I. Course Description:

Trauma and Interpersonal Violence is a clinical course that examines trauma and interpersonal violence from a critical lens exploring the various types of trauma, its effect on human lives and trauma-informed, evidence-based interventions for social work practice. Exploring the prevalence and complex dynamics of trauma and interpersonal violence from an ecosystems lens, this course contextualizes the environment in which traumatic events occur, analyzing the historical roots of movements and social policy influencing social thought about trauma and response strategies. Students will learn to think critically about the intersection of sociopolitical discourse with existing intervention approaches, as well as the intersectionality of persons vulnerable to trauma exposure and their historical, cultural legacies, and the importance of reflexive practice to effectively engage in the work. The biopsychosocial impact of interpersonal violence, relationally based trauma and traumatic events will be examined, and its effects on the developmental life course. Students will learn about the neurobiological impact and complex manifestations of trauma, including the effects of surviving adverse childhood experiences as it relates to social determinants of health. The various types of traumatic event exposure in childhood and adulthood will be reviewed. Issues of social justice and oppression will be highlighted in relation to social work practice with survivors of trauma, particularly the manifestation of power dynamics and potential re-enactment in the therapeutic relationship.

Throughout the entirety of this course, special attention will be given to indirect trauma, including secondary and vicarious trauma, compassion fatigue and burnout to inform students about the potential indirect effects of the work. Students will learn to self-evaluate their potential indirect responses, develop personalized self-care strategies and explore macro level interventions to effectively prepare them for practice with survivors. Thus, learning objectives related to reflexivity and self-care will be woven throughout course assignments and in reflection papers to prepare students for practice.

Students will learn the importance of trauma-informed approaches as they explore evidence-based models of interventions at the micro, mezzo and macro levels of care. Herman’s seminal framework will be reviewed to inform students’ general approach to working with survivors. Thereafter, more specific models of intervention will be examined: individual and group strategies of cognitive behavioral therapy such as trauma-informed CBT and prolonged exposure; narrative and mindfulness-based approaches; eye movement desensitization and reprocessing (EMDR); somatic experiencing; child and family interventions such as the ARC model, and; posttraumatic growth as it relates to protective factors and resiliency when working with all survivors.
II. **Course Competency Outcomes:**
By the conclusion of this course, students will be able to:

1. Demonstrate an understanding of the complex phenomena of trauma, including adult domestic violence, adult rape/sexual assault and child victimization and interpersonal violence, war, natural disasters, intergenerational trauma transmission, racial-based trauma, immigration, genocide, indirect trauma exposure and the complex effects on human lives (Competencies 2, 3, 6)

2. Demonstrate an understanding of the historical roots of movements and social/political forces influencing the field of trauma, as well as related social policy informing social work practice with survivors of trauma and interpersonal violence. (Core competencies 2, 3, 5, 6)

3. Critically articulate orally and in writing the effects of trauma and interpersonal violence on children, adults and communities, including posttraumatic stress disorders and complex reactions to trauma, in order to inform assessment and practice (Competencies 2, 3, 6, 7, 8)

4. Demonstrate mastery of knowledge and application of current intervention approaches including trauma-informed care principles, individual and group interventions, and community-based strategies (Core Competencies 6, 7, 8, 9)

5. Demonstrate critical development of self-awareness such that there is an understanding of the possible effect of trauma work on social workers, and an understanding of particular strategies to develop self-care and foster agency responsiveness. (Core competencies 1, 5)

III. **Course Requirements**

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<th>Reflection Assignment (s):</th>
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<tr>
<td>Reflective journals or essays will be assigned at the Professor’s discretion during this course to contribute to students’ professional development, “use of self” and reflexive practice.</td>
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<tr>
<th>Class Attendance and Participation:</th>
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<tbody>
<tr>
<td>Punctual attendance in all classes</td>
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<td>Active, informed participation in class discussions</td>
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<td>Completion of online canvas assignments</td>
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<tr>
<th>Written Assignment I: Understanding Trauma</th>
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<th>Written Assignment II: Intervention Strategies in Practice with Trauma</th>
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A. **Required Texts:**
Herman, J. (1997). *Trauma and recovery: The aftermath of violence—From domestic abuse*
(CLASSIC)


B. Supplemental Texts:


C. Additional Articles and Texts:
Additional articles will be available on e-res. You can access the full text articles from your home or from a university computer at no charge.

D. Assignments
Class Participation: Class participation is an important part of the learning process and ALL students are expected to participate in all assigned exercises and discussions. Students are expected to complete assigned readings and to be prepared for related class discussion. You will be graded on the depth of your contributions and preparedness for class.

Reflection Assignment: Due Class 3

The professional use of self in social work is a critical tool to engaging in effective practice; it is the marriage of our personal self, including our personal experiences and values, with our professional self as informed by our education, training and the Code of Ethics. An important part of social work training and education is to develop a critical awareness of self, in order to employ use of self in practice in a manner that is ethical and sound.

The purpose of this reflection is for students to “tune in” to self and reflect on their personal and professional experiences as it relates social work practice with trauma and interpersonal violence. Students should critically think about how their experiences might shape their “use of self” as a professional social worker.

As this is a reflection assignment, there is no right or wrong answer. Responses should be genuine and demonstrate the student’s commitment to professional development. There are no APA requirements for this paper.

In a 2 to 3-page reflection, please answer the following:
1.) Report about your experience with trauma, whether it has been personal, professional or both (no more than 1 page)

2.) Define use of self in social work (1/2 page)
   *See E-reserves and module on use of self in canvas.

3.) How do you believe that your experience may shape your use of self as a social worker?
   (1- 1 ½ pages)

**Special Instructions**
Students should answer these questions genuinely and according to their level of comfort: there is no need to be graphic or extremely specific. Consider “where you are at” in your professional development of self, allowing this to inform your writing and report. For example, you may refer to your experiences in a general way if you are more comfortable doing so, and this may be helpful in order for you to keep appropriate boundaries.

(Core Competencies: 1)

**Midterm Assignment – Due Class 7**

**Understanding Trauma**
The purpose of this assignment is for students to examine a type of trauma and a particular population affected by this trauma type, with conceptualization of a case example. Students must cite empirical sources to inform their responses to the questions of this assignment. Papers should be 6-8 pages. Students may choose a case example from practice, internship or employment, or choose a hypothetical example from a movie or book. The student should discuss the case example they plan to use in this paper with their Professor before submission.

A. *Identify a Type of Trauma* (20 points)
   Provide a rationale for why this qualifies as a traumatic experience or event exposure, and report the associated dynamics of this type of trauma as informed by the literature

B. *Define a Cohort Impacted by the Chosen Type of Trauma* (10 points)
   Examples include: 1.) Child survivors of physical abuse, sexual abuse, maltreatment or complex trauma; 2.) Adults survivors of partner abuse, sexual assault or child abuse and maltreatment, or; 3.) Children or adults: survivors of
war, natural disasters, terrorism, trafficking, or single event traumas (i.e. auto accidents, active shooter events).

C. **Biopsychosocial Impact of Trauma (25 points)**
Describe what is known about the deleterious biopsychosocial effects of this particular type of trauma exposure on your chosen population, as informed by the literature. If the type of trauma you chose is considered an *Adverse Childhood Experience*, be sure to identify it as such, reporting the implications from the literature.

D. **Socio-Political Discourse (20 points)**
Research and report examples of myths and misconceptions surrounding this type of trauma and survivors. Discuss social forces contributing to these perceptions, exploring sociocultural and political norms, as well as the impact of social policy.

E. **Case Application (15 points)**
   i. Write a one-page case illustration of a person who has experienced this type of trauma (5 points)
   ii. Identify the person’s social position, resources, strengths, and unique cultural background (5 points)
   iii. Provide a one-page discussion of *your reactions to this case* and be specific (5 points)

F. **APA, Grammar and Scholarly Writing (10 points)**
   i. Papers should be edited for grammatical errors and will be evaluated based on clarity of thought and critical thinking. This is a scholarly paper and should be written in essay format, which a clear introduction, body and conclusion. Headings may be incorporated into your paper, as permitted by APA guidelines.
   ii. All papers must incorporate APA referencing within text using the author, date method. Papers should abide by APA guidelines, including: reference page, title page, 12 point font, Times New Roman font, double spacing and one in margins.

(Core competencies 1, 2, 5, 6, 7)

**Final Assignment – Due Class 13**

**Intervention Strategies for Trauma and Interpersonal Violence with Self-Care Plan**
Building on your learning from the first paper, research intervention strategies and approaches with survivors of trauma. Responses should be informed by scholarly research, which students are permitted to use textbooks and articles from the course syllabus and E-reserves Library, or any other empirical source, professional government website, etc. Papers should be 6-8 pages.
1. **Review the literature** for intervention approaches in working with the cohort you discussed in your midterm paper. *(30 points, 15 each)*
   a. What *micro level interventions* (individual intervention models) exist as evidence-based practice for working with this population? Briefly summarize at least two.
   b. What *macro level interventions* (community-based interventions) exist for this population? Explore specialized programs/services in the community offered, briefly summarizing at least one. You may use professional or government websites to inform your report.

2. **Analyze one intervention strategy** that is of particular interest to you, using one of the interventions cited above in response to question 1 *(30 points, 10 each)*
   a. Summarize the main ideas of your chosen model to explain the intervention. For example, what is the length of treatment? Is the model effective alone or in tandem with other treatment modalities (i.e. group therapy or medication)? What theory informs the model?
   b. Report the rationale for your chosen intervention: explain how it assists individuals in the cohort you have chosen to manage their reactions to trauma and work towards the healing process. Be sure to summarize the steps/phases of the model.
   c. Does your chosen intervention serve as a trauma-informed approach or policy? Include a rationale as to why or why not.

3. **Self-care plan: Managing indirect effects of the work** *(30 points, 15 each)*
   a. Assess your reaction to the work with this client, reporting how you evaluated your reaction.
   b. Develop a specific plan for self-care. Incorporate micro and macro and strategies from the literature to inform your plan.

4. **APA, Grammar and Scholarly Writing** *(10 points)*
   a. Papers should be edited for grammatical errors and will be evaluated based on clarity of thought and critical thinking. This is a scholarly paper and should be written in essay format, which a clear introduction, body and conclusion. Headings may be incorporated into your paper, as permitted by APA guidelines.
   b. All papers must incorporate APA referencing within text using the author, date method. Papers should abide by APA guidelines, including: reference page, title page, 12 point font, Times New Roman font, double spacing and one in margins. Please see:
      
      https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html

(Core competencies: 1, 4, 5, 6, 7, 8)

**PLAGIARISM:**
Students should remember that the School will not condone plagiarism in any form and will sanction acts of plagiarism. A student who presents someone else's work as his or her own work is stealing from the authors or persons who did the original thinking and writing. Plagiarism occurs when a student directly copies another's work without citation; when a student paraphrases major aspects of another's work without citation; and when a student combines the work of different authors into a new statement without reference to those authors. It is also plagiarism to use the ideas and/or work of another student and present them as your own. It is not plagiarism to formulate your own presentation of an idea or concept as a reaction to someone else's work; however, the work to which you are reacting should be discussed and appropriately cited. Any student who can be shown to have plagiarized any part of any assignment in this course may fail the course and will be referred to the Associate Dean for disciplinary action, which may include expulsion.

HIPAA ALERT:
In line with the new HIPAA regulations concerning protected health information, it is important that you understand that any case information you present from your work, will need to be de-identified. What this means is that any information that would allow another to identify the person needs to be changed or eliminated. This includes obvious things like names and birth dates but may also contain other information that is so unique to the person that it will allow for identification, including diagnosis, race/ethnicity, or gender. If diagnosis, race/ethnicity, or gender is directly related to the case presentation it can be included if it will not allow for identification.

STUDENTS WITH DISABILITIES
Students with disabilities who are enrolled in this course and who will be requesting documented disability-related accommodations must make an appointment with the Office of Disability Services, Abby Kelsen, Wilf Campus, 646-685-0118, akelsen@yu.edu during the first week of class. All documentations for possible accommodation must be submitted to the professor by the third class.

COURSE OUTLINE

Introduction to Trauma & Interpersonal Violence (Session 1)
- Overview of the course syllabus and requirements.
- Types of trauma and interpersonal violence, including what constitutes a traumatic event as informed by the DSM-5 and relevant research that informs knowledge about shared trauma occurring globally, nationally and in communities.
- The context in which traumatic events occur, influence of social and political forces, and historical roots of movements impacting knowledge about trauma: the feminist, anti-rape and domestic violence movements; the impact of war, prompting services for active service members and veterans; and historical and current social policy.
• Introduce how social workers may be indirectly impacted working with survivors of trauma and begin developing self-care strategies to effectively support practice with this population.

**Required Readings:**

  Chapter 1, “A Forgotten History”, p. 8-32

  Prologue, p.1-6,  
  Chapter 1, “Lessons from Vietnam Veterans”, p.7-22

  HHS Publication No. (SMA) 13-4801. Rockville, MD.  
  Chapter 2, “Trauma Awareness”, p. 33-52


**The Psychosocial Impact of Trauma (Session 2/3)**

• The psychological manifestation of traumatic reactions, psychological coping skills and defenses persons exposed to trauma engage in for adaptation and survival.

• The effects of trauma on social and relational functioning including social isolation, community disengagement, identity development and relationship with the self.

• The therapeutic relationship with survivors of trauma and tuning in to aspects of engagement, trust, reenactment and power.

**Required Readings:**

  Chapter 2, “Terror”, p. 33-50  


**Video/Web Resources:**

van der Kolk: Learn the Signs and Symptoms of PTSD  
https://www.youtube.com/watch?v=svzCMw1_d-E

**The Neurobiological Effects of Trauma (Session 3/4)**
• The neurobiological effects of traumatic stress, including the impact of traumatic event exposure on biological development throughout the life course.
• Intergenerational transmission of trauma and the role of epigenetics.
• Traumatic stress exposure related to the social determinants of health: Adverse Childhood Experiences (ACEs) study.

**Required Readings:**


**Video/Web Resources:**
van der Kolk: How Trauma Changes the Brain  

Harvard University: The Developing Child  

(ACES)  
-Nadine Burke Harris: How Childhood Trauma Affects Health Across a Lifetime  
-Center for Disease Control  
-ACEs Tools and Screening:  
[https://acestoohigh.com/got-your-ace-score/](https://acestoohigh.com/got-your-ace-score/)

**Understanding Indirect Trauma and Developing Strategies for Self-Care (Session 5)**

• Explore the concept of indirect trauma, differentiating among related concepts as defined by current literature, including vicarious trauma, secondary traumatic stress, compassion fatigue and burnout.
• The role and importance of self-assessment in evaluating one’s reaction to the work.
• Tools for developing an effective self-care plan.
• Macro-level strategies to inform policy for preventing burnout and managing indirect reactions to the work.
  *Students should access the “Self-Care” module to access instruments for self-evaluation*
Required Readings:


Tools:


Videos/Web Resources:
Beyond the Cliff: Laura van Dernoot Lipsky: TEDx Talk https://www.youtube.com/watch?v=uOzDGrvvmus
*Please watch before assigning to prepare for student discussion and reactions

NASW: Tips for Self-Care https://www.youtube.com/watch?v=vJ5fqsWskkE

Childhood Trauma and Interpersonal Violence (Session 6)

- Exposure to trauma in childhood: child sexual abuse, physical abuse, neglect, incest, adolescent relationship abuse, kidnapping, immigration, child/adolescent hostage/soldier experience, community violence and family separation due to legal involvement of child services.
- The social position of children and risk factors due to children being a vulnerable population.
• Psychological manifestation of traumatic reactions in children as well as immature defenses employed for adaptation, survival and coping, with an understanding of how methods children use for protection may lead to relational difficulties functioning in adulthood.
• Childhood trauma in the context of racial trauma and stress.

Required Readings:

Videos/Web Resources:
The National Child Traumatic Stress Network
https://www.nctsn.org

SAMHSA

Tutorial on Recognizing and Addressing Trauma in Infants, Children and their Families
https://www.ecmhc.org/tutorials/trauma/mod2_2.html

Adult Trauma, Interpersonal Violence and Single Event Trauma (Session 7)
• Overview of traumatic events and interpersonal violence in adulthood and its effects, including domestic violence, partner abuse, rape and sexual violence.
• Explore vulnerable and at-risk populations for adult trauma exposure, including persons in older adulthood, LGBTQ persons and persons of color.
• Indirect trauma exposure in adulthood: community, national and global violence intersecting with advances in social media and increased media exposure.
• The manifestation of traumatic reactions in adulthood: posttraumatic stress disorder.

Required Readings:


**Web/Video Resources:**
https://www.cdc.gov/violenceprevention/intimatepartnerviolence/index.html

**Complex Trauma (Session 8)**

• Overview of types of complex trauma: cumulative childhood trauma in the context of the caregiving system, including childhood neglect, and physical, sexual and emotional abuse. Survivors of cumulative trauma exposure related to war and terrorism.

• The biopsychosocial impact of childhood trauma on the developmental life-course of survivors:
  - Understanding complex reactions such as dissociation, somatization, identity development and the fragmented self, splitting, emotional regulation difficulties, among others.
  - Diagnostic challenges and barriers to accessing services.
  - Implications for the helping relationship.

**Required Readings:**


**Web/Video Resources:**
[https://www.mercyhome.org/blog/resources/nature-treatment-trauma/#.Xd09uuhKiU](https://www.mercyhome.org/blog/resources/nature-treatment-trauma/#.Xd09uuhKiU)

Video 3: Developmental Trauma and Youth Violence

Complex Trauma Treatment Network
[https://www.cttntraumatraining.org](https://www.cttntraumatraining.org)

Complex Trauma Resources
[https://complextrauma.org/about-us/](https://complextrauma.org/about-us/)

Complex Trauma Resources Canada
[https://www.complextrauma.ca](https://www.complextrauma.ca)

**Key Concepts and Practice Principles to Inform Social Work Practice with Survivors of Trauma and IPV (Session 9)**

- Posttraumatic growth and resiliency
- Grief, ambiguous loss and reconstructing one’s trauma narrative
- Power dynamics: the intersection of trauma narratives with social position and multiple identities
- Establishing safety
- Integration of the split self and identity development throughout the life course
- Transference traumatic reactions and countertransference working with survivors

**Required Readings:**


**Interventions for Social Work Practice with Children and Families Impacted by Trauma and IPV (Session 10)**

- The ARC Model
- Trauma-informed CBT for children and families
- The FITT Model
**Required Readings:**


**Web/Video Resources:**

Family Informed Trauma Treatment Center: FITT
https://www.thefittcenter.org/

Video 2: Poverty and Traumatic Stress: Strategies for Building Family Resilience
https://www.mercyhome.org/blog/resources/nature-treatment-trauma/#.Xd09uuhKiU1

The ARC Model

Video 1: ARC Implementation in Residential Care | The First Year – Refining the Mercy Model of Care

Trauma-Focused CBT for Children

**Interventions for Social Work Practice with Adults Survivors of Trauma and IPV (Sessions 11&12)**

- Cognitive behavioral interventions: Trauma-informed CBT, Prolonged Exposure
- Mindfulness-Based Stress Reduction
- Somatic Experiencing
- Eye-Movement Desensitization and Reprocessing
- Psychodynamic and Relational approaches

**Required Readings:**

  - Chapter 13, “Healing from Trauma: Owning Yourself”, p. 205-231.

Web/Video Resources:
Dr. Edna Foa: Anxiety, Trauma and how Prolonged Exposure Therapy Works for PTSD https://www.youtube.com/watch?v=wB6LOGA01D0

Trauma-Focused CBT: Counselor Toolbox https://www.youtube.com/watch?v=bTnXa4E9_rs

Dr. Daniel Siegal: Mindfulness Based Stress Reduction http://meditationscience.weebly.com/dr-dan-siegel-on-neuroplasticity-and-mindfulness.html:

Bessel van der Kolk: Overcome trauma with yoga https://www.youtube.com/watch?v=MmKfzbHzm_s

Cognitive Processing Therapy: VA https://www.youtube.com/watch?v=Tx3KdKZOS8

EMDR International Association https://www.emdria.org/page/what_is_emdr_therapy

Macro, Community-based Interventions and Trauma-informed care (Session 13)
• Trauma-informed care principles
• Community-based interventions
• Macro-policy for agencies offering trauma services
Required Readings:


Video/Web Resources:

Trauma-Informed Care Implementation Resource Center
[https://www.traumainformedcare.chcs.org](https://www.traumainformedcare.chcs.org)

Building the Dream: Trauma-Informed Care and ACE’s

Trauma-Informed Organizational Toolkit
[https://www.air.org/sites/default/files/downloads/report/Trauma-Informed_Organizational_Toolkit_0.pdf](https://www.air.org/sites/default/files/downloads/report/Trauma-Informed_Organizational_Toolkit_0.pdf)

**Trauma and IPV Among Minority Groups and Vulnerable Populations (Session 14)**

In this unit, students will learn about specific populations impacted by trauma including:

- Active service members in the military and their families, and veterans
- Immigrants and the migration experience
- The role of addiction and substance-use among survivors of trauma
- Cultural groups impacted by genocide, historical and cultural trauma, further reviewing intergenerational components

Required Readings:


**Web/Video Resources:**
Veteran John O’Brien talks about his experience with PTSD  
[https://www.youtube.com/watch?v=ZsmOgjOi9E](https://www.youtube.com/watch?v=ZsmOgjOi9E)

NCTSN: Refugee Trauma  
[https://www.nctsn.org/what-is-child-trauma/trauma-types/refugee-trauma](https://www.nctsn.org/what-is-child-trauma/trauma-types/refugee-trauma)

Addressing Psychological Trauma in Addiction Treatment (Lisa Najavits)  
[https://www.youtube.com/watch?v=efbcmFzflEY](https://www.youtube.com/watch?v=efbcmFzflEY)

**Additional Recommended Readings:**


