

WURZWEILER SCHOOL OF SOCIAL WORK YESHIVA UNIVERSITY

Social Work Practice with Trauma and Interpersonal Violence SWK 6685/ 8685 SUMMER 2019

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I. COURSE DESCRIPTION

Trauma and Interpersonal Violence is a clinical course that focuses on the social forces, prevalence, dynamics, types, effects and interventions specific to trauma and interpersonal violence. The course will examine the many faces of trauma including national and community trauma experiences, historical and geographic trauma, witnessing violence or other trauma events, interpersonal violence in both childhood and adulthood, specifically childhood sexual abuse, childhood physical abuse, domestic violence (partner abuse), rape/sexual assault, and adult survivors of child sexual abuse. In addition, the impact of the experience on subsequent development and functioning will be explored.

Students will be provided with an overview of the historical roots of movements that influenced social thought about the many faces of trauma and informed specific response strategies. Students will learn about the short and long term effects of trauma on human lives; they will explore the trauma experience in clients' lives from an ecosystem's perspective, including the psychiatric diagnosis of PTSD, a continuum of trauma response, DESNOS, and a developmental trauma disorder. Students will learn about individual and group intervention strategies, specific to trauma and violence including evidence-based models, crisis intervention, cognitive behavioral therapy, and mutual aid group work models, among others.

Through a unit on Secondary Traumatic Stress/Vicarious Trauma, students will learn about the personal effects of trauma work and will be exposed self-care strategies. This course will incorporate lectures, case presentations, discussion, small group exercises, possibly guest speakers, films, and student presentations and weekly student journaling.

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 and natural disaster and the complex effects on human lives. (Core competencies 2.1.7;2.1.4; 2,1.10d)
2. Demonstrate an understanding of the historical roots of movements and social/political forces influencing the field of trauma. (Core competencies 2.1.4)
3. Critically articulate orally and in writing the effects of interpersonal violence on children and adults and communities, including theories such as Post Traumatic Stress Disorder, development of healing environments and related concepts. (Core competencies 2.1.3; 2.1.1; 2.1.9)
4. Demonstrate mastery of knowledge and application of current intervention approaches including emergency care, forensic intervention, group work, casework modalities as well as policy development. (Core competencies 2.1.7; 2.1.9; 2.1.3; 2.1.1)
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 2.1.1; 2.1.2; 2,1.3; 2.1.7;2.1.9; 2.1.10)

INSTRUCTIONAL METHODS

Course Requirements

10% Assigned readings in preparation for and participation in class discussion

25% Reflective Journal

25% Written assignment I-Midterm: "Understanding Trauma".

25% Written assignment II-Final: "Intervention Strategies in Practice with Trauma".

15% class attendance and participation: This refers to punctual attendance in all classes and active, informed participation in class discussions and exercises.

A. Required Texts:

Courtois, C and Ford, J. (2016) Treatment of Complex Trauma A Sequenced, Relationship-Based Approach. New York: The Guilford Press.

Herman, J. (2016). Trauma and recovery: The aftermath of violence—From domestic abuse to political terror. New York: Basic Books.

B. Supplemental Texts:

Schwartz, A. (2016) The Complex PTSD Workbook: A Mind Body Approach to Regaining Emotional Control and Becoming Whole. California: Althea Press

Van dermoot Lipsky, L and Burke, C. (2009). Trauma Stewardship: An Everyday Guide to Caring for Self While Caring for others. Berrett-Koehler Publishers.

C. Additional articles

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

1. **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. (Core competencies 2.1.3; 2.1.4; 2.1.6; 2.1.7)

2. **Reflective Journal:** This assignment asks students to keep a reflective journal to be submitted weekly via canvas. Students should reflect on their reactions to class content and discussion, their reading, and their experiences in the field. This journal is expected to function as an integrative tool where students will process their learning through the writing openly and honestly. (Core competencies 2.1.1; 2.1.2; 2.1.3; 2.1.4; 2.1.7; 2.1.9; 2.1.10d)

3. Written assignment: Midterm –Understanding Trauma

(Core competencies 2.1.7; 2.1.4; 2.1.1; 2.1.10d; 2.1.9; 2.1.3)

The purpose of this assignment is for students to examine a particular population affected by trauma and write a paper addressing these areas:

- 1) Select to write about survivors of one of the following cohorts: child abuse, intimate partner violence, sexual assault, child sexual abuse, natural disasters, terrorism, and trafficking. Please think globally about these issues.
- 2) Describe (using the literature generously) the dynamics, effects, social forces contributing to this problem.
- 3) What are examples of myths and misconceptions surrounding this issue?
- 4) Write a one-page case illustration of a person who has experienced this type of trauma. (This can be culled from your fieldwork--disguise names--or created from your reading and thinking carefully about the issue).
- 5) Identify the person's social supports, strengths, needs, and unique cultural background.
- 6) Provide a one-page discussion of your reactions to this case and your experiences in supervision if this is a fieldwork case; if a created case, develop a discussion that would need to be processed in supervision.

Instructions: (1.) Spend time thinking about the above issues. (2) Read with breadth and depth. (3) Write clearly using ample references from relevant literature. **Do not use Internet sites except to download scholarly, professional articles.** All literature used should be taken from professional journals or texts. (4) All papers must be typed and use of APA 6

Edition is required. (5) Proofread papers before submitting them. (6) **All papers must be submitted in class on the due date. Any paper not submitted in class is considered may be distributed separately. 5. Written assignment: Final Paper- Intervention Strategies**

(Core competencies 2.1.10; 2.1.9; 2.1.2; 2.1.3; 2.1.6;2.1.7; 2.1.9)

The purpose of this assignment is for students to build on their learning in the first paper and to research and reflect on intervention strategies and approaches with survivors of trauma. Students are asked to write a paper responding to these areas:

1. 1) Building on what you learned in your first paper, identify and use the cohort from the first paper who was affected by trauma
2. 2) Briefly outline the dynamics of this type of abuse (for example child sexual abuse)
3. 3) Explore the social work literature and/or other interdisciplinary literature for intervention approaches or techniques for assisting this person/family/community. It is important to think in terms of integration of micro and macro level skills and theories for each cohort.
4. 4) What is the theoretical base for use of these integrated interventions?
5. 5) Identify one or two intervention strategies that are of particular interest and relevance for this identified client.
6. 6) Include a detailed discussion in which you illustrate use of social work skills, dynamics of case, client strengths, issues of transference and counter- transference. If this is a client from your fieldwork practice, use process recordings to provide illustrated examples. If this is not an example from field, create illustrated examples.

Instructions: (1) Read extensively before making a decision about the most effective intervention strategies. (2) Be sure to validate whether the strategy chosen has been studied and is considered evidence based and/or best practice. Your literature should validate this. (3). Write clearly using ample references. **Do not use Internet sites except to download scholarly professional articles.**

All literature used should be taken from professional journals and texts. (4) All papers must be typed and use of APA 6 Edition is required. (5) Proofread papers before submitting them. (6) **All papers must be submitted in class on the due date. Any paper not submitted in class is considered late. Late papers are not accepted.** (7) **Due Date: 13 class session.**

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 will automatically **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. **All possible accommodations must be discussed and negotiated with the individual professor, specific accommodations are not automatic.**

COURSE OUTLINE

Unit I. Introduction to the Field of Trauma & Interpersonal Violence (Session 1 June 5) Content Covered:

1. Overview of the course
2. Trauma Theories
3. Types of trauma
4. Historical roots of movements in the development of knowledge about trauma including the feminist, anti-rape and domestic violence movements
5. Social/Political Forces and beliefs influencing the field of trauma
6. National, global and community trauma.
7. Shared trauma

Required Readings:

Herman, Introduction, pp. 1-6, Chapter 1, pp. 8-32

*Pinheiro, Paulo Sergio (2006). World Report on Violence Against Children: Secretary- General's

Study on Violence Against Children. New York: United Nations

*Roby, J.L.(2012). Human trafficking in the United States: A case study of national policy and impact on victims. Social Dialogue, 2 (March) 22-31.

Unit II: Adverse Childhood Experiences and Childhood Trauma (June 12, 17,19)

- a. Overview of types of childhood trauma and adverse experiences.
- b. Risk factors
- c. Symptoms
- d. Review the ACE questionnaire
- e. Review outcomes of ACE study
- f. Interventions Strategies/Traumatic Interventions

Required Readings:

*ACE Study: Original Study PDF is available in Canvas

*Barker, Graham (2012) The effects of trauma on attachment. www.ccaa.net.au/documents

*Herman, Chap. 5, Child Abuse

*Julich, S. (2005). Stockholm syndrome and child sexual abuse *Journal of Child Sex Abuse*, 14, (3): 107-129.

Unit III : Adult Trauma & Interpersonal Violence (Sessions 5-6 June 24, 26)

Content Covered:

- a. Overview of Types & Dynamics
- b. Domestic Violence (Intimate Partner Violence Rape and Sexual Violence.

c.

- ii. Effects on Physical Health
- iii. Interpersonal Effects
- iii. Crisis Intervention for Immediate Victims

--Role of Hospitals --Shelters

--Legal Interventions

- d. Crime Victims

Required Readings:

Ahrens, C.E., Campbell, R., Wasco, S.M., Aponte, G., Grubstein, L., & Davidson, W.S. (2000) sexual assault nurse examiner (SANE) programs: An alternative approach to medical service delivery for rape victims. *Journal of Interpersonal Violence*, 15, 921-943.

Campbell, R., Wasco, S.M., Ahrens, C.E., Sefl, T., & Barnes, H.E. (2001). Preventing the "second rape:" Rape survivors' experiences with community service providers. *Journal of*

Grodner, E. & Sweifach, J. (2004). Domestic violence in the orthodox Jewish home: A value sensitive approach to recovery. *Affilia*, 19(3), 305-316.

Gross, J. (September 27, 2006). Forensic skills seek to uncover elder abuse. *The New York Times*,

Herman, Chapt. 2, Terror
Herman, Part II, Stages of Recovery

Unit IV: Impact of Trauma (Session 7-9 July 1, 3, 8)

Content Covered

- a. Post Traumatic Stress Disorder
- b. Complex Post Traumatic Stress Disorder
- c. Dissociation and Memory Loss
- d. Suicide
- e. Trust and formation in relationships

Required Readings:

Courtois and Ford (2016).

- Chapter 1 Complex Trauma and Traumatic Stress Response
- Chapter 2 Complex Traumatic Stress Reactions and Disorders

Briere, J. (2002). Treating adult survivors of severe childhood abuse and neglect: Further development of an integrative model. In J.E.B. Myers, L. Berliner, J. Briere, et al., The

Herman, Chapter 3, Disconnection

Unit V. Healing and Treatment Modalities (Session 10-12 July 10, 15, 17)

Content Covered:

- a. Grounding and body based interventions
- b. Trauma focused cognitive behavioral therapy (TF-CBT)
- c. Internal family systems
- d. DBT
- e. EMDR
- f. Relational therapy methods

Required reading:

Courtois and Ford:

- Chapter 3: Preparing for Treatment of Complex Trauma
- Chapter 4: Treatment Goals and Assessment
- Chapter 5: Phase 1: Safety, Stabilization, and Engagement-Measured in Skills, Not Time
- Chapter 6: Phase 2 and 3: Trauma Memory, Emotion Processing, and Applications to the Present and Future
- Chapter 7: Systemic Therapy across phases: Group, Couple, and Family Modalities

Herman, Part II, Stages of Recovery (review)

Unit VI. Impact of trauma work on social workers (Session 13 July 22)

- A. Vicarious Trauma
- B. Burnout
- C. Workplace stress
- D. Shared trauma
- E. Countertransference
- F. Professional quality of life
- G. Organizational responses

Required Readings:

Clemans, S.E. (2004). Vicarious traumatization: Strategies for social workers. *Social Work*

Unit VII: Review/Question and Answer (Session 14 July 24)

Recommended Readings:

Bibliography

Campbell, R. (2002). *Emotionally involved: The impact of researching rape*. New York:

Clemans, S.E. (2005). A feminist group for rape survivors. *Social Work with Groups*, 28(2), 59-75.

Clemans, S.E. (2004). Life changing: The experience of rape-crisis work. *Affilia*, 19(2), 146- 159. *Psychologist*, 48, 1062-1069.

