, not an autistic child. Please practice person-first language during all class interactions and communication.*

*Please review the Core Rules of Netiquette. If I deem any of the communication to be inappropriate or offensive, I will forward the information to the Chair of the department and appropriate action will be taken, not excluding expulsion from the course.*

*Please review TCU's guidelines on electronic communications. All online communication should be done with honor and integrity.*

### Technology Policies

*Zoom Access:*

*Meeting ID: 531 642 8532*

### Recording of Class Sessions

*Zoom class sessions will all be recorded for use by enrolled students, including those who are unable to attend live. Students who participate with their camera engaged or utilize a profile image are consenting to have their video or image recorded. If you do not wish to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who un-mute during class and participate orally are consenting to have their voices recorded. If you do not wish to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live. Further, if you anticipate that you will not consent to your video and/or audio participation being recorded, please contact the instructor immediately so the instructor may work with you to determine how to assess your class participation and assignments that may require collaboration during the class session.*

### Email

*Only the official TCU student email address will be used for all course notification. It is your responsibility to check your TCU email on a regular basis.*



## CHDV 50933 TBRI Intensive

### Course Materials

TCU students are prohibited from sharing any portion of course materials (including videos, PowerPoint slides, assignments, or notes) with others, including on social media, without written permission by the course instructor. Accessing, copying, transporting (to another person or location), modifying, or destroying programs, records, or data belonging to TCU or another user without authorization, whether such data is in transit or storage, is prohibited. The full policy can be found at: <https://security.tcu.edu/polproc/usage-policy/>.

**Violating this policy is considered a violation of Section 3.2.15 of the Student Code of Conduct and may also constitute Academic Misconduct or Disruptive Classroom Behavior.**

TCU encourages student debate and discourse; accordingly, TCU generally interprets and applies its policies, including the policies referenced above, consistent with the values of free expression and First Amendment principles.

### Academic Misconduct

**Academic Misconduct:** Any act that violates the academic integrity of the institution is considered academic misconduct. The procedures used to resolve suspected acts of academic misconduct are available in the offices of Academic Deans and the Office of Campus Life and are also listed in detail in the Undergraduate Catalog and the Graduate Catalog. Specific examples include, but are not limited to:

- **Cheating:** Copying from another student's test paper, laboratory report, other report, or computer files and listings; using, during any academic exercise, material and/or devices not authorized by the person in charge of the test; collaborating with or seeking aid from another student during a test or laboratory without permission; knowingly using, buying, selling, stealing, transporting, or soliciting in its entirety or in part, the contents of a test or other assignment unauthorized for release; substituting for another student or permitting another student to substitute for oneself.
- **Plagiarism:** The appropriation, theft, purchase or obtaining by any means another's work, and the unacknowledged submission or incorporation of that work as one's own offered for credit. Appropriation includes the quoting or paraphrasing of another's work without giving credit therefore.
- **Collusion:** The unauthorized collaboration with another in preparing work offered for credit.
- **Abuse of resource materials:** Mutilating, destroying, concealing, or stealing such material.
- **Computer misuse:** Unauthorized or illegal use of computer software or hardware through the TCU Computer Center or through any programs, terminals, or freestanding computers owned, leased or operated by TCU or any of its academic units for the purpose of affecting the academic standing of a student.
- **Fabrication and falsification:** Unauthorized alteration or invention of any information or citation in an academic exercise. Falsification involves altering information for use in any academic exercise. Fabrication involves inventing or counterfeiting information for use in any academic exercise.
- **Multiple submission:** The submission by the same individual of substantial portions of the same academic work (including oral reports) for credit more than once in the same or another class without authorization.
- **Complicity in academic misconduct:** Helping another to commit an act of academic misconduct.
- **Bearing false witness:** Knowingly and falsely accusing another student of academic misconduct.

## TCU Online: Our Learning Management System

Getting Started with TCU Online

**Technical Requirements:** Check your computer is ready by looking at the [specifications list](#).

**Log In:** (using your TCU Network Credentials)

1. Access via [my.tcu.edu](http://my.tcu.edu) > Student Quick Links > TCU Online
2. Login at the following [website](http://d2l.tcu.edu) (<http://d2l.tcu.edu>) [my.tcu.edu](http://my.tcu.edu)

\*For information about logging into TCU Online, view these [instructions](#).

## **CHDV 50933 TBRI Intensive**

### **Student Orientation Tutorial for TCU Online**

*If you have not yet taken the TCU Online Student Orientation Tutorial, please do so now. To access it, click on the Orientations semester OR view all courses in I Courses widget visible upon logging in to TCU Online. Click on the “Student Orientation Tutorial” to enter the orientation course. Follow the instructions in the course. You can return to this tutorial at any time.*

#### How This Course Will Use TCU Online

*This course will utilize TCU Online extensively.*

- *You will access the syllabus, course schedule, course content, assignments, and the gradebook via TCU Online.*
- *All assignments will be turned in via TCU Online.*

#### Getting Help with TCU Online

*If you experience any technical problems while using TCU Online, please do not hesitate to contact the TCU Online (D2L) Help Desk. They can be reached by phone or chat 24 hours a day, 7 days a week, 365 days a year.*

**Phone: 1-877-325-7778**

**Chat:** Chat is available within TCU Online in the Help menu on the navigation bar.

*If you are working with the Help Desk to resolve a technical issue, make sure to keep me updated on the troubleshooting progress.*

*If you have a course-related issue (course content, assignment troubles, quiz difficulties) please contact me.*

#### Personal Settings & Notifications for TCU Online

*As a student, you should set up your account settings, profile, and notifications. To do this you will login to TCU Online and select your name on the top right of the screen. In the Profile area, you can upload a photo of yourself and add personal information. In the Notifications area, you can add your phone number to receive text messages when grades are given as well as reminder texts for upcoming assignments and quizzes.*

#### Student Success Tools for TCU Online

##### **Pulse**

*Pulse is a phone app which gives you access to the course calendar, assignments, grades, and announcements. This app provides a graph that can help you manage your time. Based on the number of assignments and events on the course calendar for your classes, the graph will display busy times for class work in the upcoming week. You can use this app to manage your daily workload, and it includes the ability to view and access course materials offline. You can download Pulse from the Google Play or Apple Store. You can learn more and download Pulse here: <https://www.d2l.com/products/pulse/>.*

##### **ReadSpeaker**

*ReadSpeaker includes a number of tools that can enhance your understanding and comprehension of course materials. ReadSpeaker can create an audio version of content that you can listen to while on a page within a course or that you can download to listen offline. ReadSpeaker can also read Microsoft Office files and PDFs. There are additional tools and features to assist you with reading and focusing in TCU Online, tools that provide support for writing and proofing text, and tools that can read non-TCU Online content aloud. You can learn more about how to use ReadSpeaker tools here: <https://tcuonline.tcu.edu/how-to-hub/instructor-how-to-hub-for-tcu-online/integrations-and->*

## Support for TCU Students

### Campus Offices

- Alcohol & Drug Education Center (817-257-7100, Samuelson Hall basement)
- Brown-Lupton Health Center (817-257-7938 or 817-257-7940)
- Campus Life (817-257-7926, Sadler Hall 2006)
- Center for Academic Services (817-257-7486, Sadler Hall 1022)
- Center for Digital Expression (CdeX) (cdex@tcu.edu, Scharbauer 2003)
- Counseling & Mental Health Center (817-257-7863, Samuelson Hall basement)
- Mary Couts Burnett Library (817-257-7117)
- Office of Religious & Spiritual Life (817-257-7830, Jarvis Hall 1<sup>st</sup> floor)
- Student Development Services (817-257-7855, BLUU 2003)
- Center for Writing (817-257-7221, Reed Hall 419)
- Transfer Student Center (817-257-7855, BLUU 2003)
- Veterans Services (817-257-5557, Jarvis Hall 219)

## Anti-Discrimination and Title IX Information

### Statement on TCU's Discrimination Policy

*TCU prohibits discrimination and harassment based on age, race, color, religion, sex, sexual orientation, gender, gender identity, gender expression, national origin, ethnic origin, disability, predisposing genetic information, covered veteran status, and any other basis protected by law, except as permitted by law. TCU also prohibits unlawful sexual and gender-based harassment and violence, sexual assault, incest, statutory rape, sexual exploitation, intimate partner violence, bullying, stalking, and retaliation. We understand that discrimination, harassment, and sexual violence can undermine students' academic success and we encourage students who have experienced any of these issues to talk to someone about their experience, so they can get the support they need.*

- Review TCU's Policy on Prohibited Discrimination, Harassment and Related Conduct or to file a complaint: <https://titleix.tcu.edu/title-ix/>.
- Learn about the Campus Community Response Team and Report a Bias Incident: <https://titleix.tcu.edu/campus-community-response-team/>

### Statement on Title IX at TCU

*As an instructor, one of my responsibilities is to help create a safe learning environment on our campus. It is my goal that you feel able to share information related to your life experiences in classroom discussions, in your written work, and in our one-on-one meetings. I will seek to keep any information you share private to the greatest extent possible. However, I have a mandatory reporting responsibility under TCU policy and federal law and I am required to share any information I receive regarding sexual harassment, discrimination, and related conduct with TCU's Title IX Coordinator.*

*Students can receive confidential support and academic advocacy by contacting TCU's Confidential Advocate in the Campus Advocacy, Resources & Education office at <https://care.tcu.edu/> or by calling (817) 257-5225 or the Counseling & Mental Health Center at <https://counseling.tcu.edu/> or by calling (817) 257-7863. Alleged violations can be reported to the Title IX Office at <https://titleix.tcu.edu/student-toolkit/> or by calling (817) 257-8228.*

*Should you wish to make a confidential report, the Title IX Office will seek to maintain your privacy to the greatest extent possible, but cannot guarantee confidentiality. Reports to law enforcement can be made to the Fort Worth Police Department at 911 for an emergency and (817) 335-4222 for non-emergency or TCU Police at (817) 257-7777.*

## CHDV 50933 TBRI Intensive

### Obligations to Report Conduct Raising Title IX or VAWA Issues

*Mandatory Reporters: All TCU employees, except Confidential Resources, are considered Mandatory Reporters for purposes of their obligations to report, to the Coordinator, conduct that raises Title IX and/or VAWA (Violence Against Women Act) issues.*

*Mandatory Reporters are required to immediately report to the Coordinator information about conduct that raises Title IX and/or VAWA issues, including any reports, complaints or allegations of sexual harassment, discrimination and those forms of prohibited conduct that relate to nonconsensual sexual intercourse or contact, sexual exploitation, intimate partner violence, stalking and retaliation involving any member of the TCU community, except as otherwise provided within the Policy on Prohibited Discrimination, Harassment and Related Conduct.*

*Mandatory Reporters may receive this information in a number of ways. For example, a complainant may report the information directly to a Mandatory Reporter, a witness or third-party may provide information to a Mandatory Reporter, or a Mandatory Reporter may personally witness such conduct. A Mandatory Reporter's obligation to report such information to the Coordinator does not depend on how he/she received the information. Mandatory Reporters must provide all known information about conduct that raises Title IX or VAWA issues to the Coordinator, including the identities of the parties, the date, time and location, and any other details. Failure of a Mandatory Reporters to provide such information to the Coordinator in a timely manner may subject the employee to appropriate discipline, including removal from a position or termination of employment.*

*Mandatory Reporters cannot promise to refrain from forwarding the information to the Coordinator if it raises Title IX or VAWA issues or withhold information about such conduct from the Coordinator. Mandatory Reporters may provide support and assistance to a complainant, witness, or respondent, but they should not conduct any investigation or notify the respondent unless requested to do so by the Coordinator.*

*Mandatory Reporters are not required to report information disclosed (1) at public awareness events (e.g., "Take Back the Night," candlelight vigils, protests, "survivor speak-outs," or other public forums in which students may disclose such information (collectively, public awareness events); or (2) during an individual's participation as a subject in an Institutional Review Board approved human subjects research protocol (IRB Research). TCU may provide information about Title IX rights and available resources and support at public awareness events, however, and Institutional Review Boards may, in appropriate cases, require researchers to provide such information to all subjects of IRB Research.*

*Relevant reporting phone numbers are: 911 for an emergency and (817) 335-4222 for non-emergency or TCU Police at (817) 257-7777.*

### Student Access and Accommodation

*Student Access and Accommodation. More information on how to apply for accommodations can be found at <https://www.tcu.edu/access-accommodation/> or by calling Student Access and Accommodation at (817) 257- Texas Christian University affords students with disabilities reasonable accommodations in accordance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act. To be eligible for disability-related academic accommodations, students are required to register with the TCU Office of Student Access and Accommodation and have their requested accommodations evaluated. Students are required to provide instructors an official TCU notification of accommodation approved through 6567. Accommodations are not retroactive and require advance notice to implement.*

### Emergency Response Information

*Please review TCU's L.E.S.S. is More public safety video to learn about Lockdown, Evacuate, and Seek Shelter procedures. (<https://publicsafety.tcu.edu/less-is-more/>)*

## **CHDV 50933 TBRI Intensive**

*TCU's Public Safety website provides maps that show our building's rally point for evacuation and the seek shelter location. (<https://publicsafety.tcu.edu/>)*

*In the event of an emergency, call the TCU Police Department at **817-257-7777**.*

*Download the [Frogshield Campus Safety App](https://police.tcu.edu/frogshield/) on your phone. (<https://police.tcu.edu/frogshield/>).*

### **Student Perception of Teaching (SPOT)**

*Towards the end of the term you will receive an email asking to complete your SPOT for this course. I appreciate your thoughtful and reflective feedback to help make this course successful for future students. You can fill out the SPOT by clicking on the link in the email or in TCU Online when SPOTs open.*

*I use SPOT evaluations when designing the same course for the next semester. Please provide your feedback, it is so useful!*

### **TCU Mission Statement**

*To educate individuals to think and act as ethical leaders and responsible citizens in the global community.*

### **College of Science & Engineering (CSE) Mission Statement**

*To foster knowledge and curiosity about science, mathematics, and engineering by offering personalized, rigorous instruction that emphasizes research and internship opportunities.*

### **Karyn Purvis Institute of Child Development (KPICD) Mission Statement**

*Our mission is research, education, training, and outreach to improve the lives of children who have experienced abuse, neglect, and/or trauma.*

*Learning to change the world for children.*

## CHDV 50933 TBRI Intensive

### Course Schedule

*This calendar represents my current plans and objectives. As we go through the semester, those plans may need to change to enhance the class learning opportunities. Such changes will be clearly communicated.*

Week	Topic	Reading Due	Assignments Due
1	The Healing Journey	Pg. 7-36	
2	Organizing Resilience in Humans: Attachment	Pg. 37-60	
3	Disorganization and Disruption: Relational Trauma	Pg. 61-84	
4	Assessment	Handout	
5	Reorganization and Repair: Connecting Principles	Pg. 85-104	<b>TBRI Interviews Due</b>
6	Nurture Groups & Attachment Talk	Pg. 181-186	
<b>7</b>	<b>Midterm</b>		
8	Reorganization and Repair: Empowering Principles	Pg. 105-128	
9	Organizing Cultural Resilience: Practice Principles	Pg. 147-162	<b>TBRI Organization Due (graduate level)</b>
10	Sensory Processing	Pg. 187-216	
11	Reorganization and Repair: Correcting Principles	Pg. 129-146	
12	TBRI In Action: The Dynamic Organization of Micro-Journeys	Article	<b>TBRI Implementation Plans Due (graduate level)</b>
13	Organizing Cultural Resilience: Expansive Learning	Pg. 163-180	

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14	<b>TBRI In Practice Presentations</b>		<b>TBRI in Practice Service Logs Due</b>
15	<b>TBRI in Practice Presentations</b>		
16	<b>Final Exam</b>		