Course Description

This course will introduce students to the core concepts (general theory and foundational knowledge), informing evidence-based assessment and intervention for traumatized children and adolescents who are in the child welfare system. Strength-based practice will be highlighted along with a focus on the identification of protective and promotive factors that foster resiliency and post-traumatic growth. Trauma is broadly defined, and includes children and adolescents exposed to traumatic events including, abuse and neglect and witnessing interpersonal crime (e.g. domestic violence), community violence and other traumatic events who have come into contact with the child welfare system. The course will highlight the role of development, culture and empirical evidence in trauma-specific assessment, referral and interventions with children, adolescents and their families within a child welfare context. It will address the level of functioning of primary care giving environments and assess the capacity of the community and the child welfare system to facilitate restorative processes.

LEARNING OBJECTIVES

At the end of the course the student will be able to:

- Explain how traumatic experiences are inherently complex;
- Illustrate how trauma occurs within a broad context that includes children’s personal characteristics, life experiences and current circumstances.
- Appraise the manner in which trauma events often generate secondary adversities, life changes and distressing reminders in children’s daily lives.
- Evaluate a wide range of reactions to trauma and loss experienced by a child and family.
- Examine the manner in which danger and safety are core concerns in the lives of traumatized children.
- Provide a framework for intervention that addresses the level of functioning of primary care-giving environments, including parent/caregiver and family unit.
- Describe how pre-existing protective and promotive factors can reduce the adverse impacts of trauma exposure across development.
- Identify how posttraumatic adversities strongly influence development.
- Describe how traumatic experiences evoke strong biological (neurological) responses.
Examine the manner in which culture is closely interwoven with traumatic experiences, response and recovery.

Determine the manner in which interventions with trauma exposed children and adolescents need to address ethical and legal issues as they arise.

Recognize how interventions with trauma-exposed children and adolescents impact the practitioner in working with these populations.

**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 that 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.

**CONFIDENTIALITY**

Given the nature of classroom discussion and the presentation of case materials and at times personal revelation in class, students are reminded that the same commitment to confidentiality with clients extends to classmates. What is shared in class stays in class.

**Students with Disabilities**

Students with disabilities who are enrolled in this course and who will be requesting documented disability-related accommodations are asked to make an appointment with the Office of Disability Services, Rochelle Kohn, Beren Campus, 917-326-4828, rkohn1@yu.edu, Abby Kelsen, Wilf Campus, 646-685-0118, akelsen@yu.edu, during the first week of class. After approval for accommodations is granted, please submit your accommodations letter to Disability Services Office immediately.
Electronic Reserve

Most of the articles mentioned in the curriculum are available on electronic reserve [E-RES]. You can access the full text articles from your home or from a university computer at no charge.

**How do I Use Electronic Reserves?**

1. Go to the library’s online resources page:

2. Click on Electronic Reserves. If you are off-campus, at this point you will be prompted for your Off Campus Access Service login and password.

3. Click on “Search Electronic Reserves” or on “Course Index,” and search by instructor’s name, department, course name, course number, document title, or document author.

4. Click on the link to your course.

5. Enter the password given to you by your instructor.

6. Locate and click on the item you wish to view. Titles beginning with "A", "An", or "The" are alphabetized under "A" and "T" respectively.

7. When the article text or book record appears on the screen, you can print, email, or save it to disk.

To view documents that are in pdf format, the computer you are using must have Adobe Acrobat Reader software. You can download it FREE at [www.adobe.com/products/acrobat/readstep2.html](http://www.adobe.com/products/acrobat/readstep2.html)

**Required Texts**


**Recommended Texts**


**Course Requirements/Assignments**

Students are expected to complete all course readings prior to the date for which they are assigned. There will be two brief written assignments due throughout the course, two group presentations, and a final paper. In addition students must complete the Trauma-Focused Cognitive Behavioral Therapy course available on the web. These are outlined in detail in the assignments section of this syllabus.

**Course Structure**

The objectives of the course will be met through regular attendance and participation in the class which will combine an intensive examination of 5 case vignettes with brief lectures, role play, class exercises, the use of films and videotapes, and class discussion. The structure of the course is divided into 3 units organized according to developmental age.

**Grades**

Grades will be based upon:

- Class participation (including attendance): 25%
- Learning Issues Assignment: 10%
- Two reflection papers: 25%
- Trauma-Focused CBT web course: 10%
- Final paper: 30%

**Assignment I - Learning Issues Presentation**

**Goal of the Assignment:**

To familiarize you with the literature that can inform the experience of a traumatized child, adolescent and/or their family and to assist you in the development of trauma-informed intervention and treatment plans for children and families.

**Tasks:**

During the semester, each student will have the responsibility for identifying a topic or question to investigate. This topic or question should emerge from the discussion of one of the cases. The student should search the literature using on-line resources to answer to the question or topic. The question and findings are summarized in an oral presentation to the class at the start of the next class session.

**Format:**

This is a 5-10-minute oral presentation by the student. Each student will participate in one presentation during the course.

**Weight:** 10% of course grade
Reflection Papers (Assignment II and III)

Goal of the Assignment:

Each assignment has a specific educational goal. The first paper provides the opportunity to organize and conceptualize case data using one core concept so that students will be able to demonstrate in-depth understanding and application of a core concept. Because self-care is important for providers, the second assignment permits students to reflect on their reactions to case material and to "rehearse" steps that they can take to examine and manage their own responses.

Tasks:

In the first reflection paper, the student demonstrates their understanding of the core concepts. In the second, they present self-reflection in regard to a case as well as using the literature on vicarious traumatization to inform their discussion. Each of these is described below.

Format: Each paper should be double-spaced, 12 point font, type-written, APA-6 style and 5-6 pages in length.

Due: Reflection paper 1 due June 22, 2015  
Reflection paper 2 due July 1, 2015

Weight: 25% of course grade (each paper is worth 12.5%)
Reflection Paper #1:

Using the Amarika OR Juan case, organize selected facts of the case through the lens of one core concept. Discuss the facts in a way that promotes understanding of the child’s / family’s experience of trauma. Discuss how the core concept relates to an understanding of risk and protective factors. (35 pts.)

<table>
<thead>
<tr>
<th>Elements of Assignment</th>
<th>Exceeds expectations</th>
<th>Meets expectations</th>
<th>Below expectations</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>A</td>
<td>B+</td>
<td>B</td>
</tr>
<tr>
<td>1. Organize selected facts of one case using one core concept and discuss the facts in a way that promotes understanding of the child’s / family’s experience of trauma</td>
<td>Organizes selected facts of one case coherently through the lens of the core concept, demonstrates in-depth consideration of the facts, and demonstrates a basic understanding of the child’s / family’s experience of trauma</td>
<td>Organizes selected facts of one case coherently through the lens of the core concept and demonstrates a basic understanding of the child’s / family’s experience of trauma</td>
<td>Core concept is not used to organize the facts, or the discussion is unclear or unorganized</td>
</tr>
<tr>
<td>2. Define risk factors. Discuss how core concept relates to understanding of risk factors</td>
<td>Provides a definition. Substantive discussion that relates the core concept to specific discussion of risk factors at individual, family, and macro levels, with thoughtful support for statements made</td>
<td>Provides a definition. Basic discussion that relates the core concept to individual or family risk factors, with some support for statements made</td>
<td>No definition provided. Discussion is broad and does not identify discrete risk factors</td>
</tr>
<tr>
<td>3. Define protective factor. Discuss how core concept relates to understanding of protective factors</td>
<td>Provides a definition. Substantive discussion that relates the core concept to specific discussion of protective factors at individual, family, and macro levels, with thoughtful support for statements made</td>
<td>Provides a definition. Basic discussion that relates the core concept to individual or family protective factors, with some support for statements made</td>
<td>No definition provided. Discussion is broad and does not identify discrete risk factors</td>
</tr>
<tr>
<td>4. Graduate-level writing, correct grammar, sentence structure, APA style for citations/references</td>
<td>Excellent, no errors / one error</td>
<td>Good, a few errors</td>
<td>Poor, a number of errors, or plagiarizes</td>
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</table>
Reflection Paper #2: “Self Care”

Identify your personal reactions to the case of Amarika, Juan or Hector. If you were the social worker, how might your reactions affect your working relationships with the children, caregivers, and/or other professionals in the case? What self-care strategies would you use to manage your own intense reactions and possible vicarious trauma? **Review and cite literature** about vicarious trauma and self-care that provided help in thinking about care for yourself.

<table>
<thead>
<tr>
<th>Elements of Assignment</th>
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</tr>
</thead>
<tbody>
<tr>
<td>1. Discuss your personal reactions to the case of Amarika, Juan, OR Hector.</td>
<td>Identifies personal reactions that are linked to the case; clearly articulates the feeling and thought content of reactions; the response demonstrates exploration of self and identifies bias, stereotyping, and/or empathic identification that may be in evidence</td>
<td>Identifies personal reactions that are linked to the case and articulates basic feeling and thought content of those reactions; demonstrates some exploration of self</td>
<td>Identifies personal reactions in a global way; articulates feelings or thoughts without clarity.</td>
</tr>
<tr>
<td>2. If you were the social worker, how might your reactions affect your interactions with the children, caregivers, and/or other professionals in the case?</td>
<td>Provides substantive discussion about the relationship between personal reactions and their effect on the working relationship with family and/or other professionals; reactions are discussed with empathy toward the people in the case and a recognition of how one’s own reactions may be helpful or hurtful to the working relationship</td>
<td>Provides basic discussion about the relationship between personal reactions and their effect on the working relationship with family or other professionals; discusses reactions with some empathy toward the people in the case and recognizes how one’s own reactions may broadly affect the working relationship</td>
<td>Provides inadequate discussion about the relationship between personal reactions and their effect on the working relationship; absence of empathy;</td>
</tr>
<tr>
<td>3. What self-care strategies would you use to manage your own intense reactions and possible vicarious trauma? <strong>(Review and cite literature</strong> about vicarious trauma and self-care that provided help in thinking about care for yourself)</td>
<td>Provides substantive discussion of self-care strategies as they relate to personal reactions from element #1; demonstrates integration of literature by citing 2 or more sources;</td>
<td>Provides basic discussion of self-care strategies as they relate to personal reactions from element #1; demonstrates some integration of literature by citing at least one source sources</td>
<td>Discusses self-care broadly without citing the literature</td>
</tr>
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</table>
IV. Final Paper

Goal of the Assignment:

To demonstrate your ability to apply the course content, including the core concepts and the framework incorporating an understanding of both individual and system factors, to one of your own cases.

Tasks:

1. Identify one of your own child or adolescent cases. Summarize the presenting problem and relevant history. If you do not currently have a case, use the Case of James for purposes of this assignment.
2. Provide a trauma-informed assessment of your client across the domains of functioning outlined in the Cook et.al (2005) article. Use the assessment process described in Saxe et al to assess the client in terms of emotional and behavioral regulation as well as the stability of the client’s environment.
3. Using the core concepts (see handout) as a guide for prioritizing treatment issues, identify the most immediate treatment issues for your client.
4. Based on your assessment of the client, use the Saxe et.al assessment grid to determine the phase of treatment. Describe the phase of treatment you are in with your client (see Saxe et al., chapter 8)
5. Summarize the work with the client (and family if appropriate) to date and identify (briefly) next steps.

Format: Type-written, 12 point-font, double spaced paper of 15-20 pages with bibliography in APA-6 style.

Due Date: Outline due July 8, 2015
            Paper due July 15, 2015 via email to jbecker@yu.edu

Weight: 30% of course grade

V. Trauma-Focused Cognitive Behavior Therapy Web Course

Go to the website for Trauma-Focused Cognitive Behavior Therapy (CF-CBT) http://tfcbt.musc.edu/ (you can always find this if you Google “tf-cbt”).

Login and complete the course. This web based course complements the readings and class content. At the end of each module there is a post-test. You will have to complete the post test before you can move on to the next module.

Print out and hand in the certificate of completion by March 12, 2015.

Weight: 10% of course grade
SCHEDULE OF READINGS

Session 1:

Orientation to the course and syllabus review
Overview of core concepts and how they are used in the course
Course structure and expectations

Required Readings


Session 2, 3 and 4:

Unit I - INFANCY AND PRESCHOOL

Case 1

Amarika - One and one-half year old African American female; witness to community violence (mother shot); historical trauma

Learning Objectives

At the conclusion of session 2, 3 and 4, the learner should be able to:

Know that very young children, including babies in the first year of life, are affected by traumatic events in their physiological, emotional, social, and cognitive functioning and enact the traumatic experience through their behavior even when are unable to describe it verbally.

Understand that caregiver and child functioning are inter-connected and influence each other, especially during the first five years of life.

Identify specific ways in which the young child’s biological, emotional, social, and cognitive development may be affected by the experience of trauma.

Appreciate that historical trauma and other preexisting ecological stressors can affect the family's perception of and response to the trauma.

Identify engagement skills used with infants and caregivers.

Understand the critical importance of trauma informed preventive services in preventing future child abuse and neglect in families suffering traumatic events.
**Required Readings** (for sessions 2, 3 and 4)

Fontes (2005) Chapter 1-2

TF-CBT Module: Psychoeducation

**Resource Readings** (for sessions 2, 3 and 4)

Sessions 5 and 6:

Case 2

Juan – Three-year-old Latino male: victim of paternal sexual abuse

Learning Objectives

At the conclusion of class session five and six, the learner should be able to:

- Appreciate the impact of sexually inappropriate and possible traumatic events on a pre-school child.
- Understand the impact of the parent/caregiver's reaction to the suspected sexual abuse and how that impacts the child's experience of and recovery from the traumatic event.
- Be aware of the behavioral manifestations of exposure to sexually inappropriate material (through witnessing) or as a consequence of sexual molestation.
- Learn how to enlist parent/caregiver in the therapeutic process.
- Appreciate the role of external, authoritative systems (e.g. CPS) in securing, or failing to secure, a safe environment for the child and family.
- Identify the manner in which culture affects and interacts with the child and family response to the trauma, and to helping professionals.
- Appreciate the impact of sexually inappropriate and possible traumatic events on a pre-school child.
- Learn how to work with a case of sexual abuse and a traumatized child in a way that will not compromise future legal proceedings and prevent future occurrences of child sexual abuse.

Required Readings (for sessions 5 and 6)

Fontes (2005) Chapters 3-4
Saxe, Ellis & Kaplow (2007). Chapters 5-7

TF-CBT Modules: Stress Management and Affect Regulation and Modulation

Resource Readings (for sessions 5 and 6)


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**Unit II - ELEMENTARY SCHOOL AGE**

**Sessions 7, 8, and 9:**

**Case 3**

**Hector**- a 7-year-old boy of Puerto Rican descent, living in foster care as a result of physical abuse.

**Learning Objectives**

At the conclusion of session 7, 8, and 9 the learner should be able to:

1. Identify the possible effects of traumatic experiences on social, emotional, and academic functioning
2. Identify pre-existing factors which can reduce the impact of a traumatic event
3. Identify the link between trauma reminders and episodes of emotional or behavioral dysregulation.
4. Develop a plan for assessing trauma exposure and impact.
5. Identify traumatic-stress related symptoms and diagnoses.
6. Develop an initial intervention plan for addressing traumatic-stress related emotional and behavioral difficulties.

**Required Readings (session 7, 8, and 9)**


Fontes (2005) Chap. 5 and 7


**Resource Readings (sessions 7, 8, and 9)**


**Sessions 10, 11, and 12:**

**Case 4**

**Geraldine** - 9 year old, African American female, who was in the home when her mother was murdered.

**Learning Objectives**

At the conclusion of sessions 10, 11, and 12 learners should be able to:

1. Describe the impact of traumatic loss of a parent in early childhood.
2. Identify secondary adversities characteristic of the loss of a parent in childhood.
3. Identify the unique characteristics of an assessment conducted during the acute phase of a traumatic experience.
4. Identify the unique legal considerations that need to be made in the case where a child witnesses one parent kill another.
5. Identify triggering experiences (both internal and external) for Geraldine.
6. Identify the ways in which Geraldine experiences this murder that are specific to her developmental level.
7. Identify the cultural factors and processes that may be influencing this family’s experience of trauma (e.g., kinship family network, spirituality, historical trauma, interactions with legal and child welfare systems).
8. Utilize a comprehensive assessment of the child’s trauma experiences and their impact on the child’s behavior and development to coordinate services with other agencies, such as schools and mental health clinics.
9. Identify and support stable relationships in the life of the child i.e. a teacher or neighbors.

**Required Readings (for sessions 10, 11, and 12)**


**Resource Readings (for sessions 10, 11, and 12)**


**Unit III - ADOLESCENCE**

**Sessions 13-14:**

**James** - 13-year-old Caucasian (fourth generation Irish and German-American) boy living with his maternal uncle after being physically abused by his father and witnessing domestic violence

**Learning Objectives**

At the conclusion of this class session the learner should be able to:

Identify the types of trauma and maltreatment that James describes having experienced, including both (more overt) physical abuse and (more subtle) neglect.

Describe James’ fears and beliefs from the perspective of an adolescent boy who has grown up experiencing recurrent physical abuse, neglect, and domestic violence.

Describe how James’ reactions to abuse and neglect reflect his attempts to cope with ongoing threat.

Explain how physical abuse and neglect during childhood and early adolescence may lead to serious adverse developmental consequences. Provide examples by identifying major developmental domains (peer relations, etc.) in James’ life that may have been disrupted by his repeated exposure to physical abuse, neglect, and domestic violence.
Explain why the specific ways in which society and its authorized agents (e.g. school personnel, child protective services, criminal justice system, law enforcement) responds to adolescents' reports of abuse play a critically important role in their recovery.

**Required Readings**


Saxe, Ellis & Kaplow (2007) Chap. 11, 12 & 16

**Resource Readings**


**Session 15: Course Review and Future Learning**

Review core concepts, TF-CBT, and TST

**Required Reading:**


**Recommended Reading**

Indian Child Welfare and Trauma


Historical Trauma


WEBSITES AND RESOURCES

INTERNET RESOURCES:
Chicago Safe Start: www.chicagosafestart.net
Administration for Children and Families: http://www.acf.dhhs.gov/
Center for Disease Control and Prevention: www.cdc.gov/ViolencePrevention/index.html
Child Trauma Academy Online Training (Bruce Perry): http://www.childtraumaacademy.com/amazing_brain/index.html
The Children’s Defense Fund: www.cdf.org
Fun Resources for Kids: http://kids.niehs.nih.gov/braint.htm
Headington Institute Human Trafficking: http://www.humantrafficking.org/
Information for Practice: http://www.nyu.edu/socialwork/ip/
Institute for the Advancement of Social Work Research: http://www.iaswresearch.org/
Institute for Women’s Policy Research: http://www.iwpr.org/
Irving B. Harris Training Center for Infant and Toddler Development: The University of Minnesota: College of Education and Human Development: www.harristrainingcenter.org
NASW Standards for Practice: (Available by specialty area) www.socialworkers.org
National Center for Children Exposed to Violence: www.nccev.org/violence/index.html
National Center for Children in Poverty: http://www.nccp.org/
National Center for PTSD: www.ncptsd.org
National Institute on Drug Abuse: http://www.nida.nih.gov/
National Institute for Trauma and Loss in Children: http://www.starrtraining.org/tlc
National Center for Trauma Education and Workforce Development: http://www.ncswtraumaeq.org/
Ounce of Prevention: www.ounceofprevention.org
The Annie E. Casey Foundation: http://www.aecf.org/
The Urban Institute: http://www.urban.org/
Society for Prevention Research: http://www.preventionresearch.org/
Substance Abuse and Mental Health Services Administration: http://www.samhsa.gov/
Trauma-informed Art Therapy: http://www.cathymalchiodi.com/Trauma%20Informed%20Art%20Therapy.html
Violence Policy Center: www.vpc.org
Yale Child Study: www.info.med.yale.edu/chldstdy/
Zero to Three: http://www.zerotothree.org

NATIONAL CHILD TRAUMATIC STRESS NETWORK
http://www.nctsn.org
Relevant Resources:
Child Welfare Trauma Training Toolkit
http://www.nctsnet.org/nccts/nav.do?pid=ctr_cwtool
Facts on Traumatic Stress and Children with Developmental Disabilities
Facts on Trauma and Homeless Children
http://www.nctsnet.org/nctsn_assets/pdfs/promising_practices/Facts_on_Traumaand_Homeless_Children.pdf
Helping Children in the Child Welfare System Heal From Trauma: A Systems Integration Approach
http://www.nctsnet.org/nctsn_assets/pdfs/promising_practices/A_Systems_Integration_Approach.pdf
Culture and Trauma
http://www.nctsnet.org/nccts/nav.do?pid=ctr_top_srvc

National Native Children’s Trauma Center
http://www.iersum.org/National_Native_Childrens_Trauma_Center

Indian Country Child Trauma Center
http://www.icctc.org/

Chadwick Center for Children and Families
http://www.chadwickcenter.org/
Trauma Assessment Pathway-On-line Assessment Training
http://www.chadwickcenter.org/Assessment-Based%20Treatment.htm
Adaptation Guidelines for Serving Latino Children and Families Affected by Trauma
http://www.chadwickcenter.org/WALS.htm

The California Evidence-based Clearinghouse for Child Welfare
http://www.cebc4cw.org/

The Research Center for Family Support and Child Mental health
http://www rtc.pdx.edu/index.php