The University of North Carolina at Chapel Hill
School of Social Work

Course Number: SOWO 855
Course Title: Treatment of Trauma and Violence
Times: Tuesdays 9-11:50 pm, Fall Semester 2008
Instructor: Melissa D. Grady, Ph.D., L.C.S.W.
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Office Hours: Mondays 11:30-1:30 and Tuesdays 12:30-1:30 pm and by appointment
Course Website: is available through http://blackboard.unc.edu

Course Description:
Course reviews explanatory models of trauma and violence within the social context. Students will learn beginning skills for intervening in a variety of direct practice settings with diverse client populations.

Course Objectives:
1. **Critical Understanding of Theory for Practice:** Students will demonstrate a critical understanding of the primary explanatory theories of violence (e.g. feminist, socio-cultural) as well as a capacity to explain how these theories inform and guide social work practice decisions.
2. **Comprehensive Assessment:** Students will demonstrate the ability to assess clients for trauma histories, understand risk and resiliency issues for this population and formulate a case using CBT.
3. **Knowledge of and Skills in Best Practices:** Students will be able to use their assessment skills to develop a comprehensive treatment plan based on evidence, client needs/issues and the students’ knowledge of theory to adequately address the issues facing clients. Students will demonstrate knowledge of and skill in best practices for trauma survivors and perpetrators of sexual abuse (based on current empirical knowledge and theories) as well as an understanding of the importance of simultaneously intervening with frequently co-occurring problems (e.g. mental health and substance abuse problems).
4. **Understanding impact of Diversity:** Students will assess and evaluate how current assessment instruments and treatment practices effectively address issues related to diversity, considering age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, spiritual development, sex, and sexual orientation, and populations at risk.
5. **Values, Ethics and Self-Awareness:** Using professional ethics and values as guidelines, students will demonstrate a capacity to manage their own personal values and feelings related to violence and trauma.

Expanded Course Description:
Building on foundation practice skill knowledge, this course aims to build and extend students’ capacity to assess and intervene in the area of trauma and violence. This course will cover issues related to the assessment and treatment of multiple forms of trauma (e.g. combat, sexual abuse, domestic violence) using primarily trauma theory and cognitive-behavioral lenses. In addition, other evidence-based models designed to treat survivors of trauma will be presented and evaluated. Since interpersonal trauma could not occur without the perpetrator, this course will discuss information on the perpetrators of violence and
abuse, including the skills needed to treat this population. Trauma and violence can significantly impact providers, therefore, there will also be focus on self-care and vicarious traumatization for the worker.

Social work practice in the area of trauma can present unique challenges for social justice, the interaction between policy and direct practice, and self-awareness of personal values and feelings. Building on students’ foundation knowledge of social justice, policy and professional values and ethics, this course aims to extend students’ capacity to 1) attend to issues of social justice specific to trauma and violence; 2) recognize how policy shapes and can determine interventions for individuals and family systems; 3) manage personal feelings and values that may affect their ability to practice social work in the area of trauma.

**Required Texts:**


**Recommended Text:**

**Other Readings:**
All other readings will be on the Blackboard website for the course.

**Class Assignments:**
There are three required papers for this course. Please see the appendices of the syllabus for a thorough description of the assignments and the grading criteria that will be used to evaluate the contents of the papers.

*Please put your PID ONLY on the papers – NOT your name – on any written work or assignments that you turn into the instructor.*

**Class Participation:**
It is expected that students will be active members of the class. Therefore, the following grading rubric will be used for class participation.

94-100 is for to those students who have consistently attended and have been active regularly in class.
90-93 is for students who have missed one class, but who regularly participate.
85-89 is for students who have either attended regularly, but do not participate often, or for students who participate, but do not have very regular attendance (miss 2 classes).
80-84 is for students who have do not participate actively, but may have fairly regular attendance (2 classes).
Under 80 means that the student has irregular attendance (3 or more classes), and has demonstrated through class discussions that s/he has not done the readings or actively disengages with class activities.
Policy on Incompletes and Late Assignments:
It is expected that assignments will be completed at times noted in the syllabus. If you have a situation arise that may prohibit you from completing the assignment on time, any request for delay of an assignment/exam must be done in advance of the due date (at least 24 hours) on an assignment/exam. Approved delays will not affect the grade. Any unapproved delays or assignments completed after an approved delay date will begin to accrue a 10% reduction every 24 hours that the assignment is late. Papers are due at the start of class. Papers that are handed in after the beginning of class will be considered late and there is a 10% deduction for every 24 period past the due date/time of the paper. In other words, if the paper is due at 2:00, and turned in at 11:00 pm that night, there will be a 10% deduction. The clock begins at the start of class.

If the student meets unavoidable obstacles to meeting the time frame, the student should discuss the circumstances with the instructor to determine if an initial grade of incomplete (INC) would be appropriate. I prefer not to give an incomplete grade and will give incompletes only in compliance with University policy.

Distribution of assignments for course grade
Case Formulation Assignment – 25%
Treatment/Intervention Plan Assignment – 35%
Evidence-Based Practice Paper – 30%
Class Participation – 10%

Grading
All grades are converted to the following scale:
94 and above H
80-93 P
70-79 L
69 and below F

In order to be as objective as possible in my grading of your assignments, use your student PID number. DO NOT USE YOUR NAME. You will lose 5 points if your name is included.

Policy on Academic Dishonesty
Please refer to the APA Style Guide, The SSW Manual, and the SSW Writing Guide for information on attribution of quotes, plagiarism and appropriate use of assistance in preparing assignments. All written assignments should contain a signed pledge from you stating that, "I have not given or received unauthorized aid in preparing this written work". In keeping with the UNC Honor Code, if reason exists to believe that academic dishonesty has occurred, a referral will be made to the Office of the Student Attorney General for investigation and further action as required.

Policy on Accommodations for Students with Disabilities:
Students with disabilities which affect their participation in the course may notify the instructor if they wish to have special accommodations in instructional format, examination format, etc. Please contact the University’s Disability office to request the paperwork necessary for approved accommodations.
Use of Laptops or other electronic devices
No laptops or other electronic devices are permitted in the classroom, unless you have a specific documented learning disability. Please turn off all cell phones or other devices that would disrupt the learning environment of the classroom.

APA Formatting
It is an expectation of this course that you will correctly cite all of your material following the 5th ed. of the APA manual. If you are not familiar with this style, please refer to the manual, the study guide on the school’s website or see Diane Wyant, the School’s editor at dwyant@email.unc.edu
Course Schedule:

August 19  Class 1 - Introductions
August 26  Class 2 – Explanatory theories of violence
September 2  Class 3 – Impact of trauma
September 9  Class 4 – Intro to Trauma theory and CBT
September 16  Class 5 – Case Formulation
September 23  Class 6 – CBT Interventions: Cognitive
September 30  Class 7 – CBT Interventions: Behavioral  
              *Case Formulation Paper Due in Class*
October 7  Class 8 – Treatment Planning/Creating a treatment plan
October 14  Class 9 - Exposure Therapy
October 21  Class 10 – Trauma-focused CBT with Children
October 28  Class 11 – Interpersonal Violence
November 4  Class 12 – EMDR and guided imagery  
             *Treatment Plan/Intervention Paper Due*
November 11  Class 13 – DBT and trauma treatment
November 18  Class 14 – Perpetrators of sexual violence
November 25  Class 15 – Application of CBT with other disorders
December 2  Class 16 – Self-care/Vicarious traumatization and course wrap-up  
                      *Evidence-Based Practice Paper*
Course Outline:

Session 1: Introduction
- Student/Instructor introductions
- Overview of course
- Discussion of self-care and vicarious traumatization
- Duty to warn – ethics of working within trauma

Session 2: Explanatory theories of Trauma and Violence
- Review of theories of the origins of trauma
- Focus on how these models of violence impact direct practice intervention strategies, as well as policies related to survivors and perpetrators

Readings:


Session 3: Impact of Trauma and Violence on Physical and Mental Health
- Consequences/Symptomatology of trauma
- Normal responses to trauma vs. PTSD (Types I and II)
- Who needs treatment?
- Assessment strategies for victims/survivors

Readings:
Taylor text – Chapters 1, 2 and 6

Session 4: Introduction to CBT and trauma theory
- Overview of CBT: tenets, understanding cycles
- Overview of trauma theory: stages of recovery, role of worker in each stage
- Impact of policies on delivery of services
- How access of services/power/discrimination limits availability of services

Readings:
Zayfert & Becker – Chapter 1


Session 5: Developing a Case Formulation
- How does CBT explain PTSD symptoms?
- Develop a case formulation based on CBT concepts
- Practice with cases

Readings:
Zayfert & Becker – Chapters 2 and 3

Taylor – Chapter 8

Session 6: CBT Interventions: Cognitive Interventions
- Increase application of CBT model to treatment process
- Practice types of interventions used with CBT
- Cognitive Restructuring

Readings:
Zayfert & Black – Chapters 5 and 8
Taylor – Chapters 10 and 11

Session 7: CBT Interventions: Behavioral Interventions
- Increase application of CBT model to treatment process
- Practice types of interventions used with CBT
- Behavioral Techniques

Readings:
Taylor – Chapter 9


Session 8: Treatment Planning/Creating a Treatment Plan
- Role Plays of cases
- Creation of treatment plans for cases in class
- Complex issues in treatment

Readings:
Zayfert & Becker – Chapters 4, 9 and 10

Session 9: Exposure Therapy
- Principles of exposure therapy
- Use of exposure therapy with war veterans

Readings:
Zayfert & Becker – Chapters 6 and 7


Session 10: Trauma-Focused CBT with Children
- Application of CBT principles to children
- Differences in use with children

Readings:


Session 11: Interpersonal Violence
- Specific needs for this population regarding intervention and assessment
- Safety planning
- Social justice issues – impact of acculturation, immigration, cultural norms, discrimination within larger society

Readings:


Session 12: EMDR and Guided Imagery
- Principles of EMDR
- Application of EMDR to trauma survivors
- Guided Imagery

Readings:


Session 13: DBT and trauma
- Application of DBT to trauma population
- Basic principles of DBT

Readings:


Sessions 14: Perpetrators of Sexual Abuse – Who are they?
- Demographics
- Theories of causation
- Treatment using CBT

Readings:

Sessions 15: Application of CBT to other mental health issues
- Using CBT to address other mental health issues
- Transferring model to other populations

Readings:
Read 2 of the following that interest you the most.
(Please let me know if there is topic that interests you that is not here and I can try to find it for you.)


Session 16: Self-Care/Vicarious Traumatization and Course wrap-up
- Self-care techniques
- How to recognize vicarious traumatization
- Changes in personal schemas

Readings:

Case Formulation Paper
Social Work 855: Treatment of Trauma and Violence

Objective: The purpose of this assignment is to practice and demonstrate the ability to formulate/describe a clinical case using a CBT framework. The student is to assess the presenting problems of the case and link their assessment back to the CBT model of assessment.

Description: The student will be given a choice of cases that s/he may choose for this paper. It is always recommended that the student choose a case that is outside of their previous experience to increase their learning on this assignment. Once the student has read the case, then s/he should describe the symptoms and presenting problem using CBT as an explanatory model. Each symptom should be listed, and then an explanation of why the person has those symptoms should be explained. See Zayfert and Becker pages 30-38 for examples. This process should be done for the presenting problem as well, if it is separate from the symptoms described in the case. This paper should be approximately 5 pages.

Grading Criteria:

1. Each of the symptoms in the case is listed. (10 pts.)
2. The student has provided a thorough and clear explanation for each of the symptoms in the case. (25 pts.)
3. The explanation is consistent with the CBT model. (15 pts.)
4. Within the explanation, there is a discussion as to the purpose or functionality of each of the symptoms. (5 pts.)
5. There is a discussion of social justice issues or other broader issues that might play a role in this case, such as lack of access to services, or homophobia. (15 pts.)
6. The student has written a formulation summarizing the issues/presenting problem for the case (1-2 paragraphs). (15 pts.)
7. The writing is clear with NO errors. (10 pts.)
8. APA formatting is used to document ideas that are not the student’s. (5 pts.)
Treatment Plan/Intervention Paper
Social Work 855: Treatment of Trauma and Violence

Objective: The purpose of this paper is to help students develop a thorough and consistent plan for intervention based on their assessment of a client’s needs.

Description: This paper is to build on the previously completed Case Formulation paper. Students will take the previously completed assignment and create a treatment plan that is based on their assessment of the client. The treatment plan should be consistent with the assessment, meaning that the interventions should address the symptoms that were originally brought up in the assessment, and the types of interventions (e.g. modality, duration, specific skills) should match up clearly with the problems listed and causes for those problems, as discussed in the assessment. The treatment plan should be clear, with clearly written goals, objectives that are measureable, realistic time frames for completion and should be consistent with the client’s needs as well as his/her cultural background. In addition, the modality or modalities of treatment (e.g. group, individual, family) should be discussed and a rationale given for the decision for that choice. Included in your plan should also be any other interventions that you feel are also important to the treatment outside of the CBT model. These could include but are not limited to the creation of a safety plan, a referral to another agency for additional assistance, advocacy work, addressing social justice issues on behalf of your client on a policy level, inclusion of a spiritual leader. Think outside the box here. This paper should be approximately 6-8 pages.

The Case Formulation Paper should also be included when turning in this paper.

Grading Criteria:

1. For each intervention, there is an appropriate goal and 2-3 objectives listed for each issue being addressed. Written properly. (15 pts.)
2. For each of the symptoms listed for the client, the student has listed an appropriate intervention to address the symptoms/problem that is consistent with the stated problem/symptom. (20 pts.)
3. For each intervention, there is an appropriate time-frame provided for when the goal should be met. (5 pts.)
4. For each intervention, there is an appropriate method of evaluation for how to determine whether the goals and objectives have been met. (5 pts.)
5. The interventions are consistent with the client’s individual needs in terms of their culture, gender, sexual orientation, religion, class, language or other issues of diversity. (15 pts.)
6. The appropriate modality or modalities are recommended for treatment (e.g. individual, family, group). (5 pts.)
7. Other non-CBT/direct therapeutic interventions have been considered that would address the needs of the client. (15 pts.)
8. All interventions are clearly described and written in client-friendly language. (5 pts.)
9. The paper is clearly written with NO writing errors. (10 pts.)
10. APA formatting is followed. (5 pts.)
Evidence Based Practice Paper
Social Work 855: Treatment of Trauma and Violence

Objective: A major part of what you will do as a practitioner is to provide a rationale to your clients, your clients’ family members, or insurance providers for the intervention choices you recommend and carry out with your clients. This paper is aimed to help you practice gaining the skills to both explain the reasons for your choices, as well as determine through the available research whether what you are recommending is appropriate for your client.

Description: In this paper, you are to provide a rationale as to why you feel that the treatment plan you created for your client in the previous assignment was an appropriate plan or not. Your paper should in essence explain how well the intervention model you used, namely CBT, fit with the assessment you completed of the client’s needs. This explanation should include how well the specific interventions matched up with the needs of the client, both in terms of their symptoms as well as broader needs or social justice issues. This paper should also include a discussion of the outcome literature regarding CBT and the treatment of individuals who have suffered from a trauma. What does the research say about the efficacy of CBT in the treatment of PTSD? In addition, you should provide a rationale for other interventions that you recommended for your client that were outside of the CBT framework. This paper should be about 5 pages and a minimum of 5 references should be included that were not assigned readings for this course.

Grading Criteria:

1. There is a clear rationale provided regarding how well or NOT well, the student feels the CBT-based treatment plan fit with the symptoms of the client. (20 pts.)
2. There is a clear rationale provided regarding the other proposed interventions provided in the treatment plan. (15 pts.)
3. There is a discussion regarding how well the student feels CBT meets the specific needs of the client, in terms of their culture, sexual orientation, age, gender, spirituality and other issues of diversity. (15 pts.)
4. The student summarized relevant literature to support his/her position regarding the choice of CBT for someone who is diagnosed with PTSD. (20 pts.)
5. At least 5 resources outside of class were used. (10 pts.)
6. The writing was clear with NO errors. (10 pts.)
7. APA formatting was used throughout the paper. (10 pts.)