I. COURSE PURPOSE

This course is designed to provide social work students with information on experiences of trauma and the current social work interventions on micro, mezzo, and macro levels. Course content covers the range of theoretical, policy and practice issues involving a wide range of traumatic experiences such as war, sexual violence, child abuse and neglect, intimate partner violence, and elder abuse. The course is taught using Trauma Theory, Empowerment Theory, Feminist Theory, Social Constructionism, and the Strengths Perspective. A survey of trauma across the lifespan will be integrated to allow students to gain a greater understanding of the cumulative and overlapping effects of traumatic experiences. Students will use a value-critical approach for analyzing policies and programs designed to address the phenomena that contribute to trauma. Finally, the course will address vicarious trauma (VT), or the effects on the work on the social worker, as well as methods for addressing VT in social work practice. The course takes a social justice approach with an emphasis on addressing the human rights to dignity and safety; the protection of those who are vulnerable and oppressed; and the use of practice interventions that create change within individuals, communities, and the larger society.

II. COMPETENCIES AND PRACTICE BEHAVIORS

The Council on Social Work Education (CSWE) requires that students meet 10 core competencies, which are operationalized as practice behaviors. Each course is designed to cover one or more of the ten core competencies and each course is also designed to cover some, but not all of the practice behaviors within a competency. Upon completion of this course, students will able to demonstrate the following practice behaviors within the noted competencies:
<table>
<thead>
<tr>
<th>Competency</th>
<th>Clinical Practice Behaviors</th>
<th>Combined Practice Behaviors</th>
<th>Social Change Practice Behaviors</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Competency #1</strong>&lt;br&gt;Professional Identity: Identify as a clinical social worker &amp; conduct self accordingly.</td>
<td>Social workers demonstrate professional use of self across all practice settings. Develop, manage, and maintain therapeutic relationships with clients within the person-in-environment and strengths perspectives.</td>
<td>Social workers demonstrate professional use of self across all practice settings. Develop, manage, and maintain therapeutic and professional relationships with clients within the person-in-environment and strengths perspectives.</td>
<td>Social workers demonstrate professional use of self across all practice settings.</td>
</tr>
<tr>
<td><strong>Competency #2</strong>&lt;br&gt;Ethical Practice: Apply social work ethical principles to guide clinical practice.</td>
<td>Social workers recognize and manage personal biases in practice settings. Social workers recognize and negotiate the complexities that can arise when organizational policies/procedures interact with competing professional standards for ethical social work practice.</td>
<td>Social workers recognize and manage personal biases in practice settings. Social workers recognize and negotiate the complexities that can arise when organizational policies/procedures interact with competing professional standards for ethical social work practice.</td>
<td>Social workers recognize and manage personal biases in practice settings. Social workers recognize and negotiate the complexities that can arise when organizational policies/procedures interact with competing professional standards for ethical social work practice.</td>
</tr>
<tr>
<td><strong>Competency #4:</strong>&lt;br&gt;Diversity in Practice: Engage diversity and demonstrate awareness of the complexities regarding identity differences and how they play out in clinical practice.</td>
<td>Social workers practice within the context of difference in shaping the life experiences of clients, themselves, and the working alliance.</td>
<td>Social workers practice within the context of difference in shaping the life experiences of clients, themselves, and the working alliance.</td>
<td>Social workers practice within the context of difference in shaping the life experiences of clients, themselves, and the working alliance.</td>
</tr>
<tr>
<td>Competency #5</td>
<td>Human Rights &amp; Justice:</td>
<td>Advance human rights through understanding how social and economic justice factors impact clinical practice</td>
<td></td>
</tr>
<tr>
<td>--------------</td>
<td>------------------------</td>
<td>--------------------------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Social workers practice with the understanding that societal structures and values may oppress, marginalize, and alienate, or create, enhance, and privilege different cultural groups within a society.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social workers advocate at multiple levels for the human rights of marginalized populations.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Social workers practice with the understanding that societal structures and values may oppress, marginalize, and alienate, or create, enhance, and privilege different cultural groups within a society. Social workers advocate at multiple levels for the human rights of marginalized populations.

<table>
<thead>
<tr>
<th>Competency #6</th>
<th>Research Based Practice:</th>
<th>Engage in research-informed practice and practice-informed research</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social workers critically evaluate and utilize theoretical models and empirical research methods for the purpose of informing and evaluating social work practice and programs.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social workers critically evaluate and utilize theoretical models and empirical research methods for the purpose of informing and evaluating social work practice and programs.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Social workers critically evaluate and utilize theoretical models and empirical research methods for the purpose of informing and evaluating social work practice and programs.

<table>
<thead>
<tr>
<th>Competency #7</th>
<th>Human Behavior:</th>
<th>Apply knowledge of human behavior and the social environment.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social workers differentially apply theories of human behavior that address the bio-psycho-social-spiritual nature of clients and the social environment to guide social work practice.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social workers differentially apply theories of human behavior that address the bio-psycho-social-spiritual nature of clients and the social environment to guide social work practice.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Social workers differentially apply theories of human behavior that address the bio-psycho-social-spiritual nature of clients and the social environment to guide social work practice.

<table>
<thead>
<tr>
<th>Competency #8</th>
<th>Policy Practice:</th>
<th>Engage in policy practice to advance social and economic well-being and to deliver effective social work services.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advocate with and inform administrators and legislators to influence policies that affect clients and services.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Advocate with and inform administrators and legislators to influence policies that affect clients and services.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Advocate with and inform administrators and legislators to influence policies that affect clients and services.

<table>
<thead>
<tr>
<th>Competency #9</th>
<th>Practice Contexts</th>
<th>Respond to contexts that shape clinical practice.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social workers assess the current political, economic, social, and cultural climate as it affects the most vulnerable members of society.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social workers assess the current political, economic, social, and cultural climate as it affects the most vulnerable members of society.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Social workers assess the current political, economic, social, and cultural climate as it affects the most vulnerable members of society.
III. COURSE REQUIREMENTS

A. Required Texts:


B. Recommended Texts:


C. Helpful Texts for More Information:


Herman, J. L. (1997). *Trauma and recovery: The aftermath of violence--from domestic abuse to political terror.* New York: Basic Books.


D. **Other Required Readings**

There are other required readings listed for each week that come from scholarly journals. These articles are posted on Blackboard and can be accessed by going to [http://bb8.cua.edu](http://bb8.cua.edu). Students must login using their CUA username and password (same one used for Cardinal Mail). Individuals not enrolled in this course may not have access to the Blackboard page or readings.

E. **Course Assignments**

1. **Attendance and Class Participation**

   Students are expected to complete all assigned readings, arrive to class on time, and be fully prepared to actively participate in all class exercises and discussions. All practice content in discussions must be kept confidential, in keeping with the Student Confidentiality Agreement.

   Missing class sessions will result in a significantly reduced grade. Arriving to class late or leaving early (30 minutes or more) will be considered an absence. Class participation
requires the student to have reviewed the readings in advance, and be fully present and engaged in the material for the entire class meeting. When in class, all electronic devices should be turned off or set to silent operation. Computers or tablets should be used in class to further learning only. If they are used for non-academic purposes during class time, the instructor reserves the right to prohibit their use in class.

2. Weekly Discussion Board Postings
Students are expected to post one question from the readings to the Blackboard Discussion Board no later than 12:00 noon the day of class. These will be used to guide discussion. Questions should reflect critical thinking.

3. Trauma-Informed Services Analysis – Due Class 4
See Attachment A for detailed description

Students are required to submit a one-page proposal for their paper and a preliminary reference list with a minimum of ten scholarly references OR a group project contract.

5. Scholarly Paper – Due Class 14 OR Group Presentation - Classes 6-13
Students choose one of two major projects for the course:

The Scholarly Paper option allows students to explore one area of trauma in a more academic fashion (See Attachment B).

The Group Presentation option allows students to work in teams of three or more people to explore resources and services for survivors of particular traumatic experience and share these with their peers. (See Attachment C).

F. Grading Policy
Grades will be based on the CUA Grading Policy as described in the Graduate Announcements. Full credit will not be given for assignments that are submitted late. No credit will be given for assignments submitted after they have been reviewed in class. The assignments described above will be the basis for the final grade. Grades will be based on the extent to which students achieved course objectives as demonstrated by the quality of course assignments and class participation. The following weighting of course assignments will apply:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>In- Class Participation</td>
<td>15%</td>
</tr>
<tr>
<td>Discussion Board Postings</td>
<td>15%</td>
</tr>
<tr>
<td>Trauma-informed services Assignment</td>
<td>20%</td>
</tr>
<tr>
<td>Concept Paper/Group Contract</td>
<td>10%</td>
</tr>
<tr>
<td>Scholarly Paper/Group Presentation</td>
<td>40%</td>
</tr>
</tbody>
</table>
G. Preparation, Attendance & Participation
Students are required to attend classes and are expected to participate meaningfully in class discussion/exercises and online forums as required. The class participation grade will be determined by the instructor’s perception of the student’s preparation for and contributions to class discussion/activities. Different students will make different kinds of contributions. Some will have an easy time with spontaneous interactions while others will be more comfortable making planned statements about key ideas from the readings or other sources. Both types of contributions are valued.

H. Course and Instructor Evaluation
NCSSS requires electronic evaluation of this course and the instructor. At the end of the semester, the evaluation form may be accessed at http://evaluations.cua.edu/evaluations using your CUA username and password. Additionally, informal written or verbal feedback to the instructor during the semester is encouraged and attempts will be made to respond to requests.

IV. CLASS EXPECTATIONS

Please refer to NCSSS Announcements, or appropriate Program Handbook for Academic Requirements (http://ncsss.cua.edu/courses/index.cfm), including scholastic and behavioral requirements.

NCSSS is committed to creating an open and inclusive learning environment where all members - including students, faculty, administrators, and staff – strive to listen to and learn from one another. We recognize that in a multicultural society, it is inevitable that issues or tensions relative to diversity and different life experiences will arise. It is how we handle these events that matters. Therefore, when such issues occur – inside or outside of the classroom - we agree to engage in respectful and productive discussion with one another until learning is enhanced and understanding is deepened by all involved.

A. Scholastic Expectations
All written work should reflect the original thinking of the writer, cite references where material is quoted or adapted from existing sources, adhere to APA format, and
should be carefully proof read by the student before submission to the instructor for grading.

B. Behavioral Requirements:
Students are expected to maintain accepted standards of professional conduct and personal integrity in the classroom. Students should:
• Attend all classes and contribute constructively to the classroom culture
• Recognize and avoid behavior that jeopardizes the learning/teaching environment of other students or the instructor
• Demonstrate competence in planning academic activities and in following through on those plans
• Reasonably respond to and respect others’ reactions to one’s comments or actions in the classroom
• Use an appropriate level of class time and instructor’s time and attention in and out of class
• Behave in a manner that is consistent with the ethical principles of the social work profession.

C. Academic Honesty
Joining the community of scholars at CUA entails accepting the standards, living by those standards, and upholding them. Please refer to University Policy (http://graduatestudies.cua.edu/currentstudents/academintgrt.cfm) and appropriate Program Handbooks.

D. Confidentiality
Each student is expected to adhere to the Confidentiality Agreement that is signed at the beginning of every semester. This agreement covers “practice materials” in classes, supervisory sessions, case conferences, seminars, and other educational settings within the NCSSS BSW or MSW programs are for professional learning purposes only and are subject to strict professional standards of confidentiality. These same standards of confidentiality also extend to various forms of written communication and peer consultation.

Adherence to these standards means all students refrain from communicating beyond the classroom setting about practice material that is presented in class. Students will also refrain from using social media outlets (blogs, twitter, Facebook, etc.) or email to discuss practice settings, program responsibilities and projects with individuals who are not in teaching or supervision roles directly related to the situation.

E. Accommodations
Students with physical, learning, psychological or other disabilities wishing to request accommodations must identify with the Disability Support Services (DSS) and submit documentation of a disability. If you have documented such a disability to DSS that requires accommodations or an academic adjustment, you much present that documentation to your instructors and arrange a meeting with as soon as possible to discuss these accommodations.
V. CLASS SCHEDULE

UNIT 1 – Introduction

Class 1 -1/15/15  The History of Social Work Practice with Trauma
This class will address the history of understanding trauma in the social work profession and address core understandings of historical trauma.

Required Reading:
DSM-5, Trauma and Stressor Related Disorders, pp. 265-290
Ringel & Brandell, Chapters 1 & 10

Recommended Reading:
Briere & Scott, Chapters 1, 2, & 3
Dass-Brailsford, Chapters 1 & 2
Friedman, Keane, & Resick, Chapters 1, 2, & 3
Wilson & Keane, All

Class 2 – 1/22/15  Theoretical Approaches to Understanding Trauma
Assessing Programs and Policies Designed to Address the Phenomena Creating Trauma-Informed Social Work Services
This class will explore the influences of feminist theory, empowerment theory, social constructionism, trauma theory and the strengths perspective on the understanding of, treatment of, and policy formulation about the causes of trauma. In addition, students will review the value-critical approach to policy analysis and explore the connections among theory, policy, programs and clinical intervention with trauma survivors.

Required Reading:
Chambers & Wedel, Ch. 2
Ringel & Brandel, Chapters 2, 3, 4 & 5.

Recommended Reading:
Friedman, Keane, & Resick, Chapters 4 & 5
Mirowsky & Ross, All

Classes 3& 4  Trauma Treatment
1/29 & 2/5/15
These classes will explore central issues in trauma treatment, as well as current models of practice in the fields of clinical social work, psychology, and
psychiatry. Cultural competence and countertransference will be addressed as they relate to a variety of dimensions of treatment.

**Required Reading:**
Dass-Brailsford, Chapters 3 & 6; Appendices I, II, V, X & XI
Friedman, Keane, & Resick, Chapter 21
Ringel & Brandell, Chapter 10

**Recommended Reading:**
Briere, Part III
Briere & Scott, Chapters 4, 5 & 6
Brown, Part II
Dalenberg, Chapters 3 & 9
Scott & Stradling, Chapters 6, 7, 8 & 9

**Note: Trauma-Informed Services Analysis Due**

**Class 5 – 2/12/15**

**Addressing the Effects of Vicarious Trauma on the Social Worker: Individual and Organizational Solutions**
This class will address the effects of working with trauma on the individual social worker organizations. Strategies for change on personal, professional and organizational levels will be presented and discussed.

**Required Reading:**
Dass-Brailsford, Chapter 14, Appendices VIII & IX
Ringel & Brandel, Chapter 11

**Recommended Reading:**
Pearlman, Saakvitne, & Buchele, All
Richardson, All

**Note: Paper Proposal/Group Contract Due**
UNIT 2: Macro Practice with Trauma

Class 6 – 2/19/15
The Traumatic Impact of War and Terrorism on Military and Non-Military Communities
This class will address the experience of terrorist attacks and war on individuals serving in the military, as well as on the families of those in service. It will address the experience of war or terrorism on communities and those in the line of fire. Finally, the impact on other professionals such as journalists and first responders will be explored.

Required Reading:
Dass-Brailsford, Chapter 12
Ringel & Brandel, Chapter 7

Recommended Reading:
Friedman, Keane & Resick, Chapter 25

Class 7 – 2/26/15
The Traumatic Impact of Geopolitical Dislocation (Immigration, Trafficking, and Refugee Experiences)
This class will explore the macro issues of human trafficking, immigration and refugees, as well as the experiences of trauma on a micro level. The role of the social worker in addressing geopolitical dislocation, social justice issues, and individual oppression will be addressed.
**Required Reading:**
Chambers & Wedel, Ch. 2
Dass-Brailsford, Chapter 11

**Recommended Readings**

**Class 8 – 3/5/15**

**The Traumatic Impact of Natural Disasters: The Role of the Social Worker in Disaster Relief and Emergency Response**
This class will explore the human impact of natural disasters and traumatic reactions to hurricanes, earthquakes, tsunamis, and other natural disasters. The role of the social worker in disaster relief planning for governmental and non-profit organizations will be explored, as well as the current clinical interventions.

**Required Reading:**
Chambers & Wedel, Ch. 2
Dass-Brailsford, Chapter 13

**Recommended Readings:**
Cohen & Ahearn, All


UNIT III – Micro Practice with Trauma

Class 9 – 3/19/15

**Intersections of Traumatic Experiences, Substance Abuse and Mental Health Disorders**

This class will address the impact of traumatic experiences on coping behaviors, specifically substance abuse problems. The co-morbidity of PTSD, substance use disorders, and other mental health disorders will be explored. Students will view “Healing Neen” and discuss micro and macro factors related to these overlapping dynamics.

**Required Reading:**


**The Traumatic Impact of Sexual Abuse and Intimate Partner Violence**

This class will address the power and control dynamics present in intimate partner violence and the traumatic effects of sexual. The role of the social worker in creating public policy to address the issues, and social worker’s interface with the criminal justice system will be addressed.

**Required Reading:**


Chambers & Wedel, Ch. 2


**Recommended Readings:**


The Traumatic Impact of Abuse and Neglect of Vulnerable Populations: Children, Older Adults, and Persons with Disabilities
This class will address the dynamics of abuse and neglect of individuals in vulnerable positions, such as children, elders, and people with disabilities. The role of power and dependency in the relationship between caregiver and care receiver will be explored. The role of the social worker in creating public policy to address these issues will be addressed.

Required Reading:
Chambers & Wedel, Ch. 2
Dass-Brailsford, Chapter 9

Recommended Readings:
Briere, Chapters 1, 2, & 3
Friedman, Keane, & Resick, Chapter 18

Who is Causing the Trauma? – Guest Lecture by Dr. Melissa Grady
This class will address policies, programs, and interventions related to perpetration of violence, with a focus on interpersonal violence. The role of the social worker in creating public policy to address the issues, as well as the role in rehabilitation through clinical interventions will be addressed. The Community
Protect Model will be presented and ethical issues will be discussed.

**Required Reading:**


**Class 13 – 4/23/15 The Traumatic Impact of Stalking, Emotional Abuse, and Bullying**
This class will address the issues of stalking and bullying and the use of technology. The connection between what was once viewed as harmless “Peeping Tom” or “mean girl” behavior and physical and/or sexual violence will be explored. The role of the social worker in clinical interventions, legal responses, program development, and policies to address these issues will be explored.

**Required Reading:**
Chambers & Wedel, Ch. 2


Ringel & Brandel, Chapter 8


**Recommended Readings:**
Cox, L. & Speziale, B. (2009). Survivors of stalking: Their voices and lived


Wiseman, All

**Class 14 – 4/30/15**

**Course Wrap-Up and Summary**

Students will explore the themes presented in the course and share the findings of their scholarly papers.

**Scholarly Papers Due**
Attachment A
Trauma-Informed Services Analysis
Guidelines

In Class 2, we explored the concept of trauma-informed services through ten principles outlined by Elliott, et al. (2005). Choose a setting in which you have worked providing social work services (e.g. current/previous field placement, employer, etc.) and explore these ten principles of trauma-informed services. Address the following four areas:

1. Describe the agency setting. Is it public or private, non-profit or for-profit? Is the agency’s primary goal to serve trauma survivors? Approximately what percentage of clients would be defined as trauma survivors? (1 page, 10 points)

2. Explore each of the ten principles in detail and if/how well the setting applies each principle. You may want to present this in table format with a brief narrative. (2-3 pages, 40 points)

3. What are your ideas for improving the principles that are not well implemented? Be specific about organizational, environmental, programmatic, and/or administrative changes that would need to be made. Also address federal, state, or local policies that would need to be changed to create trauma-informed services. Clearly state how you would advocate for these changes. (1½ pages, 20 points)

4. Address the barriers to creating trauma-informed services in this setting. (1 page, 20 points)

The paper should be approximately six pages double-spaced. It should be presented in a clear and coherent manner, and reflect critical thinking and a clear understanding of trauma-informed services (10 points). You do not need to cite the Elliott reading. It is due Class 4.
Students will choose a dimension of trauma and address (1) a clinical social work intervention; (2) a community response; (3) a private or public program; OR (4) a federal, state, or local governmental policy designed to address the issue.

The paper will include a literature review using scholarly references and provide a critical analysis of the current response, and concrete recommendations for improvements or changes. The paper must be written in APA style and follow the MSW Program’s expectations for a scholarly paper. Write the final paper using the following headings to structure your writing, and include reference pages. Due Class 14.

1. **Introduction**: A brief statement about the focus and purpose of the paper. The introduction should give your reader an understanding of the dimension of trauma you will focus on, and the level of social work intervention you will address. (1/2 page, 5 pts).

2. **Literature Review**: Review the research and writings on your dimension of trauma from the scholarly literature. Address the history of social work’s role with this issue and the understanding of the social and interpersonal factors that contribute to it. Summarize the current, state of the art interventions/policies/community programs. Address any applicable explanatory theory and models of practice (6-7 pages, 40 pts).

3. **Critique**: Discuss the strengths and weaknesses of the state of the art practice with this dimension of trauma. Address gaps in services, inadequacies of programs, problematic policies, etc. (2 pages, 10 pts)

4. **Future Directions for Social Work**: Propose ways to strengthen what already exists and/or new methods of alleviating the problem and/or its sequela. Be concrete about what you, as a future social work leader, would do to improve upon the current state of the art on this dimension of trauma (2-3 pages, 20 pts)

5. **Conclusion**: Summarize the findings of your paper. What are your final thoughts on the dimension of trauma and current social work practice? How might your critique strengthen the role of social workers in this area? (1/2 page, 5 pts).

6. Use the correct APA format, grammar, and writing style. (20 points)
Attachment C
Group Presentation
Guidelines and Expectations

Students will choose a dimension of trauma covered in Classes 6-13 and create a professional presentation to share with their peers on the programs, services, and resources for social work practice with survivors of that specific experience. The presentation must be given on the date for that topic on the syllabus. The group must provide a comprehensive list of resources for use in working with the population.

1. Students should form groups of three (3) or more to work on the project. The instructor reserves the right to add or remove students from groups to fit the needs of the class, as there will only be one group presentation per class period.

2. Each group must create a contract (see Blackboard – Assignments Tab – for a sample contract) for working together. The contract specifically outlines each member’s responsibilities and is signed by all. One signed copy of this contract is due NO LATER THAN Class 5. It is highly recommended that groups addressing issues covered in Classes 6 and 7 submit the contracts earlier.

3. The presentation must be no longer than 40 minutes, including questions and answers, and demonstrate contributions from each member of the group. Be sure to fully address current responses to the issue, policies, programs, services, and barriers to providing services. The lecture for the day will outline the scholarly research on the issue itself, so the group will be building on this, and does not need to address it.

4. Finally, each group will be asked to evaluate the process and each other. Your classmates will also be asked to complete an evaluation of your presentation. These evaluations will be used in part to determine the group grade on the project.