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THE UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL



SCHOOL OF SOCIAL WORK

Course Number: SOWO 855
Course Title: Treatment of Trauma and Violence
Semester/Year: Fall 2020
Location: Zoom, see information below
Instructor: [LB Klein, MSW, MPA](#)
Contact Information: lbklein@unc.edu, (919) 533-7380
Office Hours: By appointment: <https://calendly.com/lbklein>
Course Website: <https://www.unc.edu/sakai/>

Course Description

This course uses an intersectional approach to review models of trauma and violence within the psychosocial context. You will learn beginning skills for intervening in a variety of settings and with people who have experienced or are experiencing various types of trauma.

Course Objectives

1. Critical Understanding of Theory for Practice: You will demonstrate a critical understanding of the primary theories that guide assessment and intervention for violence (e.g. macro, feminist, socio-cultural, historical) as well as a capacity to explain how these theories inform and guide social work practice decisions.

2. Comprehensive Assessment: You will demonstrate the ability to assess clients for trauma histories, understand risk and resiliency issues for this population and formulate a case and develop a treatment plan using CBT theoretical principles, research, and the evidence-based practices they inform.

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3. *Knowledge of and Skills in Best Practices:* You will be able to use your assessment skills to develop a comprehensive treatment plan based on evidence, client needs/issues and your knowledge of theory to adequately address the issues facing clients. You 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., comorbidity with other mental health syndromes).

4. *Apply an intersectional lens across the social ecology:* You will assess and evaluate how current assessment procedures and treatment practices consider the intersections of age, class, color, culture, disability, ethnicity, family structure, gender, gender expression, marital status, national origin, race, religion, spiritual development, sex, and sexual orientation.

5. *Values, Ethics and Self-Awareness:* Using professional ethics and values as guidelines, you will demonstrate a capacity to manage your own personal values and feelings related to violence and trauma.

Expanded Description

Building on foundation and intermediate practice skill knowledge, this course aims to extend students' capacity to assess, understand, and intervene in the areas of trauma and violence. The course will cover issues related to the assessment and treatment of multiple forms of trauma (e.g. intimate partner violence, sexual violence, human trafficking) via trauma and cognitive-behavioral theories. This course will also discuss information on the perpetrators of abuse and violence. Evidence-based approaches designed to treat survivors of trauma will be presented and considered. The course will emphasize interventions useful for both clinical settings and other practice settings that serve survivors of violence and trauma (e.g., domestic violence shelters, rape crisis programs). Given the breadth of issues and intervention approaches for trauma and violence, the course and instructor can only provide an introduction and overview to various approaches in a semester. Accordingly, students will also be directed to resources and training which they can explore to augment their learnings and further prepare them for professional social work practice.

Trauma and violence can significantly impact intervention providers. Therefore, this course will also focus on self-care and vicarious traumatization for the service provider. Social work

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practice in the area of trauma can present unique challenges for advancing social justice, the interaction between policy and direct practice, and self-awareness of personal values and feelings. Building on your foundation knowledge of social justice, policy and professional values and ethics, this course aims to extend your 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; and 3) manage personal feelings and values that may affect your ability to practice social work in the area of trauma.

Class Preparation and Resources

There is no textbook for this course. Please see the course outline for required preparation materials. For each session, there is also a list of additional resources for that lesson's topic.

Teaching Methods

This course will use a variety of teaching methods to address the course objectives, including guest and instructor lectures, in-class exercises, readings, videos, listenings, and discussions. Student ideas about the course are important and can help improve learning, as well as the course experience for all. I will provide a survey at the mid-point of the course, so you can give ideas and suggestions for the course. You will also be given an opportunity to evaluate the course at the end of the semester.

Notes on Course Content and Our Learning Environment

We will be discussing topics such as intimate partner violence, sexual assault, war trauma, and human trafficking, including case examples. We must remember that there are people in our class who have been directly or indirectly impacted by the issues we are discussing and that there are members of our class for whom these topics are new.

My goal is to foster a respectful and anti-oppressive learning environment in which we:

- View each other as individuals and not representatives of our identity groups.
- Reflect on how our own life history, background, and context impact our perspectives.
- Foster open dialogue about challenges and successes in our internship experiences while respecting the context and confidentiality of each organization site.
- Use each other's pronouns and preferred names.
- Actively listen to each other about how words or actions affect individuals and the learning environment.
- Correct our mistakes and apologize when necessary.
- Seek to understand each other's viewpoints.

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- Engage in challenging dialogue with personalizing.

This list is not exhaustive but can serve as a starting point about how we will work together. We will regularly negotiate these guidelines together and will update them if needed.

Class Assignments

Several methods will be used to promote and assess student learning. These methods include written assignments, as well as, in-class exercises, and participation. Below are brief descriptions of each assignment. All assignments are due by the specified Friday at 11:59pm to the appropriate Sakai assignment.

Self-Care Plan (2 pages, due on Fri. 8/21 at 11:59pm). Self-care is a crucial part of working with individuals and communities affected by trauma and violence. After reviewing some of the readings and resources on self-care, develop a 2 page self-care plan. Use the format that is most useful to you, and you do not need to include citations. Consider the following questions:

- What does self-care look like for me?
- How will I care for myself throughout this semester?
- What might get in the way?
- What practices feel sustainable and nourishing to me?
- How will I check in with my plan throughout the semester?

[Program or Treatment Manual Assignment](#) (about 40 pages; due on Fri. 11/20/20 at 11:59pm).

Social workers who seek to address trauma and violence will often find themselves tasked to develop and implement a treatment, program, or other intervention for a group of service users. Some of these interventions may be founded on evidence-based practices. Given the gaps in intervention research for the problems of trauma and violence, at other times, social workers will need to develop interventions from their professional expertise, recommended best practices in the field, as well as the best research available. One important part of overall intervention development is the development of a manual. Detailed descriptions of all parts of this overall assignment are available at the end of this document.

An intervention manual specifies a behavioral therapy or social intervention, as well as provides guidelines for its implementation. Accordingly, for this overall assignment, you will develop and hone your program/treatment skills by developing your own manual. Your work on the manual will be accomplished throughout the course to be completed by the end of the semester. The

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overall manual will be broken down into three parts. Students will complete drafts of each part throughout the semester with the instructor providing feedback at each time. Students will use the feedback to revise and finalize their completed manuals by the end of the semester.

Consistent with recommended manual development guidelines (Carroll & Nuro, 2002; Fraser & Galinsky, 2010), by the end of the semester students' manuals will include descriptions of the: (1) program's/treatment's overview, description, and rationale; (2) conception of the disorder or problem that the program/treatment is addressing; (3) program/treatment goals; (4) example session content for the program/treatment, and (5) explanation of general program/treatment format. Below are the section assignments you will complete throughout the semester that will ultimately combine to form your manual:

- [*Problem Theory & Change Theory Assignment*](#) (about 10 pages; due by Fri. 9/11 at 11:59pm). For this assignment, you will develop the following draft sections of your program/treatment manual: (1) program/treatment overview, description, and rationale; (2) conception of the disorder or problem that your program/treatment will address; and (3) the overall program/treatment goals.
- [*Program Theory Assignment*](#) (about 5-10 pages; due by Fri. 10/2 by 11:59pm). For this assignment, you will detail and explain the treatment techniques, goals, and format. Specifically, you will address and describe: (1) the format for delivery (individual, group or other; in-person, web-based, etc.); (2) frequency and intensity of sessions; (3) flexibility in intervention content; (4) session formats; (5) the level of structure; and (6) any extra-session tasks.
- [*Example Intervention Content Assignment*](#) (about 5-10 pages; due at beginning of class on Fri. 10/30 at 11:59pm). For this assignment, you will develop at least two sets of detailed, session-by-session content with program/treatment examples and vignettes.

Participation will be graded holistically, and points will be deducted for frequent absences or leaving class early, coming late, or being unprepared. Class sessions will be recorded for viewing for those who are unable to attend a particular session.

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Assignment	Number of Points	Deadline
Self-Care Plan	5	Fri. 8/21 at 11:59pm
Problem Theory and Change Theory	15	Fri. 9/11 at 11:59pm
Program Theory	15	Fri. 10/2 at 11:59pm
Example Intervention Content	15	Fri. 10/30 at 11:59pm
Final Manual	40	Fri. 11/20 at 11:59pm
Participation	10	Cumulative, holistic

Writing Skills

Writing support is available to all students through the School's Writing Support Team; they can help you strengthen your writing skills by sharing strategies for organizing information, presenting a cohesive argument, ensuring clear communication, and mastering APA style. Writing Support offers a *learning opportunity* for students but does not merely copy edit student papers. Writing support is available in-person, by e-mail, or by phone. E-mail a requested appointment day and time to SOSWwritingsupport@gmail.com. In addition, see the [Writing Resources and References page on the School's website](#).

Grading System

As per the School's policies, the course grading system for this semester is: H = 94-100; P = 74-93; L = 73-70 and F = 69 and below.

Policy on Incompletes and Late Assignments

Most importantly, please communicate with me so that I can help you successfully complete this semester. Flexibility is important for all of us to extend to ourselves and each other, so do not hesitate to reach out. I will grant one, no-questions-asked, one-week extension on any course assignment except for the final manual. Otherwise, I will deduct 1 point per 24 hour period that the assignment is late.

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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.

Accessibility and Resources Services

The School of Social Work aims to create an educational environment that supports the learning needs of all students. UNC-Chapel Hill facilitates the implementation of reasonable accommodations, including resources and services, for students with disabilities, chronic medical conditions, a temporary disability, or pregnancy complications resulting in difficulties with accessing learning opportunities. The Accessibility Resources and Service (ARS) Office at UNC has been established to coordinate all accommodations. If you might need accommodations at any point during the semester, please contact ARS prior to the beginning of the semester or as early in the semester as possible so that they can assist you; this process takes time. You can visit [their website](#) and contact ARS by email: accessibility@unc.edu or phone at 919-962-8300. The accommodations process starts with ARS and helps instruct Faculty at the School of Social Work on how best to proceed. As a School, we are committed to working with ARS and students to implement needed accommodations for all of our students. In addition to seeking ARS support, please also reach out to your instructor to communicate how best your needs can be met once you have begun the ARS process.

Equal Opportunity and Compliance (EOC) Statement

Any student who is impacted by discrimination, harassment, interpersonal (relationship) violence, sexual violence, sexual exploitation, or stalking is encouraged to seek resources on campus or in the community. Please contact the [Director of Title IX Compliance](#), [Report and Response Coordinators](#), [Counseling & Psychological Services](#) (confidential), or the [Gender Violence Services Coordinators](#) (confidential) to discuss your specific needs. Additional resources are available at safe.unc.edu.

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Community Standards in Our Course and Mask Use*

This fall semester, while we are in the midst of a global pandemic, all enrolled students are required to wear a mask covering your mouth and nose at all times in our classroom. This requirement is to protect our educational community -- your classmates and me -- as we learn together. If you choose not to wear a mask, or wear it improperly, I will ask you to leave immediately, and I will submit a report to the [Office of Student Conduct](#). At that point you will be disenrolled from this course for the protection of our educational community. Students who have an authorized accommodation from Accessibility Resources and Service have an exception. For additional information, see <https://carolinatogether.unc.edu/university-guidelines-for-facemasks/>

****Please note that this class meets virtually and, therefore, masks are not required while you attend class via Zoom. Masks are required in the School of Social Work and all other campus locations.***

Joining the Virtual Classroom

To join the class (please note that there is a password):

[Join Zoom Meeting](#)

Or type in this url:

<https://unc.zoom.us/j/96804972634?pwd=azRKUTFKMU1KcWxrcVpwSW5rUWFyQT09>

Password: 131574

Meeting ID: 968 0497 2634

Password: 131574

One tap mobile

+19294362866,,96804972634# US (New York)

Dial by your location

+1 929 436 2866 US (New York)

855 880 1246 US Toll-free

Meeting ID: 968 0497 2634

Find your local number: <https://unc.zoom.us/u/ab7zkiGOoE>

Password: 131574

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Office Hours

Office hours are a time during which you can come ask questions about the course or assignments, seek advice or ask professional development questions, process course content one-on-one, or otherwise check in. You are welcome to schedule a time to meet [here](#) or to email me. I will use the Zoom meeting room below for office hours, but I am also happy to connect via email or phone:

Join Zoom Meeting

<https://unc.zoom.us/j/92165076265>

COURSE OVERVIEW & SCHEDULE

See guest speaker bios [here](#).

Week	Date	Topic	Guest	Assignment Due
1	August 11	Introductions, course overview, and self-care	None	None
2	August 18	Stress, trauma, and the brain and vicarious trauma	None	Self-Care Plan due Fri. 8/21 at 11:59pm via Sakai assignments
3	August 25	Developing evidence-based interventions & Ecological and systems perspectives	None	None
4	September 1	Historical trauma and cultural humility	Hayden Dawes (10:15am)	None
5	September 8	Assessing for the consequences of trauma and violence	None	Problem Theory & Change Theory Assignment Due by Fri. 9/11 at 11:59pm via Sakai Assignments

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<u>6</u>	September 15	Sexual assault	<u>Wanda Swan</u> (10:15am)	None
<u>7</u>	September 22	Victim/survivor advocacy, safety planning, and systems navigation	<u>Holly Lovern</u> (9:15am)	None
<u>8</u>	September 29	Cognitive behavioral therapy for treating trauma and violence	<u>Anna Parisi</u> (10:15am)	<u>Program Theory Assignment</u> Due by Fri. 10/2 at 11:59pm via Sakai assignments
<u>9</u>	October 6	Mind/body and integrative approaches	<u>Kelly Wilt</u> (10:15am)	None
<u>10</u>	October 13	Intimate partner violence part 1	<u>Shanali Inchaustegui</u> (10:15am)	None
<u>11</u>	October 20	Intimate partner violence part 2	<u>Cindy Fraga Rizo</u> (10:15am)	None
<u>12</u>	October 27	Human trafficking	<u>Christy Croft & Courtney Dunkerton</u> (10:15am)	<u>Example Intervention Content</u> due by Fri. 10/30 at 11:59pm
<u>13</u>	November 3	War, disaster, and pandemic trauma	<u>Michael Faccini</u> (10:15am)	None
<u>14</u>	November 10	Evidence-based interventions to treat PTSD	None	None
<u>15</u>	November 17	Cultivating a sustainable practice and closing	None	<u>Final Manual</u> due by Fri. 11/20 at 11:59pm

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DETAILS BY WEEK

Week 1 (August 11): Introductions, Course Overview, and Self-Care

No Required Preparation

Additional Resources:

- Learn more about the ProQOL self-assessment: http://www.proqol.org/Home_Page.php
- Laura van Dernoot Lipsky's Trauma Stewardship Institute – more information about her book, watch her TED Talk - <http://traumastewardship.com/>
- Self-Care Starter Kit from University of Buffalo: <https://socialwork.buffalo.edu/resources/self-care-starter-kit.html>
- 30 Grounding Techniques: <https://www.healthline.com/health/grounding-techniques>
- AWID Webinar on Self-Care and Collective Well-Being: <https://www.awid.org/news-and-analysis/webinar-summary-self-care-and-collective-wellbeing>
- Kathleen Cox and Sue Snyder. 2013. *Self-Care in Social Work: A Guide for Social Workers and Other Helping Professionals*. (They also have a website: <http://www.selfcareinsocialwork.com/about>)
- Sharon H. Mastracci, Mary E. Guy, & Meredith A. Newman. 2012. *Emotional Labor and Crisis Response: Working on the Razor's Edge*.
- Institute for Health & Recovery; Developing Trauma-Informed Organizations: A Toolkit - <http://www.healthrecovery.org/publications/detail.php?p=30>
- Trauma-Informed Systems of Care: The Role of Organizational Culture in the Development of Burnout, Secondary Traumatic Stress, and Compassion Satisfaction: http://jswhr.com/journals/jswhr/Vol_3_No_2_December_2015/1.pdf
- Creating Trauma-Informed Systems: A Guide for Sexual Assault Programs and Their System Partners: http://www.ncdsv.org/images/WCSAP_CreatingTrauma-InformedServices-AGuideForSAPPrograms_2012.pdf
- THRIVE Guide for Trauma-Informed Organizations: http://thriveinitiative.org/thrivetraining/wp-content/plugins/rasGroupManager/rgm_uploads/THRIVE%20Guide%20to%20Trauma-Informed%20Organizational%20Development.pdf
- NCBI Trauma-Informed Care in Behavioral Health Services: <https://www.ncbi.nlm.nih.gov/books/NBK207204/>

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- Beth Hudnall Stamm's "Helping the Helpers:"
<http://www.isu.edu/irh/projects/ysp/CommunitySuicidePrevention/5Helping-the-Helpers/Helping-the-Helpers.pdf>
- The National Center for Trauma-Informed Care:
<https://www.nasmhpd.org/content/national-center-trauma-informed-care-nctic-0>
- How to Prevent Social Work Burnout for a Long and Healthy Career:
<http://www.mswguide.org/blog/how-to-prevent-social-work-burnout/>
- Compassion Fatigue: Being an Ethical Social Worker:
[http://www.socialworker.com/feature-articles/ethics-articles/Compassion Fatigue%3A Being an Ethical Social Worker/](http://www.socialworker.com/feature-articles/ethics-articles/Compassion%20Fatigue%3A%20Being%20an%20Ethical%20Social%20Worker/)
- Transforming Compassion Fatigue into Compassion Satisfaction: Top 12 Self-Care Tips for Helpers: <http://www.compassionfatigue.org/pages/Top12SelfCareTips.pdf>

Week 2 (August 18): Stress, Trauma, and the Brain and Vicarious Trauma

- Reminder: [Self-care plan](#) is due on Fri. 8/21 at 11:59pm via Sakai assignments.

Required Preparation:

- How Stress Affects the Brain (4 minutes):
<https://www.youtube.com/watch?v=WuyPuH9ojCE>
- McEwen, B. (2017, July). When is stress good for you? Retrieved from
<https://aeon.co/essays/how-stress-works-in-the-human-body-to-make-or-break-us>

Additional Resources:

- Trippany, R. L., White Kress, V. E., & S, A. W. (2004). Preventing vicarious trauma: What counselors should know when working with trauma survivors. *Journal of Counseling and Development: JCD*, 82(1), 31-37.
- Vicarious Trauma (American Counseling Association):
<https://www.counseling.org/docs/trauma-disaster/fact-sheet-9---vicarious-trauma.pdf>
- Bremner, J. D. (2006). Traumatic stress: effects on the brain. *Dialogues in clinical neuroscience*, 8(4), 445. Retrieved from
<http://www.ncbi.nlm.nih.gov/libproxy.lib.unc.edu/pmc/articles/PMC3181836/>
- Hopper, J. W. (2015). Harnessing the seeking, satisfaction and embodiment circuitries in contemplative approaches to healing trauma. Follette, V. M., Briere, J., Rozelle, D.,

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Hopper, J. W., & Rome, D. I. (Eds.). *Mindfulness-oriented interventions for trauma: Integrating contemplative practices*. (185-209). Guilford Publications.

- Hopper, J. W., & van der Kolk, B. A. (2001). Retrieving, assessing, and classifying traumatic memories: A preliminary report on three case studies of a new standardized method. *Journal of Aggression, Maltreatment & Trauma*, 4(2), 33-71.
- Teicher, Martin H., et al. Hurtful words: association of exposure to peer verbal abuse with elevated psychiatric symptom scores and corpus callosum abnormalities. (2010): *American Journal of Psychiatry* 167(12), 1464-1471.

<p style="text-align: center;">Week 3 (August 25) – Developing Evidence-Based Interventions & Ecological and Systems Perspectives</p>
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Required Preparation:

- Casey, E. A., & Lindhorst, T. P. (2009). Toward a multi-level, ecological approach to the primary prevention of sexual assault prevention in peer and community contexts. *Trauma, Violence, & Abuse*, 10(2), 91-114. DOI: 10.1177/1524838009334129
- Fraser, M. W., & Galinsky, M. J. (2010). Steps in intervention research: Designing and developing social programs. *Research on social work practice*, 20(5) 459-466. doi: 10.1177/1049731509358424

Additional Resources on Developing Evidence-Based Interventions:

- Crenshaw on Intersectionality 20 Years Later: <https://www.law.columbia.edu/news/archive/kimberle-crenshaw-intersectionality-more-two-decades-later>
- Lyon, A. R., & Koerner, K. (2016). User-centered design for psychosocial intervention development and implementation. *Clinical Psychology: Science and Practice*, 23(2), 180-200. doi:10.1111/cpsp.12154
- Starr, R. W. (2018). Moving from the mainstream to the margins: Lessons in culture and power. *Journal of Family Violence*, 33(8), 551-557. doi:10.1007/s10896-018-9984-1
- Walters, K. L., Johnson-Jennings, M., Stroud, S., Rasmus, S., Charles, B., John, S., ... & Lowe, J. (2018). Growing from our roots: Strategies for developing culturally grounded health promotion interventions in American Indian, Alaska Native, and Native Hawaiian communities. *Prevention Science*, 1-11. doi: 10.1007/s11121-018-0952-z

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- Carroll, K. M., & Nuro, K. F. (2002). One size cannot fit all: A stage model for psychotherapy manual development. *Clinical Psychology: Science and Practice, 9*(4), 396-406. doi:10.1093/clipsy.9.4.396
- Duncan, E. A., Nicol, M. M., & Ager, A. (2004). Factors that constitute a good cognitive behavioural treatment manual: A Delphi study. *Behavioural and Cognitive Psychotherapy, 32*(02), 199-213. doi: 10.1017/S135246580400116X
- Hermann, B. A., Meyer, E. C., Schnurr, P. P., Batten, S. V., & Walser, R. D. (2016). Acceptance and commitment therapy for co-occurring PTSD and substance use: A manual development study. *Journal of Contextual Behavioral Science*. doi: 10.1016/j.jcbs.2016.07.001
- Kendall, P. C., Chu, B., Gifford, A., Hayes, C., & Nauta, M. (1999). Breathing life into a manual: Flexibility and creativity with manual-based treatments. *Cognitive and Behavioral Practice, 5*(2), 177-198. doi: 10.1016/S1077-7229(98)80004-7
- Lang, J. M., Campbell, K., Shanley, P., Crusto, C. A., & Connell, C. M. (2016). Building capacity for trauma-informed care in the child welfare system initial results of a statewide implementation. *Child Maltreatment, 21*(2), 113-124. doi: 10.1177/1077559516635273
- Wight, D., Wimbush, E., & Jepson, R. (2016). Six steps in quality intervention development (6SQuID). *Journal of Epidemiology and Community Health*. doi:10.1136/jech-2015-205952

Additional Resources on Ecological and Systems Approaches:

- American Academy of Pediatrics. (2014). *Adverse childhood experiences and the lifelong consequences of trauma*. Retrieved from https://www.aap.org/en-us/Documents/ttb_aces_consequences.pdf
- Bornstein, D. (2018, January 30). *Treating the lifelong harm of childhood trauma*. The New York Times. Retrieved from <https://nyti.ms/2Fvy3JM>
- Elliott, D. E., Bjelajac, P., Fallot, R. D., Markoff, L. S., & Reed, B. G. (2005). Trauma-informed or trauma-denied: principles and implementation of trauma-informed services for women. *Journal of Community Psychology, 33*(4), 461-477. DOI: 10.1002/jcop.20063
- Hummer, V. L., Dollard, N., Robst, J., & Armstrong, M. I. (2010). Innovations in implementation of trauma-informed care practices in youth residential treatment: A curriculum for organizational change. *Child welfare, 89*(2), 79.

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- Krug E. G., et al., eds. *World report on violence and health*. Geneva, World Health Organization, 2002. Retrieved from https://apps.who.int/iris/bitstream/handle/10665/42495/9241545615_eng.pdf
- Lang, J. M., Campbell, K., Shanley, P., Crusto, C. A., & Connell, C. M. (2016). Building capacity for trauma-informed care in the child welfare system initial results of a statewide implementation. *Child Maltreatment, 21*(2), 113-124. doi: 10.1177/1077559516635273
- Macy, R. J., & Goodbourn, M. (2012). Promoting successful collaborations between domestic violence and substance abuse treatment service sectors: A review of the literature. *Trauma, Violence & Abuse, 13*(4), 234-251. doi:10.1177/1524838012455874
- Markoff, L. S., Reed, B. G., Fallot, R. D., Elliott, D. E., & Bjelajac, P. (2005). Implementing trauma-informed alcohol and other drug and mental health services for women: lessons learned in a multisite demonstration project. *American Journal of Orthopsychiatry, 75*(4), 525. DOI:10.1037/0002-9432.75.4.525
- O'Brien, J. E., & Macy, R. J. (2016). Culturally specific interventions for female survivors of gender-based violence. *Aggression and Violent Behavior*. <http://dx.doi.org/10.1016/j.avb.2016.07.005>
- Reeves, E. (2015). A synthesis of the literature on trauma-informed care. *Issues in mental health nursing, 36*(9), 698-709. DOI: 10.3109/01612840.2015.1025319
- Singer, J. B. (Producer). (2013, April 29). An Overview of Trauma-Informed Care: Interview with Nancy J. Smyth, Ph.D. [Episode 80]. *Social Work Podcast* [Audio Podcast]. Retrieved from <http://www.socialworkpodcast.com/2013/04/an-overview-of-trauma-informed-care.html>
- Substance Abuse and Mental Health Services Administration. *Trauma-Informed Care in Behavioral Health Services. Treatment Improvement Protocol (TIP) Series 57*. HHS Publication No. (SMA) 13-4801. Rockville, MD: Substance Abuse and Mental Health Services Administration, 2014.
- Verbitsky-Savitz, N., Hargreaves, M.B., Penoyer, S., Morales, N., Coffee- Borden, B. & Whitesell, E. (2016). *Preventing and Mitigating the Effects of ACEs by Building Community Capacity and Resilience: APPI Cross-Site Evaluation Findings*. Washington, DC: Mathematica Policy Research. Retrieved from <http://www.appi-wa.org/>

Week 4 (September 1): Historical Trauma and Cultural Humility

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- Guest Speaker: [Hayden Dawes](#)

Required Preparation:

- Take the Cultural Somatics free 5 session e-course available here (one hour):
<https://culturalsomaticsuniversity.thinkific.com/courses/cultural-somatics-free-5-session-ecourse>

Additional Resources:

- Swan, W. & Klein, L. B. (2019). Resources on anti-racism and dismantling white supremacy for anti-violence professionals. Campus Advocacy and Prevention Professionals Association.
https://docs.google.com/document/d/1RZ4ANVvjyRVU70dcJ4f4k0RG6Fs7_TWDZyHCKzKupFA/edit
- Devin Norell (2020). Six Black Trans Women Were Found Dead in Nine Days. Them. Retrieved from: <https://www.them.us/story/six-black-trans-women-were-found-dead-in-nine-days>
- Chavez, V: Cultural Humility: People, Principles, and Practices (30 minutes):
<https://www.youtube.com/watch?v=SaSHLbS1V4w>
- George, M. (2010). A theoretical understanding of refugee trauma. *Clinical Social Work Journal*, 38(4), 379-387. doi:10.1007/s10615-009-0252-y
- Gorman, B. (2013) LGBTQ2 Wellbeing Education, Albuquerque Indian Health Services: https://www.ihs.gov/sites/telebehavioral/themes/newihstheme/display_objects/documents/slides//lgbt/lgbthistoricaltrauma.pdf
- Walters, K., Mohammed, S., Evans-Campbell, T., Beltrán, R., Chae, D., & Duran, B. (2011). BODIES DON'T JUST TELL STORIES, THEY TELL HISTORIES: Embodiment of Historical Trauma among American Indians and Alaska Natives. *Du Bois Review: Social Science Research on Race*, 8(1), 179-189. doi:10.1017/S1742058X1100018X
- Berliner, L., & Kolko, D. J. (2016). Trauma informed care: A commentary and critique. *Child maltreatment*, 21(2), 168-172. doi: 10.1177/1077559516643785
- Gone, J. P. (2013). Redressing First Nations historical trauma: Theorizing mechanisms for indigenous culture as mental health treatment. *Transcultural Psychiatry*, 50(5), 683-706. doi: 10.1177/1363461513487669

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- National Center for Transgender Equality 2016 Survey:
<https://transequality.org/issues/us-trans-survey>

Week 5 (September 8): Assessing for the Consequences of Trauma and Violence
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- Reminder: [Problem theory and change theory assignment](#) is due on Fri. 9/11 at 11:59pm via Sakai Assignments.

Required Preparation:

- Wanjuki, W. (2016). The (literal) cost of not believing survivors. TEDX Middlebury. (16 minutes): <https://www.youtube.com/watch?v=S6Gy2WsBJk4>
- Connecting the dots: An overview of the links among multiple forms of violence. Atlanta, GA/Oakland, CA: National Center for Injury Prevention and Control, Centers for Disease Control and Prevention/Prevention Institute. Retrieved from:
https://www.cdc.gov/violenceprevention/pdf/connecting_the_dots-a.pdf

Additional Resources:

- Bonanno, G. A. (2004). Loss, trauma, and human resilience: have we underestimated the human capacity to thrive after extremely aversive events? *American Psychologist*, 59(1), 20. doi: 10.1037/0003-066X.59.1.20
- Friedman, M. J. (2013). Finalizing PTSD in DSM-5: getting here from there and where to go next. *Journal of Traumatic Stress*, 26(5), 548-556. DOI: <http://dx.doi.org/10.1002/jts.21840>
- Kliethermes, M., Schacht, M., & Drewry, K. (2014). Complex trauma. *Child and Adolescent Psychiatric Clinics of North America*, 23(2), 339-361. DOI: 10.1016/j.chc.2013.12.009
- Nyad, D. (2017, November 9). My life after sexual assault. *The New York Times*. Retrieved from: <https://nyti.ms/2hIYEm5>
- Wilkins, N., Tsao, B., Hertz, M., Davis, R., & Klevens, J. (2014).
- Black, M.C., Basile, K.C., Breiding, M.J., Smith, S.G., Walters, M.L., Merrick, M.T., Chen, J., & Stevens, M.R. (2011). The National Intimate Partner and Sexual Violence Survey (NISVS): 2010 Summary Report. Atlanta, GA: National Center for Injury Prevention and Control, Centers for Disease Control and Prevention. Retrieved from https://www.cdc.gov/violenceprevention/pdf/nisvs_executive_summary-a.pdf

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- Campbell, D. G., Felker, B. L., Liu, C. F., Yano, E. M., Kirchner, J. E., Chan, D., ... & Chaney, E. F. (2007). Prevalence of depression–PTSD comorbidity: Implications for clinical practice guidelines and primary care-based interventions. *Journal of General Internal Medicine*, 22(6), 711-718. doi: 10.1007/s11606-006-0101-4
- Edwards, V. J., Holden, G. W., Felitti, V. J., & Anda, R. F. (2003). Relationship between multiple forms of childhood maltreatment and adult mental health in community respondents: Results from the adverse childhood experiences study. *American Journal of Psychiatry*, 160(8), 1453-1460. DOI: 10.1176/appi.ajp.160.8.1453
- Epel, E. S., Blackburn, E. H., Lin, J., Dhabhar, F. S., Adler, N. E., Morrow, J. D., & Cawthon, R. M. (2004). Accelerated telomere shortening in response to life stress. *Proceedings of the National Academy of Sciences of the United States of America*, 101(49), 17312-17315. doi: 10.1073 pnas.0407162101
- Finkelhor, D., & Browne, A. (1985). The traumatic impact of child sexual abuse: A conceptualization. *American Journal of Orthopsychiatry*, 55(4), 530-541. <http://dx.doi.org/10.1111/j.1939-0025.1985.tb02703.x>
- Friedman, M. J., Resick, P. A., Bryant, R. A. and Brewin, C. R. (2011), Considering PTSD for DSM-5. *Anxiety*, 28: 750–769. doi:10.1002/da.20767
- Harris, A. J., Walfield, S. M., Shields, R. T., & Letourneau, E. J. (2015). Collateral consequences of juvenile sex offender registration and notification: Results from a survey of treatment providers. *Sexual abuse: a journal of research and treatment*. DOI: 10.1177/1079063215574004
- Herman, J. L. (1992), Complex PTSD: A syndrome in survivors of prolonged and repeated trauma. *Journal of Traumatic Stress*, 5: 377–391. doi:10.1002/jts.2490050305
- Hussey, J.M., Chang, J.J., & Kotch, J.B. (2006). Child maltreatment in the United States: Prevalence, risk factors, and adolescent health consequences. *Pediatrics*, 118(3) 933-942; DOI: 10.1542/peds.2005-2452
- Kilpatrick, D. G., Ruggiero, K. J., Acierno, R., Saunders, B. E., Resnick, H. S., & Best, C. L. (2003). Violence and risk of PTSD, major depression, substance abuse/dependence, and comorbidity: results from the National Survey of Adolescents. *Journal of Consulting and Clinical Psychology*, 71(4), 692. DOI: 10.1037/0022-006X.71.4.692
- Schottenbauer, M. A., Glass, C. R., Arnkoff, D. B., & Gray, S. H. (2008). Contributions of psychodynamic approaches to treatment of PTSD and trauma: A review of the empirical treatment and psychopathology literature. *Psychiatry*, 71(1), 13-34. DOI: 10.1521/psyc.2008.71.1.13

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- Van der Kolk, B. A. (2005). Developmental trauma disorder. *Psychiatric annals*, 35(5), 401-408. Retrieved from: <http://www.wjcia.org/conpast/2008/trauma/trauma.pdf>

Week 6 (September 15): Sexual Assault
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- Guest Speaker: [Wanda Swan](#)

Required Preparation:

- Pennsylvania Coalition Against Rape. Racism and Sexual Violence: What is the Connection? Retrieved from: https://www.pcar.org/sites/default/files/resource-pdfs/tab_2017_racismsexual_violence_connections-508d.pdf
- Rondini, A. (2018). Critical and intersectional understandings of campus sexual assault as a social problem. In A. Treviño (Ed.), *The Cambridge Handbook of Social Problems* (pp. 287-308). Cambridge: Cambridge University Press. doi:10.1017/9781108550710.018
- Review CDC Preventing Sexual Violence: <https://www.cdc.gov/violenceprevention/sexualviolence/fastfact.html>
- Review CDC Risk and Protective Factors: <https://www.cdc.gov/violenceprevention/sexualviolence/riskprotectivefactors.html>

Additional Resources:

- Go to <https://safe.unc.edu> for information about resources, statistics, and ways to get involved with preventing and responding to sexual and intimate partner violence at UNC-Chapel Hill.
- Dills J., Fowler D., & Payne G. (2016). *Sexual violence on campus: Strategies for prevention*. Atlanta, GA: National Center for Injury Prevention and Control, Centers for Disease Control and Prevention. <https://www.cdc.gov/violenceprevention/pdf/campusvprevention.pdf>
- DeGue et al. (2014). A systematic review of primary prevention strategies for sexual violence prevention. *Aggression and Violent Behavior*, 19(4), 346-362. <https://doi.org/10.1016/j.avb.2014.05.004>
- Fedina, L., Holmes, J. L., & Backes, B. L. (2016). Campus sexual assault: A systematic review of prevalence research from 2000 to 2015. *Trauma, Violence, and Abuse*. <https://doi.org/10.1177%2F1524838016631129>
- Griner, S. B. et al., (2017). The intersection of gender identity and violence: Victimization experienced by transgender college students. *Journal of Interpersonal Violence*. <https://doi.org/10.1177%2F0886260517723743>

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- Lynn, D. (2018). Historical erasure of violence against Black women. Black Perspectives. <https://www.aaihs.org/the-historical-erasure-of-violence-against-black-women/>
- American College Health Association (2016). Address Sexual and Relationship Violence: A Trauma-Informed Approach. [https://www.acha.org/documents/resources/Addressing Sexual and Relationship Violence A Trauma Informed Approach.pdf](https://www.acha.org/documents/resources/Addressing_Sexual_and_Relationship_Violence_A_Trauma_Informed_Approach.pdf)
- Klein, L. B., Rizzo, A. J., Cherry, L. H., & Woofter, R. C. (2018). Addressing alcohol's role in campus sexual assault: A toolkit by and for prevention specialists. Chapel Hill, NC: Campus Advocacy and Prevention Professionals Association and Prevention Innovations Research Center. <https://cola.unh.edu/sites/default/files/media/2018/11/saalctoolkit.pdf>
- Klein, L. B., Rizzo, A. J., & Stapleton, J. G. (2016). Choosing prevention products: Questions to ask when considering sexual and relationship violence and stalking prevention products. Prevention Innovations Research Center. https://cola.unh.edu/sites/default/files/media/2018/11/pirc_prevproductwhitepaper.pdf
- Wasco, S. & Zadnik. L (2012). Assessing campus readiness for prevention: Supporting campuses in creating safe and respectful communities. Pennsylvania Coalition Against Rape. https://www.pcar.org/sites/default/files/resource-pdfs/campus_readiness_manual_2-12_final.pdf

Week 7 (September 22) Victim/Survivor Advocacy, Safety Planning, and Systems Navigation
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- Guest Speaker: [Holly Lovern](#)

Required Preparation:

- On Empathy episode, "Being Heard and Seen" from Brene Brown's Unlocking Us podcast featuring Tarana Burke (#MeToo): <https://brenebrown.com/podcast/brene-tarana-burke-on-empathy/>
- Greeson, M. R., & Campbell, R. (2015). Coordinated community efforts to respond to sexual assault: A national study of sexual assault response team implementation. Journal of interpersonal violence, 30(14), 2470-2487. DOI: 10.1177/0886260514553119

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- Northwest Network Advocacy-Based Counseling:
<https://static1.squarespace.com/static/566c7f0c2399a3bdabb57553/t/566c9ceac21b865cfe782790/1449958634826/ABCDiagram.pdf>
- Northwest Network Self-Determination vs. Safety:
<https://static1.squarespace.com/static/566c7f0c2399a3bdabb57553/t/566c9cf7c21b865cfe78280a/1449958647977/self-determination-safety-doc.pdf>

Additional Resources:

- Northwest Network of Bi, Trans, Lesbian, and Gay Survivors of Abuse Advocacy Tools:
<https://www.nwnetwork.org/advocacy-tools>
- Hahn, S. A., & Postmus, J. L. (2014). Economic empowerment of impoverished IPV survivors: A review of best practice literature and implications for policy. *Trauma, Violence, & Abuse, 15*(2), 79-93. DOI: 10.1177/1524838013511541
- Lowry, M. P. (2015, May 23). Watching assumptions walk out the door. *The New York Times*. Retrieved from <https://nyti.ms/1cTsTse>
- Lee, J. G., & Backes, B. L. (2018). Civil Legal Aid and Domestic Violence: a Review of the Literature and Promising Directions. *Journal of Family Violence, 1*-13. doi: 10.1007/s10896-018-9974-3
- Macy, R. J., & Ermentrout, D. M. (2008). *Consensus practices in the provision of services to survivors of domestic violence and sexual assault: A reference for North Carolina service providers*. UNC at Chapel Hill, School of Social Work, Chapel Hill, NC. Retrieved from ssw.unc.edu/files/web/pdf/__Sexual_Assault_Consensus_Practices_final-1.pdf
- Macy, R. J., Giattina, M., Parish, S., & Crosby, C. (2010). Domestic violence and sexual assault services: Historical concerns and contemporary challenges. *Journal of Interpersonal Violence, 25*(1), 3-32. doi:10.1177/0886260508329128
- Macy, R. J., Giattina, M., Sangster, T. H., Crosby, C., & Montijo, N. J. (2009). Domestic violence and sexual assault services: Inside the blackbox. *Aggression and Violent Behavior, 14*(5), 359-373. doi:10.1016/j.avb.2009.06.002
- McDermott, M. J., & Garofalo, J. (2004). When advocacy for domestic violence victims backfires: Types and sources of victim disempowerment. *Violence Against Women, 10*(11), 1245-1266. doi: 10.1177/1077801204268999
- World Health Organization. (2013). *Responding to intimate partner violence and sexual violence against women: WHO clinical and policy guidelines*. World Health Organization. <http://www.who.int/iris/handle/10665/85240>

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Week 8 (September 29) Cognitive Behavioral Therapy

- Guest Speaker: [Anna Parisi](#)
- Reminder: [Program theory assignment](#) is due on Fri. 10/2 via Sakai assignments.

Required Preparation:

- Trauma-Informed Cognitive Behavioral Therapy: A Primer for Child Welfare Professionals (2018). Retrieved from:
<https://www.childwelfare.gov/pubPDFs/trauma.pdf>
- World Health Organization. Guidelines for the management of conditions specifically related to stress. Geneva: WHO, 2013. Retrieved from
http://apps.who.int/iris/bitstream/10665/85119/1/9789241505406_eng.pdf

Additional Resources:

- Cloitre, M., Courtois, C. A., Charuvastra, A., Carapezza, R., Stolbach, B. C., & Green, B. L. (2011). Treatment of complex PTSD: Results of the ISTSS expert clinician survey on best practices. *Journal of traumatic stress, 24*(6), 615-627. DOI: 10.1002/jts.20697
- Deblinger, E., Taylor, C. J., Neubauer, F., Pollio, E., Herge, W. M., & La Greca, A. M. (2012). Treating trauma-related symptoms in children and adolescents. *Oxford University Press*. doi:10.1093/oxfordhb/9780195399066.013.0033
- Jaycox, L. H., Zoellner, L., & Foa, E. B. (2002). Cognitive-behavior therapy for PTSD in rape survivors. *Journal of clinical psychology, 58*(8), 891-906. DOI: 10.1002/jclp.10065
- Bandura, A. (2001). Social cognitive theory: An agentic perspective. *Annual review of psychology, 52*(1), 1-26. DOI: 10.1146/annurev.psych.52.1.1
- Benight, C. C., & Bandura, A. (2004). Social cognitive theory of posttraumatic recovery: The role of perceived self-efficacy. *Behaviour research and therapy, 42*(10), 1129-1148. DOI: 10.1016/j.brat.2003.08.008
- Cohen, J. A., Mannarino, A. P., Kliethermes, M., & Murray, L. A. (2012). Trauma-focused CBT for youth with complex trauma. *Child abuse & neglect, 36*(6), 528-541. DOI: 10.1016/j.chiabu.2012.03.007
- Diehle, J., Schmitt, K., Daams, J. G., Boer, F., & Lindauer, R. J. (2014). Effects of psychotherapy on trauma-related cognitions in posttraumatic stress disorder: A meta-analysis. *Journal of traumatic stress, 27*(3), 257-264. DOI: 10.1002/jts.21924

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- Folkman, S. (1997). Positive psychological states and coping with severe stress. *Social science & medicine*, 45(8), 1207-1221. doi:10.1016/S0277-9536(97)00040-3
- Macy, R. J. (2007). A coping theory framework for understanding and preventing revictimization. *Aggression and Violent Behavior*, 12, 177-192. doi:10.1016/j.avb.2006.09.002
- Tirado-Muñoz, J., Gilchrist, G., Farré, M., Hegarty K., & Torrens M. (2014) The efficacy of cognitive behavioural therapy and advocacy interventions for women who have experienced intimate partner violence: A systematic review and meta- analysis, *Annals of Medicine*, 46:8, 567-586, DOI: 10.3109/07853890.2014.941918
- Wright, C. V., Collinsworth, L. L., & Fitzgerald, L. F. (2010). Why did this happen to me? Cognitive schema disruption and posttraumatic stress disorder in victims of sexual trauma. *Journal of interpersonal violence*, 25(10), 1801-1814. DOI: 10.1177/088626050935450

Week 9 (October 6) Mind/Body and Integrative Approaches
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- Guest Speaker: [Kelly Wilt](#)

Required Preparation:

- Macy, R.J., Jones, E., Graham, L.M., & Roach, L. (2016). Yoga for trauma and related mental health problems: A meta-review with clinical and service recommendations. *Trauma, Violence & Abuse*. doi: 10.1177/1524838015620834

Additional Resources:

- Niles, B. L., Mori, D. L., Polizzi, C., Kaiser, A. P., Weinstein, E. S., Gershkovich, M., & Wang, C. (2017). A systematic review of randomized trials of mind-body interventions for PTSD. *Journal of Clinical Psychology*, 74: 1485-1508.
- van der Kolk, B. (2014). Body-brain connections in *The body keeps the score*. NY: Penguin Books.
- Emerson, D., & Hopper, E. K., (2015). Yoga for complex trauma in Follette, V. M., Briere, J., Rozelle, D., Hopper, J. W., and Rome, D. I. (Eds.), *Mindfulness-Oriented Interventions for Trauma: Integrating Contemplative Practices* (pp. 170-181). NY: The Guildford Press.
- Briere, J. (2015). Pain and suffering: A synthesis of Buddhist and Western approaches to trauma in Follette, V. M., Briere, J., Rozelle, D., Hopper, J. W., and Rome, D. I.

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(Eds.), *Mindfulness-Oriented Interventions for Trauma: Integrating Contemplative Practices* (pp. 170-181). NY: The Guildford Press.

- Goodman, R. D., & Calderon, A. M. (2012). The use of mindfulness in trauma counseling. *Journal of Mental Health Counseling, 34*(3), 254. DOI: 10.17744/mehc.34.3.930020422n168322
- Lang, A. J., Strauss, J. L., Bomyea, J., Bormann, J. E., Hickman, S. D., Good, R. C., & Essex, M. (2012). The theoretical and empirical basis for meditation as an intervention for PTSD. *Behavior Modification, 36*(6), 759. DOI: 10.1177/0145445512441200
- Cukor, J., Spitalnick, J., Difede, J., Rizzo, A., & Rothbaum, B. O. (2009). Emerging treatments for PTSD. *Clinical Psychology Review, 29*(8), 715-726. doi:10.1016/j.cpr.2009.09.001
- Follette, V., Palm, K. M., & Pearson, A. N. (2006). Mindfulness and trauma: Implications for treatment. *Journal of Rational-Emotive and Cognitive-Behavior Therapy, 24*(1), 45-61. DOI: 10.1007/s10942-006-0025-2
- Kahl, K. G., Winter, L., & Schweiger, U. (2012). The third wave of cognitive behavioural therapies: what is new and what is effective? *Current Opinion in Psychiatry, 25*(6), 522-528. DOI:10.1097/YCO.0b013e328358e531
- Kelly, A., & Garland, E. L. (2016). Trauma-informed mindfulness-based stress reduction for female survivors of interpersonal violence: Results from a stage I RCT. *Journal of Clinical Psychology, 72*(4), 311-328. DOI: 10.1002/jclp.22273
- Thompson, R. W., Arnkoff, D. B., & Glass, C. R. (2011). Conceptualizing mindfulness and acceptance as components of psychological resilience to trauma. *Trauma, Violence, & Abuse, 12*(4), 220-235. DOI: 10.1177/1524838011416375
- Rodenburg, R., Benjamin, A., de Roos, C., Meijer, A. M., & Stams, G. J. (2009). Efficacy of EMDR in children: A meta-analysis. *Clinical Psychology Review, 29*(7), 599-606. DOI: 10.1016/j.cpr.2009.06.008

Week 10 (October 13) - Intimate Partner and Family Violence Part 1

- Guest Speaker: [Shanali Inchaustegui](#)
- Including a focus on working with families, parents, & children

Last Updated: 8/8/20

Required Preparation:

- Austin, A. E., Shanahan, M. E., Barrios, Y. V., & Macy, R. J. (2017). A systematic review of interventions for women parenting in the context of intimate partner violence. *Trauma, Violence and Abuse*. Advance online publication. doi:10.1177/1524838017719233

Additional Resources:

- Ermentrout, D. M., Rizo, C. F., & Macy, R. J. (2014). ‘This Is About Me’: Feasibility findings from the children’s component of an IPV intervention for justice-involved families. *Violence Against Women, 20*, 653–676. doi:10.1177/1077801214539856
- Klein, L. B., Chesworth, B. R., Howland-Myers, J. R., Rizo, C. F., & Macy, R. J. (2019). Housing interventions for intimate partner violence survivors: A systematic review. *Trauma, violence, and abuse*. <https://doi.org/10.1177/1524838019836284>
- Macy, R. J., Rizo, C. F., Guo, S., & Ermentrout, D. M. (2013). Changes in intimate partner violence among women mandated to community services. *Research on Social Work Practice, 23*, 624–638. doi:10.1177/1049731513490810
- Rizo, C. F., Reynolds, A., Macy, R. J., & Ermentrout, D. M. (2016). Parenting and safety program for system-involved female survivors of intimate partner violence: A qualitative follow-up study. *Journal of Family Violence, 31*, 833–848. doi:10.1007/s10896-016-9833-z
- Rizo, C. F., Wretman, C. J., Macy, R. J., Guo, S., & Ermentrout, D. M. (2018). A novel intervention for system-involved female intimate partner violence survivors: Changes in mental health. *American Journal of Orthopsychiatry, 88*(6), 681–690. doi:10.1037/ort0000332
- Wretman, C. J., +Rizo, C. F., Macy, R. J., Guo, S., & Ermentrout, D. M. (2019). A novel intervention for system-involved intimate partner violence survivors: Changes in parenting. *Research on Social Work Practice, 29*, 268–290. doi:10.1177/1049731517706415

<p>Week 11 (October 20) – Intimate Partner and Family Violence Part 2</p>
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- Guest Speaker: [Cindy Fraga Rizo](#)
- Including overview & introduction to the issues of intimate partner violence in the Latinx community, including working with recent Latinx immigrants

Last Updated: 8/8/20

Required Preparation:

- Rizo, C. F., & Macy, R. J. (2011). Help seeking and barriers of Hispanic partner violence survivors: A systematic review of the literature. *Aggression and Violent Behavior, 16*, 250-264. doi:10.1016/j.avb.2011.03.004
- Trabold, N., McMahon, J., Alsobrooks, S., Whitney, S., & Mittal, M. (2018). A systematic review of intimate partner violence interventions: state of the field and implications for practitioners. *Trauma, Violence, & Abuse*. DOI: 10.1177/1524838018767934

Additional Resources:

- Bent-Goodley, T. B. (2001). Eradicating domestic violence in the African American community: A literature review and action agenda. *Trauma, Violence, & Abuse, 2*(4), 316-330. doi:10.1177/1524838001002004003
- Bent-Goodley, T. B. (2013). Domestic violence fatality reviews and the African American community. *Homicide Studies, 17*(4), 375-390. DOI: 10.1177/1088767913497949
- Campbell, J. C. (2004). Helping women understand their risk in situations of intimate partner violence. *Journal of interpersonal violence, 19*(12), 1464-1477. doi: 10.1177/0886260504269698
- Chanmugam, A., & Hall, K. (2012). Safety planning with children and adolescents in domestic violence shelters. *Violence and victims, 27*(6), 831-848. DOI: 10.1891/0886-6708.27.6.831
- Goodkind, J. R., Sullivan, C. M., & Bybee, D. I. (2004). A contextual analysis of battered women's safety planning. *Violence Against Women, 10*(5), 514-533. DOI: 10.1177/1077801204264368
- Kubany, E. S., Hill, E. E., Owens, J. A., Lannce-Spencer, C., McCaig, M. A., Tremayne, K. J., & Williams, P. L. (2004). Cognitive trauma therapy for battered women with PTSD (CTT-BW). *Journal of Consulting and Clinical Psychology, 72*(1), 3. DOI: 10.1037/0022-006X.72.1.3
- MacMillan, H. L., & Wathen, C. N. (2014). Children's exposure to intimate partner violence. *Child and Adolescent Psychiatric Clinics of North America, 23*(2), 295-308. <http://dx.doi.org/10.1016/j.chc.2013.12.008>
- Rizo, C. F. (2016). Intimate partner violence related stress and the coping experiences of survivors: "There's Only So Much a Person Can Handle." *Journal of Family Violence, 1*-13. DOI 10.1007/s10896-015-9787-6

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- Stith, S. M., McCollum, E. E., Amanor-Boadu, Y., & Smith, D. (2012). Systemic perspectives on intimate partner violence treatment. *Journal of marital and family therapy*, 38(1), 220-240. doi: 10.1111/j.1752-0606.2011.00245.x

Week 12 (October 27) – Human Trafficking

- Welcome guest speakers [Christy Croft & Courtney Dunkerton](#)
- Reminder: [Example intervention content](#) due by Fri. 10/30 at 11:59pm.

Required Preparation:

- Ottisova, L., Hemmings, S., Howard, L.M., Zimmerman, C., & Oram, S. (2016). Prevalence and risk of violence and the mental, physical and sexual health problems associated with human trafficking: An updated systematic review. *Epidemiology and Psychiatric Sciences*, 25, 317-341 doi:10.1017/S2045796016000135
- Pascual-Leone, A., Kim, J., & Morrison, O. P. (2016). Working with victims of human trafficking. *Journal of Contemporary Psychotherapy*, 1-9. DOI 10.1007/s10879-016-9338-3

Additional Resources:

- Franchino-Olsen, H., Chesworth, B., Boyle, C., Rizo, C. F., Martin, S. L., Macy, R. J., & Stevens, L. (2020). The prevalence of sex trafficking of children and adolescents in the United States: A Scoping Review. *Trauma, Violence, and Abuse*. <https://journals.sagepub.com/doi/full/10.1177/1524838020933873>
- Muraya, D. N., & Fry, D. (2015). Aftercare services for child victims of sex trafficking: A systematic review of policy and practice. *Trauma, Violence, & Abuse*. DOI: 10.1177/1524838015584356
- Hemmings, S., Jakobowitz, S., Abas, M., Bick, D., Howard, L. M., Stanley, N., ... & Oram, S. (2016). Responding to the health needs of survivors of human trafficking: a systematic review. *BMC Health Services Research*, 16(1), DOI: 10.1186/s12913-016-1538-8
- Singer, J. B. (Producer). (2013, May 20). #81 - Identifying and responding to sex-trafficking victims in social service settings: Interview with Rebecca J. Macy, Ph.D. [Audio Podcast]. *Social Work Podcast*. Retrieved from <http://www.socialworkpodcast.com/2013/05/identifying-and-responding-to-sex.html>

Week 13 (November 3) – War, Disaster, and Pandemic Trauma
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- Guest Speaker: [Michael Faccini](#)

Required Preparation

- TEDx Marion Correctional Salon, Andrew Chambers (2013). Your time in Iraq makes you a threat to society. Retrieved from: <https://www.youtube.com/watch?v=X6AYmzunPIQ>
- American Psychological Association (2013). Recovering emotionally from disaster. <https://www.apa.org/topics/recovering-disasters>
- Mock, J. (2020). Psychological trauma is the next crisis for coronavirus health workers: How hero workshop alone doesn't protect frontline clinicians from distress. Scientific American. Retrieved from: <https://www.scientificamerican.com/article/psychological-trauma-is-the-next-crisis-for-coronavirus-health-workers1/>

Additional Resources:

- American Psychiatric Association on Disasters and Trauma: <https://www.psychiatry.org/psychiatrists/practice/professional-interests/disaster-and-trauma>
- American Counseling Association: Counseling in a time of COVID-19: <https://www.counseling.org/knowledge-center/mental-health-resources/trauma-disaster/mental-health-professional-counseling-and-emergency-preparedness>
- NASW – Social Work and Veterans: <https://www.socialworkers.org/LinkClick.aspx?fileticket=sao4jRVFdz0%3D&portalid=0>
- Adrienne Maree Brown on Finding Joy during the Coronavirus Crisis - <https://www.wbur.org/onpoint/2020/04/06/finding-joy-during-coronavirus?fbclid=IwAR2JfCEhvWcQVpzvVPLsZhGhBcTMELIrmvVDhMpvHLzOvPh3G22TGhpqjSE>
- Centers for Disease Control and Prevention – Caring for Yourself at Home - <https://www.cdc.gov/coronavirus/2019-ncov/if-you-are-sick/caring-for-yourself-at-home.html>
- Centers for Disease Control and Prevention – Mental Health and Coping during COVID-19: <https://www.cdc.gov/coronavirus/2019-ncov/daily-life-coping/managing-stress-anxiety.html>

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- National Association of Social Workers – Self-Care in the Coronavirus Pandemic: <https://www.socialworkers.org/Practice/Infectious-Diseases/Coronavirus/Self-Care-During-the-Coronavirus-Pandemic>
- American Psychological Association – Self-Care for Health Providers During COVID-19: https://www.apaservices.org/practice/ce/self-care/health-providers-covid-19?_ga=2.198308648.663344585.1585233817-1227164536.1585233817
- Huffington Post – Self-Care Tips for Asian Americans Dealing with Racism during Coronavirus: https://www.huffpost.com/entry/self-care-advice-asian-americans_5e83a656c5b6a1bb764f0e45
- Child Mind Institute - Self-Care in the Time of Coronavirus : <https://childmind.org/article/self-care-in-the-time-of-coronavirus/>
- Eating Recovery Center – How to Practice Self-Care during Coronavirus: <https://www.eatingrecoverycenter.com/blog/march-2020/how-to-practice-self-care-during-the-coronavirus>
- ReachOut – 10 Ways to Take Care of Yourself during Coronavirus: <https://au.reachout.com/articles/10-ways-to-take-care-of-yourself-during-coronavirus>
- Center for Adolescent Studies - 3 Steps to Build Resilience and Practice Self-Care for Helping Professionals in Uncertain Times: <https://centerforadolescentstudies.com/3-steps-to-build-resilience-and-practice-self-care-in-uncertain-times/>
- UNC School of Medicine - Managing Stress and Anxiety During Uncertain Times: <https://www.med.unc.edu/psych/files/2020/03/Managing-Stress-and-Anxiety-During-Uncertain-Times.pdf>
- Surís, A., Link-Malcolm, J., Chard, K., Ahn, C., & North, C. (2013). A randomized clinical trial of cognitive processing therapy for veterans with PTSD related to military sexual trauma. *Journal of traumatic stress*, 26(1), 28-37. DOI: 10.1002/jts.2176
- Monson, C. M., Taft, C. T., & Fredman, S. J. (2009). Military-related PTSD and intimate relationships: From description to theory-driven research and intervention development. *Clinical Psychology Review*, 29(8), 707-714. doi:10.1016/j.cpr.2009.09.002
- Singer, J. B. (Host). (2011, June 20). The training and education of military social workers: Interview with Dr. Anthony Hassan [Episode 68]. *Social Work Podcast*. Podcast retrieved Month Day, Year, from <http://socialworkpodcast.com/2011/06/training-and-education-of-military.html>
- Stanford, M. S., Houston, R. J., & Baldrige, R. M. (2008). Comparison of impulsive and premeditated perpetrators of intimate partner violence. *Behavioral Sciences and the Law*, 26(6), 709-722. doi:10.1002/bsl.808

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- Steenkamp, M. M., Litz, B. T., Hoge, C. W., & Marmar, C. R. (2015). Psychotherapy for military-related PTSD: A review of randomized clinical trials. *JAMA*, 314(5), 489-500. doi:10.1001/jama.2015.8370
- Stuart, G. L., Temple, J. R., & Moore, T. M. (2007). Improving batterer intervention programs through theory-based research. *Jama*, 298(5), 560-562. doi:10.1001/jama.298.5.560
- Surís, A., & Lind, L. (2008). Military sexual trauma a review of prevalence and associated health consequences in veterans. *Trauma, Violence, & Abuse*, 9(4), 250-269. DOI: 10.1177/1524838008324419

Week 14 (November 10) – Evidence-Based Interventions to Treat PTSD

Required Preparation:

- PsychHub. EMDR. Retrieved from <https://www.youtube.com/watch?v=1IPsBPH2M1U> (3 minutes)
- Watkins, L. E., Sprang, K. R., & Rothbaum, B. O. (2018). Treating PTSD: A Review of Evidence-Based Interventions. *Frontiers in Behavioral Neuroscience*, 12(2). <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6224348/>

Additional Resources:

- Hofmann, S. G., Asnaani, A., Vonk, I. J. J., Sawyer, A. T., & Fang, A. (2012). The efficacy of cognitive behavioral therapy: A review of meta-analyses. *Cognitive Therapy and Research*, 36(5), 427-440. doi:10.1007/s10608-012-9476-1
- Hembree, E. A., Rauch, S. A., & Foa, E. B. (2004). Beyond the manual: The insider's guide to prolonged exposure therapy for PTSD. *Cognitive and Behavioral Practice*, 10(1), 22-30.
- Lebois, L., Seligowski, A., Wolff, J., Hill, S., & Ressler, K. (2019). Augmentation of extinction and inhibitory learning in anxiety and trauma-related disorders. (pp. 257-284). PALO ALTO: ANNUAL REVIEWS. doi:10.1146/annurev-clinpsy-050718-095634
- Steinman, S. A., Wootton, B. M., & Tolin, D. F. (2015). Exposure therapy for anxiety disorders. () doi:10.1016/B978-0-12-397045-9.00266-4
- Wortmann, J. H., Larson, J. L., Lubin, R. E., Jordan, A. H., & Litz, B. T. (2015). Exposure therapy for posttraumatic stress disorder. doi:10.1016/B978-0-12-397045-9.00267-6

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- Cukor, J., Spitalnick, J., Difede, J., Rizzo, A., & Rothbaum, B. O. (2009). Emerging treatments for PTSD. *Clinical Psychology Review*, 29(8), 715-726. doi:10.1016/j.cpr.2009.09.001
- Foa, E. B. (2011). Prolonged exposure therapy: past, present, and future. *Depression and anxiety*, 28(12), 1043-1047. DOI: 10.1002/da.20907
- Foa, E. B., Gillihan, S. J., & Bryant, R. A. (2013). Challenges and successes in dissemination of evidence-based treatments for posttraumatic stress lessons learned from prolonged exposure therapy for PTSD. *Psychological Science in the Public Interest*, 14(2), 65-111. DOI: 10.1177/1529100612468841
- Follette, V., Palm, K. M., & Pearson, A. N. (2006). Mindfulness and trauma: Implications for treatment. *Journal of Rational-Emotive and Cognitive-Behavior Therapy*, 24(1), 45-61. DOI: 10.1007/s10942-006-0025-2
- Kahl, K. G., Winter, L., & Schweiger, U. (2012). The third wave of cognitive behavioural therapies: what is new and what is effective? *Current Opinion in Psychiatry*, 25(6), 522-528. DOI:10.1097/YCO.0b013e328358e531
- Kelly, A., & Garland, E. L. (2016). Trauma-informed mindfulness-based stress reduction for female survivors of interpersonal violence: Results from a stage I RCT. *Journal of Clinical Psychology*, 72(4), 311-328. DOI: 10.1002/jclp.22273
- McLean, C. P., & Foa, E. B. (2011). Prolonged exposure therapy for post-traumatic stress disorder: A review of evidence and dissemination. *Expert Review of Neurotherapeutics*, 11(8), 1151-1163.
- Powers, M. B., Halpern, J. M., Ferenschak, M. P., Gillihan, S. J., & Foa, E. B. (2010). A meta-analytic review of prolonged exposure for posttraumatic stress disorder. *Clinical Psychology Review*, 30(6), 635-641. DOI: 10.1016/j.cpr.2010.04.007
- Thompson, R. W., Arnkoff, D. B., & Glass, C. R. (2011). Conceptualizing mindfulness and acceptance as components of psychological resilience to trauma. *Trauma, Violence, & Abuse*, 12(4), 220-235. DOI: 10.1177/1524838011416375
- Rodenburg, R., Benjamin, A., de Roos, C., Meijer, A. M., & Stams, G. J. (2009). Efficacy of EMDR in children: A meta-analysis. *Clinical Psychology Review*, 29(7), 599-606. DOI: 10.1016/j.cpr.2009.06.008
- Taylor, S., Thordarson, D. S., Maxfield, L., Fedoroff, I. C., Lovell, K., & Ogrodniczuk, J. (2003). Comparative efficacy, speed, and adverse effects of three PTSD treatments: exposure therapy, EMDR, and relaxation training. *Journal of consulting and clinical psychology*, 71(2), 330. DOI: 10.1037/0022-006X.71.2.330

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Week 15 (November 17) – Cultivating a Sustainable Practice and Closing

No Required Preparation or Additional Reading Provided

[FINAL PROGRAM/TREATMENT MANUAL](#) ASSIGNMENT DUE:
FRIDAY, NOVEMBER 20 at 11:59pm

Additional & Relevant Readings & Resources Available on the Course Website

- Aaron, S. M., & Beaulaurier, R. L. (2016). The need for new emphasis on batterers intervention programs. *Trauma, Violence, & Abuse*. DOI: 10.1177/1524838015622440
- Basile, K.C., DeGue, S., Jones, K., Freire, K., Dills, J., Smith, S.G., Raiford, J.L. (2016). *STOP SV: A Technical Package to Prevent Sexual Violence*. Atlanta, GA: National Center for Injury Prevention and Control, Centers for Disease Control and Prevention. Retrieved from <https://www.cdc.gov/violenceprevention/pdf/sv-prevention-technical-package.pdf>
- Capaldi, D. M., Knoble, N. B., Shortt, J. W., & Kim, H. K. (2012). A systematic review of risk factors for intimate partner violence. *Partner Abuse, 3*(2), 231-280. doi:10.1891/1946-6560.3.2.231
- Damschroder, L. J., Aron, D. C., Keith, R. E., Kirsh, S. R., Alexander, J. A., & Lowery, J. C. (2009). Fostering implementation of health services research findings into practice: a consolidated framework for advancing implementation science. *Implementation Science, 4*(1), 1.
- DeGue, S., Valle, L. A., Holt, M. K., Massetti, G. M., Matjasko, J. L., & Tharp, A. T. (2014). A systematic review of primary prevention strategies for sexual violence perpetration. *Aggression and Violent Behavior, 19*(4), 346-362. <http://dx.doi.org/10.1016/j.avb.2014.05.004>
- Dills J, Fowler D, Payne G. *Sexual Violence on Campus: Strategies for Prevention*. Atlanta, GA: National Center for Injury Prevention and Control, Centers for Disease Control and Prevention, 2016. Retrieved from: <https://www.cdc.gov/violenceprevention/pdf/campusvprevention.pdf>

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- Eckhardt, C. I., Murphy, C. M., Whitaker, D. J., Sprunger, J., Dykstra, R., & Woodard, K. (2013). The effectiveness of intervention programs for perpetrators and victims of intimate partner violence. *Partner Abuse, 4*(2), 196-231. doi:10.1891/1946-6560.4.2.196
Please Note: Only need to focus on interventions for perpetrators.
- Fedina, L., Holmes, J. L., & Backes, B. L. (2016). Campus sexual assault a systematic review of prevalence research from 2000 to 2015. *Trauma, Violence, & Abuse*. DOI: 10.1177/1524838016631129
- Fixsen, D. L., Blase, K. A., Naoom, S. F., & Wallace, F. (2009). Core implementation components. *Research on social work practice, 19*(5), 531-540. doi: 10.1177/1049731509335549
- Fortson, B. L., Klevens, J., Merrick, M. T., Gilbert, L. K., & Alexander, S. P. (2016). Preventing child abuse and neglect: A technical package for policy, norm, and programmatic activities. Atlanta, GA: National Center for Injury Prevention and Control, Centers for Disease Control and Prevention. Retrieved from: <https://www.cdc.gov/violenceprevention/pdf/can-prevention-technical-package.pdf>
- Goodman, R. D., & Calderon, A. M. (2012). The use of mindfulness in trauma counseling. *Journal of Mental Health Counseling, 34*(3), 254. DOI: 10.17744/mehc.34.3.930020422n168322
- Graham, L., Powell, R., & Karam, A. (2013). The power of social connection: Developing and coordinating sustainable support group programs for survivors of sexual violence. Manual funded by Federal Grant Award 2011-KF-AX-0011 project number PROJ008354. Retrieved from <http://www.nsvrc.org/sites/default/files/the-power-of-social-connection.pdf>
- Hamel, J. (2007). Toward a gender-inclusive conception of intimate partner violence research and theory: Part 1 - traditional perspectives. *International Journal of Men's Health, 6*(1), 36-53. doi:10.3149/jmh.0601.36
- Herman, J. L. (2005). Justice from the victim's perspective. *Violence against women, 11*(5), 571-602.
- Joseph, S., Murphy, D., & Regel, S. (2012). An affective–cognitive processing model of post-traumatic growth. *Clinical psychology & psychotherapy, 19*(4), 316-325. DOI: 10.1002/cpp.1798
- Kim, B., Benekos, P. J., & Merlo, A. V. (2015). Sex offender recidivism revisited review of recent meta-analyses on the effects of sex offender treatment. *Trauma, Violence, & Abuse*. DOI: 10.1177/1524838014566719

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- Koss, M. P., Bachar, K. J., Hopkins, C. Q., & Carlson, C. (2004). Expanding a community's justice response to sex crimes through advocacy, prosecutorial, and public health collaboration introducing the RESTORE Program. *Journal of Interpersonal Violence*, 19(12), 1435-1463. doi: 10.1177/0886260504269703
- Krebs, C. P., Barrick, K., Lindquist, C. H., Crosby, C. M., Boyd, C., & Bogan, Y. (2011). The sexual assault of undergraduate women at Historically Black Colleges and Universities (HBCUs). *Journal of interpersonal violence*, 26(18), 3640-3666. DOI: 10.1177/0886260511403759
- Lang, A. J., Strauss, J. L., Bomyea, J., Bormann, J. E., Hickman, S. D., Good, R. C., & Essex, M. (2012). The theoretical and empirical basis for meditation as an intervention for PTSD. *Behavior Modification*, 36(6), 759. DOI: 10.1177/0145445512441200
- Macy, R.J., Jones, E., Graham, L.M., & Roach, L. (2016). Yoga for trauma and related mental health problems: A meta-review with clinical and service recommendations. *Trauma, Violence & Abuse*. doi: 10.1177/1524838015620834
- Martin, S. L., Fisher, B. S., Warner, T. D., Krebs, C. P., & Lindquist, C. H. (2011). Women's sexual orientations and their experiences of sexual assault before and during university. *Women's Health Issues*, 21(3), 199-205. doi:10.1016/j.whi.2010.12.002
- Napolitano, J. (2014). Only yes means yes: An essay on university policies regarding sexual violence and sexual assault. *Yale Law & Policy Review*, 33, 387. Retrieved from <http://digitalcommons.law.yale.edu/ylpr/vol33/iss2/4>
- Nation, M., Crusto, C., Wandersman, A., Kumpfer, K. L., Seybolt, D., Morrissey-Kane, E., & Davino, K. (2003). What works in prevention: Principles of effective prevention programs. *American Psychologist*, 58(6-7), 449. doi: 10.1037/0003-066X.58.6-7.449
- Niolon, P. H., Kearns, M., Dills, J., Rambo, K., Irving, S., Armstead, T., & Gilbert, L. (2017). *Preventing Intimate Partner Violence Across the Lifespan: A Technical Package of Programs, Policies, and Practices*. Atlanta, GA: National Center for Injury Prevention and Control, Centers for Disease Control and Prevention. Retrieved from: <https://www.cdc.gov/violenceprevention/pdf/ipv-technicalpackages.pdf>
- Perkinson, L., Freire, K.E., & Stocking, M. (2017). *Using Essential Elements to Select, Adapt, and Evaluate Violence Prevention Approaches*. Atlanta, GA: National Center for Injury Prevention and Control, Centers for Disease Control and Prevention. Retrieved from: <https://www.cdc.gov/violenceprevention/pdf/adaptationguidance.pdf>

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- Richards, T. N. (2016). An updated review of institutions of higher education's responses to sexual assault results from a nationally representative sample. *Journal of interpersonal violence*. DOI: 10.1177/0886260516658757
- Rimer, B. K., & Glanz, K. (2005). Theory at a glance: a guide for health promotion practice. Retrieved from <http://www.sbccimplementationkits.org/demandrnmch/wp-content/uploads/2014/02/Theory-at-a-Glance-A-Guide-For-Health-Promotion-Practice.pdf> - PART 1 ONLY (and glance through any other parts of interest)
- Rothman, E. F. (2018). Preventing Sexual Violence on Campus in the US: Four Thought Experiments. *Journal of Family Violence*, 1-8. doi: 10.1007/s10896-018-9982-3
- Schmucker, M., & Lösel, F. (2015). The effects of sexual offender treatment on recidivism: An international meta-analysis of sound quality evaluations. *Journal of Experimental Criminology*, 11(4), 597-630. DOI 10.1007/s11292-015-9241-z
- Taft, C. T., Weatherill, R. P., Scott, J. P., Thomas, S. A., Kang, H. K., & Eckhardt, C. I. (2015). Social information processing in anger expression and partner violence in returning U.S. veterans. *Journal of Traumatic Stress*, 28(4), 314-321. doi:10.1002/jts.22017
- TED Talk Esta Soler: How we turned the tide on domestic violence (Hint: the Polaroid helped) (2013, December). Retrieved from https://www.ted.com/talks/esta_soler_how_we_turned_the_tide_on_domestic_violence_hint_the_polaroid_helped
- Vladutiu, C., Martin, S. L., & Macy, R. J. (2011). College or university-based sexual assault prevention programs: A review of program outcomes, characteristics and recommendations. *Trauma, Violence & Abuse*, 12(2) 67-86. doi:10.1177/1524838010390708
- Weiss, K. G. (2010). Male Sexual Victimization Examining Men's Experiences of Rape and Sexual Assault. *Men and Masculinities*, 12(3), 275-298. doi: 10.1177/1097184X08322632

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Instructor and Guest Lecturer Bios

Instructor Bio

LB Klein, MSW, MPA (she/her or they/them) is a PhD candidate and adjunct faculty member in the University of North Carolina at Chapel Hill (UNC-CH) School of Social Work. LB is also an injury and violence prevention fellow with the [UNC-CH Injury Prevention Research Center](#) and a fellow with [Prevention Innovations Research Center](#) (PIRC) at the University of New Hampshire. Her research focuses on gender-based violence prevention, intervention, and policy with interests in institutional equity, centering LGBTQ+ people, and bridging the gap between research and practice. She has served as a consultant, trainer, and evaluator nationally and internationally with [Soteria Solutions](#), PIRC, and her consulting partnership, Catalytical Consulting, LLC. She serves on the state steering committee for North Carolina's implementation of the CDC DELTA program and the strategic planning and assessment team for the Office on Violence Against Women's campus grants program. LB also chairs UNC-CH's Gender-Based Violence Prevention Advisory Group and serves on the leadership team for the [UNC-CH Gender-Based Violence Research Group](#). LB holds a BA and MSW from Washington University in St. Louis and an MPA from University of Colorado Denver's Program on Gender-Based Violence. LB previously directed Emory University's interpersonal violence prevention and advocacy program (now The Office of Respect) and the St. Louis County Domestic Violence Court's volunteer program. She lives in Pittsboro with her partner and twin toddlers. You can learn more about LB's work on [Linkedin](#), [Google Scholar](#), and Twitter @LB_Klein.

Guest Speaker Bios

Christy Croft M.A. (they/them), is the Prevention Education Program Manager for the [North Carolina Coalition Against Sexual Assault](#) (NCCASA), providing training and technical assistance to rape crisis centers, dual domestic violence agencies, and human trafficking programs across the state. Christy moved into this position after serving for a time as NCCASA's Anti-Human Trafficking Specialist. Before coming to NCCASA, Christy worked in sexual violence prevention and crisis response for a decade, answering hotlines, leading support groups, and providing hospital and legal accompaniment for survivors. Croft's current work brings together lived experience, years of direct service and community-based consent and prevention education work, and graduate study in social justice, human rights, and gender theory. Croft co-authored

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the NC Human Trafficking Commission's "Standards of Service for Survivors of Human Trafficking" as well as "Expanding Our Reach" - NCCASA's manual for rape crisis centers to improve services to survivors of trafficking. A member of the Teach2Reach team, creating a sex trafficking prevention curriculum aligned with North Carolina's health education standards, Croft has been trained on human trafficking and health through Futures Without Violence's Project Catalyst and HEAL Trafficking, and is an independent consultant and survivor advisor for national anti-trafficking philanthropies and nonprofits who adhere to a human rights lens.

Courtney Dunkerton (she/her) is the Anti-Human Trafficking Specialist for the [North Carolina Coalition Against Sexual Assault](#).

Hayden Dawes, LCSW, LCAS (he/him) earned his Masters' of Social Work degree from North Carolina State University in 2014. Following graduation, he provided mental health treatment and case management to diverse populations in various settings including inpatient, outpatient, and the community. His practice experience includes hospital social work, mental health and addiction treatment, in addition to people involved in the legal system. In service to the profession, he has served as communications chair of the board of directors and vice-president to the North Carolina Society for Clinical Social Work. In August 2019, he began pursuing my Ph.D. in Social Work at the University of North Carolina-Chapel Hill to further his research in examining the psychosocial challenges impacting people of color and LGBTQIA+ individuals, while seeking advanced methods to intervene on provider implicit and explicit biases.

Michael Faccini, MSW (he/him) is a rabbinical student at the Jewish Theological Seminary. He hopes to write queer theology and serve as a congregational rabbi building just and inclusive communities. Prior to rabbinical school, Michael received his Master's of Social Work from Washington University in St. Louis. He worked for several years as a crisis intervention clinician on crisis and suicide hotlines before working as a mental health care manager for Jewish Family & Children's Service. The most intense and also most rewarding work Michael did in his social work career was with suicidal veterans on the Veteran's crisis line. Michael is an enthusiastic fan of the New York subway system, half-joking about walking away from it all to go play with trains, and enjoys trashy vampire books, movies, and television.

Shanali Inchaustegui, MPA (she/her) holds a master's in public administration from the University of Colorado Denver's Program on Gender-Based Violence. Shanali has focused her

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work on advocating for families affected by intimate partner violence. Her work has included Court Advocacy, Survivor's Housing Rights/Economic Justice and consulting in Child Welfare cases for the Administration for Children's Services. Advocating for domestic violence survivors in New York City has increased her commitment to address challenges for women, LGBTQ individuals, children and oppressed communities that are affected by violence and poverty. Amongst her favorite work experiences she lists facilitating a resource center, teaching self-sufficiency, housing skills, and aspects of protecting the household's subsidies to survivors of domestic violence. Her other passion has been analyzing, advocating and consulting when child welfare practices and family law interact with families who try to heal from cycles of intimate partner violence.

Holly Lovern , M.Ed. (she/her) has worked as a [Gender Violence Services Coordinator](#) at UNC-Chapel Hill since August 2016. She graduated from Lynchburg College (2014) with a BS in Psychology, earned a M.Ed. from the University of South Carolina (2016) in Higher Education and Student Affairs, and is currently pursuing a MS in Criminal Justice from East Carolina University. At UofSC, Holly provided confidential support and advocacy for members of the campus community who experienced gender-based violence and harassment. She also worked on prevention efforts and developed programming, outreach, and trainings on topics including healthy relationships and consent, supporting victims/survivors, and bystander intervention. Prior to her roles within campus advocacy and prevention, Holly worked in other areas of student affairs including new student orientation, first-year experience, fraternity and sorority life, and academic coaching and advising.

Anna Parisi, MSW, LCSW, LCAS (she/her), is a doctoral candidate at the UNC School of Social Work, where she also received a Master's in Social Work in 2013. Her research focuses on gender responsibility within the justice system, trauma-informed services, substance misuse, and improving the implementation of evidence-based practices. Anna is a Community Engagement fellow with the Carolina Center for Public Service and was also awarded the Frank Daniels Fellowship in Addiction Research. Prior to entering the doctoral program, Anna worked in several community-based agencies as a licensed clinical social worker and licensed clinical addictions specialist. During this time, she provided clinical services for individuals enrolled in Wake County's Recovery Court and helped to design and facilitate a Substance Abuse Intensive Outpatient Program in Alamance County. Anna has been intensively trained in Dialectical Behavioral Therapy through Behavioral Tech, and has also been trained to provide Eye

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Movement Desensitization and Reprocessing. She is committed to ensuring that effective, trauma-informed, and empirically supported services are available and accessible within community-based mental health settings.

Cindy Fraga Rizo, PhD, MSW (she/her) is an Assistant Professor at the UNC Chapel Hill School of Social Work. Prior to joining the faculty in 2013, she received her MSW from Florida International University and her doctoral degree in social work from UNC Chapel Hill. Dr. Rizo's practice experience involves providing services to survivors of intimate partner violence and their children as well as using motivational interviewing with youth around the topic of substance use. Dr. Rizo has also worked on and led a number of projects in the area of interpersonal violence, including intimate partner violence, human trafficking, and sexual assault. Overall, Dr. Rizo's program of research focuses on developing and evaluating community-based interventions and services aimed at preventing and responding to interpersonal violence.

An advocate, prevention strategist, speaker, writer and on-air personality ([Once Upon a Patriarchy](#)), **Wanda Swan, MA (she/her)** is a nationally-recognized thought leader in survivor advocacy, anti-oppression work, restorative justice and violence prevention. A Mississippi native, Wanda has been deeply embedded in the violence prevention and advocacy movement for the duration of her collegiate and professional career. For over a decade, Wanda's work has spanned across higher education, local and state agencies and non-profits where she facilitates training and workshops to streamline practices for anti-oppressive trauma-informed staff and survivor support. Wanda is a double-alumna of Mississippi State University where she received a Bachelors of Arts (Broadcast Communication with a minor in Theatre and Master's of Arts in English with a minor in Gender Studies. She is currently the Founder and Executive Director of the [Swan Center for Advocacy and Research](#), anti-oppressive consultant through [Start by Talking](#), founder and CEO of [Seed of the Free LLC](#), and co-facilitator of the [Campus Advocacy and Prevention Professionals Association](#) (CAPPA). Learn more about her [here](#).

Based out of Tucson, Arizona, **Kelly Wilt, M.S., LAC (sher/her)**, is a writer, licensed counselor, and consultant with over a decade of experience in trauma, healing, and social change. Kelly has worked with individuals and communities across the United States and abroad to help build strong practices for healing and wellness. With a background in community building and trauma work, Kelly has led transformative national projects, written publications for healing

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practitioners, and has spoken on related topics around the globe. In 2018 she founded the non-profit [Soulshine](#), creating a new collaborative network and platform to center community voices on healing and social change. Kelly is also a founding member of [Campus Advocacy & Prevention Professionals](#) (CAPPA). Kelly previously served as inaugural director of a campus-based center for students impacted by sexual violence. Prior to this, she co-led the first national government-funded Sexual Assault Demonstration Initiative, highlighting best practices in services for survivors of sexual violence. She currently spends her days as a psychotherapist in private practice in Tucson, and as a writer and consultant, supporting strong practices, organizational development, and change efforts for people-serving organizations across the country. Her formal education includes a master's degree from Prescott College in Clinical Mental Health Counseling and a bachelor's degree from Penn State University in Women's Studies and International Politics. Her continued work with mentors, colleagues, and community members has always been her greatest teacher, and continues to shape her knowledge and capacity to contribute to this work in meaningful ways. Interested in the intersections of individual well-being, collective healing, and creating sustainable community-led change, Kelly thrives working with topics that are often overlapping and nuanced. She is enthusiastically curious—a facilitator and lover of extraordinary, uncomfortable, and essential life-changing conversations. Kelly is passionate about supporting people and movements that work to create a better world.

MANUAL ASSIGNMENT

Problem Theory & Change Theory Assignment

About 6-10 pages; 15 points

For this assignment, you will develop the following draft sections of your program or treatment manual. Please focus on a problem related to trauma and/or violence.

- 1) Program/treatment overview, description & rationale;
- 2) Conception of the disorder or problem that your program/treatment will address; &
- 3) The overall program/treatment goals.

For each of these sections, please see the list of topics to be included detailed below. Please note that these may not be discrete sections in your document because there is overlap among these three content areas. Please organize your draft manual content in whatever way works best to explain your intervention.

1. (5 points) The Program or Treatment Overview, Description & Rationale section of the manual should:

- Introduce the problem & program to the reader
- Describe why the problem is pressing & serious
- Generally, describe the program, including who is the target of the program & how the program will be delivered
- Overview how the program will address this pressing & serious problem
- Describe the ways in which the program is novel & innovative
- Address the evidence & research that supports the program's approach
 - Include relevant research concerning the best approaches to address your problem focus
 - Explain how your program & approach builds on the current evidence & research

2. (5 points) The Conception of the Disorder or Problem section of the manual should include both a problem theory & a theory of change. For the problem theory, consider using the risk & protective factors framework to help explain your conceptualization of the problem. For the theory of change, consider using both a figure as well as text to explain how your intervention

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will create the planned changes and outcomes. Include relevant evidence & research concerning the disorder or problem.

- The **Problem Theory** section of your manual should
 - Define & explain the problem & its causes, including any concerns and/or factors that are specific to your target population (which you explained in the first section)
 - Identify which causal or contextual factors are modifiable (i.e., what factors are your intervention's targets)
- The **Theory of Change** section of your manual should
 - Overview the strategies your intervention will use to create change
 - Explain the mechanisms of change (i.e., how the planned intervention approaches will make a positive difference in the modifiable factors)
 - Include both the short-term & long-term outcomes of your intervention

3. (3 points) The Overall Program/Treatment Goals content of your manual should detail the short-term and long-term outcomes of your intervention. In other words, explain the planned results of your intervention. Consider using the SMART framework to help you explain your goals (see the CDC handout: *Developing Program Goals and Measurable Objectives*) and make your goals:

- Specific
- Measurable
- Achievable
- Relevant
- Time-bound

4. (2 points) Presentation is important! Please produce a document that:

- Is clear & concise;
- Is written with excellent grammar & correct spelling;
- Cites evidence appropriately & accurately, following the APA style guide

Program Theory Assignment

About 5-10 pages; 15 points

For this second assignment, you will develop the draft sections of your program or treatment manual that detail and explain the treatment techniques, goals, and format, i.e., the program theory. Please focus on a problem related to trauma and/or violence, and please build from the work you started in the first course assignment. The bullet list in #1 below lists the content you should include in your program theory. Please note that these may (or may not) be discrete sections in your document. Please organize your draft manual content in whatever way works best to explain your intervention.

1. (7 points) To detail the program theory for your intervention, specifically address & describe:
 - Format & structure for intervention delivery
 - Meeting/session formats
 - Frequency & intensity of meetings/sessions
 - Flexibility in intervention content & delivery (i.e., to what extent and how can the intervention be adapted when clients' presenting problems varies, crises arise, etc.)
 - Any extra-session tasks (e.g., "homework")
 - Address the evidence & research that supports the program's theory

2. (5 points) Develop a logic model the overviews & explains the program theory for your intervention

3. (3 points) Presentation is important! Please produce a document that:
 - Is clear & concise;
 - Is written with excellent grammar & correct spelling;
 - Cites evidence appropriately & accurately, following the APA style guide.

Example Session Content Assignment

About 5-10 pages; 15 points

For this third assignment, you will develop the draft sections of your program or treatment manual that detail and explain example session content. Please focus on a problem related to trauma and/or violence, and please build from the work you started in the first and second course assignments. The beaded list in #1 below lists the content you should include in your example sessions. Please note that these may (or may not) be discrete sections in your document. Please organize your draft manual content in whatever way works best to explain your intervention.

1. (Each example session is worth 6 points for a total of 12 points) Describe in detail how the intervention will work for two meetings, sessions, or modules (or in whatever way the program/treatment will be delivered)

- Title
- Length of meeting/session, including timing & meeting agenda
- Objectives & how objectives related to overall program goals
- Detailed descriptions of meeting activities, with information about how the activities meet the session objectives
 - Recommended scripts, dialogues, etc.
- Handouts
- Homework instructions & suggestions (if needed)
- Meeting/session/module tips & suggestions

2. (3 points) Presentation is important! Please produce a document that:

- Is clear & concise;
- Is written with excellent grammar & correct spelling;
- Cites evidence appropriately & accurately (if necessary), following the APA style guide.

Program or Treatment Manual Final Assignment
30 to 40 pages; 40 points

The final SOWO 855 course assignment is the program or treatment manual you have been working to develop over the course of the semester. Combine the following three assignments from the course into one overall, comprehensive and well-integrated document: (1) the Problem Theory & Change Theory Assignment; (2) the Program Theory Assignment; and (3) the Example Intervention Content Assignment. Your final assignment will be graded on the criteria below.

1. (8 points) Presentation is important! Please produce a document that:
 - Is clear & concise;
 - Is written with excellent grammar & correct spelling;
 - Cites evidence appropriately & accurately, following the APA style guide; and
 - Is appealing to look at & inviting to use.

2. (16 points) Once combined & finalized, ensure that your manual includes descriptions of the:
(1) program's/treatment's overview, description, and rationale; (2) conception of the disorder or problem that the program/treatment is addressing; (3) program/treatment goals; (4) example session content for the program/treatment, and (5) explanation of general program/treatment format.

3. (8 points) Ensure that your manual has what it takes to make it in the "real world."
Specifically, ensure that your program manual:
 - Anticipates & addresses real-world problems that often arise in a practice settings; provide troubleshooting guidelines to address these problems;
 - Includes detailed instructions that are also easy for readers of your manual to use & understand (e.g., summaries & outlines & checklists);
 - Emphasizes the unique & essential elements of your intervention; &
 - Explains how the intervention is socioculturally relevant.

4. (8 points) Ensure that you addressed the feedback you have received throughout your assignments earlier in the semester when producing your final assignment.