SWK-S600 Working with Clients Exposed to Trauma (3 cr.)

Course Information

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

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

Course Description

Due to the legal, familial, and other societal consequences related to the many different types of trauma, including military combat, accidents, life-threatening events, interpersonal violence, sexual assault, natural disasters, secondary trauma, adverse childhood experiences, and childhood physical and sexual abuse, social workers need to be equipped to assess and intervene with clients exposed to trauma. Moreover, social workers need to be prepared to deliver appropriate trauma responsive care that addresses both client and referral source needs. Trauma assessment methods, research on prevalence, policy issues, comorbid psychological and medical diagnoses, and social correlates will be examined. Various long-term impacts will be viewed as posttraumatic adaptation, and students will distinguish between the adaptive and pathological accommodations survivors have been required to make recognizing strengths in survival.

This course assists graduate social work students in assessing and intervening in the impact of trauma on individuals and within families while attending to strengths and resilience. The course will examine a range of traumatic experiences and their differential impact trauma survivors, families and society. Graduate social work students build upon assessment and intervention knowledge gained in their foundation and concentration courses to engage, assess, intervene, and evaluate outcomes associated with trauma exposed clients. The course will provide students with opportunities to demonstrate knowledge and skills regarding assessment and intervention with clients exposed to trauma.

Course Competencies

Primary

- Competency 7 Assess Client Systems
  - Social workers assess client systems for current and historical exposure to trauma to identify targets for change, including PTSD, depression, addictions, mental illness, or other internalized and externalized adaptive strategies (CSWE, 2015 EPAS, p. 9).

- Competency 8 Intervene with Individual Client Systems
  - Social workers critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies with client systems exposed to trauma (CSWE, 2015 EPAS, p. 9).

- Competency 9 Evaluate Individual Client Systems
Social workers evaluate outcomes with clients exposed to trauma to advance practice, policy and program effectiveness (CSWE, 2015 EPAS, p. 9).

Course Objectives

S600-01: Identify trauma in its various forms, as well as its long-term effects;

S600-02: Apply social work and multidisciplinary theories to complete an assessment of trauma, its impact on clients’ presenting problems and to guide the selection of evidence-based interventions;

S600-03: Synthesize the history and development of trauma theory as well as the concept of resilience;

S600-04: Comprehend how race, ethnicity, age, socioeconomic status, disability, sexual orientation, and gender may influence engagement, assessment, intervention, and evaluation with clients exposed to trauma;

S600-05: Apply evidence-informed social work interventions to achieve intrapersonal (cognitive, behavioral, biological) and interpersonal (social, domestic) change relevant to clients exposure to trauma;

S600-06: Evaluate client outcomes to determine whether client goals are achieved and the extent to which it is necessary to alter the intervention strategies;

S600-07: Identify internal and external risk and protective factors in an individual’s recovery from trauma and identify individual strengths; and,

S600-08: Develop strategies to identify and mitigate vicarious traumatization.

Required Readings


Additional readings are cited in the course outline.

Course Content

Graduate social work students build upon assessment and intervention knowledge gained in their foundation and concentration courses to engage, assess, intervene, and evaluate outcomes associated with trauma exposed clients. Students develop competency in assessing and intervening in the impact of trauma on individuals and within families, while attending to strengths and resilience. The course will provide students with opportunities to demonstrate knowledge and skills regarding assessment and intervention with clients exposed to trauma.
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.
- Additional readings will be assigned throughout the semester and be posted on Canvas (Resource tab).

Course Outline

Module 1: Introduction to the Course
Dates:

**Overview**
- Review of syllabi
- Discussion of book review project
- Beginning discussion on trauma and self-care
- Beginning discussion on self-care project
- Defining secondary trauma

Module 2: Secondary Trauma
Dates:

**Overview**

Readings
1. TIPS 57 Part 2, pages 193-211.

**Individual Assignment**
1. Self-care project proposal

Module 3: Types of Trauma
Dates:

**Overview**

Readings
1. TIPS 57 Chapters 1 & 2


Module 4: Types of Trauma, continued

Dates:

Overview

Readings


Assignment Due

1. Selection of book for book review project

Module 5: Impact of Trauma

Dates:
Overview

Readings
1. TIPS 57 Chapter 3

Assignment Due
1. Book project discussion group

Module 6: Assessment of Trauma

Dates:

Overview

Readings
1. TIPS 57 Chapter 4

Assignment Due
1. Check-in on Self-care project.
2. Book project discussion group.

Module 7: Assessment of Trauma, continued

Dates:

Overview

Readings

Assignment Due
1. Book project discussion group.

Module 8: Interventions

Dates:
Overview

Readings
1. TIPS 57 Chapter 5

Assignment Due
1. Book project discussion group.

Module 9: Interventions, continued

Dates:
Overview
Readings
Continue discussions of readings from Module 7

Assignment Due
1. Book project discussion group.
2. Individual book review paper due at the beginning of class

Module 10: Interventions: Group Techniques

Dates:
Overview
Readings


### Module 11: Cultural, ethnic, and gender considerations in trauma responsive care

#### Dates:

**Overview**

**Readings**


**Assignment Due**

1. Book review group presentation.

### Module 12: Organizations

#### Dates:

**Overview**

**Readings**

1. TIPS 57 Part 2


### Module 13: Organizations, continued

#### Dates:

**Overview**

**Assignment Due**

1. Trauma paper
2. Trauma paper discussion group

Module 14: Self-care discussion and project

Dates:

**Overview**

**Assignment Due**

1. Self-care reflection paper
2. Trauma paper group discussion and presentation preparation

Module 15: Trauma Topic Presentions

Dates:

**Overview**

Presentations and wrap-up

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 - Overview**

1. Self-care project
   a. DUE: ........................................
   b. Points: ...................................10

2. Book review
   a. DUE: ........................................
   b. Points: ...................................40

3. Trauma paper
   a. DUE: ........................................
   b. Points: ...................................40

4. Professionalism
   a. DUE: ........................................
   b. Points: ...................................10
Assignment Details

**Self-care project**

Students will select, design, and implement a self-care project this semester. Student submits a detailed plan for a self-care project to be implemented throughout the semester. The plan should include specifics stating who will do what, where, when, and how often. Periodically, throughout the semester students will report on implementation of the plan. A self-care reflection that discusses the project and student learning from the project is due in Module 14. The reflection must include reference to scholarly literature on self-care in social work.

**Book review**

Students will select one of several books listed below to read and complete a review. The review must cover five questions: 1) How is trauma defined in your book; 2) How is the impact of trauma on individuals, families, and society explained in the book; 3) What guidance is proffered in the book for practitioners who seek to engage clients with trauma experiences; 4) What does the book suggest regarding organizations becoming trauma responsive agencies; and, 5) What value does this a book provide social work practitioners?

The instructor will assign students to groups for discussion of the books. Groups will meet in class to discuss and compare the books following instructor provided prompts. The groups will develop a presentation on the major learnings gleaned from the readings and discussions.

Select one of the books listed below for this assignment.


**Trauma paper**

Students write a scholarly paper on a selected trauma topic and working with peers present the major points of the papers. The scholarly paper process requires students to: 1) Select a field of practice; 2) Identify a type of trauma to explore within that field of practice; and, 3) Review the literature on that trauma topic within the selected field of practice. Then, the student writes a scholarly paper that addresses from the perspective of that field of practice types of trauma, assessment of trauma, interventions in trauma, and organizational preparedness for trauma responsiveness.

After submission of papers students work in small groups with other students who selected the same field of practice. Students will discuss and compare findings then prepare a presentation that identifies the major findings from the collective papers.
**Professionalism**

Professionalism is expected in all interactions in this class. Submit a one page assessment of your professionalism throughout this course. First, define your term then articulate how you measure against that definition.

**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.

In the Indiana University School of Social Work MSW program, grades of B are the expected norm. Reflecting competency and proficiency, grades of B reflect good or high quality work typical of graduate students in professional schools. Indeed, professors typically evaluate students’ work in such a way that B is the average grade. Grades in both the A and the C range are relatively uncommon and reflect work that is significantly superior to or significantly inferior, respectively, to the average, high quality, professional work conducted by most IU MSW students. Because of this approach to grading, students who routinely earned A grades in their undergraduate studies may conclude that a B grade reflects a decrease in their academic performance. Such is not the case. Grades of B in the IU MSW program reflect the average, highly competent, proficient quality of our students. In a sense, a B grade in graduate school is analogous to an A grade in undergraduate studies. MSW students must work extremely hard to achieve a B grade. If you are fortunate enough receive a B, prize it as evidence of the professional quality of your work.

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 MSW 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 graduate 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 MSW 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 graduate 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 MSW 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 graduate student and a future MSW-level professional. We anticipate that a small percentage of MSW students will earn unsatisfactory grades of C-, D, and F.
Grading scale

Grade minimums are as follows [Note: grades below C are Unsatisfactory in the MSW 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 MSW students)
- B- 80% Satisfactory Quality
- C+ 77% Marginal, Modestly Acceptable Quality
- C 73% Marginal, Minimally Acceptable Quality
- C- 70% Unsatisfactory 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.
Bibliography


Graham, J. (2012). Cognitive behavioural therapy for occupational trauma: a systematic literature review exploring the effects of occupational trauma and the existing CBT support pathways and interventions for staff working within mental healthcare including allied. *Cognitive Behaviour Therapist, 5*(1), 24–45. doi


Sannibale, C., Teesson, M., Creamer, M., Sitharthan, T., Bryant, R. A., Sutherland, K., ... Peek, O. M. (2013). Randomized controlled trial of cognitive behaviour therapy for comorbid post-traumatic stress disorder and alcohol use disorders. *Addiction, 108*(8), 1397–1410. doi


