I. **Catalog Course Description**

This course examines social work practice theories and intervention approaches and skills as they apply to practice with childhood and adult survivors of physical, sexual and other forms of abuse and trauma. Particular attention will be made to the use of engagement, assessment, planning, intervention, evaluation and follow up on the micro, mezzo, and macro levels of practice. An emphasis will also be placed on diversity and use of social work ethics and values when working with survivors of abuse and trauma.

II. **Course Overview**

This course addresses theories, skills and interventions utilized in the direct practice with survivors of physical, sexual and other forms of interpersonal abuse and trauma. It builds upon foundational social work practice knowledge, values and skills by focusing on direct practice interventions with childhood and adult survivors of abuse and trauma. Specific theoretical frameworks such as empowerment, strengths, feminist perspective, and trauma’s effects on brain and body will be used to discuss strategies for providing services to individuals who experienced trauma or physical, emotional, sexual abuse in childhood or adulthood. All steps in the social work intervention process will be addressed including, engagement, assessment, planning, intervention, evaluation and follow up, to identify specific skills and knowledge utilized to serve this population.

III. **Place of Course in Program**

This course is offered as an Advanced Practice Distribution Requirement. It is of particular interest to students the Violence Against Women Certificate Program. However, this course may be of use to all students intending to do any direct practice in multiple fields (e.g. mental health, substance abuse, child welfare, family counseling) as interpersonal abuse and trauma impacts many clients. Satisfactory completion of the Professional Foundation year is required.

IV. **Course Objectives**
At the conclusion of this course, students will:

1. Build upon the theories and skills introduced in Practice I and II by developing advanced skills and knowledge required to address the needs of childhood and adult survivors of interpersonal abuse and trauma.

2. Learn how to integrate issues of client diversity (including ethnicity, culture, gender, age, sexual orientation, disability, spiritual beliefs) at each stage of the clinical process from engagement through to termination.

3. Apply all steps in the social work intervention process including, engagement, assessment, planning, intervention, evaluation and follow up with childhood and adult survivors of abuse and trauma on the micro, mezzo, and macro levels of practice.

4. Identify values and ethics that direct practice with survivors of abuse and trauma including the ability to develop an awareness of their own personal attitudes, beliefs and values that impact their ability to provide services.

5. Learn how to critically analyze and apply appropriate theoretical frameworks for effective practice with childhood and adult survivors of abuse and trauma.

V. Required Texts

There is no one textbook that is adequate for our purposes, given the breadth of our work on policies and programs affecting survivors of violence in this class. For this reason, we are going to be reading from a wide range of interdisciplinary books and journals. For each week, you are required to select and read THREE articles of your choice.

To access the readings, go to eCompanion (see section later in syllabus), which can be accessed at http://rutgersonline.net. Readings are listed in alphabetical order by author’s name under the appropriate session and topic.

VI. Course Requirements

Course Format. While this course is founded upon student participation – a critical aspect of your grade – it will utilize lectures, videos, guest presentations, and group exercises. As professional practitioners and advocates, it is essential for social workers to articulate ideas clearly and persuasively. It is important that everyone feel free to participate in classroom activities, discussion, and assignments. Learning involves dialogue and exchange, taking chances, sharing new ideas with others. Whether you recognize it or not, all of you are experts in some arenas of social work practice. All students are encouraged to participate through discussions in class, both small and large groups, and with the instructor during office hours.

This course requires graduate level reading, writing, and analytical skills. Students are to come to each class prepared to actively participate in discussions about reading assignments and
previous lecture materials. The papers will be graded both on substance and on the ability of the student to write succinctly and in terms understandable to a wide audience.

During this course, it may be difficult to disguise references to specific organizations and people, so such information must stay in the classroom. Confidentiality is vital.

**Respect for others in the classroom.** Social work courses are often messy and ambiguous, with room for multiple and diverse perspectives. We all must attempt to treat each other with respect when opinions are shared. Language should be used which recognizes diversity and is respectful of others. It is also imperative, as we struggle with complex political, personal and social issues, that we not silence others by assuming that there are “politically correct” lines of thought that cannot be challenged. Let us attempt to struggle for intellectual growth and mutual respect as we endeavor in this process!

**Attendance.** Students are expected to attend class (and be on time), which is essential for learning from lecture and class discussions, and for socialization to the profession of social work. Attendance and participation will affect 10% of the course grade. *Students who miss more than 3 sessions will not receive a passing grade for the class.* Students who leave during the break will be marked as absent for that class. Absences because of religious holidays are allowed with prior permission from the instructor. Consistent lateness to class will also result in being marked absent.

The use of cell phones (including text messaging), blackberries, PDAs, or any similar type of electronic device is not permitted in class. Please turn them off prior to class. If there is an emergency and you need to leave your cell phone on, please turn it to vibrate and attend to the call in the hallway so that you will not disturb your colleagues.

**eCompanion.** eCompanion is a course management program designed to aid in the communication and dissemination of course information and materials. These materials include the syllabus, assignments, and powerpoint handouts. Additionally, there are links to websites, an online gradebook, and opportunities to e-mail the instructor and your classmates (without knowing their e-mail address).

All correspondence, including submission of assignments and e-mail communications, will be conducted through eCompanion. Please ensure that the e-mail registered with the University is the e-mail you want to use for your correspondence. Should you have any questions, please email webmaster@ecompanion.rutgers.edu or call 732-932-4702.

To find your course, go to [http://rutgersonline.net](http://rutgersonline.net). The Rutgers NetID is the standard login credential for RutgersOnline, however, your initial password will be unique to RutgersOnline and will not necessarily be the same password that you use for a Rutgers email account (e.g. eden, pegasus, clam).

If you are new eCollege users and have a netID in the Rutgers Student Datawarehouse, then your login is your netID, and your default password is your birthday (YYYYMMDD) which should be changed upon first login. If you are a visiting student without a netID, please email
webmaster@ecompanion.rutgers.edu or call 732-932-4702 and they can resolve your login credentials.

**Course Assignments.** There are 3 assignments for this course. More details are provided in the Course Home section on the eCompanion website. All assignments are to be electronically posted in the Digital Drop Box on eCompanion no later than 8:00am on the due date. Please save all of your assignments with the same document name: last_name.doc. (E.g. Postmus.doc.) All assignments MUST be compatible with Microsoft Word. It is the student's responsibility to ensure that assignments left in the digital dropbox can be retrieved and read by the instructor. Once graded, I will post your assignment in the Digital Drop Box and then send an e-mail indicating that your graded paper is posted.

1. **Critical Analysis & Reflection Papers** - Students will complete three (3) 3-4 page papers, critically reflecting on the readings and building on their knowledge for each assignment. The first paper is due Sept. 15; the second one on Sept. 29; and the last one is due on Oct. 20.

2. **Intervention Paper** - Students will complete a 10-12 page paper focusing on the creation and evaluation of an intervention within the field of abuse and trauma. Students will address a form of interpersonal abuse (domestic violence, sexual assault, or child abuse) or trauma by choosing a theoretical framework, and then applying it to construct an intervention and corresponding evaluation plan. Due Nov. 3.

3. **Case Analysis Presentation** - Students will present a case that describes the work that was done including the theoretical perspective taken, the role of diversity, and the strategies for self-care. Students will also describe the impact on the client and discuss the lessons learned. Students will then seek feedback from their classmates on other options to use with their client. A sign-up sheet will be available for students to choose which date they want to present their case.

**Grading**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Value</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>Class Participation</td>
<td>10%</td>
<td>All Classes</td>
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<tr>
<td>Critical Analysis &amp; Reflection Papers</td>
<td>30%</td>
<td>Sept. 15 &amp; 29; Oct. 20</td>
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<tr>
<td>Intervention Paper</td>
<td>35%</td>
<td>Nov. 3</td>
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<tr>
<td>Case Analysis Presentation</td>
<td>25%</td>
<td>Nov. 3 – Dec. 15</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td><strong>100%</strong></td>
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Grading for this MSW course is as follows:

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Grade</th>
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<tbody>
<tr>
<td>94-100</td>
<td>A</td>
</tr>
<tr>
<td>80-86</td>
<td>B</td>
</tr>
<tr>
<td>70-74</td>
<td>C</td>
</tr>
<tr>
<td>87-93</td>
<td>B+</td>
</tr>
<tr>
<td>75-79</td>
<td>C+</td>
</tr>
<tr>
<td>Below 70</td>
<td>Failed (F)</td>
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</tbody>
</table>

A = Exceptional or outstanding work; student demonstrates full understanding of material, displays unusual analytical and/or creative ability; extremely thorough work; must be well organized and conform to accepted standards of writing including correct grammar, accurate spelling, etc. Work is completed by due date.
**B+** = Above average work in terms of understanding material and ability to apply material from lectures and readings to own proposed project. Work must be organized and conform to accepted standards of writing. Work is completed by the due date.

**B** = Good work; demonstrates understanding of material; written materials well organized and conforms to accepted standards of grammar, spelling, punctuation, etc. Work is completed by the due date.

**C** = Acceptable work, similar to C+ but reveals greater problems in applying the concepts and techniques to own work, fails to cover some important point(s). Some problems in organizing and presenting written materials.

The quality of the writing as well as the content is important, so students should check spelling and grammar as well as sentence and paragraph construction. It is a very good idea to write a draft of your papers and then make an outline of your draft before preparing final versions. This helps assure that your paper is flowing in a coherent manner and that you are effectively making and supporting your main points.

Written work should meet basic standards of writing proficiency, and should conform to accepted standards of citation. The format found in the Publication Manual of the American Psychological Association (APA) should be used for all papers. If you are unsure of how to cite sources, please see the instructor. *Remember that plagiarism is a serious offense and violates the standards for academic integrity.* Written assignments are graded based on the following criteria:

- thoroughness and completeness of content;
- clarity and logic of presentation;
- evidence of critical thought;
- quality of writing.

**Late Assignments:** All assignments are due at the beginning of class on the date assigned. Grades will be reduced by 10 points if the assignment is late. Assignments will not be accepted if late more than 1 week. (Exceptions will be made only in extreme circumstances and must be approved by the instructor PRIOR to the due date.) If a due date conflicts with a religious observance, please consult with the professor prior to the assignment’s due date.

**Incomplete grades:** Incompletes will only be granted at the discretion of the instructor under special circumstances. It is the student’s responsibility to request an Incomplete from the instructor before the end of the semester. A request signed by the student and the faculty member must be on file when grades are submitted.

**VII. Library Resources**

The Rutgers University library system contains a very impressive collection of resources and materials that will be of great assistance to you as you complete assignments for this class and your other graduate courses. Many of these materials can be accessed on-line. The university librarians offer free tutorials on using the in-library services and on-line search tools;
understanding how to navigate these tools is vital for ensuring timely, thorough, and proficient completion of the assignments for this course.

Some library tools that may be of particular relevance to this course:
Under the main library website, check out the following:
http://www.libraries.rutgers.edu.proxy.libraries.rutgers.edu/rul/index.shtml

a. The Electronic Reference Sources under the Reference link. You can find on-line links for the APA Style Manual, assistance with grammar and writing, and many other useful connections under (see Style Manuals).
b. Subject Research Guides under the Research Resources link. The Social Work category contains links to Government Resources (state and federal websites relevant to policy research) and numerous other resource sites and reference collections.
c. RefWorks, a web-based bibliography and citation manager.

VIII. Course Evaluation

Rutgers University issues a survey that evaluates both the course and the instructor. This survey is completed by students toward the end of the semester; all answers are confidential and anonymous. An additional mid semester evaluation may be distributed.

You are also encouraged to provide me with feedback on the course content and format during each class session, as well as during my office hours: Are the material and concepts presented in a clear manner? Is adequate time being given to individual topics? Are different learning styles being accommodated?

All work submitted in a graduate course must be your own. It is unethical and a violation of the University’s Academic Integrity Policy to present the ideas or words of another without clearly and fully identifying the source. Inadequate citations will be construed as an attempt to misrepresent the cited material as your own. Use the citation style preferred by the discipline.

Plagiarism is the representation of the words or ideas of another as one’s own in any academic exercise. To avoid plagiarism, every direct quotation must be identified by quotation marks or by appropriate indentation and must be properly cited in the text or in a footnote. Acknowledgement is required when material from another source is stored in print, electronic, or other medium and is paraphrased or summarized in whole or in part in one’s own words. To acknowledge a paraphrase properly, one might state: “to paraphrase Plato’s comment…” and conclude with a footnote identifying the exact reference. A footnote acknowledging only a directly quoted statement does not suffice to notify the reader of any preceding or succeeding paraphrased material. Information which is common knowledge, such as names of leaders of prominent nations, basic scientific laws, etc., need not be footnoted; however, all facts or information obtained in reading or research that are not common knowledge among students in the course must be acknowledged. In addition to materials specifically cited in the text, only materials that contribute to one’s general understanding of the subject may be acknowledged in the bibliography. Plagiarism can, in some cases, be a subtle issue. Any question about what constitutes plagiarism should be discussed with the faculty member.
Plagiarism along with any and all other violations of academic integrity by graduate and professional students will normally be penalized more severely than violations by first-year undergraduate students. Since all violations of academic integrity by a graduate or professional student are potentially separable under the Academic Integrity Policy, faculty members should not adjudicate alleged academic integrity violations by graduate and professional students, but should refer such allegations to the appropriate Academic Integrity Facilitator (AIF) or to the Office of Student Conduct. The AIF that you should contact is Antoinette Y. Farmer, 732.932.2621. The student shall be notified in writing, by email or hand delivery, of the alleged violation and of the fact that the matter has been referred to the AIF for adjudication. This notification shall be done within 10 days of identifying the alleged violation. Once the student has been notified of the allegation, the student may not drop the course or withdraw from the school until the adjudication process is complete. A TZ or incomplete grade shall be assigned until the case is resolved. For more information regarding the Rutgers Academic Integrity Policies and Procedures, see: http://academicintegrity.rutgers.edu/integrity.shtml.

X. Disability Accommodation

Please Note: Any student who believes that s/he may need an accommodation in this class due to a disability should contact the Office of Disability Services, Kreeger Learning Center, 151 College Avenue; dfoffice@rci.rutgers.edu; 732-932-2847. Students must have a letter of accommodation from the Office of Disability Services in order to receive accommodations. Failure to discuss implementation of accommodations with the instructor promptly may result in denial of your accommodations.

XI. Inclement Weather Policy

In the event of inclement weather, students should call the University to see if classes have been cancelled. If the University is operating, the instructor will attend class. Students should contact the instructor if weather or driving conditions make it impossible for them to get to class so that accommodations can be made as necessary.

XII. Audio & Video Taping Policy

Course materials prepared by the instructor, together with the content of all lectures and review sessions presented by the instructor are the property of the instructor. Video and audio recording of lectures and review sessions without the consent of the instructor is prohibited. On request, the instructor will usually grant permission for students to audio tape lectures, on the condition that these audio tapes are only used as a study aid by the individual making the recording. Unless explicit permission is obtained from the instructor, recordings of lectures and review sessions may not be modified and must not be transferred or transmitted to any other person, whether or not that individual is enrolled in the course.

XIII. Course Content and Reading Assignments

| Session One – September 1, 2010 |
Topics: Course Overview & Types of Abuse & Trauma

Readings:


Session Two – September 15, 2010

Topics: Practice Theories & Perspectives

Readings:


*Brief Therapy / Crisis Counseling / Solution Focused:*


Cognitive/behavioral:


Empowerment:


**Feminist:**


**Strengths:**


### Session Three – September 22, 2010

**Topic:** Engagement & Assessment  
**Readings:**


### Session Four – September 29, 2010

**Topics:** Intervention - Individuals  

**Readings:**


**Session Five – October 6, 2010**

**Topic:** Safety Planning & Stages of Surviving

**Readings:**


Chapter 8: "Safety"
Chapter 9: "Remembrance and Mourning"
Chapter 10: "Reconnection"

**Session Six – October 13, 2010**

**Topics:** Intervention – Families, Groups & Communities

**Readings:**


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**Session Seven – October 20, 2010**

**Topics:** Diversity & Culturally Competent Social Work Practice

**Readings:**


Hatcher, S.S., Maschi, T., Morgen, K. & Toldson, I.A. (2009). Exploring the impact of racial and ethnic differences in the emotional and behavioral responses of maltreated youth:


Sharma, A. (2001). Healing the wounds of domestic abuse: Improving the effectiveness of feminist therapeutic interventions with immigrant and racially visible women who have been abused. *Violence Against Women, 7*(12), 1405-1428.


**Session Eight – October 27, 2010**

**Topics:** Evaluation, Termination, & Follow-Up

**Readings:**


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**Session Nine – November 3, 2010**

**Topics**: Ethics & Values / Self Reflection / Secondary Trauma

**Readings**:


**Session Ten – November 10, 2010**

**Topics:** Relationship between Practice & Policy / Interdisciplinary Interactions

**Readings:**


Ferraro, K. J. (2003). The words change, but the melody lingers: The persistence of the battered woman syndrome in criminal cases involving battered women


### Session Eleven – November 17

**Topic:** Effects of Trauma on Brain & Body

**Readings:**


**Session Twelve – December 1, 2010**

**Topic:** Mental Health & Addictions

**Readings:**


**Session Thirteen – December 8, 2010**

**Topic:** International Perspectives  
**Readings:**


**Session Fourteen – December 15, 2010**

**Topic:** Case Presentations  
**Readings:** None required

**Session Fifteen – December 22, 2010**

**Topic:** Course Summary, & Evaluation  
**Readings:** None Required