SWK-S 300 Trauma-Informed Practice with Children and Adolescents (3 cr.)

Course Information

Semester Year: Spring 2017
Section Number: XXXXX
Location: XXXXX
Day: XXXXX
Time: XXXXX

Instructor: XXXXX XXXXXXXXX
Office: XXXX
Email: XXXX
Phone: xxxxx
Office Hours: xxxxxxxxxxx

Course Description

This course is designed to develop trauma-informed generalist practitioners who are able to apply a trauma conceptual framework to interventions at the micro, mezzo and macro levels. This BSW social work elective will introduce students to the Core Concepts of trauma-informed generalist social work practice. Using a problem-based learning (PBL) approach, it will deepen students' understanding of and ability to work with individuals, families and communities impacted by traumatic events.

Trauma is broadly defined, and includes children and adolescents exposed to traumatic events including, but not limited to: natural disasters, community violence, war, abuse and neglect, medical treatment and witnessing interpersonal crime (e.g. domestic violence).

Emphasis will be placed on developing the knowledge, values and skills needed for trauma-informed BSW level practice as advocates, brokers, community change agents, counselors and mediators. Students will learn to assess and effectively intervene and collaborate with systems BSW level social worker professionals commonly work in and with, including: schools, health care settings, mental health facilities and child protective services. Client-centered trauma-informed care will be emphasized throughout the course as will the skills required to effectively assess and intervene to help children, families and communities impacted by trauma. The role that development, culture and empirical evidence play in working with children, adolescents and families who have experienced trauma will be highlighted throughout the course.

Course Competencies

Primary

- Competency 1: Demonstrate ethical and professional behavior
  Demonstrate ability for ethical decision-making; Practice self-reflection and self-regulation through effective use of self-care

- Competency 2: Engage Diversity and Difference in Practice
  Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels

- Competency 4: Engage In Practice-informed Research and Research-informed Practice
  Use and translate research evidence to inform and improve practice, policy, and service delivery
• Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities
  Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies

• Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities
  Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies; select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

• Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities
  Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies. Use interprofessional collaboration as appropriate to achieve beneficial practice outcomes

Course Objectives

S300-01 Articulate the impact of trauma on the biopsychosocial development of youth and adolescents, and be able to apply this information to case conceptualization and intervention.

S300-02 Demonstrate an understanding of the complex and unique ways that diversity and intersectionality influence the lives of clients exposed to trauma, as well as the disproportionate trauma exposure and limited access to services experienced by the vulnerable populations social workers commonly serve.

S300-03 Demonstrate an understanding of effective interventions at the micro, mezzo and macro levels that emphasize strengths, promotive factors, and wellness to help reduce the impact of trauma.

S300-04 Demonstrate the ability to create psychological and physical safety when assessing, intervening and evaluating clients and client systems. Select appropriate intervention strategies based on sound assessment, research, knowledge, values, and the preference of clients and constituencies.

S300-05 Identify several effective self-care strategies and recognize his or her strengths and challenges when working with clients and client systems that have been exposed to traumatic experiences.

Required Texts


Course Content

Students are expected to complete all course readings prior to the date for which they have been assigned.

There will be three brief written assignments due throughout the course, which are outlined in detail in the assignments section of this syllabus. Students will also do brief in-class group presentations.

Resources

• Canvas email will also be used a way to communicate between instructor and students. You are expected to check the course announcements on Canvas before each class.
Course Outline

Week 1 Course Overview

Dates:

Overview
A. Introduction to the course, course structure and review syllabus
B. Discuss why this course has been developed for BSW students
C. Discuss the role of the NCSWTEWD in development of this curriculum
D. Introduction to trauma and trauma-informed practice
E. Introduction to the trauma conceptual framework and Core Concepts

Module 2 Adverse Childhood Experiences Study (ACES)

Dates:

Overview
A. Become familiar with the ACES study
B. Provide an overview of the neurobiological impact of adverse experiences
C. Articulate the relevance of the ACES study to social work practice
D. Understand the impact of risk and resilience in your own childhood experiences and how these could impact your work as a BSW social worker (ACES questionnaire and Resilience questionnaire)

Assignments

Readings
2. NPR Website (read article-we will do quiz in class)

In Class Activities
1. Watch and discuss: TED Talk- Dr. Nadine Burke Harris- How Childhood Trauma Affects Health Across the Lifetime (16 minutes)
2. TED Talk
3. Review ACEs PowerPoint
4. Take and discuss the ACES and Resilience Questionnaires

Module 3 Typical Childhood Development and Implications for Trauma Informed Practice

Dates:

Overview
A. Become familiar with developmental milestones through adolescence
B. Become familiar with the common symptoms experienced by children and adolescents exposed to traumatic events, and how these differ by age
C. Define and review statistics on community violence, which communities are most impacted by community violence, and how violence impacts these communities on the micro, mezzo and macro levels. Focus on its effect on children, youth and families.

Assignments

Readings
1. CDC Website (0-5 years)
2. CDC Website (6-8 years)
3. CDC Website (9-11 years)
4. CDC Website (12-14 years)
5. NCTSN Website
6. DHS Website
7. Child Welfare Website
8. Community Violence: The Effects on Children and Teens, PTSD Website

In Class Activities
1. Small group activity on developmental milestones. PowerPoint and discussion on the impact of community violence on children, adolescents and families.

Module 4 Amarika Handouts 1-3 and Discussion

Dates:

Overview
A. Describe how traumatic events can impact the physiological, emotional, social, and cognitive functioning of very young children
B. Describe how family engagement is a process that begins at referral and key components of engaging with families exposed to a traumatic event
C. Have a beginning understanding of Core Concepts: 3, 4, 6, and 12 and their relevance to the Amarika case.

Assignments

Readings
1. Goelitz:
2. Chapter 1, The importance of safety, p. 3-19.
4. Chapter 6, Crisis management, Assessment and Referral for Aid, 69-81.
5. Chapter 9: Experiencing Trauma Directly, p. 109-120.

In Class Activities
1. Read and Discuss Handouts 1-3 of Amarika case, with emphasis on objectives for the week.

Module 5 Amarika Handouts 4-7

Dates:
Overview
A. Understand that caregiver and child functioning are inter-connected and influence each other, especially during the first five years of life.
B. Understand the intergenerational impact of community/neighborhood violence on children, youth and families
C. Appreciate that historical trauma and other preexisting ecological stressors can affect a family’s perception of and response to the trauma
D. Consider effective interventions at both the micro and macro levels that aid young children and families impacted by community violence.

Assignments
1. Assignment 1 due: Neighborhood Assessment/Community Violence and Trauma

Readings

In Class Activities
1. Read and Discuss Amarika handouts 4-7 with emphasis on objectives for the week; Watch and discuss film, Babies from the Bench.

Module 6 Integrating Core Concepts and Translating into Practice

Dates:

Overview
A. Apply core concepts 3, 4, 6, 12 to the Amarika case
B. Skill building: assessment of adverse experiences
C. Skill building: engagement of parents/family member
D. Skill building: Psychoeducation about the impact of trauma

Assignments

Readings

In Class Activities
1. Lecture, discussion, role-play; work in dyads to practice skills in creating cultural genograms and eco-maps. Watch and discuss psycho-education video from TF-CBT course.
Module 7 Culture, Risk and Protective Factors and Sexual Abuse

Dates:

Overview
A. Review the impact of culture in the context of child abuse and neglect
B. Introduce basic information about maltreatment including risk and protective factors
C. Review material on what is known about victims, non-offending parents and offenders of sexual abuse

Assignments

Readings
4. NCTSN Culture and Trauma Brief (2008): NCTSN Website
5. NCTSN: Working with Immigrant Latin-American Families Exposed to Trauma Using Child–Parent Psychotherapy NCTSN Website

In Class Activities
1. PowerPoint and Discussion

Module 8- Juan Handouts 1-4

Dates:

Overview
A. Increase appreciation for the importance of considering culture when working with families, with an emphasis of the complex dimensions of diversity and the importance of not making gross generalizations
B. As a class create a cultural genogram and ecomap, and use these to identify risks and strengths in the Hernandez family’s social ecology.
C. Gain insight into CPS assessment process and what may have been missing from the CPS assessment of Juan and his family. Introduce students to drug and alcohol screening used by CPS.
D. Review the signs and symptoms of sexual abuse in a three-year old boy.
E. Practice early engagement with Mrs. Hernandez through role-play including describing your role and purpose and creating safety and trust.
F. Discuss the relevance of Core Concepts: 5, 9, 10, and 11 to this case.

Assignments

Readings

childwelfare.gov/pubs/usermanuals/cps/cpsf.cfm, p. 7-75.

In Class Activities

1. Juan handouts 1-4 with a focus on culture and the other objectives for the week. As a class create a genogram and ecomap, and use these to identify risks and strengths in the Hernandez family’s social ecology. Practice engagement skills with Mrs. Hernandez through role-play including describing your role and purpose and creating safety and trust. Introduce students to drug and alcohol screening instruments.

Module 9 Juan, Handouts 5-7

Dates:

Overview

A. Discuss what one should consider when preparing to interview a young child, including the setup of the physical environment
B. Discuss how to ask about sexual abuse. Discuss whether asking about parental history of abuse should be explored in CPS investigations.
C. Help students to become familiar with the assessment process and laws regarding domestic violence and child welfare in their state
D. Students will reflect on their reactions to Juan’s disclosure, and the self-care techniques they might use.
E. Students will become familiar with the steps involved with making a CPS report and role play making a call to CPS

Assignments

Group Assignment

1. As homework, students will work in small groups to conduct research on questions identified in class 8. Presentations will take place this week. Students will work in groups of 4-5 students and prepare a 10-minute Power point presentation that provides an overview of their research findings.
2. The information students share during this class will be integrated into the Juan case as it unfolds and help to inform students’ thinking about case conceptualization, assessment and intervention.
3. This activity will be part of your class and attendance participation grade.

Readings

1. Students will read articles related to the topic they will be presenting today. Topics will include: skills required when interviewing and assessing young children, how to explore taboo topics such as sexual abuse of children, and relevant child welfare laws in their state.
2. Suggested viewing: Oprah Winfrey Show episode 200

In Class Activities

1. Read and discuss handouts 5-7 with focus on objectives for the week.

Module 10 Handout 8 -Working with CPS; Secondary Traumatic Stress

Dates:
Overview
A. Students will become familiar with the primary objectives of CPS and components of an initial assessment
B. Students will gain an understanding of specific policies and laws related to child welfare in their state
C. Students will understand the criteria one uses to make a call to report suspected abuse and what information will be asked of them when they make such a call
D. Students will role play making a call to report suspected abuse, and process the experience as a class
E. Students will learn the definitions of STS, vicarious trauma, bury-out and vicarious resiliency and their relevance to them as social workers.
F. Students will develop their own self-care plan

Assignments
1. Assignment 2 due: Protective and Promotive Factors Paper

Readings

In Class Activities
1. Small group discussion of handout 8, lecture and discussion; role-play a call to the central registry regarding suspected sexual abuse, and write own self-care plan exercise.

Module 11 Introduction to Evidence-Based Approaches to Practice
Dates:

Overview
A. Students will understand what evidence based practices are and their importance to social work practice
B. Students will differentiate between an evidence-based approach and empirically supported treatment (EST)
C. Students will research and discuss several evidence-based interventions that could help James and his family (at the micro, mezzo and macro level)

Assignments
Readings
1. Goelitz,
   • Chapter 13, Individual, Couples, and Family Therapy, p. 179-190.
   • Chapter 14, Group Therapy, p. 191-198.
   • Chapter 15, Other Trauma Intervention, 199-210.
2. Review the website [CEBC4CW Website], Identify specific interventions that are of interest to you and read about one or two of them.
In Class Activities
1. Lecture and discussion, exercise to explore clearing house website

Module 12 James, handouts 1-3

Dates:

Overview
A. Students will become familiar with the advantages and disadvantages of kinship foster care, and discuss their relevance to James
B. Students will create a three generational genogram incorporating information about German and Irish culture and their relevance to this case
C. Introduce students to safety planning for James
D. Discuss Core Concepts: 1, 2, 7, 11 and their relevance to this case.

Assignments

Readings
3. Students will also read one of the following prior to class:
   - Advantages & possible disadvantages of Kinship Foster Care for James Child Welfare Website
   - Domestic violence and its impact on children and families. Child Welfare Website, NCTSN Website
   - Kinship Caregivers and the Child Welfare System, Child Welfare Website
   - Working class German/Irish American culture as an issue to consider in working with the family Public Religion Website, Child Welfare Website

In Class Activities
1. Read and discuss handouts 1-3 with a focus on the objectives for the week. Lecture and discussion. In-class exercise to practice the use of the child welfare and NCTSN websites. Create and discuss the value of using geno-grams, eco-maps and cultura-grams with this case.

Module 13 James, handouts 4-5

Dates:

Overview
A. Students will learn the steps involved with making a mental health services referral and practice these skills
B. Students will understand the signs, symptoms and developmental disruptions seen in boys in their early adolescence who have experienced interpersonal trauma
C. Students will be able to discuss the protective and promotive factors for James that can help him successfully transition through adolescence and lead to healthy relationships in both adolescents and early adulthood.
D. Students will have an opportunity to role-play and discuss a Family Group Conference meeting.
Assignments

1. Assignment 3 due: Self-Care, Vicarious Trauma and Resiliency

Readings

3. FRG Website March 13, 2014 Family Group Conference process overview.

In Class Activities

1. Role-play psycho-education about accessing mental health services for trauma, and role-play a family group conference meeting.

Module 14 James-Handouts 6-7

Dates:

Overview

A. Students will become familiar with the essential elements of trauma informed child welfare practices and be able to use them as a lens to review James’ case
B. Students will re-visit the safety plans they created and revise them now that more information about the case is available
C. Using motivational interviewing techniques, students will role play working with James in a therapeutic manner
D. Students will become familiar with effective evidence based interventions that would benefit James and his family.

Assignments

Readings

2. UMass Website Definition_Principles_Approach.pdf, Overview of basic Motivational Interviewing skills.

In Class Activities

1. Small group discussion of the handouts, role play practice with motivational intervention and engaging James in a therapeutic manner; exercise to link back to best interventions (on CEBC).
2. Practice constructing a safety plan for James using the following, Endabusewi Website
3. Watch Motivational Interviewing video

Module 15 Course Integration and Review

Dates:
Overview
A. Summary and review of relevance of course to practice
B. Review EPAS competencies
C. Review of 12 Core Concepts, and their relevance to understanding of trauma and future work
D. Complete course evaluations and post-tests

Assignments

Readings
1. Goelitz,
   - Chapter 17, Advocating for Survivors, p. 231-244.
   - Chapter 18, Prevention and Community Organizing, p. 245-255.

In Class Activities
1. Overview of course, review EPAS competencies and 12 Core Concepts and their relevance to understanding the impact of traumatic events on children and families, and to the students work in the field. Course evaluations and post-tests.

Assignments and Grading
More specific instructions for each assignment will be posted on Canvas. Instructor also will discuss details or answer any questions related to assignment during the class and office hours.

All assignments should be produced on a word processor (or typed), double spaced, with one-inch margins on all sides, carefully edited and proofed, using no smaller than a 12 point font, and conforming to APA style (6th ed.)

Assignments
1. Homework assignment 1, Neighborhood Assessment/Community Violence and Trauma DUE: date
   a. Due: ........................................date
   b. Final Grade Percentage: ......%
2. Homework assignment 2, Protective and Promotive Factors Paper
   a. DUE: ........................................date
   b. Final Grade Percentage: ......%
3. Homework assignment 3, Self-Care, Secondary Trauma, Vicarious Trauma and Resiliency
   a. DUE: ........................................date
   b. Final Grade Percentage: ......%
4. Homework Assignment 4: In Class Group Presentation (part of class participation grade)
   a. DUE: ........................................date
   b. Final Grade Percentage: .......
5. Class attendance and participation, including group presentation
   a. DUE: ........................................date
   b. Final Grade Percentage: ......%
Assignment Details

1. Neighborhood Assessment/Community Violence and Trauma

Research information on community violence in the neighborhood where you are doing your internship, where you live, or a neighborhood of interest to you. Why did you select this community? What did you learn?

Provide at least 3 examples of how community violence could negatively impact the individuals or families that live in this community. How might the information you obtained about community violence be related to experiences of trauma in this community? If you are currently working with clients in this community, can you think of specific ways community factors may be directly impacting a client you are working with?

Using the literature, identify an evidence-based intervention program that might benefit the community you have explored in this paper. The intervention can be directed at individuals, families, groups or communities. Describe the program and, based on what you learned about the effectiveness of this intervention, discuss how you think it could benefit the community you have researched for this paper.

In 2-3 paragraphs, identify one of the 12 core concepts we have discussed in class that you think is particularly relevant to what you learned from this assignment, and describe why you selected this core concept.

Write a 5-page, double spaced paper citing the literature you used to support your discussion.

2. Protective and Promotive Factors Paper

Using Core Concept 7, “Protective and promotive factors can decrease the adverse impact of trauma,” write a 4-5 page, double spaced paper describing Juan’s protective and promotive factors. Begin by defining what protective and promotive factors are. Then identify Juan’s intrinsic and extrinsic protective and promotive factors, making sure that culture is part of your discussion. Finally, discuss how Core Concepts 7 and 10 (“Culture is closely interwoven with traumatic experience, responses and recovery…”) are relevant to your current or future social work practice. Use at least one additional article to support your understanding of protective and promotive factors relevant to Juan and social work practice.

3. Self-Care, Secondary Trauma, Vicarious Trauma and Resiliency

Using the Goelitz text, Chapter 3, You can be Affected too: Secondary Trauma as well as your own research, define secondary trauma, vicarious trauma and vicarious resiliency. Using core concept 12 as a backdrop, describe why self-care is so important for social workers.

Complete the Self-Care Assessment Worksheet located at ecu.edu/cs-dhs/rehb/upload/Wellness_Assessment.pdf.

What did you learn from completing this questionnaire? What is one area where you are doing a good job of self-care, and what is one area where you would like to improve? What can you do to begin incorporating more self-care into your life?

Write a 4-5 page, double spaced paper, using references.
4. **In Class Group Presentation**

   As homework, students will work in small groups to conduct research on questions identified in class 8. In week 9, they will do 10-minute in-class presentations on what they learned. Students should create a short PowerPoint presentation to highlight the main points they are presenting.

   This activity will be part of your class and attendance participation grade.

**Grading Standards**

Papers are graded on the quality of the final product not on the effort you extended completing them. The grade of A is reserved for truly outstanding work that goes beyond basic requirements.

Grades of A reflect Excellence. Excellent scholarly products and academic or professional performances are substantially superior to the “good,” “the high quality,” “the competent,” or the “satisfactory.” They are unusual, exceptional, and extraordinary. Criteria for assignments are not only met, they are exceeded by a significant margin. Excellence is a rare phenomenon. As a result, relatively few BSW students earn A grades.

Grades of B signify good or high quality scholarly products and academic or professional performance. Grades in the B range reflect work expected of a conscientious student in a professional program. Criteria for assignments are met in a competent, thoughtful, and professional manner. However, the criteria are not exceeded and the quality is not substantially superior to other good quality products or performances. There is a clear distinction between the good and the excellent. We expect that most BSW students will earn grades in the B range—reflecting the good or high quality work expected of competent future helping professionals.

Grades of C and C+ signify work that is marginal in nature. The scholarly products or professional performances meet many but not all of the expected criteria. The work approaches but does not quite meet the standards of quality expected of a student in a professional school. Satisfactory in many respects, its quality is not consistently so and cannot be considered of good or high quality. We anticipate that a minority of BSW students will earn C and C+ grades.

Grades of C- and lower reflect work that is unsatisfactory. The products or performances do not meet several, many, or most of the criteria. The work fails to approach the standards of quality expected of a student and a future BSW-level professional. We anticipate that a small percentage of BSW students will earn unsatisfactory grades of C-, D, and F.

**Grading scale**

Grade minimums are as follows [Note: grades below a C are Unsatisfactory in the BSW Program]:

- A 93% Excellent, Exceptional Quality
- A- 90% Superior Quality
- B+ 87% Very Good, Slightly Higher Quality
- B 83% Good, High Quality (expected of most BSW students)
- B- 80% Satisfactory Quality
- C+ 77% Marginal, Modestly Acceptable Quality
- C 73% Marginal, Minimally Acceptable Quality
Course Policies

Assignment
Students are expected to submit all assignments on time. If you need to extend a deadline you MUST speak to me in advance of the due date to get an approval and an agreement will be reached. Late submission (except by prior agreement) will be marked down 5% per day late. IU has a subscription with the Turnitin plagiarism detection service, and faculty members have the right to submit student papers to the service to check for originality. Turnitin.com service will be used for all student papers in this course.

Attendance and participation
Students are expected to attend and participate in all class sessions. Students should complete readings and homework as assigned and come to class prepared for discussion and questions. Because of the nature of this course and group assignments, regular attendance is required and extremely important. Class attendance and active participation in class activities are considered essential for the satisfactory completion of the course objectives. If you are absent, it is your responsibility to get notes from other students regarding materials covered during your absence. If you are absent on the day when an assignment is due, you need to submit your assignment before the beginning of the class. Missing more than 2 of the scheduled classes will result in a letter-grade deduction for the course. Late arrivals and early departures will also lead to course point deductions. It’s up to instructor’s discretion to decide the deduction points. If you miss five or more classes you will fail the course.