

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

Clinical Social Work: Working with Survivors of Abuse & Trauma
19:910:523
Intensive Weekend

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.

As students read through this syllabus, they should also remember to **closely review the School-Wide Syllabus** in Canvas or the Student Handbook to find information on the School of Social Work mission statement and learning goals, school-wide policies (including academic integrity policies and the standardized attendance policy), and student resources and supports.

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). Students are welcome to review CSWE's accreditation standards at www.cswe.org

In keeping with CSWE standards, the Rutgers School of Social Work has integrated the CSWE competencies within its curriculum. The competencies assessed in this course include:

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 ecological, anti-racist, human rights, and anti-oppressive perspectives 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. Practitioners in clinical social work:

- Demonstrate an ecological understanding of the transactional relationship between emotional/behavioral difficulties and social problems (poverty, crime, social injustice, racism, classism, sexism, homophobia, transphobia, migration status, and ableism, among others) and incorporate this understanding of, and reflect upon, the ways these aspects shape client engagement.
- Understand how members of oppressed groups—people of color, people with varying sexual orientation and gender identities, people with different abilities, people with severe and persistent mental illness, among others—may require methods of engagement rooted in anti-racist, anti-oppressive, and human rights perspectives .
- Identify ways to enhance collaboration with clients and promote their empowerment, including seeking their input and feedback regarding the

treatment process and fostering their capacity to provide feedback to other members of the treatment team.

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 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. Clinical social workers also recognize that traumatic and stressful events can be precipitated by human rights violations, racism, and other forms of oppression. 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. Practitioners in clinical social work:

- Demonstrate an ecological understanding of the transactional relationship between emotional/behavioral difficulties and social problems— poverty, community violence, racism, sexism, religious or ideological bias, homophobia, transphobia, ableism, and other social injustices—and incorporate this understanding into their assessments.
- Select, modify, adapt, and evaluate clinical assessment tools and approaches depending on the needs and social locations of clients and current empirical evidence.
- Assess how issues of racism and other forms of oppression, social injustice, and inequities in access to resources play a role in client difficulties and how they affect the assessment process, including assisting the client in voicing concerns to the entire treatment team.
- Consider sharing the ways trauma and other stressors (including those related to racism, homophobia, transphobia, and other forms of oppression) affect health and behavior in order to assist colleagues in promoting empathy for clients in regard to the assessed factors, especially in host settings (e.g., health, criminal justice, and educational environments).
- Reflect on their own issues of power and privilege and how they impact the therapeutic relationship.

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and

Communities. Clinical social workers select effective modalities for intervention based on the existing research as well as the client's cultural background and experiences with racism and

other forms of oppression. Clinical social work practitioners integrate their knowledge of various individual, family, and group psychotherapeutic modalities, as well as crisis intervention techniques, 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 also 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. Practitioners in clinical social work:

- Select psychotherapeutic interventions based on a critical knowledge of theory, research, practice experience, and on understanding of how human rights violations, racism, and other types of oppression impact client choice of, and access to, interventions.
- Exhibit flexibility by shifting perspectives and interventions to suit the needs of clients, while recognizing that the multi-faceted assessment drives the selection of appropriate interventions.
- Demonstrate an ecological understanding of the transactional relationship between emotional/behavioral difficulties and social problems— poverty, crime, social inequality, institutional racism, sexism, religious and/or ideological bias, homophobia, and transphobia—and incorporate this understanding into their interventions.
- Intervene effectively with individuals, families, and groups, while eliciting client feedback and knowing when to modify approaches.

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 white supremacy, racism, and other forms 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. Practitioners in clinical social work:

- Select and use appropriate methods for evaluation of intervention outcomes.
- Apply knowledge of human behavior and the social environment, person-in-environment, human rights approaches, quantitative and qualitative methods, and other multidisciplinary theoretical frameworks when evaluating clients

- and program outcomes.
- Critically analyze, monitor, and evaluate interventions, clinical processes, outcomes, and client satisfaction within a single case design.
- Evaluate programs to assess their effectiveness in meeting client and community needs.
- Apply social work ethics in evaluating their own practice.
- Demonstrate a humanistic and culturally-responsive approach when designing research projects or evaluation studies.

[Explore the entire set of 2022 CSWE competencies.](#)

IV. 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.
7. 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.

V. Required Texts

There is no one textbook that is adequate for our purposes, given the breadth of our work on policies and programs affecting survivors of violence in this class. For this reason, we are going

to be reading from a wide range of interdisciplinary books and journals. For each week, you are required to select and read THREE articles 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:

- **Herman, J. (1997) or (2015). *Trauma and Recovery*. New York: Basic Books. [Both editions of this book are acceptable]**
- **Van der Kolk, B. (2015). *The Body Keeps the Score: Brain, Mind, and the Body in the Healing of Trauma*. New York: Viking.**

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).

For further instructions **please click here for a video tutorial**

VI. Course Requirements

Course Format

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

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

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

Respect for others in the classroom

Social work courses are often messy and ambiguous, with room for multiple and diverse perspectives. We all must attempt to treat each other with respect when opinions are

shared. Language should be used which recognizes diversity and is respectful of others. It is also imperative, as we struggle with complex political, personal and social issues, that we not silence others by assuming that there are “politically correct” lines of thought that cannot be challenged. Let us attempt to struggle for intellectual growth and mutual respect as we endeavor in this process!

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.

VII. Course Attendance and Participation Policies

Attendance

Please refer to the school-wide syllabus for the standard attendance policy for classes in on-the-ground (traditional) program, intensive weekend program (IWP), and asynchronous online program.

Because of the intensive nature of course work, a student is expected to attend all classes and actively participate in the online components of the course. Students are expected to be on time for class and remain for the entire day for in-person classes and the entire time for online classes.

However, an absence for unforeseen circumstances and/or illness is sometimes unavoidable. Thus, students may miss one class without penalty. Students are required to make up any course content that they miss. Please email the instructor and IWP Program Director to inform them of the intended absence. Approval of both the instructor and IWP Program Director is required to be absent from the class.

If students miss more than day, instructors will contact the IWP Director to inform them of the situation. Students who miss more than one day may fail the course or be advised to withdraw and take it again in another semester.

VIII. Course Assignments

All written assignments **must** follow APA format. The professor reserves the right to reduce the letter grade for any assignment that does not conform to APA format.

There are 4 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 11:59 p.m. E.T. on **Date:**
2. **Case Presentation: (Mid-term Assignment)–**
 - a. **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 any one or a maximum of two intervention strategies covered in this course syllabus/content 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. on **Date:**
4. **Intervention Paper –** Students will complete a 13–15 page paper identifying one or a maximum of 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. **on 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.

IX. Grading

<u>Activity:</u>	<u>Value:</u>
Class Participation & Async Activities	10%
Self-Care Plan	20%
Case Presentation	25%
Intervention Paper Outline	10%
Intervention Paper	35%
TOTAL:	100%

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.

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. 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.

XII. 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** with the library:

Jasinski, J. L. (2001). Theoretical explanations for violence against women. In C. M. Renzetti, J. L. Edleson, & R. K. Bergen (Eds.), *Sourcebook on violence against women* (pp. 5–21). Thousand Oaks, CA: Sage Publications.

Optional Resources

The following optional selections are available on **Course Reserves** or by clicking the link, if provided.

- Bagwell-Gray, M. E., Messing, J. T., Baldwin-White, A. (2015). Intimate Partner Sexual Violence: A Review of Terms, Definitions, and Prevalence. *Trauma, Violence, & Abuse*, 16(3), 316-335.
- Berman, P. S., Hosack, A. G. (2022). Integration of the Types of Interpersonal Violence Across the Lifespan. *Handbook of Interpersonal Violence and Abuse Across the Lifespan*. https://doi.org/10.1007/978-3-319-89999-2_304
- Davidson, J., Bifulco, A. (2018). Chapter 3: Health and Psychological Consequences of Abuse. Routledge.
- Gover, A. R., Richards, T. N., Patterson, M. J. (2018). Chapter 2: Explaining Violence Against Women Within the Context of Intimate Partner Violence (IPV). *Sage Publications Inc*. DOI: <https://doi.org/10.4135/9781483399591>
- Ryan, K. M. (2019). Rape Mythology and Victim Blaming as a Social Construct. *Handbook of Sexual Assault and Prevention*.
- Van der Kolk, B., & McFarlane, A.C. (2007). The black hole of trauma. In B.A. van der Kolk, A.C. McFarlane, & L. Weisaeth (Eds.), *Traumatic stress: The effects of overwhelming experience on mind, body, and society* (pp.3–23). New York: The Guilford Press.

You might also like to view the following videos:

- OJPOVC. "Through Our Eyes: Children, Violence, and Trauma-Introduction." *YouTube*. Office for Victims of Crime, 27 Feb. 2013. Web. 15 Sept. 2016.
- Small Voice Films. (2016). Caged In. <https://www.youtube.com/watch?v=iiF9ays47EI>
- Calvert, R. (February 2020). A Mile In Her Shoes: Changing Perspectives on Domestic Violence. Tedx Talks. <https://www.youtube.com/watch?v=wLNa6qwVpbA>

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 selection is available by clicking the link provided:

Leung, T., Schmidt, F., Mushquash, C. (2022). A Personal History of Trauma and Experience of Secondary Traumatic Stress, Vicarious Trauma, and Burnout in Mental Health Workers: A Systematic Literature Review. *Psychological Trauma: Theory, Research, Practice, and Policy*, Publish Ahead of Print , doi: 10.1037/tra0001277.

Please watch the following videos:

Required:

- Lifedream Films. (2015). Portraits of Professional Caregivers: Their Passion. Their Pain. <https://video-alexanderstreet-com.proxy.libraries.rutgers.edu/watch/portraits-of-professional-caregivers-their-passion-their-pain>
- T. (2015, April 23). *Beyond the Cliff* | Laura van Dernoot Lipsky | TEDxWashingtonCorrectionsCenterforWomen. Retrieved September 20, 2016

Optional:

- Bynum, N. (2009). Dr. Siddharth Ashvin Shah describes Vicarious Trauma (Secondary Traumatic Stress). Retrieved September 20, 2016
- Cunningham, A. (April 2016). Drowning in Empathy: The Cost of Vicarious Trauma. *Tedx Talks*. <https://www.youtube.com/watch?v=ZsaorjIo1Yc>
- L. (2009, March 15). Trauma Stewardship. Retrieved September 20, 2016

Optional Resources

The following optional selections are available on [Course Reserves](#) or by clicking the link, if provided.

- Barre, K., De Boer, S., Guarnaccia, C. (2023). Vicarious Trauma nad Posttraumtic Growth Among Victim Support Professionals. *Current Psychology*. <https://doi.org/10.1007/s12144-023-04523-2>
- Ben-Porat, A., Shemesh, S., Even Zahav, R. R., Gottlieb, S., Refaeli, T. (2021). Secondary Traumatization Among Social Work Students: The Contribution of Personal, Professional, and Environmental Factors. *The British Journal of Social Work*, 51, 982-998.
- Bride, B.E., Radey, M., & Figley, C.R. (2007). Measuring compassion fatigue. *Clinical Social Work Journal*, 35, 155–163. (Links to an external site.)
- Butler, L. D., Carello, J., Maguin, E. (2017). Trauma, Stress, and Self-Care In Clinical Training: Predictors of Burnout, Decline in Health Status, Secondary Traumatic Stress Symptoms, and Compassion Satisfaction. *Psychological Trauma: Theory, Research, Practice, and Policy*, 9(4), 416-424.
- Choi, G. (2017). Secondary Traumatic Stress and Empowerment Among Social Workers Working With Family Violence or Sexual Assault Survivors. *Journal of Social Work*, 17(3), 358-378.

- Hernandez-Wolfe, P., Killian, K., Engstrom, D., Gangsei, D. (2015). Vicarious Resilience, Vicarious Trauma, and Awareness of Equity in Trauma Work. *Journal of Humanistic Psychology*, 55(2), 153-172.
- Holland, M. L., Brock, S. E., Oren, T., Van Eckhardt, M. (2022). Chapter 1: Introduction to Burnout and Trauma-Related Employment Stress. *Springer*.
- Jimenez, R. R., Andersen, S., Song, H., Townsend, C. (2021). Vicarious Trauma in Mental Health Care Providers. *Journal of Interprofessional Education and Practice*, 24, 1-5.
- Kim, J., Chesworth, B., Franchino-Olsen, H., Macy, R. J. (2022). A Scoping Review of Vicarious Trauma Interventions for Service Providers Working With People Who Have Experienced Traumatic Events. *Trauma, Violence, & Abuse*, 23(5), 1437-1460.
- Lew, S., Zychlinski, E., Kagan, M. (2022). Secondary Traumatic Stress Among Social Workers: The Contribution of Resilience, Social Support, and Exposure to Violence and Ethical Conflicts. *Journal of the Society for Social Work and Research*, 13(1), 47-65.
- Ondrejškova, N., Halamova, J. (2022). Prevalence of Compassion Fatigue Among Helping Professions and Relationship to Compassion for Others, Self-Compassion and Self-Criticism. *Health and Social Care in the Community*.
- Singer, J., Cummings, C., Moody, S. A., Benuto, L. T. (2020). Reducing Burnout, Vicarious Trauma, and Secondary Traumatic Stress Through Investigating Purpose in Life in Social Work. *Journal of Social Work*, 20(5), 620-638.

Module Three

Topic: What is Trauma & the Neurobiology of Trauma?

Required Readings and Resources

Required Readings:

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)

OR

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)

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 Readings & Resources

The following selections are available by clicking the links provided:

- Baird, S. L., Alaggia, R., Jenney, A. (2021). "Like Opening Up Old Wounds": Conceptualizing Intersectional Trauma Among Survivors of Intimate Partner Violence. *Journal of Interpersonal Violence*, 36(17-18), 8118-8141.
- Felitti, V. J., Anda, R. F., Nordenberg, D., Williamson, D. F., Spitz, A. M., Edwards, V., Koss, M. P., & Marks, J. S. (2019). Relationship of Childhood Abuse and Household Dysfunction to Many of the Leading Causes of Death in Adults: The Adverse Childhood Experiences (ACE) Study. *American Journal of Preventive Medicine*, 56(6), 774–. <https://doi.org/10.1016/j.amepre.2019.04.001>
- Gold, A. L., Sheridan, M. A., Peverill, M., Busso, D. S., Lambert, H. K., Alves, S., Pine, D. S., & McLaughlin, K. A. (2016). Childhood abuse and reduced cortical thickness in brain regions involved in emotional processing. *Journal of Child Psychology and Psychiatry*, 57(10), 1154–1164. <https://doi.org/10.1111/jcpp.12630>
- Henin, S., Black, L. P. (2021). Understanding the Long-Term Trauma of Sexual Assault Patients. *Journal of the American College of Emergency Physicians Open: A Global Journal of Emergency Medicine*.
- Kirmayer, L. J., Gone, J. P., & Moses, J. (2014). Rethinking Historical Trauma. *Transcultural Psychiatry*, 51(3), 299–319. <https://doi.org/10.1177/1363461514536358>
- McClintock, K. A. (2019). Chapter 2: Trauma's Aftermath. In *When Trauma Wounds: Pathways to Healing and Hope*, 7, 31-46.
- Graff, G. (2014). The intergenerational trauma of slavery and its aftermath. *The Journal of Psychohistory*, 41(3), 181–197.

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. \(Links to an external site.\)](#)
- Nicholson, J., Perez, L., Kurtz, J. (2018). Chapter 1: Understanding the Neurobiology of Trauma. *Routledge*.
- Sperry, L. (2016). Trauma, Neurobiology, and Personality Dynamics: A Primer. *The Journal of Individual Psychology*, 72(3), 161-167.
- Tarzia, L. (2021). " It Went to the Very Heart of Who I Was as a Woman": The Invisible Impacts of Intimate Partner Sexual Violence. *Qualitative Health Research*, 31(2), 287-297.
- Terpou, B. A., Harricharan, S., McKinnon, M. C., Frewen, P., Jetly, R., Lanius, R. A. (2019). The Effects of Trauma on Brain and Body: A Unifying Role for the Midbrain Periaqueductal Gray. *Journal of Neuroscience Research*, 1110-1140.

- Van der Kolk, B. (2006). Clinical implications of neuroscience research in PTSD. *Annals of the New York Academy of Sciences*, 1071(1), 277–293.

Media:

Gonzalez, A. (2018). Adverse Childhood Experiences (ACEs): Impact on Brain, Body, and Behaviour. *IHDCYH Talks*. <https://www.youtube.com/watch?v=W-8jTTIsJ7Q>

The Trauma Foundation. (2021). Trauma and the Nervous System: A Polyvagal Perspective. <https://www.youtube.com/watch?v=ZdIQRxt1I0>

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):

- [Van der Kolk, fl. 1970–2014, B. \(2013\). Frontier of Trauma Treatment. Retrieved September 29, 2016](#)

Optional Resources

The following optional selections are available on [Course Reserves](#) or by clicking the link, if provided. **You may choose from the following subject-areas based on your area of interest:**

Mental Health:

- Cater, A. K., Miller, L. E., Howell, K. H., Graham-Bermann, S. A. (2015). Childhood Exposure to Intimate Partner Violence and Adult Mental Health Problems: Relationships with Gender and Age of Exposure. *Journal of Family Violence*, 30, 875-886. DOI 10.1007/s10896-015-9703-0
- Moulding, N., Franzway, S., Wendt, S., Zufferey, C., Chung, D. (2021). Rethinking Women's Mental Health After Intimate Partner Violence. *Violence Against Women*, 27(8), 1064-1090. <https://doi-org.proxy.libraries.rutgers.edu/10.1177/1077801220921937>

Trafficking and other forms of violence against people in the sex trades

- Brooks-Gordon, B., Morris, M., & Sanders, T. (2021). Harm Reduction and Decriminalization of Sex Work: Introduction to the Special Section. *Sexuality Research & Social Policy*, 18(4), 809–818. <https://doi.org/10.1007/s13178-021-00636-0>
- Casassa, K., Ploss, A., Karandikar, S. (2023). "There's A Lot Missing"" Treating Survivors of Sex Trafficking with Trauma Bonds. *Journal of Social Work*, 1-20. <https://doi-org.proxy.libraries.rutgers.edu/10.1177/14680173231165930>
- Decker, M.R., Tomko, C., Wingo, E., Sawyer, A., Peitzmeier, S., Glass, N. & Sherman, S.G. (2018). A brief, trauma-informed intervention increases safety behavior and reduces HIV risk for drug-involved women who trade sex. *BMC Public Health*, 18(75), 1-11. doi: 10.1186/s12889-017-4624-x
- Evans, H. (2021). Chapter 5: The Trafficking Experience: Experiences of Complex Trauma. In: Evans, H. Understanding Complex Trauma and Posttraumatic Growth in Survivors of Sex Trafficking: Foregrounding Women's Voices of Effective Care and Prevention. *Routledge*. <https://doi-org.proxy.libraries.rutgers.edu/10.4324/9781003108078>
- García-Vázquez, O., Meneses-Falcón, C. (2023). What is the Impact of Human Trafficking on the Biopsychosocial Health of Victims: A Systematic Review. *Journal of Immigrant Minority Health*. <https://link-springer-com.proxy.libraries.rutgers.edu/article/10.1007/s10903-023-01496-z>
- García-Vázquez, O., Meneses-Falcón, C. (2023). What is the Impact of Human Trafficking on the Biopsychosocial Health of Victims: A Systematic Review. *Journal of Immigrant Minority Health*. <https://doi.org/10.1007/s10903-023-01496-z>
- Wahab, Stéphanie and Panichelli, M. (2013). Ethical and human rights issues in coercive interventions with sex workers. *Affilia: Journal of Women and Social Work*. 28(4), 344-349. doi: 10.1177/0886109913505043
- West, B. S., Henry, B. F., Agah, N., Vera, A., Beletsky, L., Rangel, M. G., Staines, H., Patterson, T. L., & Strathdee, S. A. (2022). Typologies and Correlates of Police Violence Against Female Sex Workers Who Inject Drugs at the México–United States Border: Limits of De Jure Decriminalization in Advancing Health and Human Rights. *Journal of Interpersonal Violence*, 37(11-12), NP8297–NP8324. <https://doi.org/10.1177/0886260520975820>

Running Away:

- Davies, B. R., Allen, N. B. (2017). Trauma and Homelessness in Youth: Psychopathology and Intervention. *Clinical Psychology Review*, 17-28. <https://doi.org/10.1016/j.cpr.2017.03.005>
 - Saewyc, E. M., Gewirtz O'Briend, J. R., Miller, K. K., Edinburgh, L. D. (2019). The Links Between Sexual Abuse Severity, Running Away, and Parental Connectedness Among Youth at a Hospital-Based Child Advocacy Center. *Journal of Adolescent Health*, 65, 378-383. <https://doi.org/10.1016/j.jadohealth.2019.04.027>
- Get rights and content

Suicide:

- Brown, S., Seals, J. (2019). Intimate Partner Problems and Suicide: Are We Missing the Violence? *Journal of Injury and Violence Research*, 11(1), 53-64. DOI:10.5249/jivr.v11i1.997
- Levittan, M. (2022). Suicidality and Interpersonal Violence. In: Geffner, R., White, J.W., Hamberger, L.K., Rosenbaum, A., Vaughan-Eden, V., Vieth, V.I. (eds) Handbook of Interpersonal Violence and Abuse Across the Lifespan. Springer, Cham. https://doi.org/10.1007/978-3-319-89999-2_330
- Wolford-Clevenger, C., Smith, P. N. (2017). The Conditional Indirect Effects of Suicide Attempt History and Psychiatric Symptoms on the Association Between Intimate Partner Violence and Suicide Ideation. *Personality and Individual Differences*, 106, 46-51. <https://doi.org/10.1016/j.paid.2016.10.042>

Eating Disorders:

- Caslini, M. , Bartoli, F. , Crocamo, C. , Dakanalis, A. , Clerici, M., Carrà, G. (2016). Disentangling the Association Between Child Abuse and Eating Disorders. *Psychosomatic Medicine*, 78 (1), 79-90. Caslini, M. , Bartoli, F. , Crocamo, C. , Dakanalis, A. , Clerici, M., Carrà, G. (2016). Disentangling the Association Between Child Abuse and Eating Disorders. *Psychosomatic Medicine*, 78 (1), 79-90. DOI: 10.1097/PSY.0000000000000233
- Hazzard, V. M., Ziobrowski, H. N., Borg, S. L., Schaefer, L. M., Mangold, A. C., Herting, N. A., Lipson, S. K., Crosby, R. D., Wonderlich, S. A. (2022). Past-Year Abuse and Eating Disorder Symptoms Among U.S. College Students. *Journal of Interpersonal Violence*, 37(15-16), NP13226-NP13244. <https://doi-org.proxy.libraries.rutgers.edu/10.1177/08862605211005156>
- Moulding, N. (2015). "It Wasn't About Being Slim": Understanding Eating Disorders in the Context of Abuse. *Violence Against Women*, 21(12), 1456-1480. <https://doi-org.proxy.libraries.rutgers.edu/10.1177/1077801215596243>

STDs / HIV-AIDS / Pregnancy:

- Albin, P. T., Zakhary, B., Edwards, S. B., Coimbra, R., Brenner, M. L. (2022). Intimate Partner Violence and Pregnant: Nationwide Analysis of Injury Patterns and Risk Factors. *Journal of American College of Surgeons*, 236(1), 198-207. DOI: 10.1097/XCS.0000000000000421
- Brewer, A., Colbert, A. M., Sekula, K., Bekemeier, B. (2020). A Need for Trauma Informed Care in Sexually Transmitted Disease Clinics. *Public Health Nursing*, 37, 696-704. <https://doi-org.proxy.libraries.rutgers.edu/10.1111/phn.12784>
- Grose, R. G., Chen, J. S., Roof, K. A., Rachel, S., Yount, K. M. (2021). Sexual and Reproductive Health Outcomes of Violence Against Women and Girls in Lower-Income Countries: A Review of Reviews. *The Journal of Sex Research*, 58(1), 1-20. <https://doi-org.proxy.libraries.rutgers.edu/10.1080/00224499.2019.1707466>
- Marais, A., Kuo, C. C., Julies, R., Stein, D. J., Joska, J. A., Zlotnick, C. (2019). "If He's Abusing You... the Baby Is Going to Be Affected": HIV-Positive Pregnant Women's Experiences of Intimate Partner Violence. *Violence Against Women*, 25(7), 839-861. <https://doi-org.proxy.libraries.rutgers.edu/10.1177/1077801218802640>

- Shrestha, R., Copenhaver, M. M. (2016). Association Between Intimate Partner Violence Against Women and HIV-Risk Behaviors: Findings From the Nepal Demographic health Survey. *Violence Against Women*, 22(13), 1621-1641. <https://doi-org.proxy.libraries.rutgers.edu/10.1177/1077801216628690>

Substance Abuse:

- El-Bassel, N., Marotta, P. L., Goddard-Eckrich, D., Chang, M., Hunt, T., Wu, E., Gilbert, L. (2019). Drug Overside Among Women in Intimate Relationships: The Role of Partner Violence, Adversity and Relationship Dependencies. *PLOS ONE*. DOI:10.1371/journal.pone.0225854
- Hink, A. B. , Toschlog, E. , Waibel, B. & Bard, M. (2015). isks Go Beyond the Violence: Association Between Intimate Partner Violence, Mental Illness, and Substance Abuse Among Females Admitted to a Rural Level 1 Trauma Center. *Journal of Trauma and Acute Care Surgery*, 79 (5), 709-716. DOI: 10.1097/TA.0000000000000856
- Mohammadi, F., Oshvandi, K., Shamsaei, F., Khodaveisi, M., Khazaei, S., Zahra Masoumi, S. (2023). Child Exposure to Domestic Violence, Substance dependence and Suicide Resilience in Child Laborers. *BMC Public Health*. <https://doi.org/10.1186/s12889-023-15367-7>
- Salom, C. L., Williams, G. M., Najman, J. M., Alati, R. (2015). Substance Use and Mental Health Disorders are Linked to Different Forms of Intimate Partner Violence Victimization. *Drug and Alcohol Dependence*, 151, 121-127. <https://doi.org/10.1016/j.drugalcdep.2015.03.011>
- Sullivan, T. P., Weiss, N. H., Flanagan, J. C., Willie, T. C., Armeli, S., Tennen, H. (2016). PTSD and Daily Co-Occurrence of Drug and Alcohol Use Among Women Experiencing Intimate Partner Violence. *Journal of Dual Diagnosis*, 12(1), 36-42. <https://doi-org.proxy.libraries.rutgers.edu/10.1080/15504263.2016.1146516>
- Sumetsky, N., Burke, J. G., Mair, C. (2022). Relationships Between Opioid-Related Hospitalizations and Intimate Partner Violence and Child Maltreatment Hospitalizations in Pennsylvania Across Space and Time. *Journal of Interpersonal Violence*, 37(5-6), NP3474-NP3491.

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

- Hodgdon, H. B., Suvak, M., Zinoviev, D. Y., Liebman, R. E., Briggs, E. C., & Spinazzola, J. (2019). Network Analysis of Exposure to Trauma and Childhood Adversities in a Clinical Sample of Youth. *Psychological Assessment*, 31(11), 1294–1306.
<https://doi.org/10.1037/pas0000748>
- [Van der Kolk, B.A., Roth, S., Pelcovitz, D., Sunday, S., & Spinazzola, J. \(2005\). Disorders of extreme stress: The empirical foundation of a complex adaptation to trauma. *Journal of Traumatic Stress*, 18\(5\), 389–399.](#)

Optional Resources

The following optional selections are available on [Course Reserves](#) or by clicking the link, if provided.

- Gallagher, A. R., Moreland, M. L., Watters, K. N., & Yalch, M. M. (2023). Relative effects of childhood trauma, intimate partner violence, and other traumatic life events on complex posttraumatic stress disorder symptoms. *Traumatology* (Tallahassee, Fla.), 29(1), 57–64.
<https://doi.org/10.1037/trm0000379>
- Speranza, A. M., Farina, B., Bossa, C., Fortunato, A., Maggiora Vergano, C., Palmiero, L., Quintigliano, M., & Liotti, M. (2022). The Role of Complex Trauma and Attachment Patterns in Intimate Partner Violence. *Frontiers in Psychology*, 12, 769584–769584.
<https://doi.org/10.3389/fpsyg.2021.769584>

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:

- [Bronfenbrenner, U. \(1986\). Ecology of the family as a context for human development: Research perspectives. *Developmental Psychology*, 22, 723–742.](#)
- De Vries, M.W. (2007). Trauma in cultural perspective. In B.A. van der Kolk, A.C. McFarlane, & L. Weisaeth (Eds.), *Traumatic Stress: The Effects of Overwhelming Experience on Mind, Body, and Society*. New York: The Guilford Press.

Optional Readings

Please select the population of your interest and practice:

African American

- Downing, M. J., Benoit, E., Coe, L., Brown, D., & Steen, J. T. (2023). Examining Cultural Competency and Sexual Abuse Training Needs among Service Providers Working with Black and Latino Sexual Minority Men. *Journal of Social Service Research*, 49(1), 79–92. <https://doi-org.proxy.libraries.rutgers.edu/10.1080/01488376.2022.2157524>
- Gutowski, E. R., Freitag, S., Zhang, S., Thompson, M. P., Kaslow, N. J. (2023). Intimate Partner Violence, Legal Systems and Barriers for African American Women. *Journal of Interpersonal Violence*, 38(1-2), 1279-1298. <https://journals-sagepub-com.proxy.libraries.rutgers.edu/doi/full/10.1177/08862605221090561>
- Jones, S. C., & Neblett, E. W. (2016). Racial–ethnic protective factors and mechanisms in psychosocial prevention and intervention programs for Black youth. *Clinical child and family psychology review*, 19(2), 134-161.
- Parnell, R. N., Lacey, K. K., & Wood, M. (2022). Coping and Protective Factors of Mental Health: An Examination of African American and US Caribbean Black Women Exposed to IPV from a Nationally Representative Sample. *International Journal of Environmental Research and Public Health*, 19(22). doi:<https://doi.org/10.3390/ijerph192215343>
- Tanis, F., Ericka, D., Mills, L., & Richter-Montpetit, M. (2018). Sexualized violence and torture in the afterlife of slavery: an interview with Farah Tanis and Ericka Dixon of Black Women’s Blueprint. *International Feminist Journal of Politics*, 20(3), 446–461. <https://doi-org.proxy.libraries.rutgers.edu/10.1080/14616742.2018.1486082>
- Weiss, N. H., Dixon-Gordon, K. L., Duke, A. A., Sullivan, T. P. (2015). The Underlying Role of Posttraumatic Stress Disorder Symptoms in the Association Between Intimate Partner Violence and Deliberate Self-Harm Among African American Women. *Comprehensive Psychiatry*, 59, 8-16.

LGBTQ

- Bishop, J., Crisp, D., & Scholz, B. (2021). [The real and ideal experiences of what culturally competent counselling or psychotherapy service provision means to lesbian, gay and bisexual people](https://doi.org/10.1002/capr.12469). *Counselling and Psychotherapy Research*. <https://doi.org/10.1002/capr.12469>
- Hill, N. A., Woodson, K. M., Ferguson, A. D., & Parks, C. W. (2012). [Intimate Partner Abuse among African American Lesbians: Prevalence, Risk Factors, Theory, and Resilience](https://doi.org/10.1007/s10896-012-9439-z). *Journal of Family Violence*, 27(5), 401–413. <https://doi.org/10.1007/s10896-012-9439-z>
- Taber, J. L., Stults, C. B., Song, H., Kaczetow, W. (2023). The Role of Internalized Transphobia and Negative Expectations in The Relationship Between Identity-Specific Intimate Partner Violence and Mental Health Outcomes in Transgender and Gender Nonconforming Young Adults. *Psychology of Sexual Orientation and Gender Diversity*, 1-11. DOI: 10.1037/SGD0000641
- Woulfe, J. M., Goodman, L. (2020). Weaponized Oppression: Identity Abuse and Mental Health in the Lesbian, Gay, Bisexual, Transgender, and Queer Community. *Psychology of Violence*, 10(1), 100-109. DOI: 10.1037/VIO0000251
- Whitfield, D. L., Coulter, R. W., Langenderfer-Magruder, L., & Jacobson, D. (2018). [Experiences of intimate partner violence among lesbian, gay, bisexual, and Transgender College Students: The intersection of gender, race, and sexual orientation](https://doi.org/10.1177/0886260518812071). *Journal of Interpersonal Violence*, 36(11-12). <https://doi.org/10.1177/0886260518812071>

South Asia and Asian

- Ragavan, M. I., Fikre, T., Millner, U., & Bair-Merritt, M. (2018). The impact of domestic violence exposure on South Asian children in the United States: Perspectives of domestic violence agency staff. *Child Abuse & Neglect*, 76, 250–260.
- Rai, A. (2021). Indirect experiences with domestic violence and help-seeking preferences among south asian immigrants in the United States. *Journal of Community Psychology*, 49(6), 1983–2002.
- Rai, A., & Choi, Y. J. (2022). Domestic Violence Victimization among South Asian Immigrant Men and Women in the United States. *Journal of Interpersonal Violence*, 37(17-18), NP15532–NP15567.
- Kim, C., & Schmuhl, M. (2020). Understanding intimate partner violence in the Asian communities in America: A systematic review. *Trauma, Violence, & Abuse*, 21(4), 779-787.

IPV & Disabilities

- Ludici, A., Antonello, A., Turchi, G. (2019). Intimate Partner Violence Against Disabled Persons: Clinical and Health Impact, Intersections, Issues and Intervention Strategies. *Sexuality & Culture*, 23, 684-704.
- McConnell, D., & Phelan, S. K. (2022). Intimate partner violence against women with intellectual disability: A relational framework for inclusive, trauma-informed social services. *Health & Social Care in the Community*, 30(6), e5156–e5166.
- Sasseville, N., Maurice, P., Montminy, L., Hassan, G., & St-Pierre, É. (2022). Cumulative Contexts of Vulnerability to Intimate Partner Violence Among Women With Disabilities, Elderly Women, and Immigrant Women: Prevalence, Risk Factors, Explanatory Theories, and Prevention. *Trauma, Violence, & Abuse*, 23(1), 88–100.


Latino

- Cao, J., Silva, S. G., Quizhpilema Rodriguez, M., Li, Q., Stafford, A. M., Cervantes, R. C., & Gonzalez-Guarda, R. M. (2023). Acculturation, Acculturative Stress, Adverse Childhood Experiences, and Intimate Partner Violence Among Latinx Immigrants in the US. *Journal of Interpersonal Violence*, 38(3-4), 3711–3736.
- Mariscal, E. S. (2020). Resilience following exposure to intimate partner violence and other violence: A comparison of Latino and non-Latino youth. *Children and Youth Services Review*, 113.
- Rosado, J. I., Ramirez, A., Montgomery, J., Reyes, E., & Wang, Y. (2021). Adverse childhood experiences and its association with emotional and behavioral problems in U.S. children of Latino immigrants. *Child Abuse & Neglect*, 112, 104887–104887.
- Valdovinos, M. G., Nightingale, S. D., & Vasquez Reyes, M. (2021). Intimate Partner Violence Help-Seeking for Latina Undocumented Immigrant Survivors: Feminist Intersectional Experiences Narrated Through Testimonio. *Affilia*, 36(4), 533–551.

Immigrants

- Fridman, S. E., & Prakash, N. (2022). Intimate Partner Violence (IPV) as a Public Health Crisis: A Discussion of Intersectionality and Its Role in Better Health Outcomes for Immigrant Women in the United States (US). *Curēus* (Palo Alto, CA), 14(5), e25257–e25257.
- Ozturk, B., Li, Q., & Albright, D. L. (2019). Coping strategies among immigrant women who have experienced intimate partner violence in North America: A narrative review. *Aggression and Violent Behavior*, 48, 17–23.
- Sabri, B., Nnawulezi, N., Njie-Carr, V. P. S., Messing, J., Ward-Lasher, A., Alvarez, C., & Campbell, J. C. (2018). Multilevel Risk and Protective Factors for Intimate Partner Violence Among African, Asian, and Latina Immigrant and Refugee Women: Perceptions of Effective Safety Planning Interventions. *Race and Social Problems*, 10(4), 348–365.

Additional Resources

- [UNWomen. "Cambodia: Reclaiming Life after Acid Attacks." *YouTube*. UN Women, 16 Nov. 2011. Web. 15 Sept. 2016. \(Links to an external site.\)](#)
- Downloadable [PDF transcript of "Cambodia: Reclaiming Life after Acid Attacks"](#) 

Module Seven

Topic: Intervention – Engagement, Assessment & Safety Planning

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)

OR

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 9: "What's Love Got to Do With It?" (pp: 136–148)
- Chapter 10: "Developmental Trauma: The Hidden Epidemic" (pp: 149–170)
- Chapter 11: "Uncovering Secrets: The Problem of Traumatic Memory" (pp: 171–183)

Optional Resources

- Arkins, B., Begley, C., Higgins, A. (2016). Measures for Screening for Intimate Partner Violence: A Systematic Review. *Journal of Psychiatric and Mental Health Nursing*, 23, 217-235. <https://doi-org.proxy.libraries.rutgers.edu/10.1111/jpm.12289>

- Green, J., Satyen, L., Toubourou, J. W. (2023). Influence of Cultural Norms on Formal Service Engagement Among Survivors of Intimate Partner Violence: A Qualitative Meta-Synthesis. *Trauma, Violence, & Abuse*, 1-14. <https://doi-org.proxy.libraries.rutgers.edu/10.1177/15248380231162971>
- Jaroenkajornkij, N., Lev-Wiesel, R., Binson, B. (2022). Use of Self-Figure Drawing as an Assessment Tool for Child Abuse: Differentiating Between Sexual, Physical, and Emotional Abuse. *Children MDPI*, 1-16. DOI: 10.3390/children9060868
- Myhill, A., Hohl, K. (2019). The "Golden Thread": Coercive Control and Risk Assessment for Domestic Violence. *Journal of Interpersonal Violence*, 34(21-22), 4477-4497. <https://doi-org.proxy.libraries.rutgers.edu/10.1177/0886260516675464>

Safety Planning

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: Basic Books:

- Chapter 8: "Safety" (pp: 155–174)

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):

- [Networker, P., & Meichenbaum, D. \(2012\). Reshaping the Trauma Narrative. Retrieved October 05, 2016](#)

Safety Planning

Optional Readings and Resources

The following readings can be found in the Reading List or use the link provided:

- Sabri, Tharmarajah, S., Njie-Carr, V. P. S., Messing, J. T., Loerzel, E., Arscott, J., & Campbell, J. C. (2021). Safety Planning With Marginalized Survivors of Intimate Partner Violence: Challenges of Conducting Safety Planning Intervention Research With Marginalized Women. *Trauma, Violence & Abuse*, 15248380211013136–15248380211013136. <https://doi.org/10.1177/15248380211013136>
- Schrag, Leat, S., & Wood, L. (2021). “Everyone is Living in the Same Storm, but our Boats are all Different”: Safety and Safety Planning for Survivors of Intimate Partner and Sexual Violence During the COVID-19 Pandemic. *Journal of Interpersonal Violence*, 8862605211062998–8862605211062998. <https://doi.org/10.1177/08862605211062998>
- Johnson, Cusano, J. L., Nikolova, K., Steiner, J. J., & Postmus, J. L. (2022). Do You Believe Your Partner is Capable of Killing You? An Examination of Female IPV Survivors’ Perceptions of Fatality Risk Indicators. *Journal of Interpersonal Violence*, 37(1-2), NP594–NP619. <https://doi.org/10.1177/0886260520916273>

- Anderson, Renner, L. M., & Bloom, T. S. (2014). Rural Women's Strategic Responses to Intimate Partner Violence. *Health Care for Women International*, 35(4), 423–441.
<https://doi.org/10.1080/07399332.2013.815757>
- Sabri, Glass, N., Murray, S., Perrin, N., Case, J. R., & Campbell, J. C. (2021). A technology-based intervention to improve safety, mental health and empowerment outcomes for immigrant women with intimate partner violence experiences: it's we Women plus sequential multiple assignment randomized trial (SMART) protocol. *BMC Public Health*, 21(1), 1–1956. <https://doi.org/10.1186/s12889-021-11930-2>
- Wood, Baumler, E., Schrag, R. V., Guillot-Wright, S., Hairston, D., Temple, J., & Torres, E. (2021). "Don't Know where to Go for Help": Safety and Economic Needs among Violence Survivors during the COVID-19 Pandemic. *Journal of Family Violence*, 1–9.
<https://doi.org/10.1007/s10896-020-00240-7> <https://doi.org/10.1177/0886260520916273>

Module Eight

Topic: Interventions –Trauma Focused Cognitive Behavioral Theory (TF-CBT) & Play Therapy

Required Readings and Resources

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

Read any three articles from the listed ones below. The following readings can be found in the Reading List or use the link provided:

- **Child Welfare Information Gateway. (2012). Information Brief: Trauma-Focused Cognitive Behavioral Therapy for Children Affected by Sexual Abuse or Trauma.**
- Cisler, J.M., Sigel, B.A., Kramer, T.L., Smitherman, S., Vanderzee, K., Pemberton, J., & Kilts, C.D. (2015). Amygdala response predicts trajectory of symptom reduction during Trauma-Focused Cognitive-Behavioral Therapy among adolescent girls with PTSD. *Journal of Psychiatric Research*, 71, 33-40. <http://dx.doi.org/10.1016/j.jpsychires.2015.09.011>
- Theielmann, J. F. B., Kasparik, B., Konig, J., Unterhitzberger, J., Rosner, R. (2022). A Systematic Review and Meta-Analysis of Trauma-Focused Cognitive-Behavioral Therapy for Children and Adolescents. *Child Abuse & Neglect*, 1-13.

Please watch any one of 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>

— Downloadable **PDF transcript of "Dr. Joan Kaufman on Trauma-Focused Cognitive Behavior Therapy (TF-CBT)"**

- C. (2014, November 23). What is Trauma-Focused Cognitive Behavioral Therapy? Retrieved October 06, 2016, from <https://www.youtube.com/watch?v=axeButKQYCY>

— Downloadable **PDF transcript of "What is Trauma-Focused Cognitive Behavioral Therapy?"**

What is Trauma Focused CBT? (2023) UK Trauma Council. www.uktraumacouncil.org
Retrieved from <https://www.youtube.com/watch?v=B0xUwMcMwwc>

Optional Resources

The following optional selections are available on [Course Reserves](#) or by clicking the link, if provided.

- Deblinger, E., Pollio, E., Dorsey, S. (2016). Applying Trauma-Focused Cognitive-Behavioral Therapy in Group Format. *Child Maltreatment*, 21(1), 59-73.
- Marquez, Y. I., Deblinger, E., Dovi, A. T. (2020). Psychotherapy with Survivors of Sexual Abuse and Assault. *Cognitive and Behavioral Practice*, 27, 253-269.
- Nollett, C., Lewis, C., Kitchiner, N., Roberts, N., Addison, K., Brookes-Howell, L., Cosgrove, S., Cullen, K., Ehlers, A., Heke, S., Kelson, M., Lovell, K., Madden, K., McEwan, K., McNamara, R., Phillips, C., Pickles, T., Simon, N., & Bisson, J. (2018). Pragmatic Randomised controlled trial of a trauma-focused guided self-help Programme versus Individual trauma-focused cognitive Behavioural therapy for post-traumatic stress disorder (RAPID): trial protocol. *BMC Psychiatry*, 18(1), 77–77. <https://doi.org/10.1186/s12888-018-1665-3>
- Peters, W., Rice, S., Cohen, J., Murray, L., Schley, C., Alvarez-Jimenez, M., Bendall, S. (2021). Trauma-Focused Cognitive-Behavioral Therapy (TF-CBT) for Interpersonal Trauma in Transitional-Aged Youth. *Psychological Trauma: Theory, Research, Practice, and Policy*, 13(3), 313-321.
- Ross, S. L., Sharma-Patel, K., Brown, E. J., Hunt, J. S., Chaplin, W. F. (2021). Complex Trauma and Trauma-Focused Cognitive-Behavioral Therapy: How do Trauma Chronicity and PTSD Presentation Affect Treatment Outcome? *Child Abuse & Neglect*, 1-16.
- Schmidt, C., Lenx, S., Oliver, M. (2022). Effectiveness of TF-CBT with Sex Trafficking Victims in a Secure Post-Adjudication Facility. *Journal of Counseling Development*, 399-411.

Play Therapy

Please read **any three articles** from those listed below.

- Haas, & Ray, D. C. (2020). Child-Centered Play Therapy With Children Affected by Adverse Childhood Experiences: A Single-Case Design. *International Journal of Play Therapy*, 29(4), 223–236. <https://doi.org/10.1037/pla0000135>
- Kennedy, & Prock, K. A. (2018). I Still Feel Like I Am Not Normal: A Review of the Role of Stigma and Stigmatization Among Female Survivors of Child Sexual Abuse, Sexual Assault, and Intimate Partner Violence. *Trauma, Violence, & Abuse*, 19(5), 512–527. <https://doi.org/10.1177/1524838016673601>
- Parker, M., Hergenrather, K., Smesler, Q., Kelly, C. T. (2021). Exploring Child-Centered Play Therapy and Trauma: A Systematic Review of Literature. *International Journal of Play Therapy*, 3(1), 2-13.

- Ray, D. C., Burgin, E., Gutierrez, D., Ceballos, P., Lindo, N. (2021). Child-Centered Play Therapy and Adverse Childhood Experiences: A Randomized Control Trial. *Journal of Counseling and Development*, 134-145.
- Tapia-Fuselier, & Ray, D. C. (2019). Culturally and Linguistically Responsive Play Therapy: Adapting Child-Centered Play Therapy for Deaf Children. *International Journal of Play Therapy*, 28(2), 79–87. <https://doi.org/10.1037/pla0000091>

Please watch the following video:

- [Baggerly, J. \(2013\). Trauma Informed Child Centered Play Therapy. Retrieved October 20, 2016 \(Links to an external site.\)](#)

Module Nine	
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Topics: Dialectical Behavioral Theory (DBT)

Required Readings and Resources

There are no required readings from your textbooks.

Please read any three articles from those listed below. The following readings can be found in the Reading List or use the link provided:

- Bohus, M., Kleindienst, N., Hahn, C., Müller-Engelmann, M., Ludäscher, P., Steil, R., Fydrich, T., Kuehner, C., Resick, P. A., Stiglmayr, C., Schmahl, C., & Priebe, K. (2020). Dialectical Behavior Therapy for Posttraumatic Stress Disorder (DBT-PTSD) Compared With Cognitive Processing Therapy (CPT) in Complex Presentations of PTSD in Women Survivors of Childhood Abuse: A Randomized Clinical Trial. *JAMA Psychiatry* (Chicago, Ill.), 77(12), 1235–1245. <https://doi.org/10.1001/jamapsychiatry.2020.2148>
- Chapman, A. L., & Dixon-Gordon, K. L. (2020). Functions, structure, and core interventions. In A. L. Chapman & K. L. Dixon-Gordon, *Dialectical behavior therapy* (pp. 65–103). American Psychological Association.
- Chang, C. J. , Halvorson, M. A. , Lehavot, K. , Simpson, T. L. & Harned, M. S. (9000). Sexual Identity and Race/Ethnicity as Predictors of Treatment Outcome and Retention in Dialectical Behavior Therapy. *Journal of Consulting and Clinical Psychology, Publish Ahead of Print* , doi: 10.1037/ccp0000826.
- Görg, N., Böhnke, J. R., Priebe, K., Rausch, S., Wekenmann, S., Ludäscher, P., Bohus, M., & Kleindienst, N. (2019). Changes in Trauma-Related Emotions Following Treatment With Dialectical Behavior Therapy for Posttraumatic Stress Disorder After Childhood Abuse. *Journal of Traumatic Stress*, 32(5), 764–773. <https://doi.org/10.1002/jts.22440>
- Lois Choi-Kain, Chelsey R. Wilks, Gabrielle S. Ilagan, Evan A. Iliakis, Dialectical Behavior Therapy for Early Life Trauma, *Current Treatment Options in Psychiatry*, 10.1007/s40501-021-00242-2, 8, 3, (111-124), (2021).

- Steil, Dittmann, C., Müller-Engelmann, M., Dyer, A., Maasch, A.-M., & Priebe, K. (2018). Dialectical behaviour therapy for posttraumatic stress disorder related to childhood sexual abuse: a pilot study in an outpatient treatment setting. *European Journal of Psychotraumatology*, 9(1), 1423832–1423839.
<https://doi.org/10.1080/20008198.2018.1423832>

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

- [Moonshine, C. \(2011\). Advanced Dialectical Behavior Therapy. Retrieved October 20, 2016](#)
- McMain, S., Wiebe, C. (2016). Dialectical Behavior Therapy Techniques for Emotion Dysregulation. Mae Productions Inc.
<https://www.kanopy.com/en/rutgers/watch/video/6016386>

Optional Resources

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

- Bohus, M., Schmahl, C., Fydrich, T., Steil, R., Müller-Engelmann, M., Herzog, J., Ludäscher, P., Kleindienst, N., & Priebe, K. (2019). A research programme to evaluate DBT-PTSD, a modular treatment approach for Complex PTSD after childhood abuse. *Borderline Personality Disorder and Emotion Dysregulation*, 6(1), 7–7. <https://doi.org/10.1186/s40479-019-0099-y>
- Snoek, A., Beekman, A. T. F., Dekker, J., Aarts, I., van Grootheest, G., Blankers, M., Vriend, C., van den Heuvel, O., & Thomaes, K. (2020). A randomized controlled trial comparing the clinical efficacy and cost-effectiveness of eye movement desensitization and reprocessing (EMDR) and integrated EMDR-Dialectical Behavioral Therapy (DBT) in the treatment of patients with post-traumatic stress disorder and comorbid (Sub)clinical borderline personality disorder: study design. *BMC Psychiatry*, 20(1), 396–396.
<https://doi.org/10.1186/s12888-020-02713-x>

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):

- [Linehan, M. M. \(1995\). Treating Borderline Personality Disorder. Retrieved October 20, 2016.](#)

Module Ten

Topics: Interventions – Somatic Experiencing, Sensory Motor Psychotherapy

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)

Please read at least one article from each modality listed below. The following readings can be found in the Reading List or use the link provided:

Somatic Experiencing:

- Brom, D., Stokar, Y., Lawi, C., Nuriel-Porat, V., Ziv, Y., Lerner, K., & Ross, G. (2017). Somatic Experiencing for Posttraumatic Stress Disorder: A Randomized Controlled Outcome Study. *Journal of Traumatic Stress, 30*(3), 304–312. <https://doi.org/10.1002/jts.22189>
- [Payne, P., Levine, P.A., & Crane-Godreau, M.A. \(2015\). Somatic experiencing: using interoception and proprioception as core elements of trauma therapy. *Frontiers in Psychology, 6*, 93.](#)

Sensorimotor Psychotherapy:

- Ogden P., Pain C., & Fisher J. (2006). A sensorimotor approach to the treatment of trauma and dissociation. *Psychiatric Clinics of North America, 29*(1), 263–279.
- Lohrasbe, & Ogden, P. (2017). Somatic Resources: Sensorimotor Psychotherapy Approach to Stabilising Arousal in Child and Family Treatment. *Australian and New Zealand Journal of Family Therapy, 38*(4), 573–581. <https://doi.org/10.1002/anzf.1270>

Please watch the following videos:

- [Levine, P. \(2013\). Transforming Trauma: Awakening the Ordinary Miracle of Healing. Retrieved October 27, 2016.](#)
- [Ogden, P. \(2012\). The Body in Trauma Work. Retrieved October 27, 2016.](#)

Optional Resources

The following optional selections are available by clicking the link, if provided.

Somatic Experiencing:

- [Payne, P., & Crane-Godreau, M.A. \(2015\). The preparatory set: a novel approach to understanding stress, trauma, and the bodymind therapies. *Frontiers in Human Neuroscience, 9*, 178.](#)
- Kuhfuß, M., Maldei, T., Hetmanek, A., Baumann, N. (2021). Somatic Experiencing-Effectiveness and Key Factors of a Body-Oriented Trauma Therapy: A Scoping Literature Review. *European Journal of Psychotraumatology, 12*, 1-17. <https://doi.org/10.1080/20008198.2021.1929023>
- Taylor, P. J., Saint-Laurent, R. (2017). Group Psychotherapy Informed by the Principles of Somatic Experiencing: Moving Beyond Trauma to Embodied Relationship. *International Journal of Group Psychotherapy, 67*, S171-S181. DOI: 10.1080/00207284.2016.1218282

- Zhu, L., Li, L., Li, X., Wang, L. (2021). Effects of Mind-Body Exercise on PTSD Symptoms, Depression, and Anxiety in PTSD Patients: A Protocol of Systematic Review and Meta-Analysis. *Medicine*, 1-4. DOI: 10.1097/MD.0000000000002447

Sensorimotor Psychotherapy:

- Fisher, J. (2019). Sensorimotor Psychotherapy in the Treatment of Trauma. *Practice Innovations*, 4(3), 156-165. DOI: 10.1037/PRI0000096
- Laricchiuta, D., Garofalo, C., Mazzeschi, C. (2023). Trauma Related Disorders and The Bodily Self: Current Perspectives and Future Directions. *Frontiers in Psychology*, 1-7. DOI 10.3389/fpsyg.2023.1166127
- [Warner, E., Spinazzola, J., Westcott, A., Gunn, C., & Hodgdon, H. \(2014\). The body can change the score: Empirical support for somatic regulation in the treatment of traumatized adolescents. *Journal of Child & Adolescent Trauma*, 7\(4\), 237–246.](#)
- [Warner, E., Koomar, J., Lary, B., & Cook, A. \(2013\). Can the body change the score? Application of sensory modulation principles in the treatment of traumatized adolescents in residential settings. *Journal of Family Violence*, 28\(7\), 729–738.](#)

You might also like to view the following video:

Body- oriented trauma therapy Part 2:

<https://catalog.libraries.rutgers.edu/vufind/Record/5722131>

Somatic Experiencing

Coming To Your Senses: Recovering From Trauma By Learning To Safely Inhabit Your Body. (2020).

[Video/DVD] PESI Inc. Retrieved from <https://video.alexanderstreet.com/watch/coming-to-your-senses-recovering-from-trauma-by-learning-to-safely-inhabit-your-body>

Sensorimotor Psychotherapy

PESI, I. (Producer), & . (2016). Trauma & The Body: Sensorimotor Psychotherapy.

[Video/DVD] PESI Inc. Retrieved from <https://video.alexanderstreet.com/watch/trauma-the-body-sensorimotor-psychotherapy>

Module Eleven

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)

Please read any one article from the ones listed below. The following readings can be found in the Reading List or use the link provided:

- **Parnell, L. (1999). EMDR in the Treatment of Adults Abused as Children.**
- Shapiro, F. (1989). **Eye movement desensitization: a new treatment for post-traumatic stress disorder.** *Journal of Behavior Therapy and Experimental Psychiatry*, 20(3), 211–217.

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

- [Shapiro, F. \(2013\). Fundamentals of EMDR Therapy as an Integrative Trauma Treatment. Retrieved November 4, 2016.](#)

You might also like to view the following videos:

- [Parnell, L., Ph.D. \(2012, November 6\). "Resource Tapping for Trauma" Seminar with Laurel Parnell, Ph.D. Retrieved November 5, 2016.](#)
- The Lukin Center. (2021). EMDR Therapy: Demonstration & Step-by-Step Walkthrough. Retrieved from: <https://www.youtube.com/watch?v=M2ra8p4MSOk>
- PESI Inc. (2016). Bessel van der Kolk on Effective Trauma Treatment with EMDR. Retrieved from: <https://www.youtube.com/watch?v=EgCDzYro2I8>

Optional Resources

The following optional selections are available by clicking the link, if provided.

- Balbo, M., Cavallo, F., Fernandez, I. (2019). Integrating EMDR in Psychotherapy. *Journal of Psychotherapy Integration*, 29(1), 23,31. DOI: 10.1037/INT0000136
- Chmaberlin, E. (2019). The Predictive Processing Model of EMDR. *Frontiers in Psychology*, 10, 1-14. doi: 10.3389/fpsyg.2019.02267
- De Jong, A., Hafkemeijer, L. C. S. (2023). Trauma-Focused Treatment of a Client with Complex PTSD and Comorbid Pathology Using EMDR Therapy. *Journal of Clinical Psychology*, 1-12. DOI: 10.1002/jclp.23521
- Hase, M. Heinz Brisch, K. (2022). The Therapeutic Relationship in EMDR Therapy. *Frontiers in Psychology*, 13, 1-7. doi: 10.3389/fpsyg.2022.835470
- Lempertz, D., Vasileva, M., Brandstetter, L., Bering, R., Metzner, F. (2023). Short-Term Eye Movement Desensitization and Reprocessing (EMDR) Therapy to Treat Children with Posttraumatic Stress Symptoms After Single Trauma: A Case Series. *Clinical Child Psychology*, 28(2), 450-464. DOI: 10.1177/13591045221082395

Module Twelve

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)

Please select **any two articles** from those listed below. The following selections are available by clicking the links provided:

- Boyd, J. E., Lanius, R. A., McKinnon, M. C. (2018). Mindfulness-based treatments for posttraumatic stress disorder: a review of the treatment literature and neurobiological evidence. *Journal of Psychiatric Neuroscience*, 43(1), 7-25. DOI: 10.1503/jpn.170021
- Sears, R. W., Chard, K. M. (2016). Chapter 3: Mindfulness in *Mindfulness-Based Cognitive Therapy for Posttraumatic Stress Disorder*, 1st ed. John Wiley & Sons, LTD.
- Vujanovic, A. A., Niles, B. L., Abrams, J. L. (2016). Chapter 11: Mindfulness and Meditation in the Conceptualization and Treatment of Posttraumatic Stress Disorder. in *Mindfulness and Buddhist-Derived Approaches in Mental Health and Addiction*. DOI 10.1007/978-3-319-22255-4_11

Optional Resources

The following optional selections are available by clicking the link, if provided.

- Gallegos, A. M., Heffner, K. L., Cerulli, C., Luck, P., McGuinness, S., Pigeon, W. R. (2020). Effects of Mindfulness Training on Posttraumatic Stress Symptoms From a Community-Based Pilot Clinical Trial Among Survivors of Intimate Partner Violence. *Psychological Trauma: Theory, Research, Practice, and Policy*, 12(8), 859-868.
<http://dx.doi.org/10.1037/tra0000975>
- Kelly, A., & Garland, E. L. (2016). Trauma-Informed Mindfulness-Based Stress Reduction for Female Survivors of Interpersonal Violence: Results From a Stage I RCT. *Journal of Clinical Psychology*, 72(4), 311–328. <https://doi.org/10.1002/jclp.22273>
- Ortiz, R., & Sibinga, E. M. (2017). The Role of Mindfulness in Reducing the Adverse Effects of Childhood Stress and Trauma. *Children (Basel)*, 4(3), 16–.
<https://doi.org/10.3390/children4030016>
- [Reese, E.D., Zielenski, M.J., & Veilleux, J.C. \(2015\). Facets of mindfulness mediate behavioral inhibition systems and emotion dysregulation. *Personality and Individual Difference*, 72, 41–46.](#)
- [Smith, J. \(2004\). Alterations in brain and immune function produced by mindfulness meditation: Three caveats. *Psychosomatic Medicine*, 66\(1\), 148–152.](#)

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

Kabat-Zinn, J. (2017). Mindfulness Meditation with Jon Kabat-Zinn. Produced By: Donnelly, L., Stein, N.A., Adams, A. & Public Broadcasting Service (Producers). Retrieved from <https://video.alexanderstreet.com/watch/mindfulness-meditation-with-jon-kabat-zinn>

Module Thirteen

Topic: Internal Family Systems & Psychedelic Assisted Psychotherapy

Psychedelic Assisted Psychotherapy

Required Readings and Resources:

Please select **any two articles, one each from Psychedelic and one from Ketamine Assisted Psychotherapy** from the articles listed below. The following selections are available by clicking the links provided:

Psychedelic Assisted Therapy

- Cavarra, M., Falzone, A., Ramaekers, J. G., Kuypers, K. P. C., & Mento, C. (2022). Psychedelic-Assisted Psychotherapy: A Systematic Review of Associated Psychological Interventions. *Frontiers in Psychology*, 13, 887255–887255. <https://doi.org/10.3389/fpsyg.2022.887255>
- Reiff, C. M., Richman, E. E., Nemeroff, C. B., Carpenter, L. L., Widge, A. S., Rodriguez, C. I., Kalin, N. H., & McDonald, W. M. (2020). Psychedelics and Psychedelic-Assisted Psychotherapy. *The American Journal of Psychiatry*, 177(5), 391–410. <https://doi.org/10.1176/appi.ajp.2019.19010035>
- Michaels, T. I., Purdon, J., Collins, A., & Williams, M. T. (2018). Inclusion of people of color in psychedelic-assisted psychotherapy: a review of the literature. *BMC Psychiatry*, 18(1), 245–245. <https://doi.org/10.1186/s12888-018-1824-6>
- Mocanu, V., Mackay, L., Christie, D., & Argento, E. (2022). Safety considerations in the evolving legal landscape of psychedelic-assisted psychotherapy. *Substance Abuse Treatment, Prevention and Policy*, 17(1), 37–37. <https://doi.org/10.1186/s13011-022-00468-0>
- Henner, R. L., Keshavan, M. S., & Hill, K. P. (2022). Review of potential psychedelic treatments for PTSD. *Journal of the Neurological Sciences*, 439, 120302–120302. <https://doi.org/10.1016/j.jns.2022.120302>
- Fogg, C., Michaels, T. I., de la Salle, S., Jahn, Z. W., & Williams, M. T. (2021). Ethnoracial health disparities and the ethnopsychopharmacology of psychedelic-assisted psychotherapies. *Experimental and Clinical Psychopharmacology*, 29(5), 539–554. <https://doi.org/10.1037/pha0000490>

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

Rick Doblin: The future of psychedelic-assisted psychotherapy

<https://www.youtube.com/watch?v=Q9XD8yRPxc8>

Discussion Question: Briefly discuss how Rick Doblin explains the function of psychedelics and their impact on the brain within the context of treating trauma related disorders?

Ketamine Assisted Therapy

- Halstead, M., Reed, S., Krause, R., & Williams, M. T. (2021). Ketamine-Assisted Psychotherapy for PTSD Related to Racial Discrimination. *Clinical Case Studies*, 20(4), 310–330. <https://doi.org/10.1177/1534650121990894>

- Davis, A. K., Mangini, P., & Xin, Y. (2021). Ketamine-assisted psychotherapy for trauma-exposed patients in an outpatient setting: A clinical chart review study. *Journal of Psychedelic Studies*, 5(2), 94–102. <https://doi.org/10.1556/2054.2021.00179>
- Robison, R., Lafrance, A., Brendle, M., Smith, M., Moore, C., Ahuja, S., Richards, S., Hawkins, N., & Strahan, E. (2022). A case series of group-based ketamine-assisted psychotherapy for patients in residential treatment for eating disorders with comorbid depression and anxiety disorders. *Journal of Eating Disorders*, 10(1), 65–65. <https://doi.org/10.1186/s40337-022-00588-9>
- Dore, J., Turnipseed, B., Dwyer, S., Turnipseed, A., Andries, J., Ascani, G., Monnette, C., Huidekoper, A., Strauss, N., & Wolfson, P. (2019). Ketamine Assisted Psychotherapy (KAP): Patient Demographics, Clinical Data and Outcomes in Three Large Practices Administering Ketamine with Psychotherapy. *Journal of Psychoactive Drugs*, 51(2), 189–198. <https://doi.org/10.1080/02791072.2019.1587556>

Optional Resources:

- Jardim, A. V., Jardim, D. V., Chaves, B. R., Steglich, M., Ot'alora G, M., Mithoefer, M. C., da Silveira, D. X., Tófoli, L. F., Ribeiro, S., Matthews, R., Doblin, R., & Schenberg, E. E. (2021). 3,4-methylenedioxymethamphetamine (MDMA)-assisted psychotherapy for victims of sexual abuse with severe post-traumatic stress disorder: an open label pilot study in Brazil. *Revista Brasileira de Psiquiatria*, 43(2), 181–185. <https://doi.org/10.1590/1516-4446-2020-0980>
- Mitchell, J. M., Bogenschutz, M., Lilienstein, A., Harrison, C., Kleiman, S., Parker-Guilbert, K., Ot'alora G, M., Garas, W., Paleos, C., Gorman, I., Nicholas, C., Mithoefer, M., Carlin, S., Poulter, B., Mithoefer, A., Quevedo, S., Wells, G., Klaire, S. S., van der Kolk, B., ... Doblin, R. (2021). MDMA-assisted therapy for severe PTSD: a randomized, double-blind, placebo-controlled phase 3 study. *Nat Med* 27, 1025–1033. <https://doi.org/10.1038/s41591-021-01336-3>
- Michaels, T. I., Purdon, J., Collins, A., & Williams, M. T. (2018). Inclusion of people of color in psychedelic-assisted psychotherapy: a review of the literature. *BMC Psychiatry*, 18(1), 245–245. <https://doi.org/10.1186/s12888-018-1824-6>
- Davis, A. K., Levin, A. W., Nagib, P. B., Armstrong, S. B., & Lancelotta, R. L. (2023). Study protocol of an open-label proof-of-concept trial examining the safety and clinical efficacy of psilocybin-assisted therapy for veterans with PTSD. *BMJ Open*, 13(5), e068884–e068884. <https://doi.org/10.1136/bmjopen-2022-068884>

Book

-How To Change Your Mind What the New Science of Psychedelics Teaches Us About Consciousness, Dying, Addictions, Depression and Transcendence by Michael Pollan
<https://www.marcusbooks.com/book/9780735224155>

Podcasts

-Michael Pollan – Exploring the New Science of Psychedelics; The Tim Ferris Show #313
<https://tim.blog/2018/05/06/michael-pollan-how-to-change-your-mind/>

-Beyond The Frontier of Psychedelic Medicine with Matthew Johnson Aubrey Marcus #374
<https://podcasts.apple.com/us/podcast/beyond-the-frontier-of-psychedelic-science-w/id521945322?i=1000575648895>

-All Things Ketamine, The Most Comprehensive Podcast Ever – Dr. John Krystal 4 hrs
<https://tim.blog/2022/09/30/dr-john-krystal-ketamine/>

Internal Family Systems (IFS)

Required Readings and Resources:

Please select **any one article**, from the articles listed below. The following selections are available by clicking the links provided:

- Hodgdon, H. B., Anderson, F. G., Southwell, E., Hrubec, W., & Schwartz, R. (2022). Internal Family Systems (IFS) Therapy for Posttraumatic Stress Disorder (PTSD) among Survivors of Multiple Childhood Trauma: A Pilot Effectiveness Study. *Journal of Aggression, Maltreatment & Trauma*, 31(1), 22–43.
<https://doi.org/10.1080/10926771.2021.2013375>
- Jones, E. R., Lauricella, D., D’Aniello, C., Smith, M., & Romney, J. (2022). Integrating Internal Family Systems and Solutions Focused Brief Therapy to Treat Survivors of Sexual Trauma. *Contemporary Family Therapy*, 44(2), 167–175. <https://doi.org/10.1007/s10591-021-09571-z>
- Schwartz, R. C. (2013). Moving From Acceptance Toward Transformation With Internal Family Systems Therapy (IFS). *Journal of Clinical Psychology*, 69(8), 805–816.
<https://doi.org/10.1002/jclp.22016>

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

<https://www.youtube.com/watch?v=Ym8o762U7uc>

Discussion Question: How does Dr. Schwartz discuss the ‘self’ within the IFS framework?

Module Fourteen

Topic: Interventions: Group

Required Readings and Resources

Please select **any two articles** from those listed below.

The following selections are available on [Course Reserves](#) with the library or by clicking the link, if provided:

- Chouliara, Z., Karatzias, T., Gullone, A., Ferguson, S., Cosgrove, K., Braucker, C. B. (2020). Therapeutic Change in Group Therapy For Interpersonal Trauma: A Relational Framework for Research and Clinical Practice. *Journal of Interpersonal Violence*, 35(15-16), 2897-2916. <https://doi.org/10.1177/0886260517696860>
- Clark, Lewis-Dmello, A., Anders, D., Parsons, A., Nguyen-Feng, V., Henn, L., & Emerson, D. (2014). Trauma-sensitive yoga as an adjunct mental health treatment in group therapy for survivors of domestic violence: A feasibility study. *Complementary Therapies in Clinical Practice*, 20(3), 152–158. <https://doi.org/10.1016/j.ctcp.2014.04.003>
- Heard, E., Walsh, D. (2023). Group Therapy for Survivors of Adult Sexual Assault: A Scoping Review. *Trauma, Violence, & Abuse*, 24(2), 886-898. <https://doi.org/10.1177/15248380211043828>
- Skop, M., Darewych, O. H., Root, J., Mason, J. (2022). Exploring intimate partner violence survivors' experiences with group art therapy. *International Journal of Art Therapy*, 27(4), 159-168. <https://doi.org/10.1080/17454832.2022.2124298>
- Yalch, Moreland, M. L., & Burkman, K. M. (2022). Integrating process and structure in group therapy for survivors of trauma. *European Journal of Trauma & Dissociation = Revue Européenne Du Trauma et de La Dissociation*, 6(3). <https://doi.org/10.1016/j.ejtd.2022.100272>

Optional Resources

The following optional selections are available by clicking on the link, if provided.

- Daneshvar, S., Shafiei, M., Basharpour, S. (2022). Group-based Compassion-focused Therapy on Experiential Avoidance, Meaning- in-life, and Sense of Coherence in Female Survivors of Intimate Partner Violence with PTSD: A Randomized Controlled Trial. *Journal of Interpersonal Violence*, 37(7-8), NP187-NP4211. DOI: 10.1177/08862605211043828
- Fellin, L. C., Callaghan, J. E. M., Alexander, J. H., Harrison-Breed, C., Mavrou, S., Papathanasiou, M. (2019). Empowering young people who experienced domestic violence and abuse: The development of a group therapy intervention. *Clinical Child Psychology and Psychiatry*, 24(1), 170-189. DOI: 10.1177/17454832198544783
- Stige, S. H., Binder, P., Veseth, M. (2019). The role of therapy in personal recovery – Trauma clients' use of resources to continue positive processes following group therapy. *Qualitative Social Work*, 18(1), 24-36. DOI: 10.1177/1473325017699264

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

Page, N. (2020). Difference Between Therapy Groups and Support Groups. *Group Therapy Central*. <https://www.youtube.com/watch?v=3XB7V5n6PWk>

Topic: Course Summary
Readings: None required