

**WURZWEILER SCHOOL OF SOCIAL WORK  
YESHIVA UNIVERSITY**

**Social Work Practice with Trauma and Interpersonal Violence**

**SWK 6685**

**Spring 2019**

**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 ecosystems perspective, including the psychiatric diagnosis of PTSD, a continuum of trauma response, DESSOS, 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. Demonstrate an understanding of the historical roots of movements and social/political forces influencing the field of trauma.
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)
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
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.

## INSTRUCTIONAL METHODS

### **Course Requirements**

15% Assigned readings in preparation for and participation in class discussions.

35% Written assignment I-Midterm: "Understanding Trauma".

35% 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:**

Herman, J. (1997). *Trauma and recovery: The aftermath of violence—From domestic abuse to political terror*. New York: Basic Books. ISBN: 0465087302; \$ 10.87. (CLASSIC)

#### **B. Supplemental Texts:**

Campbell, R. (2002). *Emotionally involved: The impact of researching rape*. New York: Routledge. ISBN: 0415925916. \$ 44.95.

Kristof, N.D. & WuDunn, S. (2009). *Half the sky: Turning oppression into opportunity for women worldwide*. New York: Alfred A. Knopf. ISBN: 978-0-307-26714-6, \$ 18.45.

### **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.

#### **2. Written assignment: Midterm –Understanding Trauma (competencies- 3,4,5)**

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 one of the following cohorts: child survivors of abuse, adult survivors of partner abuse, sexual assault victims, adult survivor of child sexual abuse, victims of war or natural disasters, victims of terrorism, victims of trafficking, and victims of chronic trauma. 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 field work--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 field work 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. All papers must be typed and use of APA 6<sup>th</sup> Edition is required. **All papers must be submitted in class on the due date.**

**Any paper not submitted in class is considered late. Due Date: 7<sup>th</sup> class session.**

**Additional details may be distributed separately.**

### **3. Written assignment: Final Paper- Intervention Strategies (Competencies-4,5,6,7,8)**

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) Building on what you learned in your first paper, identify and use the cohort from the first paper who was affected by trauma
- 2) Briefly outline the dynamics of this type of abuse (for example child sexual abuse)
- 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) What is the theoretical base for use of these integrated interventions?
- 5) Identify one or two intervention strategies that are of particular interest and relevance for this identified client.
- 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 field work practice, use process recordings to provide illustrated examples. If this is not an example from field, create illustrated examples.

All literature used should be taken from professional journals and texts. All papers must be typed and use of APA 6<sup>th</sup> Edition is required. **All papers must be submitted in class on the due date. Any paper not submitted in class is considered late. Due Date: 13<sup>th</sup> 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](mailto: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**

### **Unit I. Introduction to the Field of Trauma & Interpersonal Violence** **(Sessions 1, 2)**

#### **Content Covered:**

- a. Overview of the course
- b. Trauma Theories
- c. Trauma Types-faces of trauma
- d. Historical roots of movements in the development of knowledge about trauma including the feminist, anti-rape and domestic violence movements
- e. Social/Political Forces and Beliefs influencing the field of trauma
- f. National, global and community trauma.
- g. Shared trauma

#### **Required Readings:**

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

\*Danis, F.S. (2006). A tribute to Susan Schechter: The visions and struggles of the battered women's movement. *Affilia*, 21(3), 336-3441.

\*Collins, B.G. & Whalen, M.B. (1989). The rape crisis movement: Radical or reformist? *Social Work*, 34(1), 61-63.

\*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.

\*Saxe, Part 1, Chapters 1-5

Schechter, *Part 1*, Chapters 1-3, 1-53.

\*Zakour, M. J. (1997). Disaster research in social work. *Journal of Social Service Research*, Vol. 22, Issue 1-2. (CLASSIC)

## **Unit II: Emotional and Psychological Trauma (Session 3) Lecture**

- a. Definition of emotional and psychological trauma
- b. Causes of emotional and psychological trauma
- c. Risk factors
- d. symptoms
- e. Grief in traumatic recovery

## **Unit III: Childhood Trauma (Sessions 4-5)**

### **Content Covered:**

- a. Overview of Types & Dynamics
  - i. Child Physical Abuse
  - ii. Child Sexual Abuse, non-incest
  - iii. Incest
  - iv. Teen Relationship Abuse
  - v. Kidnapping/hostage/child soldier
- b. Effects on Survivors
- c. Intervention Strategies
- d. Traumatic Interventions-child welfare placements, medical treatments

### **Required Readings:**

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

\*Blizzard, R.A. & Bluhm, A.M. (1994) Attachment to the abuser: Integrating Object-Relations and Trauma theories in treatment of abuse survivors *Psychotherapy*, 31, (3), 383-390.

\*CLASSIC ARTICLE (1983), Chochilla Revisited. *American Journal of Psychiatry*, 140, (12), 1543-1550.

\*Favaro, A., Degortes, D., Colombo, G., & Santonastaso (2000) The effects of trauma among kidnap victims in Sardinia, Italy. *Psychological Medicine*, 30, 975-980.

- \*Finkelhor, D. (1990). Early and long term effects of child sexual abuse: An update. *Professional Psychology: Research & Practice*, 21, 325-330.
- \*Graham-Bermann, S., Kulkani, M.R., Kanukollu, S. (2011). Is disclosure therapeutic for children following exposure to traumatic violence? *Journal of Interpersonal Violence*, 26 (5) 1056-1076.
- \*Graham-Bermann, S & Levendosky, A. (1998) Traumatic stress symptoms in children of battered women. *Journal of Interpersonal Violence*, 13, (1) 111-128.
- \*Herman, Chapt. 5, *Child Abuse*
- \*Julich, S. (2005). Stockholm syndrome and child sexual abuse *Journal of Child Sex Abuse*, 14, (3), 107-129.
- \*May, J.C. (2005). Family attachment narrative therapy: Healing the experience of early child-hood maltreatment. *Journal of Marital and family Therapy*, Vol. 31, Iss.3, 221-237.
- \*Nelson-Gardell, D. (2001). The voices of victims: Surviving child sexual abuse. *Child & Adolescent Social Work Journal*, 18(6).

### **Suggested Readings:**

Sidebotham, P. & Heron, J. (2006). Child mal-treatment in the "children of the nineties": a cohort study of risk factors. *Child Abuse & Neglect*, 30(5), 497-522.

## **Unit IV: Adult Trauma & Interpersonal Violence (Sessions 6-8)**

### **Content Covered:**

- a. Overview of Types & Dynamics
  - i. Domestic Violence (Partner Abuse)
  - ii. Rape and Sexual Violence
- b. Effects on Survivors
  - i. Post Traumatic Stress Disorder
  - ii. Effects on Physical Health
  - iii. Interpersonal Effects
- c. Intervention Strategies
  - i. Crisis Intervention for Immediate Victims
    - Role of Hospitals
    - Shelters
    - Legal Interventions
  - ii. Short and Long-term methods
    - Casework
    - Group Work

--Community

### **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 Interpersonal Violence, 16*, 1239-1259.
- \*Cavanagh, K. (2003). Understanding women's responses to domestic violence. *Qualitative Social Work, 2*(3), 229-249.
- Clemans, S.E. (2005). A feminist group for women rape survivors. *Social Work with Groups, 28*(2), 59-75.
- \*Demarest, Rebecca (2009). The relationship between Stockholm syndrome and PTSD in battered women. *Student Pulse: Online Academic Student Journal. 1*, (11).
- Gibbon, M. (Oct. 29, 2006). My rapist: A news announcement brings word of him. *Lives, The New York Times Magazine 82*.
- \*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*
- Nagourney, E. (May 30, 2006). Screening: Women often hide domestic abuse from doctors. *The New York Times*,
- Olio, Karen & Cornell, William (1993) The therapeutic relationship as the foundation for treatment with adult survivors of sexual abuse. *Psychotherapy: Theory, Research, Practice, Training. Vol. 30* (3) Fall, 512-523.
- Pyles, L. & Postmus, J.L. (2004). Addressing the problem of domestic violence: How far have we come? *Affilia, 19*(4), 376-388.

### **Suggested Readings:**

Beckerman, N.L. (2003). Counter-transference issues for the worker faced with sexual abuse issues in practice. *Clinical Supervisor, 21*(2), 73-89.

Belluck, P. (April 1, 2006). New Maine law shields animals in domestic violence cases. *The New York Times*,

Razza, N.J. & Tomasulo (2004). *Healing Trauma: The Power of Group Treatment for People with Intellectual Disabilities*. Washington, D.C.: American psychological Association

## **Unit V: Adult Survivors of Childhood Abuses, Terror, Hostage & Military (Session 9-12)**

### **Content Covered**

- a. Overview of Types and Dynamics
  - i. Survivors of Childhood Sexual Abuse
- b. Effects on Survivors
  - i. Dissociation and Memory Loss
  - ii. Trust and the formation of relationships
- c. Intervention Strategies
  - i. Individual
  - ii. Group
  - iii. Community

### **Required Readings:**

\*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 APSAC handbook on child maltreatment, 2<sup>nd</sup> Edition* (pp. 175-202).

\*Courtois, C.A. (1992). The memory retrieval process in incest survival therapy. *Journal of Child Sexual Abuse, 1*(1), 15-31.

\*Ford, J.D. (1999) Disorders of extreme stress following warzone military trauma: Associated features of PTSD or Comorbid but distinct syndromes. *Journal of Consulting and Clinical Psychology, 67*, (1) 3-12. (CLASSIC)

Herman, Chapter 3, *Disconnection*

Herman, Part II, *Stages of Recovery* (review)

Kamau, M., Silove, D., Steel, Z., Catanzaro, R., Bateman, C., & Solvig, E. (2004) Psychiatric Disorders in an African refugee camp. *Intervention, 2*, (2), 84-89.

Njebga, F., Nguithi, A., & Kang'ethe, R. (2006) War and mental disorders in Africa *World Psychiatry*, 5, (1) 38-39.

**Recommended Readings:**

McCann, I. & Pearlman, L.A. (1990). *Psychological trauma and the adult survivor*. New York: Brunner/Mazel.

**Unit VI. Implications of Trauma Work on Workers (Session 12-14)**

**Content Covered:**

- a. Vicarious Traumatization framework, history, current research, and applicability
  - i. Compassion Fatigue
  - ii. Burnout
  - iii. Countertransference
- b. Shared trauma
- c. Self-assessment
- d. Self-care strategies
- e. Organizational responsiveness

**Required Readings:**

Saakvitne & Pearlman, Introduction and Chapters 1-3

Raine, Part 2

Clemans, S.E. (2004). Life changing: The experience of rape crisis work. *Affilia: Journal of Women and Social Work*, 19(2), 146-159.

\*Clemans, S.E. (2004). Vicarious traumatization: Strategies for social workers. *Social Work Today*, 4 (2), 13-17.

\*Cunningham, M. (1999). The impact of child sexual abuse treatment on the social work clinician. *Child & Adolescent Social Work Journal*, 16(4), 277-290.

\*Dane, B. (2002). Duty to inform: Preparing social work students to understand vicarious traumatization. *Journal of Teaching in Social Work*, 22(3/4), 3-20.

\*Figley, C. (2002). Compassion fatigue self-test for care providers--*Revised* (pp. 134-135). In Figley, C. (Ed.) *Treating compassion fatigue*. New York: Routledge.

## **Recommended Readings:**

Campbell, Chapter 1 &2

Figley, C.R. (2002). (Ed.) *Treating compassion fatigue*. New York: Routledge.

Shay, J. (2003). *Odysseus in America: Combat trauma and the trials of homecoming*, Schribner.

## **Bibliography**

Brownmiller, S. (1975). *Against our will: Men, women, and rape*. New York: Bantam.

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

Collins, P.H. (1991). *Black feminist thought*. New York: Routledge.

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.

Estrich, S. (1987). *Real rape: How the legal system victimizes women who say no*. Cambridge:Harvard.

Helfrich, C.A. & Rivera, Y. (2006). Employment skills and domestic violence survivors: A shelter-based intervention. *Occupational Therapy in Mental Health, 22*(1), 33-48.

Koss, M.P. (1993). Rape: Scope, impact, interventions, and public policy responses. *American Psychologist, 48*, 1062-1069.

Raine, N.V. (1998). *After silence: Rape and my journey back*. New York: Crown.

Schechter, S. (1982). *Women and male violence: The visions and struggles of the battered women's movement*.