

Rutgers DSW Program Syllabus

Module Title: ACES & Minoritized Communities (Modules 1 & 2)

Instructor:

Residency:

Date:

Module 1 Description:

This module considers the core components of complex trauma and adverse childhood experiences as they are typically conceptualized in the psy professions.

Module Learning Objectives:

- Explain how children and adolescent's traumatic experiences are inherently complex
- Demonstrate how trauma occurs within a broad context that includes children's personal characteristics, life experiences, and current family and community circumstances.
- Distinguish between complex trauma and post-traumatic Stress Disorder

Required Readings:

1. Cook, A., Spinazzola, J., Ford, J., Lanktree, C., Blaustein, M., Cloitre, M., DeRosa, R., Hubbard, R., Kagan, R., Liataud, J., Mallah, K., Olafson, E., & van der Kolk, B. (2005). Complex trauma in children and adolescents. *Psychiatric Annals*, 35, 390-398.
2. Lieberman, A. F., Knorr, K. (2007). The Impact of Trauma: A Development Framework for Infancy and Early Childhood. *Psychiatric Annals*, 37, 416-422.
3. Joshua P. Mersky, Changyong Choi, ChienTi Plummer Lee, Colleen E. Janczewski. (2021) Disparities in adverse childhood experiences by race/ethnicity, gender, and economic status: Intersectional analysis of a nationally representative sample. *Child Abuse & Neglect* 117, pages 105066.

Recommended Readings:

Van der Kolk, B. (2014). *The body keeps the score: Brain, mind and body in the healing of trauma*. New York, N.Y. Penguin Group

Ford, J. D., & Courtois, C. A. (2020). Defining and understanding complex trauma and complex traumatic stress disorders. <https://bit.ly/3YEEKC4>

Collin-Vézina, D. (2020). Thematic section on child and youth complex trauma: Promoting social courage to shift practices, policies and research. *International Journal of Child and Adolescent Resilience*, 7(1), 102-107.

Module 2 Description:

This module examines adverse childhood experience and complex trauma as socially situated phenomena and the impacts on children, family, and communities.

Module Learning Objectives:

- Explain how ACEs are socially situated
- Articulate the disproportional impact of ACEs on minoritized communities
- Examine policy approaches to prevent ACEs

Required Readings:

1. McEwen, C. A., & McEwen, B. S. (2017). Social structure, adversity, toxic stress, and intergenerational poverty: An early childhood model. *Annual Review of Sociology*, 43, 445-472.
2. Donte L. Bernard, Casey D. Calhoun, Devin E. Banks, Colleen A. Halliday, Chanita Hughes-Halbert, Carla K. Danielson. (2021) Making the “C-ACE” for a culturally informed adverse childhood experiences framework to understand the pervasive mental health impact of racism on black youth. *Journal of Child & Adolescent Trauma* 14:2, pages 233-247.
3. Shonkoff, J. P., & Fisher, P. A. (2013). Rethinking evidence-based practice and two-generation programs to create the future of early childhood policy. *Development and psychopathology*, 25(4pt2), 1635-1653.

Recommended Readings:

Feely, M., & Bosk, E. A. (2021). That which is essential has been made invisible: The need to bring a structural risk perspective to reduce racial disproportionality in child welfare. *Race and social problems*, 13(1), 49-62. <https://bit.ly/3XDT0tv>

Carr, E. M. (2020). Educational equality and the dream that never was: The confluence of race-based institutional harm and adverse childhood experiences (ACEs) in post-Brown America. *Geo. J. & Mod. Critical Race Persp.*, 12, 115. <https://bit.ly/40YJjsv>

Assignment for Modules 1 & 2: Reading Reflection Paper Due via Canvas

In 1 page, please reflect on the readings. Critically analyze the main points of the readings as a whole and your response to them. Some questions to consider (but not necessary to respond to are) What resonated with you? Was there anything that surprised you or with which you disagreed?