



**COURSE TITLE / SECTION:** SOCW 7397 (Section # 23897) Spring, 2012  
Trauma & Social Work Practice

**TIME:** 8:30am-11:30am Tuesday

**FACULTY:**

Sandra A. Lopez, LCSW, ACSW, DCSW  
Patricia Taylor, Ph. D., LCSW

**OFFICE HOURS:**

Before or after class on Tuesday or by appt

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**I. Course**

- A. Catalog Description:** [Credit 3 (3-0)]. Frameworks and skills for understanding types, history, and impact of trauma on individuals, family, and community.
- B. Purpose:** Analyze theoretical frameworks for understanding trauma, including neurobiological aspects and types of trauma, history of traumatology, and impact of trauma on individuals, family and community, with an emphasis on strengths, resiliency, coping, multicultural issues, and systems factors. Include knowledge and skills in developing assessment and intervention approaches across the lifespan.

**II. Course Objectives**

Upon completion of this course, students will be able to:

1. identify the theoretical underpinnings of trauma for the analysis of traumatic life experiences, including Posttraumatic Stress Disorder and Acute Stress disorder;
2. define types of trauma and differentiate between interpersonal trauma (sexual assault, domestic violence, child abuse and incest) and other types/situational trauma (combat/military, natural disaster, political violence and accidents);
3. utilize a lifespan approach in designing trauma treatment, with an integrated knowledge of resilience and human development;
4. formulate clinical assessment processes based on social work ethics and develop research-based treatment approaches with evaluative measures for a variety of traumatic life experiences;
5. identify posttraumatic growth in various individuals, with a focus on fostering individual, family and community resilience after a traumatic event;
6. develop strategies for preventing, addressing and managing vicarious traumatization; and
7. critically assess reactions to trauma across various cultures and use this assessment in the formulation and delivery of culturally-grounded interventions.

### III. **Course Structure**

A variety of teaching and learning techniques will be utilized in this course, including lectures, group discussions, individual/group experiential exercises, role plays, guest lectures, videos, and handouts. Blackboard vista will be utilized as a means of creating discussions about relevant clinical practice issues, posting assignments, supplementary readings, essential updates, and for delivery of some assignments.

### IV. **Required Text**

Briere, J. and Scott, C. (2006). Principles of trauma therapy: A guide to symptoms, evaluation, and treatment. New York: Sage.

Rubin, A. and Springer, D. (2009). Treatment of traumatized adults and children: A clinician's guide to evidenced-based practice. Wiley.

#### **Required Readings**

A selection of articles/chapters from books have been identified as **required readings** for this course. These required readings will be posted on Blackboard Vista.

### V. **Course Requirements**

#### **A. Reading Assignments**

The course outline contains topics to be covered and reading assignments to be completed on a weekly basis. Students are also required to regularly check Blackboard Vista to access readings, resources, and other materials for class. This highly interactive class will be designed to clarify, and supplement the understanding of assigned readings, and to create stimulating discussions and experiences regarding content. It is **critical** that students remain current with all reading assignments to fully participate in class and to experience academic success in the course.

#### **B. Course Expectations & Assignments**

##### **1. Class Attendance and In-Class Participation (15%)**

Attendance and class participation are **critical** to successful learning in this course and to student's development of essential social work practice skills. Students can receive full class participation points for class attendance, attending the entire class session (arrival on time and staying throughout class), active participation in class and group activities, and informed participation in class discussions. **NOTE: More than two absences will significantly impact your final grade and will create the need to discuss withdrawal from this highly interactive and intensive course offering.** If you know in advance that you need to be absent from class, please notify Professor Kalinchuk. Periodically students will participate in experiential work, role plays, and review of prepared cases to develop knowledge and skill for practical application of trauma based practice approaches. Blackboard vista will be used to distribute readings, resources, and other materials to students.

## 2. Vicarious Traumatization Self-Care Plan (15%)

Managing student's reactions to the content of this Trauma course is considered highly significant to the learning process. As a means of assisting and encouraging students to prepare for this course, students will be required to complete an in-depth self-care plan to address VT. A detailed description of the self-care assignment will be provided by the Professor and posted on Blackboard Vista.

## 3. Trauma Portfolio (Total Project 70%) See Breakdown Below

The trauma portfolio assignment is considered a unique, creative, and valuable opportunity for students to thoughtfully explore research, analyze, and become experts on a selected trauma area. A detailed description of the trauma portfolio assignment will be provided by the Professors and posted on Blackboard Vista.

# VI. Evaluation and Grading

## A. Grades will be based on the following:

|   |     |
|---|-----|
| 1. Class Attendance and Class Participation | 15% |
| 2. VT Self-Care Plan                        | 15% |
| 3. Trauma Portfolio                         |     |
| . Portfolio Proposal (ungraded)             |     |
| . Part 1 Trauma Specific Literature Review  | 20% |
| . Part 2 Intervention Strategy              | 10% |
| . Part 3 Assessment Tool                    | 10% |
| . Part 4 Group and/or Individual Activities | 10% |
| . Part 5 Class Presentation & Handout       | 20% |

## B. Final course letter grades are based on the following standard grading scale for all courses taught in the College:

|                |                |
|----------------|----------------|
| A = 96 - 100   | C+ = 76 - 79.9 |
| A- = 92 - 95.9 | C = 72 - 75.9  |
| B+ = 88 - 91.9 | C- = 68 - 71.9 |
| B = 84 - 87.9  | D = 64 - 67.9  |
| B- = 80 - 83.9 | F = Below 64   |

## C. Attendance and Class Participation

Attendance and class participation are considered to be absolutely **critical** to successful learning in this clinical practice course. Maximum participation as demonstrated by regular attendance of full class period, actively engaging in class discussions, and ongoing involvement in class work and exercises is **crucial** to the class participation grade in this course. Both attendance and class participation will be observed and recorded.

## D. Late Assignments

Professor will allow for submission of late assignments **only** if the student has made prior arrangements to do so and for appropriate and compelling reasons. Late assignments

(granted permission for late submission) however will automatically result in the lowering of the otherwise earned grade.

#### **E. Pagers, Cell Phones, and Laptops**

Please show respect and consideration of colleagues and professor by taking responsibility for keeping pager and cell phone interruptions to a minimum.

**Laptop use will be allowed solely for note taking purposes and those students needing to do so must make formal written request to the Professors at the beginning of the course.**

#### **F. Policy on Grades of Incomplete**

Please refer to the UH Graduate and Professional Studies Bulletin for the university policy regarding a grade of Incomplete (I). Incompletes will be given only in accordance with this policy.

### **VII. Policy on Academic Dishonesty and Plagiarism**

Students are expected to demonstrate and maintain a professional standard of writing in all courses, do one's own work, give credit for the ideas of others, and provide proper citation of source materials. Any student who plagiarizes any part of a paper or assignment or engages in any form of academic dishonesty will receive an "I" for the class with a recommendation that a grade of F be assigned, subsequent to a College hearing, in accordance with the University policy on academic dishonesty. Other actions may also be recommended and/or taken by the College to suspend or expel a student who engages in academic dishonesty.

All papers and written assignments must be fully and properly referenced using APA style format (or as approved by the Instructor), with credit given to the authors whose ideas you have used. If you are using direct quotes from a specific author (or authors), you must set the quote in quotation marks or use an indented quotation form. For all direct quotes, you must include the page number (s) in your text or references. Any time that you use more than four or five consecutive words taken from another author, you must clearly indicate that this is a direct quotation. Please consult the current APA manual for further information.

Academic dishonesty includes using any other person's work and representing it as your own. This includes (but is not limited to) using graded papers from students who have previously taken this course as the basis for your work. It also includes, but is not limited to submitting the same paper to more than one class. If you have any specific questions about plagiarism or academic dishonesty, please raise these questions in class or make an appointment to see Instructor. This statement is consistent with the University Policy on Academic Dishonesty that can be found in your UH Student Handbook.

### **VIII. Consultation**

This course allows for a collaborative teaching approach involving Professors Lopez and Taylor. Students are encouraged to contact both professors regarding questions about the course content, assignments, or any other academic issues related to this course.

## IX. Americans with Disabilities Statement

Whenever possible, and in accordance with 504/ADA guidelines, the University of Houston will attempt to provide reasonable academic accommodations to students who request and require them. For more information and/or assistance, please contact the Center for Students with DisAbilities at 713-743-5400. Instructors may not provide accommodations without supporting documentation from the UH Center for Students with DisAbilities.

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## X. COURSE OUTLINE, READINGS, and ASSIGNMENTS

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### Tuesday, January 17

- **Overview of Course Content & Course Introduction**
- Review of Student Experiences & Interests in Trauma
- Preparation for Assignments
- Initiate Ideas for Trauma Portfolio

### Tuesday, January 24

- **Developing Strategies for Managing Vicarious Trauma**
- Defining Vicarious Trauma
- Understanding Countertransference
- **Assignment Due: VT Self-Care Plan**
- Readings:
  - Berzoff, J. & Kita, E. (2010). Compassion fatigue and countertransference: Two Different concepts. **Clinical Social Work Journal**, 38: 341-340/
  - Canfield, J. (2005). Secondary traumatization, burnout, and vicarious traumatization. **Smith College Studies in Social Work**, 75: 2, 81-101.
  - Cunningham, M. (2004). Teaching social workers about trauma: Reducing the risks of vicarious traumatization in the classroom. **Journal of Social Work Education**, 40 (2): 305-317.
  - Saakvitne & Pearlman (Ch. 1 & 2)

### Tuesday, January 31

- **Theoretical Framework for Understanding Trauma (Part I)**
- Defining Trauma & Major Types of Trauma
- Differentiating between Types of Trauma
- Effects of Trauma & Risk of Developing Trauma
- Cultural Issues & Trauma
- **Assignment Due: Trauma Portfolio Proposal (via blackboard vista)**
- Readings:
  - Briere & Scott – Ch. 1 & 2

### Tuesday, February 7

- **Theoretical Framework for Understanding Trauma (Part II)**
- Neurobiology & Psychopharmacology of Trauma
- Medications for Trauma Related Disorders
- Readings:
  - Briere & Scott – Ch. 11

**Tuesday, February 14**

- **Clinical Assessment of Trauma (Part I)**
- Assessing for Trauma in the Clinical Interview
- The Structured Interview
- Physical Health Issues
- Readings:  
Briere & Scott – Ch. 3

**Tuesday, February 21**

- **Working with Trauma Across Diverse Practice Settings(Panel Presentation)**

**Tuesday, February 28**

- **Clinical Assessment of Trauma (Part II)**
- Using Trauma Scales for Assessment of Trauma
- Readings:  
Briere & Scott – Appendix 1 & 2
- **Assignment Due: Part 1 Trauma Specific Literature Review (via blackboard vista)**

**Tuesday, March 6**

- **Clinical Interventions in Trauma Work (Part I)**
- Central Issues in Trauma Treatment
- Ethical Issues in Trauma Work
- Post-Traumatic Growth & Resilience
- Psychoeducation/Distress Reduction/Affect Regulation
- Evidenced Based Treatment Approaches & Trauma
- Readings:  
Bonanno, G. (2005). Resilience in the face of potential trauma. **American Psychological Society**, 14 (3): 135-138.  
Briere & Scott – Ch. 4, 5, 6  
Rubin & Springer – Ch. 1

**Tuesday, March 13**

- **Spring Break**

**Tuesday, March 20**

- **Intensive Clinical Treatment with Trauma (Guest Lectures)**

**Tuesday, March 27**

- **Clinical Interventions in Trauma Work (Part II)**
- Cognitive Interventions
- Emotional Processing
- Increasing Identity & Relational Functioning
- Trauma Focused Cognitive Behavioral Therapy
- Readings:  
Briere & Scott – Ch. 7, 8, 9  
Rubin & Springer – Ch. 2, 3, 4
- **Assignment Due: Part 2 Intervention Strategy (via blackboard vista)**

**Tuesday, April 3**

- **Acute Trauma & Clinical Interventions**
- Acute Symptoms and Risk for PTSD
- Interventions for Acute Stress
- EMDR
- Readings (continued from previous week)  
Briere & Scott – Ch. 10 & Appendix 3  
Rubin & Springer – Ch. 5 & 6
- **Assignment Due: Part 3: Assessment Tool (via blackboard vista)**
- **Assignment Due: Part 4: Group and/or Individual Activities**

**Tuesday, April 10**

- **Assignment Due: Part 5: Trauma Portfolio Presentation/Handout**

**Tuesday, April 17**

- **Assignment Due: Part 5: Trauma Portfolio Presentations/Handout**

**Tuesday, April 24**

- **Reflections, Review, & Sharing of Trauma Course**
- **Closing Class/Evaluations**