

**WILMINGTON UNIVERSITY**  
**COLLEGE OF SOCIAL & BEHAVIORAL SCIENCES**  
**BASIC COURSE INFORMATION**

**COURSE TITLE:** Resilience and Self-Care

**COURSE NUMBER:** PSY 6200

**I. COURSE DESCRIPTION:**

**Note:** This is the second of three courses within the graduate Trauma Certificate.

Practitioners and educators who work with individuals at risk of having experienced trauma in their lives are especially vulnerable to experiencing secondary trauma and for developing compassion fatigue or other negative consequences of their work. This course is designed to provide the background needed to help individuals better understand compassion fatigue, vicarious trauma, secondary trauma, and the related outcomes. An emphasis will be placed on prevention of, and healing from, compassion fatigue and secondary trauma. The concept of resiliency, both at an individual and organizational level, the factors that promote it, and the current research related to building resiliency in

reactions. Responses to trauma are often to discuss, privately, your reactions to the

content we are reviewing and/or the discussions we are having.

**MAJOR LEARNING GOALS:**

**GOAL A:**

Understand how trauma impacts service providers, individually and within systems.

**Learning Outcomes:** The student will:

- A-1 Describe the results of the ACEs study, and the science behind the findings that show dramatically increased health risks in adulthood when

children are exposed to trauma.

- A-2 Consider how a traumatized system of service provision can impact the individual providers of services.
- A-3 Discuss how adverse community environments can impact systems and/or service providers.
- A-4 Explain what it means to be re-traumatized by service recipients and by service systems.

**GOAL B:**

Understand how vicarious trauma and compassion fati

- C-4 Analyze empirical research and evidence based practices that investigate resiliency and secondary resilience.

**GOAL D:**

Understand the strategies for self-care for future and current professionals working with people impacted by trauma including an understanding of trauma-informed supervision.

**Learning Outcomes:** The student will:

- D-1 Learn how to monitor one's own well-being self-care needs.
- D-2 Assess an organization's well-being and self-care needs.
- D-3 Identify and evaluate self-care strategies for service providers and service recipients.
- D-4 Develop and utilize a specific self-care plan and a plan to address the well-being of an organization.

**GOAL E:**

Demonstrate written and oral communication skills about self-care which are based on a trauma-informed approach.

**Learning Outcomes:** The student will:

- E-1 Write with clarity and precision about self-care using trauma-- informed language and correct English grammar: mechanics (punctuation) and usage (sentence structure and vocabulary).
- E-2 Exhibit competence in writing for specific purposes, diverse audiences, and genres about implementing trauma-informed self-care for service providers and service receivers.
- E-3 Correctly and ethically present scholarly writings about self-care and secondary trauma, utilizing the selected citation and writing style deemed appropriate for the student's program of study.
- E-4 Speak clearly, concisely, and appropriately about the impact of vicarious trauma and how to enhance well-being to prevent the worst outcomes.
- E-5 Appraise the needs of the audience and then speak in a clear and succinct manner.
- E-6 Research, construct, and deliver professional presentations using a variety of communic schiaas and techniques.