RUTGERS, THE STATE UNIVERSITY OF NEW JERSEY
SCHOOL OF SOCIAL WORK
COURSE OUTLINE (Weekly Class- OTG)

Working with Survivors of Abuse & Trauma
19:910:523:xx

Fall 2020  Instructor
Class Dates:  Office:
Room:  Phone:
Index #:  E-mail:

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 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.

IV. 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 strengths individual, family, and community well-being, in this diverse and increasingly global environment of New Jersey and beyond.

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

V. Course Learning Goals
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.

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:


Other required readings (separate from textbook) are available through the Rutgers University Library “Reading List” that is integrated into your Canvas course. To find your readings:

Click on the “Reading List” tab in the Canvas navigation bar to the left hand side of the course. Please note: this list contains links to articles and other required readings separate from the textbook (if applicable). Please follow the syllabus and/or Canvas Readings and Resources page in each module for more specific required readings and resources for each week (including textbook/media).
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.

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. Laptops are permitted to take notes or review course handouts. Please be respectful to the instructor and your classmates and do not use your laptop to check email, Facebook, or search the internet.

eCollege. eCollege 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 eCollege. 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@ecollege.rutgers.edu or call 732-932-4702. For technical help 24 hours a day / 7 days a week, please contact helpdesk@ecollege.com or call 877-778-8437.

To find your course, go to http://ecollege.rutgers.edu. Your Rutgers NetID and password are the standard login credentials needed to access your courses.

Course Assignments. There are 5 assignments for this course. More details are provided in the Course Home section on the eCollege website. All assignments are to be electronically posted in the Digital Drop Box on eCollege no later than 8:00am on the due date. Please save all of your assignments with the same document name: lastname.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 Drop Box 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 by Sunday 11:59 p.m. E.T. at the end Module 2, Date: ____________.

2. **Case Presentation (Mid-term Assignment)**– In person Individual/Group OR Online (choose one)
a. **In class/In person:** Students will individually or in groups present a case study in the class. Students will then seek feedback from their classmates through three questions they will pose for their classmates. Please refer to the Case Presentation Guidelines for additional instructions. 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):** Students will record a presentation of one of their selected cases following the case presentation guidelines as provided. They will also provide feedback to two of their classmates using threaded discussions on Canvas. Please refer to the assignment guidelines for more details. This is due by 11:59 p.m. E.T. at the end of Module 7, Date: __________ and feedback to cases presented by 4 other classmates by Date: __________.

3. **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 by 11:59 p.m. E.T. at the end of Module 11, Date: __________.

4. **Intervention Paper** – 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 Module 14, Date: __________.

5. **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.

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<tr>
<th>Activity</th>
<th>Value</th>
<th>Due Date</th>
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<tr>
<td>Class Participation</td>
<td>10%</td>
<td>All Classes</td>
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<tr>
<td>Self-Care Plan</td>
<td>20%</td>
<td>3rd week of class</td>
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<tr>
<td>Case Presentation</td>
<td>25%</td>
<td>Varying times</td>
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<tr>
<td>Intervention Paper Outline</td>
<td>10%</td>
<td>Week 10-11</td>
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<tr>
<td>Intervention Paper</td>
<td>35%</td>
<td>Weeks 12-14</td>
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Grading for this MSW course is as follows:

<table>
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<tr>
<th>Grade</th>
<th>Description</th>
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<tr>
<td>A</td>
<td>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.</td>
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<tr>
<td>B+</td>
<td>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.</td>
</tr>
<tr>
<td>B</td>
<td>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.</td>
</tr>
<tr>
<td>C</td>
<td>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.</td>
</tr>
<tr>
<td>F</td>
<td>Below 70 = Failed (F)</td>
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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.

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

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-\url{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 Resources

Library Research Assistance

Dr. Karen Hartmann is the social work the social work librarian on the New Brunswick Campus karen.hartman@rutgers.edu p. 848-932-6104; Natalie Borisovets is at Newark, Dana Library natalieb@rutgers.edu973-353-5909; Katie Anderson is at Camden, Robeson Library: Katie.anderson@rutgers.edu 856-225-2830. They are all available to meet with students.

Writing Assistance

Success in graduate school and within the larger profession of social work depends on strong writing skills. Several resources are available to help students strengthen their professional and academic writing skills. Writing assistance is available to all MSW students as described below.

New Brunswick Campus

All MSW SSW students (New Brunswick, Camden, Newark, Intensive Weekend, online and blended) are eligible to access writing assistance at the New Brunswick Learning Center. Online tutoring may also be available.

https://rlc.rutgers.edu/student-info/group-and-individual-academic-support/writing-coaching

Newark Campus
The Newark writing center is available for MSW students on the Newark campus by appointment.  
http://www.ncas.rutgers.edu/writingcenter

Camden Campus

The Camden learning center provides writing assistance for MSW students on the Camden campus.  http://learn.camden.rutgers.edu/writing-assistance

Additional Online Resources

APA Style

All students are expected to adhere to the citation style of the *Publication Manual of the American Psychological Association, 7th* edition (2020). It can be purchased at APA Manual 9th Edition. The Purdue OWL website also provide assistance with APA style  
https://owl.english.purdue.edu/owl/resource/560/01/

Email Etiquette for Students

https://owl.english.purdue.edu/owl/resource/694/01/

XI. Course Evaluation

Rutgers University issues a survey that evaluates both the course and instructor. This survey is completed by students toward the end of the semester, and all answers are confidential and anonymous. The instructor may also choose to conduct a mid-point evaluation.

XII. Academic Integrity Policy

As per Rutgers University Academic Integrity Policy, “Students are responsible for understanding the principles of academic integrity and abiding by them in all aspects of their work at the University. Students are also encouraged to help educate fellow students about academic integrity and to bring all alleged violations of academic integrity they encounter to the attention of the appropriate authorities.” All SSW students are expected to review and familiarize themselves with the RU Academic Integrity Policy in its’ entirety.

As per Rutgers University Academic Integrity Policy, “The principles of academic integrity require that a student: make sure that all work submitted in a course, academic research, or other activity is the student’s own and created without the aid of impermissible technologies, materials, or collaborations; properly acknowledge and cite all use of the ideas, results, images, or words of others; properly acknowledge all contributors to a given piece of work; obtain all data or results by ethical means and report them accurately without suppressing any
results inconsistent with the student’s interpretation or conclusions; treat all other students ethically, respecting their integrity and right to pursue their educational goals without interference. This principle requires that a student neither facilitate academic dishonesty by others nor obstruct their academic progress; uphold the ethical standards and professional code of conduct in the field for which the student is preparing.”

Students should review all types of Academic Integrity Violations per the RU Academic Integrity Policy. Below are some of the more common violations, as articulated in Rutgers University Academic Integrity Policy:

**Plagiarism:** Plagiarism is the use of another person’s words, ideas, images, or results, no matter the form or media, without giving that person appropriate credit. To avoid plagiarism, a student must identify every direct quotation using quotation marks or appropriate indentation and cite both direct quotation and paraphrasing properly according to the accepted format for the particular discipline or as required by the instructor in a course. Some common examples of plagiarism are: Copying word for word (i.e. quoting directly) from an oral, printed, or electronic source without proper attribution: Paraphrasing without proper attribution, i.e., presenting in one’s own words another person’s written words or ideas as if they were one’s own, regardless of the nature of the assignment; Incorporating into one’s work graphs, drawings, photographs, diagrams, tables, spreadsheets, computer programs, or other non-textual material from other sources, regardless of format, without proper attribution.”

**Cheating:** Cheating is the use or possession of inappropriate or prohibited materials, information, sources, or aids in any academic exercise. Cheating also includes submitting papers, research results or reports, analyses, and other textual or visual material and media as one’s own work when others prepared them. Some common examples are: Prohibited collaboration: receiving research, programming, data collection, or analytical assistance from others or working with another student on an assignment where such help is not permitted; Copying another student’s work or answers on a quiz or examination; Using or having access to books, notes, calculators, cell phones, technology, or other prohibited devices or materials during a quiz or examination; Submitting the same work or major portions thereof to satisfy the requirements of more than one course without permission from the instructors involved; Preprogramming a calculator or other device to contain answers, formulas, or other unauthorized information for use during a quiz or examination.; Acquiring a copy of an examination from an unauthorized source before the examination; Having a substitute take an examination in one’s place; Submitting a purchased or downloaded term paper or other materials to satisfy a course requirement; Submitting as one’s own work a term paper or other assignment prepared, in whole or in part, by someone else.”

Any faculty member or academic administrator who becomes aware of a possible academic integrity violation must initiate a formal complaint with the Office of Student Conduct and the SSW’s Academic Integrity Facilitator (Laura Curran at lacurran@ssw.rutgers.edu). The AIF deciding the case (the “adjudicator”) shall notify the accused student of the allegation in writing or by electronic communication within fifteen working days of the time the faculty member becomes aware of 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, see RU Academic Integrity Policy and Procedures for Adjudicating Academic Integrity Violations.

To promote a strong culture of academic integrity, Rutgers has adopted the following honor pledge to be written and signed on examinations and major course assignments submitted for grading: On my honor, I have neither received nor given any unauthorized assistance on this examination/assignment.

XII. Disability Accommodation

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: https://ods.rutgers.edu/students/documentation-guidelines.

If the documentation supports your request for reasonable accommodations, your campus’ disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: https://ods.rutgers.edu/students/registration-form.

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)

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 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:**

• Segal, D.L. (2009). Self-reported history of sexual coercion and rape negatively impacts resilience to suicide among women students. *Death Studies, 33*(9), 848–855. (Links to an external site.)


**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**


**South Asia and Asian**


**Differently Abled**


**Latino**


**Immigrants**


**Optional Resources**

• Downloadable PDF transcript of "Cambodia: Reclaiming Life after Acid Attacks"

The following optional selections are available on Course Reserves 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.


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 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](#) 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](#) with the library or by clicking the link, if provided:


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](#)

Optional Resources
The following optional selections are available on Course Reserves 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, 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):*


**Optional Resources**
The following optional selections are available on [Course Reserves](#) 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):*
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 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 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

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**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 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):


Please watch the following video:


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:


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):

Module Fourteen

**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