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. EDUCATIONAL OBJECTIVES

1. Students will acquire knowledge of the theories most commonly used to understand experiences of trauma.

2. Students will understand the legal, ethical, and social issues, which impact on clinical practice and policy responses to trauma.

3. Students will recognize psychological, physical, social, and cognitive changes that occur in
victims of trauma.

4. Students will acquire knowledge of appropriate techniques for intervening on micro, mezzo, and macro levels with survivors of trauma.

5. Students will develop an understanding of the roles social workers can fill in responding to trauma.

6. Students will gain skills in critical analysis of various policy and clinical practice alternatives, considering the arguments for and against each alternative, and possible unintended consequences.

7. Students will gain an appreciation for the impact of practice and policy decisions on complex problems involving violence, war, abuse, and neglect.

8. Students will gain a greater awareness of the influence of personal and professional values on practice and policy choices in social work practice with trauma.

9. Students will explore the ways refugee status, experiences with immigration to the United States, and human trafficking connect to trauma.

10. Students will understand the impact trauma work may have on the social worker and will be armed with strategies for responding to vicarious trauma.

III. COURSE REQUIREMENTS

A. Required Texts

B. Recommended Texts


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


Richardson, J. (2001). Guidebook on vicarious trauma. Ontario, Canada: Centre for Research on Violence Against Women. [Designated as Richardson]


C. 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. 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.

D. Course Assignments
1. Attendance and Class Participation
   Students are expected to complete all assigned readings, attend class, and actively participate in all class exercises and discussions.

2. Discussion Board Postings
   Students are expected to post two questions from the readings to the Blackboard Discussion Board at least one hour before class. These will be used to guide discussion.

3. Concept Paper – Due Class 6
   Students are required to submit a one-page proposal for their paper and a preliminary reference list with a minimum of ten scholarly references.

4. Scholarly Paper – Due Class 13
   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 (3) 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 with recommendations for improvements or changes. In completing this paper, students must follow the NCSSS format for a scholarly paper and include a reference page.

E. Grading Policy
   The assignments described above will be the basis for the final grade. Class participation will be graded on the basis of demonstration of knowledge and understanding of course content, accuracy, and contribution to class learning. 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>
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<tbody>
<tr>
<td>In-Class Participation</td>
<td>15%</td>
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<tr>
<td>Discussion Board Postings</td>
<td>15%</td>
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<tr>
<td>Concept Paper</td>
<td>10%</td>
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<tr>
<td>Scholarly Paper</td>
<td>60%</td>
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</tbody>
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F. 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. Additional, 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**

A. **Scholastic Expectations**

Please refer to NCSSS Announcements, or appropriate Program Handbook for Academic Requirements, including scholastic and behavioral requirements. 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. **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 and appropriate Program Handbooks.

C. **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, please arrange a meeting with the instructor as soon as possible to discuss these accommodations.
CLASS SCHEDULE

Class 1  The History of Trauma
This class will address the history of understanding trauma in the social work profession.

Required Reading:
DSM-IV-TR, Criteria for PTSD diagnosis, pp. 424-427
Friedman, Keane, & Resick, Chapters 1, 2, & 3

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

Class 2  Theoretical Approaches to Understanding Trauma and Assessing Programs and Policies Designed to Address the Phenomena
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
Friedman, Keane, & Resick, Chapters 4 & 5

Recommended Reading:

Mirowsky & Ross, All

Class 3  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:
Basham, K. (2008). Homecoming as safe haven or the new front: attachment and


Dass-Brailsford, Chapter 12

Friedman, Keane & Resick, Chapter 25


Class 4

**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


Mathbor, G. M. (2007). Enhancement of community preparedness for natural disasters: The role of social work in building social capital for sustainable


**Recommended Readings:**


**Class 5**

**The Traumatic Impact of 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 social justice issues and individual oppression will be addressed.

**Required Reading:**

Chambers & Wedel, Ch. 2


Dass-Brailsford, Chapter 11

Friedman, Keane, & Resick, Chapter 21


Class 6

The Traumatic Impact of Intimate Partner Violence
This class will address the power and control dynamics present in intimate partner violence and the traumatic effects of abuse in these relationships. 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


Class 7

The Traumatic Impact of Elder Abuse and Neglect
This class will address the dynamics of elder abuse and neglect and the role of power and dependency in the relationship between caregiver and older adult. 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:
older women victims of family mistreatment: A pilot study.  

Chambers & Wedel, Ch. 2


Friedman, Keane, & Resick, Chapter 14


**Class 8**

**The Traumatic Impact of Child Abuse and Neglect**

This class will address the dynamics of child abuse and neglect and the role of power and dependency in the relationship between caregiver and child. The role of the social worker in creating public policy to address the issues, and social worker’s role in child welfare will be addressed.

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

Dass-Brailsford, Chapter 9


Friedman, Keane, & Resick, Chapters13 & 18


**Recommended Readings:**
Briere, Chapters 1, 2, & 3

decisions. *Families in Society, 89*(1), 78-83.

**Class 9**

**The Traumatic Impact of Abuse and Neglect of Persons with Disabilities**

This class will address the dynamics of abuse and neglect of persons with disabilities. The role of the social worker in creating public policy to address the issues, and social worker’s role in highlighting this under-reported trauma will be addressed.

**Required Reading:**


**Class 10**

**The Traumatic Impact of Emotional Abuse and Bullying**

**Required Reading:**


**Recommended Readings:**

Wiseman, All

**Class 11**

**The Traumatic Impact of Sexual Violence**

**Required Reading:**


**Recommended Readings:**
Bass & Davis, All
Herman, All
Maltz, All
Matsakis, All

**Class 12**

**The Traumatic Impact of Stalking**
This course will address the issue of stalking and its increase with the use of technology. The connection between what was once viewed as harmless “Peeping Tom” 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 stalking will be explored.

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


**Recommended Reading:**

**Class 13**

**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


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

**Class 14**

**Course Wrap-Up and Summary**
Students will explore the themes presented in the course and share the findings of their scholarly papers.