RUTGERS, THE STATE UNIVERSITY OF NEW JERSEY  
SCHOOL OF SOCIAL WORK  
Course Syllabus  
Weekly OTG  
Fall 2019

CSW: Working with Survivors of Abuse & Trauma  
19:910:523:X

Index #: ______________

Instructor Name: ____________________
Day & Time of Class: __________________
Location: ____________________________

Office Address: ________________
Phone: ____________ Email: ______________
Office Hours: ________

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. Program Level Learning Goals and the Council of Social Work Education’s Social Work Competencies

The MSW Program at Rutgers is accredited by the Council on Social Work Education (CSWE). CSWE’s accreditation standards can be reviewed at www.cswe.org.

In keeping with CSWE standards, the Rutgers School of Social Work has integrated the CSWE competencies within its curriculum. These competences serve as program level Learning Goals for the MSW Program and include the following. Upon completion of their MSW education students will be able to: demonstrate ethical and professional behavior; engage in diversity and difference in practice; advance human rights and social, economic and environmental justice; engage in practice informed research and research informed practice; engage with individuals, families, groups organizations and communities; intervene with individual, families, groups organizations and communities; and evaluate practice with individuals, families, groups, organizations and communities.

This course will assist students in developing the following competencies:

**Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities.** Clinical social work practitioners recognize the importance of the engagement process and understand the importance of differential use of self in initial encounters. Practitioners in clinical social work rely on the ecological perspective to inform the therapeutic relationship; are aware of how interpersonal dynamics and cultural factors shape the therapeutic relationship; and use relational techniques to develop a therapeutic relationship. Clinical social workers recognize how engagement with couples, families and groups may differ from individual approaches, and they develop differential engagement skills accordingly. Clinical social workers value collaboration and thus recognize the importance of clients’ input in the development of their treatment goals. Clinical social workers use the engagement process to help clients convey their thoughts and concerns within the therapeutic relationship as well as to other providers/stakeholders.

**Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities.** Clinical social workers understand the importance of the assessment process and recognize that it is ongoing and that it directly informs their interventions. Clinical social workers value holistic assessment and therefore use the bio–psycho–social–spiritual assessment process as well as analysis of clients’ strengths and resiliencies, their coping skills, and their adaptation to traumatic and stressful life events in a full assessment. Practitioners of clinical social work understand how their personal experiences may impact the assessment process. Clinical social workers recognize the power of intergenerational family patterns on individuals and explain these to clients while avoiding deterministic approaches to identifying such patterns. When applicable, clinical social workers rely on the *Diagnostic and Statistical Manual of Mental Disorders* to enhance their assessment, to conduct differential diagnosis, and to communicate with other healthcare providers.
providers about clients’ presenting problems and symptomatology. Clinical social workers elicit client feedback about their experience of the assessment process, reflect upon varied meanings of the assessment, and share these assessment outcomes with clients.

**Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities.** Clinical social workers select effective modalities for intervention based on the extant research as well as the client’s cultural background. Clinical social work practitioners integrate their knowledge of various individual, family, and group psychotherapeutic modalities, as well as crisis intervention techniques and community–wide referrals, to intervene effectively; demonstrate flexibility by tailoring interventions to suit the needs of multiple client populations; and understand the effects of the social environment on client well-being. Clinical social workers therefore recognize the need to intervene on mezzo and macro levels. Practitioners in clinical social work critically select, apply, and evaluate best practices and evidence–informed interventions; they value collaboration with the client and other professionals to coordinate treatment plans. Clinical social workers maintain knowledge of the communities they serve in order to ensure that clients are connected with relevant services and resources in an effective manner, while eliciting client feedback about how the interventions are impacting the client.

**Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities.** Clinical social workers value empirically derived evaluation of practice and assure that it is an ongoing component of advanced practice with diverse individuals, families, groups, organizations and communities. Clinical social workers recognize the critical need to use client feedback to evaluate clinical processes and outcomes with diverse populations. Clinical social workers understand theories of human behavior and the social environment, the systematic effects of oppression and marginalization on the well-being of clients, and critically apply this knowledge in evaluating outcomes. Clinical social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness, use appropriate methods for evaluating practice, and rely upon the scholarly literature to guide their evaluation processes. Clinical social workers also recognize that evaluating practice means examining barriers to effective treatment including but not limited to countertransference, systems– and community–knowledge, and client satisfaction.

**V. Course Learning Goals**

Course level learning goals primarily relate to the aforementioned competencies/program level learning goals as the course examines the theoretical frameworks that explain violence and abuse, as well as addresses culturally competent and trauma informed knowledge, values and skills in engagement, assessment, intervention and evaluation in working with survivors of trauma and abuse.

At the conclusion of this course, students will:

1. Develop an understanding of the theoretical frameworks that explain the occurrence of interpersonal violence and abuse, define various forms of violence and examine its scope globally.

2. Demonstrate an understanding of trauma and its impact on the neurobiology of the brain, identify trauma responses and its impact on human functioning.
3. Examine the impact of culture on an individual’s experience of trauma and explore frameworks for trauma informed and culturally competent practice.

4. Apply and 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.

5. Identify, develop and conduct culturally competent risk assessment and safety planning, implement varied evidence based trauma informed interventions and evaluate treatment outcomes.

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

6. Identify values and ethics of clinical practice with survivors of abuse and trauma including the ability to develop self-awareness of personal attitudes, beliefs and values that impact their ability to provide services and effectively practice self-care.

VI. School of Social Work Mission Statement and School Wide Learning Goals

The mission of the School of Social Work is to develop and disseminate knowledge through social work research, education, and training that promotes social and economic justice and strengthens individual, family, and community well-being, in this diverse and increasingly global environment of New Jersey and beyond.

MSW Mission Statement

The mission of the Rutgers University School of Social Work MSW program is to advance competent, ethical, evidence-based and community and critically-informed master’s level social work practice that promotes social and economic justice and strengthens individual, family, and community well-being with an understanding of diversity in local, national and global contexts.

School Wide Learning Goals: Upon graduation all students will be able to:

1. Demonstrate Ethical and Professional Behavior;
2. Engage Diversity and Difference in Practice; and
3. Engage, Assess, and Intervene with Individuals, Families, Groups, Organizations, and Communities

VI. 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 or book chapters of your choice unless noted.

However, we will be covering most, if not all, of the chapters from the following inexpensive books:


To access the readings, go to Course Reserves (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.

**VII. 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.

It is University policy (University Regulation on Attendance, Book 2, 2.47B, formerly 60.14f) to excuse without penalty students who are absent from class because of religious observance, and to allow the make-up of work missed because of such absence. Examinations and special required out-of-class activities shall ordinarily not be scheduled on those days when religiously observant students refrain from participating in secular activities. Absences for reasons of religious obligation shall not be counted for purposes of reporting.

Students are advised to provide timely notification to instructors about necessary absences for religious observances and are responsible for making up the work or exams according to an agreed-upon schedule.

*Note: All electronic devices (e.g., cell phone, iPod, laptop, iPad) must be silenced and stored out-of-sight before class begins (See instructor to discuss exceptions). Use of electronic devices is prohibited in the classroom at all times. Failure to comply will result in point deductions at the instructor’s discretion. Behavior in this course must also comply with the university’s code of conduct ([http://academicintegrity.rutgers.edu](http://academicintegrity.rutgers.edu)).

**Canvas.** Canvas 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 Canvas. **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 specifically related to this course, please email help@Canvas.rutgers.edu or call 732–932–4702. For technical help 24 hours a day / 7 days a Module, please contact helpdesk@Canvas.com or call 877–778–8437.

**Course assignments:** There are **5 assignments** for this course. All assignment guidelines are provided in the Course Home section on the Canvas website. All assignments are to be electronically posted in the Digital Drop Box on Canvas no later than 11:59 p.m. E.T. on the due date. Please save all of your assignments with the same document name: **last_name.doc.** (E.g. Khetarpal.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. **Self–Care Plan**: Students will conduct a literature review on secondary and vicarious traumatization and the various ways in which social work practitioners who work with survivors may be affected. Students will then create an individual self–care plan that includes integrated literature–based strategies and a creative approach to assist with self–care. This plan is due at the end Week 2 on **Date: ___________________.**

2. **Critical Analysis & Reflection Papers** - Students will complete two (2) 2 page papers, critically reflecting on the readings or discussion prompts provided. The first paper is due **Date: ________________**, the second one on **Date: ________________**.

3. **Online Case Presentation (Mid-term Assignment)** – Students will discuss one of their cases and provide feedback to classmates using threaded discussions on Canvas. Students will outline their case that describes the work that was done, challenges faced, and lessons learned. Students will then seek feedback from their classmates on other options to use with their client. Finally, students will provide feedback to cases presented by two other classmates. Please refer to the assignment guidelines for more details. This is due at the end of Week 7, **Date: ________________** and feedback to cases presented by 4 other classmates by **Date: ________________**.
   
   a. **In class/In person**: A sign-up sheet will be available for students to choose which date they want to present their case. This assignment is due on **Date: ________________** and **Date: ________________**. Students will sign up for the presentations.

   b. **Online Case Presentation (Mid–term Assignment)**: Please refer to the assignment guidelines for more details.

4. **Intervention Paper Outline**: Students will develop and submit a brief one page outline in preparation for the Final Intervention Paper. Students will identify and describe at least two intervention strategies in responding to survivors and/or perpetrators including the reasons for choice of intervention in relation to the client’s treatment goals. This can be described in a narrative or in bullet pointed style. Students will also explain an evaluation plan, including the expected outcomes from the intervention, and methods of measuring the outcomes. Please refer to the assignment guidelines for more details. This is due at the end of Week 11, **Date: ________________**.

5. **Intervention Paper (Final)** – Students will complete a 13–15 page paper identifying two interventions and develop a corresponding evaluation plan to address the needs of an ascertained population (could include an individual, family, or community) in the field of trauma and abuse, using an identified theoretical framework (chosen from the class discussions). Please refer to the assignment guidelines for more details. This is due by 11:59 p.m. E.T. at the end of Week 14, **Date: ________________**.

6. **Self–Assessments** – Quizzes are added to every Module. These quizzes are a tool to gauge your progress through the course and identify areas that you might like more resources and support from the instructor or from your classmates. These quizzes count
towards your class participation and are greatly encouraged as a contributing tool aimed to enhance your learning experience.

**Grading**

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<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>Self-Care Plan</td>
<td>15%</td>
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<tr>
<td>Critical Analysis &amp; Reflection Papers</td>
<td>20%</td>
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<tr>
<td>Online Case Presentation</td>
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<tr>
<td>Intervention Paper Outline</td>
<td>5%</td>
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<tr>
<td>Intervention Paper</td>
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<tr>
<td><strong>TOTAL:</strong></td>
<td>100%</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>92-100</td>
<td>A</td>
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<tr>
<td>82-86</td>
<td>B</td>
</tr>
<tr>
<td>70-76</td>
<td>C</td>
</tr>
<tr>
<td>87-91</td>
<td>B+</td>
</tr>
<tr>
<td>77-81</td>
<td>C+</td>
</tr>
<tr>
<td>Below 70</td>
<td>Failed (F)</td>
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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 due 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.

**VIII. 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.

On eCollege, there is a course that includes instructions to using the Rutgers’ libraries.

Some library tools that may be of particular relevance to this course include a course found on eCollege (Instructions for using Rutgers’ Libraries). Additionally, under the main library website, check out the following: [http://www.libraries.rutgers.edu.proxy.libraries.rutgers.edu/rul/index.shtml](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.

**IX. Other Resources**

_Office on Violence Prevention and Victim Assistance:_ Our school is committed to fostering a safe, productive learning environment. Title IX and our school policy prohibit discrimination on the basis of sex, which regards sexual misconduct — including harassment, domestic and dating violence, sexual assault, and stalking. We understand that sexual violence can undermine students’ academic success and we encourage students who have experienced some form of
sexual misconduct to talk to someone about their experience, so they can get the support they need.

Confidential support and academic advocacy are available through the Rutgers Office on Violence Prevention and Victim Assistance, 732.932.1181, http://vpva.rutgers.edu. Services are free and confidential and available 24 hrs/day, 7 days a week.

**Active Shooter Resources:** Over the years, there has been an increase in the number of active shootings on campus. It is important that you know what to do in cases there is an active shooter on campus. Please go to this site to retrieve information that will reduce your personal risk in case of an active shooting on campus – http://rupd.rutgers.edu/shooter.php.

### X. 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?

### XI. School’s Mission Statement

The mission of the School of Social Work is to develop and disseminate knowledge through social work research, education, and training that promotes social and economic justice and strengths individual, family, and community well-being, in this diverse and increasingly global environment of New Jersey and beyond.

### XII. Academic Integrity Policy

All work submitted must be your own. It is unethical and a violation of the University’s 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. It is important that you refer to the APA Style Manual for the correct procedures in citing material.

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.

Turnitin is a program linked to eCollege that is a tool to prevent plagiarism and provide feedback to students and the instructor. Turnitin ensures original work by checking submitted papers against 14 billion web pages, 150 million student papers and leading library databases and publications. Over 50 percent of plagiarism comes from other student’s work. Turnitin compares submitted papers to a database of over 150 million papers in the Turnitin paper database. Each day, the Turnitin student database grows by 150,000 papers. All papers submitted for this class will be automatically submitted to Turnitin for review. The instructor and the student will see the results of the review; should the paper be plagiarized, the instructor will automatically report the student for the violation. Hence, students are encouraged to submit their papers to Turnitin to get feedback PRIOR to submitting the paper to be graded.

XII. 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 University Office of Disability Services, Lucy Stone Hall, Livingston Campus 54 Joyce Kilmer Avenue, Suite A145, Piscataway, NJ 08854-8045, email address: dsoffice@rci.rutgers.edu, Phone: (848) 445-6800, fax: (732) 445-3388, for a letter of accommodation. (Undergraduate New Brunswick students should contact the Coordinator for Students with Disabilities for their College.) Students who are taken courses in Camden should contact Mr. Tim S. Pure, Assistant Director/Disability Services Coordinator, Rutgers-Camden Learning Center, Armitage, Hall, Room 231, 311 N. 5th Street, Camden, NJ 08102, email address: tpure@camden.rutgers.edu. Students who are taken courses in Newark should contact Ms. Genevieve Sumski, Disability Services Coordinator, Robeson Campus Center-Newark, 350
ML King, Jr. Boulevard, Newark, NJ 07102-1898. Any student, who has already received a letter of accommodation, should contact the instructor privately to discuss implementation of his/her accommodations immediately. Failure to discuss implementation of accommodations with the instructor promptly may result in denial of your accommodations.

XIII. 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.

XIV. 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.

XV. Course Content and Reading Assignments

Module One

Topics: Course Overview & Types of Abuse & Trauma

Required Readings and Resources

Please read the following selection in your required text, Herman, J. L. (1997). Trauma and recovery: The aftermath of violence, from domestic abuse to political terror. New York, NY.: BasicBooks:

- Chapter 1: "A Forgotten History" (pp: 7–32)


- Chapter 1: "Lessons from Vietnam Veterans" (pp: 7–21)
- Chapter 2: "Revolutions in Understanding Mind and Brain" (pp: 22–38)

The following selections are available on Course Reserves (Links to an external site.) with the library:


**Optional Resources**

The following optional selections are available on [Course Reserves](Links to an external site.) or by clicking the link, if provided.


You might also like to view the following videos:


**Module Two**

**Topics:** Self Reflection / Secondary Trauma / Vicarious Traumatization

**Required Readings and Resources**

Please read the following selection in your required text, Herman, J. L. (1997). *Trauma and recovery: The aftermath of violence, from domestic abuse to political terror*. New York, NY: BasicBooks:

- Chapter 7: "A Healing Relationship" (pp: 133–154)

The following selections are available by clicking the links provided:

Please watch the following videos:

- Bynum, N. (2009). Dr. Siddharth Ashvin Shah describes Vicarious Trauma (Secondary Traumatic Stress). Retrieved September 20, 2016 (Links to an external site.)

Optional Resources

The following optional selections are available on Course Reserves (Links to an external site.) or by clicking the link, if provided.

Module Three

Topic: What is Trauma & the Neurobiology of Trauma?

Required Readings and Resources

Please read the following selections in your required text, Herman, J. L. (1997). *Trauma and recovery: The aftermath of violence, from domestic abuse to political terror*. New York, NY: BasicBooks:

- Chapter 2: "Terror" (pp: 33–50)
- Chapter 3: "Disconnection" (pp: 51–73)
- Chapter 4: "Captivity" (pp: 74–95)

Please read the following selections in your required text, A., V. D. (2014). *The body keeps the score: Brain, mind, and body in the healing of trauma*. New York, NY: Penguin Group.:  

- Chapter 4: "Running for Your Life: The Anatomy of Survival" (pp: 51–73)
- Chapter 5: "Body, Brain, Connections" (pp: 74–86)

The following selections are available by clicking the links provided:


Please watch the following video (Note: A transcript for this video may be found to the right of the media player):

Trauma and Attachment With Bessel van der Kolk, M.D., written by Bessel van der Kolk, fl. 1970-2014; presented by Bessel van der Kolk, fl. 1970-2014 (PESI Inc., 2012), 1 hour 27 mins

Optional Resources

The following optional selections are available on Course Reserves (Links to an external site.) or by clicking the link, if provided.

- Ford, J.D., Stockton, P., Kaltman, S., & Green, B.L. (2006). Disorders of extreme stress (DESNOs) symptoms are associated with type and severity of interpersonal trauma exposure in a sample of healthy young women. *Journal of Interpersonal Violence, 21*(11), 1399–1416. (Links to an external site.)

### Module Four

**Topics:** Effects of & Responses to Abuse & Trauma

**Required Readings and Resources**

Please read the following selections in your required text, A., V. D. (2014). *The body keeps the score: Brain, mind, and body in the healing of trauma*. New York, NY: Penguin Group.:

- Chapter 7: "Getting on the Same Wavelength: Attachment and Attunement" (pp: 105–122)
- Chapter 8: "Trapped in Relationships: The Cost of Abuse and Neglect" (pp: 123–135)
- Chapter 9: "What's Love Got to Do With It?" (pp: 136–148)

Please watch the following video (Note: A transcript for this video can be found to the right of the video player):


**Optional Resources**
The following optional selections are available on Course Reserves (Links to an external site.) or by clicking the link, if provided. You may choose from the following subject-areas based on your area of interest:

Mental Health:


Prostitution:


Running Away:


Suicide:


Eating Disorders:


STDs / HIV-AIDS / Pregnancy:


Substance Abuse:


**Module Five**

**Topic: Complex Trauma**

**Required Readings and Resources**

Please read the following selection in your required text, Herman, J. L. (1997). *Trauma and recovery: The aftermath of violence, from domestic abuse to political terror*. New York, NY: BasicBooks:

- Chapter 6: "A New Diagnosis" (pp: 115–132)

The following selections are available on Course Reserves (Links to an external site.) with the library or by clicking the link, if provided:


**Optional Resources**

The following optional selections are available on Course Reserves (Links to an external site.) or by clicking the link, if provided:


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

Required Readings and Resources

The following selections are available on Course Reserves (Links to an external site.) with the library or by clicking the link, if provided:


African American


LGBTQ

- Girschick, L. (2002). No sugar, no spice: Reflections on research on woman-to-woman sexual violence. *Violence Against Women, 8*(12), 1474–1499. (Links to an external site.)

South Asia and Asian

Differently Abled


Latino


Immigrants

- 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. (Links to an external site.)

Optional Resources

- Downloadable PDF transcript of "Cambodia: Reclaiming Life after Acid Attacks" [link]

The following optional selections are available on Course Reserves (Links to an external site.) or by clicking the link, if provided.

Module Seven

Topic: Intervention - Engagement & Assessment

Required Readings and Resources

Please read the following selections in your required text, Herman, J. L. (1997). *Trauma and recovery: The aftermath of violence, from domestic abuse to political terror*. New York, NY: BasicBooks:

- Chapter 8: "Safety" (pp: 155–174)
- Chapter 9: "Remembrance and Mourning" (pp: 175–195)
- Chapter 10: "Reconnection" (pp: 196–213)

Please read the following selections in your required text, A., V. D. (2014). *The body keeps the score: Brain, mind, and body in the healing of trauma*. New York, NY: Penguin Group:

- Chapter 10: "Developmental Trauma: The Hidden Epidemic" (pp: 149–170)
- Chapter 11: "Uncovering Secrets: The Problem of Traumatic Memory" (pp: 171–183)

Optional Resources

The following optional selections are available by clicking the links provided.

- Thorsen, S., & Overlien, C. (2009). Trauma victim: Yes or no? Why it may be difficult to answer questions regarding violence, sexual abuse, and other traumatic events. *Violence Against Women, 15*(6), 699–719. (Links to an external site.)
You might also like to view the following video (Note: A transcript for this video can be found to the right of the video player):


Module Eight

**Topic:** Interventions – Safety Planning

**Required Readings and Resources**

There are no required readings from your textbook in this module.

The following selections are available on Course Reserves (Links to an external site.) with the library or by clicking the link, if provided:


Module Nine

**Topic:** Interventions – Trauma Focused Cognitive Behavioral Theory (TF-CBT)

**Required Readings and Resources**

There are no required readings from your textbook in this module.

The following selections are available on Course Reserves (Links to an external site.) with the library or by clicking the link, if provided:
• Child Welfare Information Gateway. (2012). Information Brief: Trauma-Focused Cognitive Behavioral Therapy for Children Affected by Sexual Abuse or Trauma. (Links to an external site.)


Please watch the following videos:

• Kauffman, J., Dr. (2013, October 23). Dr. Joan Kaufman on Trauma-Focused Cognitive Behavior Therapy (TF-CBT). Retrieved October 05, 2016, from https://www.youtube.com/watch?v=hKAzsf-VqdQ (Links to an external site.)


• K., Dr. (2007, February 09). Trauma Focused Cognitive Behavioral Therapy for Children/Ado. Retrieved October 06, 2016, from https://www.youtube.com/watch?v=FQlfcc2zyk (Links to an external site.)

Optional Resources

The following optional selections are available on Course Reserves (Links to an external site,) or by clicking the link, if provided.


### Module Ten

**Topics:** Dialectical Behavioral Theory (DBT) and Play Therapy

**Required Readings and Resources**

There are no required readings from your textbooks.

The following selections are available on Course Reserves (Links to an external site.) with the library or by clicking the link, if provided:


Please watch the following videos. **(Note:** A transcript for this video can be found to the right of the video player):


• Baggerly, J. (2013). Trauma Informed Child Centered Play Therapy. Retrieved October 20, 2016 (Links to an external site.)

**Optional Resources**

The following optional selections are available on Course Reserves (Links to an external site.) or by clicking the link, if provided.


**Play Therapy**


**Non-Topic Related**


You might also like to view the following video. *(Note: A transcript for this video can be found to the right of the video player):*


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**Module Eleven**

**Topics:** Interventions – Somatic Experiencing, Sensory Motor Psychotherapy, and EMDR

**Required Readings and Resources**

Please read the following selections in your required text, A., V. D. (2014). *The body keeps the score: Brain, mind, and body in the healing of trauma*. New York, NY: Penguin Group.:  

- Chapter 13: "Healing from Trauma: Owning Yourself" (pp: 203–229)
Chapter 14: "Language: Miracle and Tyranny" (pp: 230–247)

The following selections are available on Course Reserves (Links to an external site.) with the library or by clicking the link, if provided:

**Somatic Experiencing:**


**Sensorimotor Psychotherapy:**


Please watch the following videos (Note: A transcript for this video can be found to the right of the video player):


**Optional Resources**

The following optional selections are available on Course Reserves (Links to an external site.) or by clicking the link, if provided.

**Somatic Experiencing:**


**Sensorimotor Psychotherapy:**

You might also like to view the following video:

Body- oriented trauma therapy Part 2:
https://catalog.libraries.rutgers.edu/vufind/Record/5722131 (Links to an external site.)

Module Twelve

Topics: Interventions – Eye Movement Desensitization Reprocessing (EMDR)

Required Readings and Resources

Please read the following selections in your required text, A., V. D. (2014). *The body keeps the score: Brain, mind, and body in the healing of trauma*. New York, NY: Penguin Group:

- Chapter 15: "Letting Go of the Past: EMDR" (pp: 248–262)

The following selections are available on Course Reserves (Links to an external site.) with the library or by clicking the link, if provided:


Please watch the following video (Note: A transcript for this video can be found to the right of the video player):


Optional Resources
The following optional selections are available on Course Reserves (Links to an external site.) or by clicking the link, if provided.


You might also like to view the following videos:


Module Thirteen

Topics: Interventions – Mindfulness Based Stress Reduction Therapies

Required Readings and Resources

Please read the following selection in your required text, A., V. D. (2014). The body keeps the score: Brain, mind, and body in the healing of trauma. New York, NY: Penguin Group.:  

• Chapter 16: "Learning to Inhabit Your Body: Yoga" (pp: 263–276)

The following selections are available by clicking the links provided:

• Davidson, R.J., Kabat-Zinn, J., Schumacher, J., Rosenkranz, M., Muller, D., Santorelli, S.F., & Sheridan, J.F. (2003). Alterations in brain and immune function produced by mindfulness meditation. Psychosomatic Medicine, 65(4), 564–570. (Links to an external site.)


**Optional Resources**

The following optional selections are available on Course Reserves (Links to an external site.) or by clicking the link, if provided.


Please watch the following videos (Note: A transcript for this video can be found to the right of the video player):

**Topic:** Interventions; Group

**Required Readings and Resources**

The following selections are available on Course Reserves (Links to an external site.) with the library or by clicking the link, if provided:


**Optional Resources**

The following optional selections are available on Course Reserves (Links to an external site.) with the library.


**Module Fifteen**

**Topic:** Course Summary

**Readings:** None required