



COURSE TITLE/SECTION: SOCW 7397/23785 Trauma & Social Work Practice

TIME: Tuesday 8:30am-11:30am Room SW107B

FACULTY: Allen Rubin, Ph.D.

OFFICE HOURS: Before/After class or by appointment

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I. Course

A. Catalog Description

[Credit 3 (3-0)]. Frameworks and skills for understanding types, history, and impact of trauma on individuals, family, and community.

B. Purpose

Analyze theoretical frameworks for understanding trauma, including neurobiological aspects and types of trauma, history of traumatology, and impact of trauma on individuals, family and community, with an emphasis on strengths, resiliency, coping, multicultural issues, and systems factors. Include knowledge and skills in developing assessment and intervention approaches across the lifespan.

II. Course Objectives

Upon completion of this course, students will be able to demonstrate the following competencies:

1. Identify the theoretical underpinnings of trauma for the analysis of traumatic life experiences, including Posttraumatic Stress Disorder and Acute Stress disorder;
2. Define types of trauma and differentiate between interpersonal trauma (sexual assault, domestic violence, child abuse and incest) and other types/situational trauma (combat/military, natural disaster, political violence and accidents);
3. Utilize a lifespan approach in designing trauma treatment, with an integrated knowledge of resilience and human development;
4. Formulate clinical assessment processes based on social work ethics and develop research-based treatment approaches with evaluative

measures for a variety of traumatic life experiences;

5. Identify posttraumatic growth in various individuals, with a focus on fostering individual, family and community resilience after a traumatic event;
6. Develop strategies for preventing, addressing and managing vicarious traumatization; and
7. Critically assess reactions to trauma across various cultures and use this assessment in the formulation and delivery of culturally-grounded interventions.

III. Course Content

This course will include the content areas related to assessment and treatment of trauma listed in the course schedule

IV. Teaching Methods

Instruction methods will include informal lectures (questions and comments are encouraged), guest speakers, class discussions, class exercises, role plays, videos, individual/group experiential exercises, and handouts.

V. Required Textbooks

Briere, J. N. and Scott, C. (2012). *Principles of trauma therapy: A guide to symptoms, evaluation, and treatment*. (2nd Edition). New York, NY: Sage.

Rubin, A., and D. W. Springer (Eds.) (2009). *Treatment of Traumatized Adults and Children. Clinician's Guide to Evidence-Based Practice*. Hoboken, NJ: John Wiley and Sons.

VI. Course Requirements

- A. Team Video/Paper:** Teams comprised of 2 students will make a video of approximately 10 minutes in which one student role-plays the therapist, and the other team member role-plays the client.

The first half of the video/role play should illustrate the following:

- Relationship skills in building a therapeutic alliance with a traumatized client

The second half of the video/role play should illustrate the following:

- Cognitive processing therapy skills of the therapist

Video and accompanying paper submitted on March 24 or 31.

Each team will be responsible for making its own video outside of class.

The team is also required to submit a written critique of each video/role-play that lists in bulleted format the main strengths and main weaknesses of the therapist's performance. The paper should be approximately 1-3 pages long. The grade for the paper will be based on the degree to which the team's written critique accurately identifies the main strengths and main weaknesses of the therapist's performance.

After presenting the video to the class, the team should disseminate to each student in the class a copy of their paper. A discussion of the strengths and weaknesses of the video will follow.

BECAUSE THIS IS AN EXPERIENTIAL LEARNING ASSIGNMENT, THE QUALITY OF THE THERAPIST'S PERFORMANCE WILL NOT INFLUENCE THE ASSIGNMENT GRADE. THE SOLE CRITERION FOR GRADING THE PAPER WILL BE THE EXTENT TO WHICH IT ACCURATELY CONVEYS THE STRENGTHS AND WEAKNESSES OF THE THERAPIST'S PERFORMANCE. THAT IS, A POOR PERFORMANCE (IN THE JUDGMENT OF THE INSTRUCTOR) COUPLED WITH A NEGATIVE CRITICAL APPRAISAL WILL GET A HIGHER GRADE THAN A STRONG PERFORMANCE COUPLED WITH A NEGATIVE CRITICAL APPRAISAL OR A POOR PERFORMANCE COUPLED WITH A POSITIVE APPRAISAL.

The overall grade for this assignment will be worth up to a maximum of 30 points, as follows:

10 points: Visual and audio technical quality of the video. **Students are expected to watch their video and redo it if necessary until it is easy to see and hear clearly both students in the video. If the quality of either the video or audio is problematic students will get none (zero!) of these 10 points.**

20 points: Thoroughness and accuracy of the bulleted list of strengths and weaknesses of the therapist's performance.

If your own video equipment is inadequate for meeting the technical expectations of this assignment, you can use the following resources at the M.D. Anderson Library, which I learned about from Irene Ke, the Psychology and Social Work Librarian:

The library has 7 digital video cameras (<http://info.lib.uh.edu/services/av-multimedia>) available for checkout. The loan period is 3 days. If students are looking for a place to make recordings, they may consider to use the group study rooms in the library.

B. Class Participation:

Students are expected to attend all classes and to be prepared to participate orally and in a thoughtful manner that demonstrates that the assigned readings have been read carefully prior to class. Students are responsible for any material missed due to absences. Student feedback is welcome.

Students are also encouraged to provide feedback during office hours, by phone, by e-mail, and by appointment if they desire. As noted above, class participation expectations involve attendance, arriving on time, and not leaving early. It also involves participation in class role-plays, contributions to class discussions that reflect advance reading of the assigned readings, as well as informed and thoughtful comments on role-plays and other class exercises.

Pagers, Cell Phones and Laptops: Please show respect and consideration regarding how the use of these devices can be disruptive or convey a sense of disengagement from presentations and discussions. Inappropriate or excessive use of these devices will lower the class participation grade.

VII. Evaluation and Grading

- 30 points** Video/paper assignment (Due March 24 or 31)
- 30 points** Comprehensive Exam
- 10 points** Certificate for completing the free online training course in trauma-focused cognitive behavioral therapy available at <http://www.tfcbt.musc.edu/>
- 10 points** Class participation (This involves attendance, arriving on time, and not leaving early. It also involves participation in class role-plays, contributions to class discussions that reflect advance reading of the assigned readings, as well as informed and thoughtful comments on role plays and other class exercises.)
- 20 points** Cumulative percentage on spot quizzes. Each quiz will be administered during the first 5 minutes of the class session and will contain 5 T/F items on the readings assigned for the day of the quiz. Because the lowest two quiz scores will be dropped when calculating the overall percentage, there will be no make ups of missed quizzes, regardless of the reason for the miss. Students arriving late for class after the quiz has been concluded will not be permitted to take the quiz.

Extra Credit (Due electronically by April 29 as an email attachment)
Students can earn up to a maximum of 10 points of extra credit by watching and submitting a paper on the video on “The Abused Woman: A Survivor Therapy Approach” at:

<https://login.ezproxy.lib.uh.edu/login?url=http://search.alexanderstreet.com.ezproxy.lib.uh.edu/view/work/1778710>

The paper should be approximately 5 to 9 double-spaced pages in length and should contain the following three sections:

1. (About 1-3 pages) Describe the course of the therapy and how it evolved

- and changed from the early sessions to the middle sessions and at the end.
2. (About 1-3 pages) Describe the ways in which this approach is similar to the treatment approaches emphasized in this course and some of the ways it differs from those approaches.
 3. (About 1-3 pages) Identify at least 3 things you learned about treating abused women from watching this video and that you did not know before watching it. For each thing write a paragraph that describes what you learned and its rationale.

The following standard grading scale has been adopted for all courses taught in the college.

A =	96-100% of the points	C+ =	76-79.9%
A- =	92-95.9%	C =	72-75.9%
B+ =	88-91.9%	C- =	68-71.9%
B =	84-87.9%	D =	64-67.9%
B- =	80-83.9%	F =	Below 64%

VIII. Policy on grades of I (Incomplete):

The grade of "I" (Incomplete) is a conditional and temporary grade given when students are either **(a)** passing a course or **(b)** still have a reasonable chance of passing in the judgment of the instructor but, for non-academic reasons beyond their control have not completed a relatively small part of all requirements.

Students are responsible for informing the instructor immediately of the reasons for not submitting an assignment on time or not taking an examination. Students must contact the instructor of the course in which they receive an "I" grade to make arrangements to complete the course requirements. Students should be instructed not to re-register for the same course in a following semester in order to complete the incomplete requirements.

The grade of "I" must be changed by fulfillment of course requirements within one year of the date awarded or it will be changed automatically to an "F" (or to a "U" [Unsatisfactory] in S/U graded courses). The instructor may require a time period of less than one year to fulfill course requirements, and the grade may be changed by the instructor at any time to reflect work completed in the course.

The grade of "I" may not be changed to a grade of **W**.

IX. Policy on academic dishonesty and plagiarism

Students are expected to demonstrate and maintain a professional standard of writing in all courses, do one's own work, give credit for the ideas of others, and provide proper citation of source materials. **Any student who plagiarizes any part of a paper or assignment or engages in any form of academic dishonesty will receive an "I" for the class with a recommendation that a grade of F be assigned, subsequent to a College hearing, in accordance with the University policy on academic dishonesty. Other actions may also be recommended and/or taken by the College to suspend or expel a**

student who engages in academic dishonesty.

All papers and written assignments must be fully and properly referenced using APA style format (or as approved by the instructor), with credit given to the authors whose ideas you have used. If you are using direct quotes from a specific author (or authors), you must set the quote in quotation marks or use an indented quotation form. For all direct quotes, you must include the page number(s) in your text or references. Any time that you use more than four or five consecutive words taken from another author, you must clearly indicate that this is a direct quotation. Please consult the current APA manual for further information.

Academic dishonesty includes using any other person's work and representing it as your own. This includes (but is not limited to) using graded papers from students who have previously taken this course as the basis for your work. It also includes, but is not limited to submitting the same paper to more than one class. If you have any specific questions about plagiarism or academic dishonesty, please raise these questions in class or make an appointment to see instructor. This statement is consistent with the University Policy on Academic Dishonesty that can be found in your UH Student Handbook.

X. Bibliography

Please contact the instructor for additional references related to course content

XI. Americans with Disabilities Statement

Whenever possible, and in accordance with 504/ADA guidelines, the University of Houston will attempt to provide reasonable academic accommodations to students who request and require them. Please call 713-743-5400 for more assistance. Instructors may not provide accommodations without supporting documentation from the UH Center for Students with Disabilities.

XII. Note from Instructor Concerning Changes to Syllabus and Schedule

The instructor reserves the right (and flexibility) to alter the course outline or schedule in order to better accommodate learning goals and time constraints. Student flexibility for any necessary agenda shifts is appreciated.

XIII. Course Schedule and Reading Assignments

January 20	Introduction to course Overview of trauma Student experiences and interests in trauma Secondary/vicarious trauma and therapist self-care	Briere & Scott, Chs. 1-2
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Jan. 27	Assessment and developing a therapeutic alliance	Briere & Scott, Chs. 3-4; Appendix 1 Herman, "A Healing Relationship"
February 3	In-class role plays of developing a therapeutic alliance	Rubin & Springer: Ch. 1, and begin reading Ch. 2
Feb. 10	Overview of clinical intervention; Distress reduction; Psychoeducation; affect regulation	Briere & Scott, Chs. 5-6 and Appendix 2
Feb. 17	Exposure therapy/in-class role plays	Briere & Scott, Ch. 8 Finish Rubin & Springer, Ch. 2
Feb. 24	Cognitive Processing Therapy/in-class role plays	Briere & Scott, Ch. 7 Rubin & Springer, Ch. 3
March 3	TFCBT online training in lieu of class at: http://tfcbt.musc.edu	Rubin & Springer, Ch. 4
March 10	TFCBT Guest Speaker: Donna Amtsborg	Finish reading Rubin & Springer, Ch. 4
March 17	Spring Break	
March 24	Video presentations	Begin reading about EMDR: Rubin & Springer, Ch. 5-6
March 31	Video presentations EMDR demo	Finish reading about EMDR: Rubin & Springer, Ch. 5-6
April 7	Working with traumatized refugees Guest Speaker: Sergio Cruz	TBA
	DBT; Treating complex PTSD	Briere & Scott, Chs. 9-10

April 14	Guest Speakers: Rebecca Whitson and Matt Winter	Wagner, A. W. & Linehan, M. M. (2006). "Applications of Dialectical Behavior Therapy to PTSD and Related Problems." In V. M. Follette & J. I. Ruzek, <i>Cognitive-Behavioral Therapies for Trauma</i> , Guilford, pp. 117-145.
April 21	Crisis intervention after trauma (Guest Speaker: Donna Amtsberg)	Briere & Scott, Ch. 11 National Center for PTSD, "Psychological First Aid"
April 22	Comprehensive Exam	