Course Number: SOWO 855
Course Title: Treatment of Trauma and Violence
Times: Tuesdays 2:00-4:50 pm, Spring Semester
Instructor: Melissa D. Grady, Ph.D., L.C.S.W.
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Office Hours: Mondays 12-2 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.

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.

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 understand the components of completing an assessment for risk assessments for sexual perpetrators.
3. Knowledge of and Skills in Best Practices: 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. **Social Justice/Macro context:** Students will understand how to broader social justice issues and macro context (e.g. policies around victim rights, discrimination, cultural and familial responses to trauma) impact services and the recovery process for individuals who have been involved in traumatic events.

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.

**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 assigned to those students who have consistently attended and have been active participants.
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
Critical Review of Theory Assignment – 25%
Case Application Assignment 1 – 30%
Case Application Assignment 2 – 30%
Class Participation – 15%

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

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:

January 15  Class 1 - Introductions
January 22  Class 2 – Explanatory theories of violence
January 29  Class 3 – Impact of trauma
February 5  Class 4 – Intro to Trauma theory and CBT
February 12 Class 5 – CBT interventions
February 19 Class 6 – Case Formulation/Treatment Planning
February 26 Class 7 – Perpetrators of Sexual Violence
  *Theory Paper Due in Class*
March 4  Class 8 – Exposure Therapy
March 18  Class 9 - EMDR
March 25  Class 10 – Trauma-focused CBT with Children
  *First Case Paper Due in Class*
April 1  Class 11 – Interpersonal Violence
April 8  Class 12 – DBT and trauma
April 15  Class 13 – Self-care/Vicarious traumatization
April 22  Class 14 – Course wrap-up
  *Second Case Paper Due in Class*
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 – Chapters 1-4
Taylor – Chapter 8


Session 5: Treatment Interventions, building CBT skills
- Increase application of CBT model to treatment process
- Practice types of interventions used with CBT

**Readings:**
Zayfert & Black – Chapters 5 and 8
Taylor – Chapters 9, 10 and 11

Session 6: Case Formulation and Treatment Planning
- Role Plays of cases
- Creation of treatment plans for cases in class
- Complex issues in treatment

**Readings:**
Read cases on Blackboard
Zayfert & Black – Chapters 9 and 10

Sessions 7: Perpetrators of Sexual Abuse – Who are they?
- Demographics
- Theories of causation
- Treatment using CBT

**Readings:**


**Session 8: Exposure Therapy**
- Principles of exposure therapy
- Use of exposure therapy with war veterans

**Readings:**
Zayfert & Becker – Chapters 6 and 7


**Session 9: EMDR**
- Principles of EMDR
- Application of EMDR to trauma survivors
- Guided Imagery

**Readings:**


**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: DBT and trauma

- Application of DBT to trauma population
- Basic principles of DBT

Readings:


Session 13: Self-Care/Vicarious Traumatization

- Self-care techniques
- How to recognize vicarious traumatization
- Changes in personal schemas

Readings:


Session 14: Course Wrap-up
Ideally theory informs social work practice and interventions. Although much work has been done in developing theories to explain and understand violence and traumatic events, controversy actively continues as to what theories best explain the origins of violence. As a social work practitioner you will need to critically consider what theories will influence and inform your social work practice. You will need to make this decision based on your values and ethics, professional ethics, and the utility of the theory for practice. This assignment is an opportunity to select one theoretical framework and to critically consider the utility of the theory for informing your social work practice. Select a theory or theoretical framework used in understanding the etiology of violence you would like to consider in-depth, for example feminist theory or social learning theory. In 10 to 15 pages, give or take, critically examine the chosen theoretical framework based on the criteria listed below. Incorporate and cite course content, including course discussions and course readings. Seek-out three and incorporate (or more if you’d like) journal articles or book chapters not listed in the syllabus to supplement your analysis. Appropriately cite this outside work using APA guidelines.

Gradning Criteria for Assignment:

1. Discuss how this theoretical perspective defines and conceptualizes violence and/or interpersonal violence. What are the implications of this definition or conceptualization for:
   a. social work practice (5 pts.)
   b. marginalized populations (5 pts.)
   c. issues of social justice? (5 pts.)

2. How does this theoretical framework influence and inform social work practice (e.g., individual and family interventions, community organizing, or policy)? What is useful about this theory for social work practice? What about this theory is problematic for social work practice? In other words, what are the strengths and limitations of the theory? (20 points)

3. How is this theoretical frame consistent or inconsistent with your ethics and values? (5 pts)

4. How is this theoretical frame consistent or inconsistent with professional social work ethics and values? (5 points)

5. What remedies, recommendations, or suggestions do you have for the problematic aspects of the theoretical framework in terms of its definitions or utility for practice? (20 points)

6. Incorporate class readings and outside sources (e.g., journal articles) into your discussion of the four above points. (15 points)

7. APA formatting is followed with no errors. (10 pts.)

8. Writing is clear with no errors with regards to syntax, grammar, spelling, typos. (10 pts.)
Guidelines for Case Study Assignments
Social Work 855: Treatment of Trauma and Violence

For this assignment, you will choose a detailed case study description of an individual and/or family problem related to trauma/violence. Three case study descriptions are available on our course Blackboard web site addressing different issues within violence and trauma. Over the course of the semester, you will analyze two of the cases of your choice. Choose two out of the three cases to analyze. Please see the course outline for due dates.

Your task will be to analyze the case in order to create a case intervention plan. The outcome for this assignment will be a paper (approximately 15-20 pages, give or take) describing your intervention plan along with a description of: 1) What about the case study details led you to develop this plan; 2) What theory(ies) (or frameworks) and evidence informed your development of this plan; 3) A section analyzing issues of ethics, diversity and self-awareness that may need to be considered as you plan to implement your intervention(s).

As you are reading over the case study scenario, keep in mind the following questions (not necessarily in this order). How would I plan to intervene with this client issue(s) if I were the social worker? What are the critical factors in the case study information that led me to think about this intervention plan? How can I use theory and evidence to inform my case intervention plan? What types of interventions would I use (e.g., Advocacy? Therapy? Case management? Would the intervention plan require interagency community collaboration? What specific intervention strategies would be most effective in helping to reach the client’s goals?) What more would I need to know to be certain that my intervention plan is the best plan possible? How effective do you believe that CBT is in helping to guide my thinking about how best to intervene with this trauma-based case? If I were the social worker working with this client, with what ethical, diversity, social justice, self-awareness issue should I be concerned? Please organize your paper using the headings below. Your written paper will be evaluated on the following dimensions.

Grading Criteria for Assignment:
Analysis of Relevant Factors (15 points TOTAL):
• Provide a clear description and analysis of
  o 1) what relevant factors (i.e., case details, information) from the case are most significant for this case (5 points)
  o 2) an explanation of how these factors are important in planning interventions for this client. This should be done using a CBT framework/language/terminology. (10 points)
• Relevant factors should include individual, family, community and other contextualizing information as necessary. (Hint: Go beyond the individual level information, describe what contextualizing (i.e., ecological, mezzo, macro) information is important in developing your plan as well.)
• This is the section where you pull together the case information into a succinct summary of the clinical issues. This is your clinical summary of what is happening, how the client got to this point, why s/he is presenting as s/he is, what the factors that have influenced his/her symptoms presentation, etc. This section is also called a Formulation in clinical summaries.
Describe your intervention plan in detail (30 points TOTAL)

- Fully describe what intervention strategies you would use to address this client’s needs. Think big! Be creative! (Think of yourself as a free agent unconstrained by agency requirements and funding constraints.) (15 points)
  - An exceptional assignment will effectively incorporate intervention strategies at the individual, family and community level in an integrated way. (That is, think micro, mezzo and macro.)
- Make it clear that your intervention strategies are thoughtfully chosen, linked to assessment information and theory and are supported by the evidence. (5 points)
- Explain what outcomes (i.e., changes) you anticipate as a result of your intervention plan. Along with your intervention plan, include clear objectives that are observable and measurable. (5 points)
- Discuss what other information you need to know to confirm your intervention plan. The case scenario may not have all the critical information. As a professional social worker, what more information would you like to have? (5 points)

Theory and Evidence (20 points TOTAL)

- Provide a clear explanation of why CBT is either an appropriate fit or not an appropriate fit for this client’s issues. That is, clearly link the presenting problem information, the theory and the intervention plan. (10 points)
- Describe the evidence-base (i.e., research, practice guidelines) that is informing your decisions about the overall intervention plan. Why do you think this intervention will be effective given the current state of the evidence? How does the evidence apply to this specific case? (10 points)

Issues relevant to social work practice (15 points TOTAL)

- Fully discuss issues of which you should be aware as a professional social work when implementing your intervention plan, including
  - Self-awareness (what are your values and ethics and how might they influence your work with this case)
  - Ethics (how might social work professional ethics play a role in your intervention plan? Are there any ethical dilemmas?)
  - Diversity and social justice (are you intervening with a member of a vulnerable and/or diverse population? How might this information shape or alter your intervention plan?)

Writing, integrating course content and outside resources, and presentation (20 points TOTAL)

- Integrate and cite information (at least 3) from the course including course readings and information from course presentations and discussions. Describe how your intervention plan is based on current evidence, theory, and best practices in the field of family violence. (10 points)
  - An exceptional assignment will cite journal articles from outside the course reading list.
- Your document should be well-written, typed, double-spaced, free of grammatical and spelling errors (5 pts)
- APA should be used to cite resources with no formatting errors (5 pts.)