

**BRYN MAWR COLLEGE
GRADUATE SCHOOL OF SOCIAL WORK AND SOCIAL
RESEARCH**

B594: TRAUMA-INFORMED SOCIAL WORK

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Office Hours: By appointment

Class Time: Mondays & Thursdays, 6:30-9:30pm

Zoom Link: <https://brynmawr-edu.zoom.us/j/95033633681?pwd=UW9rOXZ3SGZycDJoTGQ4OUZEYjhCZz09>

Passcode: Letslearn

COURSE DESCRIPTION

In this required course, students will address key knowledge, values and skills that support trauma-informed approaches to social work practice. Students will learn core concepts of trauma-informed social work from an EcoBioEevelopmental framework. This framework will assist students in understanding the impact of adversity and traumatic stress on health and wellbeing across the lifespan. Throughout the course, we examine how risk and protective factors shape the impact of traumatic stress on individuals, families, and communities. Connected to the strategic foci of the GSSWSR, this course builds on foundation level content in our curriculum, including an emphasis on power, privilege, and oppression.

This course is comprised of six modules that are connected by key concepts of trauma-informed social work. Module 1 focuses on the definition of trauma and traumatic stress, differentiating amongst levels of stress and clarifying unique elements of traumatic stress. In this module we examine research on ACEs (Adverse Childhood Experiences) and how this work supports our understanding of how early life experiences of traumatic stress shape developmental and health outcomes across the life course. Module 2 focuses on the interrelatedness of trauma and “intersectional” identity-based oppression – the accumulation of multiple forms of related subjugation (for example, based in racism, homophobia, transphobia, other gender-based oppression, and socioeconomic classism) that can cause and/or mediate traumatic experience. In Module 3 students will identify and explain some connections between individual and collective trauma. Module 4 prepares students to develop a grounding in assessing the trauma-informed capacity of their field agency, as well as for the promotion of trauma-informed principles in agency structure, policies, and in the organizational climate. Module 5 examines how cross-cultural perspectives on trauma are key to knowledge, values, and skills relevant to local and global models of social work practice. This module builds upon a perspective of trauma that moves away from its conceptualization as a natural category to embrace the cultural and ecological systems that shape human experience and model ways of coping and meaning making. Module 6 explore pathways to trauma healing and particular implications for social work practice across system levels and including Macro and Clinical Practice.

COURSE OBJECTIVES

1. Identify definitions of trauma and toxic stress and be able to differentiate amongst various types of traumas
2. Define the EcoBioDevelopmental model and its relevance to understanding how trauma affects wellbeing across the lifespan
3. Recognize the SAMHSA model of trauma-informed social work
4. Demonstrate an understanding of Adverse Childhood Experiences (ACEs) and current models of how unmediated toxic stress impact development
5. Better understand the neurobiology of trauma with a key knowledge on the parts of the stress response system (HPA Axis), and core concepts of allostatic load and epigenetics
6. Demonstrate an understanding of identity-based oppression and its impact on experiences of trauma
7. Identify key concepts relevant to social work practice with traumatized, marginalized communities.
8. Critically analyze Western models of trauma and their applicability across contexts
9. Show understanding of the concepts of collective and historical trauma and their relevance to social work practice
10. Identify factors associated with collective resilience in communities impacted by political violence and collective trauma
11. Understand and demonstrate application of the conceptual frameworks and evidence-based underpinning of assessment and promotion of the trauma-informed capacity of organizations and the trauma-informed knowledge of the staff within organizations
12. Demonstrate awareness of cross-cultural approaches to trauma and cultural variations in languages of distress and models of coping
13. Identify key concepts in pathways to healing including post-traumatic growth

CLASS POLICIES

Course Completion Requirements

- Students must complete all assignments, submit on time, and receive a grade of 75 or above to pass this course (see assignment section on page 5).

Attendance

- Students are expected to attend all classes. If a student has **three absences**, the instructor will report this to the student's advisor and to the Dean's Office. Three or more absences automatically results in the student being referred to the Committee to Evaluate the Educational Performance (CAPS) of master's students and may receive an unsatisfactory grade for the course. The method used to monitor students' attendance in class will be noted by each instructor.
- Students are expected to be on time. Continual tardiness may constitute unsatisfactory performance for the course. Students are also expected to notify the instructor in advance if the student expects to miss class.

Accommodations

Students, who for any reason, believe that they may need accommodations in this course are encouraged to contact the Bryn Mawr College Coordinator of Access Services, at 610-526-7351 in Eugenia Chase Guild Hall, Room 103, to discuss their eligibility for accommodations. Early contact will help avoid unnecessary inconvenience and delays.

Class Participation

Class discussion is a very important part of the learning process. In this class, students will often be working in small groups as well as participating in larger group discussions. In our first class, we will work together to develop guidelines regarding how to have discussions in respectful, mindful, and reflective ways aligned with the values and ethics of our profession.

Assignments

- Students are expected to complete assigned readings in advance of class meetings to be prepared for class discussion. The expectation for a graduate-level course is 1.5 to 2 hours of reading/class preparation for each class hour.
- Written Assignments must utilize the American Psychological Association (APA) 7th edition style for referencing sources and citations. [Please consult the Publication Manual of the APA](#)

Plagiarism

Students should review the student handbook for information on ethics in social work and the academy, especially those regarding plagiarism.

Computers, Cell Phones, and other Technology

All classes will be facilitated online using zoom platform. As such, students are permitted to use their laptops, tablets and other computers for class attendance and activities only. Students should not be engaged in any other activities during that time. With the exception of the device being used for this online class, it is expected that all cell phones and other communication devices be turned off or placed on silent/vibrate during class. Use of social media and email during class is not allowed. **Students are expected to keep their cameras on during the entire class.**

Confidentiality Statement

In all instances when client material is discussed, whether in written assignments or classroom discussion, students **must omit clients' names and disguise all other pertinent identifying data** to preserve confidentiality.

Grades

Grades for this course are “Satisfactory” (S), Satisfactory minus (S-) and “Unsatisfactory” in accordance with School policy. To achieve the intended outcomes for the course, the student must complete all work with an evaluation of Satisfactory. Late submission of assignments must be negotiated in advance with the instructor. Extensions requested on the assignment due date will not be facilitated. ***Late submission of assignments will attract a 1% penalty per day.*** The rubrics for grading assignments are below. Students who experience extenuating circumstances preventing them from completing course assignments, should speak to the instructor as soon as possible to discuss their individual situation

Statement of Support

In this course, I am committed to creating and supporting a classroom community that is inclusive, equitable, and conducive to learning for all students, as well as sensitive to the specific, unique, and unpredictable challenges we will each and all encounter this term. To this end, I am designing course activities and assignments meant to help you gain and demonstrate understanding of key course content in ways that are flexible and personally meaningful. Our class meetings will include group check-ins, and I am available for individual or small group conferences as well. If you are unable to attend class or complete an assignment by the due date, I ask that whenever possible you let me know ahead of time and work with me to determine when you will complete the work (from class or assigned). In this situation there will be no grade penalty for late work. If it is not possible for you to request extra time beforehand, I ask that you maintain communication with me as much as possible so that we can work together to determine a good course of action.

ASSIGNMENTS

All written assignments should be submitted in pdf format, using APA formatting style, 12 pt. font, double spaced with 1-inch margins. Unless otherwise stated by your instructor, all assignments should be uploaded to your Moodle shell in the assigned class.

Assignment	Grade	Due Date
Case Vignette Presentation	20 points	05/26/2022
Paper 1	20 points	06/10/2022
Final Presentation	30 points	06/16/2022
Discussion Forums	15 points	05/19/2022 05/31/2022 06/02/2022
Class Participation	15 points	
Total Points	100 85+ is a Satisfactory grade (S) 75-84 is a Marginal Satisfactory grade (S-) Under 75 Points is an Unsatisfactory grade (U)	

The Class Participation Rubric is based on the GSSWSR's Standards of Professional Behavior (as outlined on pg. 35 of the student handbook:

https://www.brynmawr.edu/sites/default/files/GSSWSR_Catalog_Web.pdf

13-15 Points	Fully prepared, attentive, always follows class guidelines, asks questions & makes comments in large or small group discussions; encourages & respects peers.
8-12 Points	Usually prepared, attentive, generally follows class guidelines, participates in asking questions and making comments regularly in large or small group discussions, encourages and respects peers regularly.
5-8	Preparation for class varies, generally follows class guidelines, and doesn't participate regularly by asking questions or making comments regularly, inconsistency with encouraging and respecting peers.
4 or less	Generally unprepared for class, doesn't participate consistently, or is disruptive or insensitive to others.

Case Vignette Presentation

The vignette presentation will use content from a module to analyze aspects of the case vignette included in the class materials. The case vignette is available on Moodle. Students will work in groups of 3-4 individuals (assigned by the instructor) to address one of the below prompts. Students are expected to conduct an oral presentation of their assigned prompt to the instructor and the class during class 4 (May 26th). Each presentation should be no longer than 15-20 minutes. Students are expected to upload their PowerPoint presentation to be used during their oral presentation on Moodle on or before May 23rd at 11:59pm. The PowerPoint and oral delivery will be graded using the rubric located on Moodle.

All requirements of the assignment must be addressed in a clear manner throughout the presentation. All group members **MUST** contribute to both the written and oral presentations. Presentations for which the area/idea being discussed is not clear will affect your overall grade.

- Your presentation should be formatted to meet APA 7th formatting guidelines
- A reference page, formatted to meet APA 7th edition standards, that includes all citations used throughout your document should be included as well.
- All power point presentations must be uploaded to Moodle **no later than Monday, May 23rd at 11:59pm EDT.**

Case Vignette Presentation Prompts:

1. Identify a definition of trauma in the readings and use that specific definition to identify Jacob and John Kramer's traumatic experiences.
2. Reflect on the difference of defining trauma as an individual-level experience, and as a community or collective experience. Identify examples of individual-level and community-level traumas in the vignette.
3. Using a lifespan perspective, describe the developmental differences in experiencing and process trauma by John and his sister Amelia at the time of the fire at 4250 Elm Street.
4. Analyze John's behaviors while trying to escape the fire using the acute stress response model (flight-or-flight response). Locate the response model within John's brain structures and describe his physiological responses to the fire.
5. Using the EcoBioDevelopmental model, describe factors associated with individual and community's paths to risk and resilience in the response to the fire.
6. Review the definition of Adverse Childhood Experiences (ACEs). Identify and list John and Amelia's potential adverse childhood experiences based on the ACEs definition. Reflect on the short-, mid-, and long-term consequences of these experiences with the challenges and strengths displayed by John and Amelia after the fire as described in the vignette.

Paper #1

Create a 3–5 page reflection paper grounded in your experiences at your field setting. This assignment will be graded using the rubric provided in Moodle. **Paper #1 is due June 10, 2022, at 11:59pm EDT.** In the paper, discuss the following elements:

- How do the mission and goals of your agency reflect an understanding of trauma?
- Describe individual and group level sources of traumatic stress for clients.
- How does the organization seek to acknowledge the impact of trauma on clients and clinicians, and what practices, if any, are put forward to address these impacts?
- In what ways do the practices and procedures within your organization reflect an awareness of diversity, difference, and/or structural inequities that shape clients' experiences?
- What challenges do they experience in addressing these multiple layers of trauma?
- What steps can your organization take in implementing trauma-informed practices?
- Are there policies, either within your agency, or at the local, state or Federal level that are impacting the provision of services in your field setting?

Final Presentation

Working in groups of no more than five student will choose one character from one of the documentary/films below. No group should be presenting on the same video or character. Each group will select the documentary/film and/or character of interest in class and will be facilitated by the professor. Students will present the information using a well-developed PowerPoint in addition to oral presentation. Additionally:

All requirements of the assignment must be addressed in a clear manner throughout the presentation. All group members **MUST** contribute to both the written and oral presentations. Presentations for which the area/idea being discussed is not clear will affect your overall grade.

- Your presentation should be formatted to meet APA 7th formatting guidelines
- A reference page, formatted to meet APA 7th edition standards, that includes all citations used throughout your document should be included as well.
- All PowerPoint presentations must be uploaded to Moodle **no later than Tuesday, June 14th at 11:59pm EDT.**

The documentary/film to be used for this assignment includes: *Paper Tigers* (2015), *The Homestretch* (2014), or *The Hate U Give* (2018). Your PowerPoint and oral presentation should speak to the experiences of one of the characters. Focus the bulk of your presentation on critical analysis and application of the concepts rather than on summarizing the film. How can you understand this person's experiences of trauma within the context of:

- The EcoBioDevelopmental model
- Stress theory
- Intersectionality
- Identity-based oppression
- Organizational trauma
- Cross cultural approaches
- Ecological and sociopolitical context of trauma
- Collective trauma
- Historical trauma

- Best practices
- Individual and /or systemic interventions

Discussion Forums

Discussion Forum # 1 (May 19, 2022)

- Watch the Youtube Video on the EcoBioDevelopmental Model (on Moodle Site). **In 500 words or less** discuss how the EcoBioDevelopmental model could be used to describe factors associated with risk and resiliency within groups/populations with whom you work. **You are also required to respond to at least one of your classmates' posts.**

Discussion Forum # 2 (May 31, 2022)

Choose one of the below prompts to guide your analysis of the Case Vignette for this discussion forum. **In 700 words or less respond to one of the below prompts in relation to the case vignette.** Ensure that you clearly indicate which prompt you are addressing in your post. **You are also required to respond to at least one of your classmate's posts.**

Prompts:

1. Based on the definitions of identity-based oppression, and intersectionality, reflect on the potential traumatic experiences that Mary Nguyen Kramer may have experienced.
2. Distinguish between individual-level and collective-level definitions of trauma and identity. Review the vignette and discuss the limitations of individual-level trauma definitions to describe the cumulative experiences of marginalization among members of the Willowton neighborhood in the city of Philadelphia.
3. Identify collective experiences of trauma and identity-based oppression suffered by members of the Willowton neighborhood at different historical times in the past half-century as described in the vignette. Consider including considerations to differential experiences by the community's diverse groups (for example, experiences lived by the community's African American members as compared to those of South Asian immigrants, etc.).

Discussion Forum # 3 (June 2, 2022)

Watch the video (<https://www.youtube.com/watch?v=UGqWRyBCHhw>) and in **500 words or less** respond to the below questions:

1. How might intergenerational, historical, and insidious trauma interact with one another for Native American individuals and communities?
2. Based on the historical and collective trauma experienced by this racial/ethnic group, how would you as social workers intervene with these individuals/communities?

You are also required to respond to at least one of your classmate's posts.

EPAS Competencies

EPAS Competency	Dimension	Activity
Demonstrate Ethical and Professional Behavior	K, V, S, CAP	Final Presentation
Engage Diversity and Difference in Practice	K, V, S, CAP	Paper # 1
	K, V, S, CAP	Final Presentation
	K, V, S, CAP	Discussion Forum # 2
Advance Human Rights and Social, Economic, and Environmental Justice	K, V, S, CAP	Final Presentation
Engage in Practice Informed Research and Research Informed Practice	K	Case Vignette
	K, V, S, CAP	Paper # 1
	K, V, S, CAP	Final Presentation
Engage in Policy Practice*	K, V, CAP	Paper # 1
Engage with Individuals, Families, Groups, Organizations, and Communities	K, S, CAP	Paper # 1
Assess Individuals, Families, Groups and Communities	K, V, S, CAP	Case Vignette
Intervene with Individuals, Families, Groups, Organizations and Communities	K, S	Discussion Forum # 3
Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	K, V, S	Paper # 1

Note. K=knowledge; V= values; S= skills; CAP=cognitive and affective processes

***Reminder:** Definition of Engagement in Policy Practice:

Attend to the meaning of policy practice in a variety of practice settings. Note that in the advance trauma competencies, Policy Practice is inclusive of the following:

- Engage in the policy proposal process to amend policies across levels and fields of practice that are counter to the principles of trauma-informed practice
- Engage stakeholders in formulation, implementation, and evaluation of trauma-informed policies to advocate for human rights and social, economic, and environmental justice, from the local to the global level
- Advocate for trauma-informed policies to increase access and enhance service delivery, *including self-care and other provisions* for social workers affected by trauma

COURSE OUTLINE

Module 1

B504: Trauma-Informed Social Work: Introduction and Core Concepts

Classes 1-4

Class 1 (05/16/2022): Course Introduction

Topics

- Review of course modules and assignments
- Guidelines for classroom discussion
- Defining trauma and toxic stress
- Planning for self-care

Readings and Multimedia:

- Ginwright, S. (2018). [The future of healing: Shifting from trauma informed care to healing centered engagement.](#)
- Centers for Disease Control (2020). [Coping with stress during a pandemic.](#)
- Bressi, S. & Vaden, E. (2017). [Reconsidering self-care. Clinical Social Work Journal, 45\(1\), 33-38.](#)

Class 2 (05/19/2022): Exploration of Core Concepts and Review of EcoBioDevelopmental Model

Topics

- Review of the EcoBioDevelopmental Model
- Trauma in the context of development across the life course
 - Types of traumatic stress
 - Complex Trauma
 - Impact of traumatic stress on indicators of wellbeing across the lifespan

Required readings and Multimedia:

- Shonkoff, J., Garner, A., and the Committee on Psychosocial Aspects of Child and Family Health (2011). The lifelong effects of early childhood adversity and toxic stress. *Pediatrics*, 129(1). doi: 10.1542/peds.2011-2663 originally published online December 26, 2011.
- National Childhood Traumatic Stress Network (2018). [Effects of complex trauma.](#)
- Travis, R. & Leech, T. (2014). Empowerment-based positive youth development: A new understanding of health development for African American youth. *Journal of Research on Adolescence*, 24(1), 93-116. DOI: 10.1111/jora.12062.

Discussion Forum # 1 Due

Class 3 (05/23/2022): Human Development and Stress Theory

Topics

- Adverse Childhood Experiences (ACEs)
- Differentiation of types of stress: Positive, Tolerable and Toxic Stress
- How unmediated stress impacts early development

Required Readings:

- Center for the Developing Child (2014). Excessive stress disrupts the architecture of the developing brain. National Scientific Council on the Developing Child. Working Paper #3.
- Parris, D., St. John, V., & Dym Bartlett, J. (2020). [Resources to support children's emotional wellbeing amid anti-Black racism, racial violence and trauma](https://www.childtrends.org/publications/resources-to-%20support-childrens-emotional-well-being-amid-anti-black-racism-racial-violence-and-trauma). Retrieved from <https://www.childtrends.org/publications/resources-to-%20support-childrens-emotional-well-being-amid-anti-black-racism-racial-violence-and-trauma>
- Huffington Post (2017). [An American public health crisis: the PAIR of ACES](#).
- Mertzler, M., Merick, M., Klevens, J., Ports, K & Ford, D. (2017). Adverse childhood experiences and life opportunities: Shifting the narrative. *Children and Youth Services Review*, 141-149.

Class 4 (05/26/2022): Trauma and The Stress Response System

[Case vignette presentation due]

Topics

- The Stress Response System: The HPA Axis
- Neurodevelopmental impact of chronic activation of the stress response system
- Allostatic load and epigenetics
- Neurodevelopmental mediation of early adversity and pathways for risk and resilience

Required readings and Multimedia:

- NIMH (2018). [Brain Basics](#).
- Bernard, K., Hostinar, C. & Dozier, M. (2015). Intervention effects on diurnal cortisol rhythms of child protective services referred infants in early childhood preschool follow up. *JAMA Pediatrics*, 169(2), 112-119. doi:10.1001/jamapediatrics.2014.2369
- Egan, M., Combs-Orme, T., & Neely-Barnes, S. (2011). Integrating neuroscience knowledge into social work education: A case-based approach. *Journal of Social Work Education*, 47(2), 269–282.
- Shapiro, J. & Applegate, J. (2018). The neurodevelopmental impact of stress, adversity and trauma: Implications for social work with vulnerable parent-child dyads. In Shapiro, J. & Applegate, J., *Neurobiology and Clinical Social Work*.

Watch: Bruce Perry Slides on Brain Development and Toxic Stress

Seven Slide Series Video: The Human Brain

This is a free, 14 minute online video created and narrated by Bruce D. Perry. Core concepts regarding brain structure and function are introduced providing the basis for developmentally sensitive and trauma-informed

caregiving, education and therapy. Perry, B.D., (The Child Trauma Academy). (2013) 1: The Human Brain [Video webcast].

In Seven Slide Series. Retrieved from <https://www.youtube.com/watch?v=uOsgDkeH52o>

Seven Slide Series Video: Sensitization and Tolerance

This is a free, 10 minute online video created and narrated by Bruce D. Perry. An introduction to the crucial role that patterns of stress response system activation play in pathology and healing is discussed.

Perry, B.D., (The Child Trauma Academy). (2013) 2: Sensitization and Tolerance [Video webcast].

In Seven Slide Series. Retrieved from <https://www.youtube.com/watch?v=qv8dRfgZXV4>

Seven Slide Series Video: Threat Response Patterns

This is a free, 12 minute online video created and narrated by Bruce D. Perry. The variety of adaptive responses that can be used under threat are introduced, with a focus on the hyperarousal and dissociative continuum.

Perry, B.D., (The Child Trauma Academy). (2013) 3: Threat Response Patterns [Video webcast].

In Seven Slide Series. Retrieved from <https://www.youtube.com/watch?v=sr-OXkk3i8E&feature=youtu.be>

Module 2
Intersectionality and Trauma
Class 5 and 6

Class 5 (05/31/2022): Trauma, Intersectionality, and Identity-Based Oppression

- Trauma and intersectionality
- Identity-based oppression
- Trauma and identity-based oppression across systems (juvenile justice, education, and mental health)

Required Readings and Multimedia:

- Kendi, I. X. (2020). [Stop blaming Black people for dying from the Coronavirus](#).
- Alessi, E. & Martin, J. Intersection of trauma and identity.
- Abrams, L. S. (2013). Juvenile justice at a crossroads: Science, evidence, and twenty-first century reform. *Social Service Review*, 87(4), 725-752.
- Opinion Essay: Abrams, L. & Detlaff, A. (2021). [Why social work needs to double down on critical race theory](#). *Medium*.

Discussion Forum # 2 Due

Class 6 (06/02/2022): Practice Implications: Marginalized Communities' Experiences of Community and Historical Trauma

Topics

- Collective trauma in marginalized communities
- Social work practice with traumatized, marginalized communities

Required Readings and multimedia:

- Coates, T. (2015). [The black family in the age of mass incarceration](#). The Atlantic.
- Brave Heart, M. Y. H., Chase, J., Elkins, J., & Altschul, D. B. (2011). Historical trauma among indigenous peoples of the Americas: Concepts, research, and clinical considerations. *Journal of Psychoactive Drugs*, 43(4), 282-290.
- Alessi, E. (2014). A framework for incorporating minority stress theory into treatment with sexual minorities. *Journal of Gay and Lesbian Mental Health*, 18(1), 47-66.
- TED Talk: [Dr. David Williams. How Racism Makes Us Sick](#).

Supplemental Readings:

- South, J., Stansfield, J., Amlôt, R., & Weston, D. (2020). [Sustaining and strengthening community resilience throughout the COVID-19 pandemic and beyond](#). *Perspectives in Public Health*, 140(6), 305-308.
- [Asian Pacific Policy and Planning Council \(2020\). In one month, STOP AAPI HATE Receives almost 1500 incident reports of verbal harassment, shunning and physical assaults](#).

Discussion Forum # 3 Due

Module 3
Collective Trauma, Historical Trauma, and Resilience
Class 7

Class 7 (06/06/2022): Trauma, Resilience, Collective / Historical Trauma, & Social/Political Context of Mass Trauma and Collective Resilience

Topics

- Collective trauma
- Historical trauma
- Social factors that impact trauma recovery
- Political factors that influence trauma recovery

Required Readings:

- Evans-Campbell, T. (2008). Historical Trauma in American Indian/Native American Communities: A Multilevel Framework for Exploring Impacts on Individuals, Families, and Communities. *Journal of Interpersonal Violence*, 23(3), 316-338.
- Goodkind, J. R., Hess, J. M., Gorman, B., & Parker, D. P. (2012). "We're still in a struggle": Diné resilience, survival, historical trauma, and healing. *Qualitative Health Research*, 22(8), 1019-1036. doi: <http://dx.doi.org/10.1177/1049732312450324>
- Hawkins, R. L., & Maurer, K. (2011). 'You fix my community, you have fixed my life': The disruption and rebuilding of ontological security in New Orleans. *Disasters*, 35(11), 143- 159.
- Ungar, M. (2011). Community resilience for youth and families: Facilitative physical and social capital in contexts of adversity. *Children and Youth Services Review*, 33(9), 1742-1748.

Supplemental Readings:

- Grossman, Z. (2021). **The Resilience Doctrine: A Primer on Disaster Collectivism in the Climate and Pandemic Crises** *Counterpunch* <https://www.counterpunch.org/2021/02/01/the-resilience-doctrine-an-introduction-to-disaster-resilience/> [Read the whole 4 part series]
- Norris, F., Stevens, S., Pfefferbaum, B., Wyche, K., & Pfefferbaum, R. (2008). Community Resilience as a Metaphor, Theory, Set of Capacities, and Strategy for Disaster Readiness. *American Journal of Community Psychology*, 41 (1-2), 1-2.
- Hernández, Pilar. (2002). Resilience in Families and Communities: Latin American Contributions from the Psychology of Liberation. *The Family Journal*, 10(3), 334-343.

Module 4
Trauma and Organizations
Class 8

Class 8 (06/09/2022): Organizational Trauma & Implementing Trauma-Informed Principles in Agency Contexts

[Paper 1 is due on June 10, 2022 @ 11:59pm EDT]

Topics

- The impact of trauma on systems
- Signs and symptoms of traumatized systems
- Trauma-informed organizations: Guiding principles
- Assessing organizational health/traumatization
- Implementation of trauma-informed principles

Required Readings:

- Bloom, S. (2014) The sanctuary model: Rebooting the organizational operating system in group care settings. In *The Treatment of Child Abuse*, R. Reece, R. Hanson, & J. Sargent (Eds.), Johns Hopkins University Press: Baltimore, MD.
- SAMHSA (2014). SAMHSA's concept of trauma and guidance for a trauma-informed
- SAMHSA (2014). Trauma-Informed Care in Behavioral Health Services. TIP 57. Pp. 1-58.
- Hanson, R., & Lang, J. (2016). A critical look at trauma-informed care among agencies and systems serving maltreated youth and their families. *Child Maltreatment*, 21(2), 95– 100.
- Muskett, C. (2014) Trauma-informed care in inpatient mental health settings: A review of the literature. *International Journal of Mental Health Nursing*, 23(1), 51-59.

Supplemental Readings:

- Baker, C.N., Brown, S.M., Wilcox, P.D., Overstreet, S., & Perora, A. (2016). Development and psychometric evaluation of the attitudes related to trauma-informed care (ARTIC) Scale. *School Mental Health*, 8, 61. <https://doi.org/10.1007/s12310-015-9161-0>
- Bowen, E. & Murshid, N. (2016). Trauma-informed social policy: A conceptual framework for policy analysis and advocacy. *Perspectives From the Social Sciences*, 106(2), 223-229.

Module 5
Cross-cultural Approaches to Trauma

Class 9

Class 9 (06/13/2022): Cross-Cultural and Ecological Perspectives on Trauma & The Impact of Western Theoretical Models of Social Work Practice

Topics

- Cross-cultural approaches to trauma
- Languages of distress and models of coping
- Western models to understand trauma and their applicability across cross-cultural contexts.
- Medicalization of trauma and its impact across cultural settings endorsing different understandings of suffering and healing.

Required Readings:

- Roberts, A. L., Gilman, S. E., Breslau, J., Breslau, N., & Koenen, K. C. (2011). Race/ethnic differences in exposure to traumatic events, development of post-traumatic stress disorder, and treatment-seeking for post-traumatic stress disorder in the United States. *Psychological Medicine*, 41, 71-83.
- Patel, A. R., & Hall, B. J. (2021). Beyond the DSM-5 diagnoses: A cross-cultural approach to assessing trauma reactions. *Focus*, 19(2), 197-203.
- Hinton, D. E., & Lewis-Fernández, R. (2011). The cross-cultural validity of post-traumatic stress disorder: Implications for DSM-5. *Depression and Anxiety*, 28, 1-19.
- Hoshmand, L. (2007). Cultural-ecological perspectives on the understanding and assessment of trauma. In J. P. Wilson, C. Tang (Eds.). *Cross-cultural assessment of psychological trauma and PTSD* (pp. 31-50). New York: Springer Science + Business Media.

Module 6
Pathways to Trauma Healing

Class 10

**Class 10 (06/16/2022): Pathways to Trauma Healing & Social Work Implications
(Opportunities for Macro and Clinical Practice)**

Topics

- Best practices
- Common factors
- Clinical interventions
- Arts-based pathways to trauma healing
- Integration of course content
- Practical application to agency contexts

Required Readings:

- Courtois, Christine. (2014). It's not you, it's what happened to you. Washington D.C: Telemachus, 74-94.
- Ford, Julian & Courtois, M. (2009). Best practices in psychotherapy for children and adolescents. Treating complex traumatic stress disorders. New York: Guilford, 59-81.
- Van der Kolk. (2014). The body keeps the score. New York: Penguin, 205-231.
- Chavez-Diaz, N. & Lee, N. (2014). [A conceptual mapping of healing centered youth organizing: Building a case for healing justice.](#)

CHART: SUMMARY of 2015 EPAS COMPETENCIES AND DIMENSIONS

Competency	Course Content: lecture, discussion, readings, multi-media, assignments, quizzes, tests, experiential learning	Dimensions: Knowledge (K), Values (V), Skills (S), Cognitive and Affective Processes (C/A)	Location in Syllabus
1. Demonstrate Ethical and Professional Behavior	Planning for self-care in the context of trauma-informed work. Class discussion and readings such as Bressi, S. & Vaden, E. (2017). Reconsidering self-care. <i>Clinical Social Work Journal</i> , 45(1), 33- 38. Accessed at: http://repository.brynmawr.edu/gsswsr_pubs/69 ;	K, V, S, C/A	Module 1
2. Engage Diversity and Difference in Practice	Journal assignment: Based on the definitions of identity-based oppression, and intersectionality, reflect on the potential traumatic experiences represented in the vignette narrative, and identify the definition of trauma used in the “minority stress theory” framework, and identify examples of its applicability in the vignette.	K, S, C/A	Module 2
	Intersectionality and trauma. Readings, assignments and reflective class discussions focused on content relating to Identity-based oppression, and trauma and identity-based oppression across systems (juvenile justice, education, and mental health). Examples of readings include: Kendi, I.X. (2020). Stop blaming black people for dying from the Corona virus. Accessed at: https://www.theatlantic.com/ideas/archive/2020/04/race-and-blame/609946/ , Alessi, E. J. (2014). A framework for incorporating minority stress theory into treatment with sexual minority clients. <i>Journal of Gay & Lesbian Mental Health</i> , 18, 47–66.	K, V, S	Module 2
	Lecture, readings and class discussion focused on cross cultural and ecological perspectives on trauma. Readings, class discussions and films focused on critical analysis of cultural and ecological context of trauma research and interventions. Topics include: Cross-cultural approaches to trauma, and Languages of distress and models of coping. Readings include: Patel, A. R., & Hall, B. J. (2021). Beyond the DSM-5 diagnoses: A cross-cultural approach to assessing trauma reactions. <i>Focus</i> , 19(2), 197-203.	K, V, S, C/A	Module 5
	Readings, lectures, class discussions and journal assignments focused on collective trauma, historical trauma and resilience, Readings include: Evans-Campbell, T. (2008). Historical Trauma in American Indian/Native American Communities: A Multilevel Framework for Exploring Impacts on Individuals, Families, and Communities. <i>Journal of Interpersonal Violence</i> , 23(3), 316-338; Norris, F., Stevens, S., Pfefferbaum, B., Wyche, K., and Pfefferbaum, R., 2008. Community Resilience as a Metaphor, Theory, Set of Capacities, and Strategy for Disaster Readiness. <i>American Journal of Community Psychology</i> , 41 (1-2), 1-2.	K, V, S	Module 3
3. Advance Human Rights and Social, Economic, and Environmental Justice	Short video (5 mins). Dr. Howard Pinderhughes on structural violence and historical trauma: https://youtu.be/Jsh4pf-KS5c ;	K, V, S, C/A	Module 3
	Readings, lecture and discussion on social/political context of mass trauma and collective resilience. Readings include: Hernández, Pilar. (2002). Resilience in Families and Communities: Latin American Contributions from the Psychology of Liberation. <i>The Family Journal</i> , 10(3), 334-343. Norris, F., Stevens, S., Pfefferbaum, B.,	K,V,S	Module 3

	Wyche, K., and Pfefferbaum, R., 2008. Community Resilience as a Metaphor, Theory, Set of Capacities, and Strategy for Disaster Readiness. <i>American Journal of Community Psychology</i> , 41 (1-2), 1-2. Ungar, M. (2011). Community resilience for youth and families: Facilitative physical and social capital in contexts of adversity. <i>Children and Youth Services Review</i> , 33(9), 1742-1748.		
	Readings and discussion on impact of Adverse Childhood Experiences on long-term health and mental health outcome with emphasis on impact of social disparities on health outcomes, including the impact of racism and structural inequity. Readings include: Child Trends (2020). Resources to support children's emotional wellbeing amid anti-Black racism, racial violence and trauma. Accessed at: https://www.childtrends.org/publications/resources-to-support-childrens-emotional-well-being-amid-anti-black-racism-racial-violence-and-trauma Huffington Post (2017). An American public health crisis: the PAIR of ACES. Accessed at: https://www.huffpost.com/entry/addressing-an-american-public-health-crisis-the-pair_b_58aca9f6e4b0acc17645d844 Mertzler, M., Merick, M., Klevens, J., Ports, K & Ford, D. (2017). Adverse childhood experiences and life opportunities: Shifting the narrative. <i>Children and Youth Services Review</i> , 141-149.	K,V,S	Module 1
	Readings, lecture and discussion focused on marginalized communities' experiences of community based and historical trauma. Sample readings: Coates, T. (2015). The black family in the age of mass incarceration. Accessed at: https://www.theatlantic.com/magazine/archive/2015/10/the-black-family-in-the-age-of-massincarceration/403246/	K,V	Module 2
4. Engage in Practice-informed Research and Research-informed Practice	Readings focused on core concepts with emphasis on ecobiodevelopmental model and research on the stress response system. Application of research on trauma to social work practice. Examples: Shonkoff, J., Garner, A., and the Committee on Psychosocial Aspects of Child and Family Health (2011). The lifelong effects of early childhood adversity and toxic stress. <i>Pediatrics</i> , 129(1). DOI: 10.1542/peds.2011-2663 originally published online December 26, 2011; National Childhood Traumatic Stress Network (2018). Effects of complex trauma. Accessed at: http://www.nctsn.org/trauma-types/complex-trauma/effects-of-complex-trauma ; Center for the Developing Child (2014). Excessive stress disrupts the architecture of the developing brain. National Scientific Council on the Developing Child. Working Paper #3.	K, S	Module 1
	Reading and discussion of standardized instruments utilized to assess attitudes relating to trauma-informed care. Example reading: Baker, C.N., Brown, S.M., Wilcox, P.D., Overstreet, S., & Perora, A. (2016) Development and psychometric evaluation of the attitudes related to trauma-informed care (ARTIC) Scale, <i>School Mental Health</i> , 8: 61. https://doi.org/10.1007/s12310-015-9161-0	K,S	Module 4
5 Engage in Policy Practice	Lecture and reflective group discussion on structural inequity within education system and justice system and differences with regard to infusion of trauma-informed approaches. Readings: Aviv, R. (2018, October 1). Georgia's separate and unequal special-education system. <i>The New Yorker</i> . Retrieved from https://www.newyorker.com/magazine/2018/10/01/georgias-separate-andunequal-special-education-system ; Abrams, L. S. (2013). Juvenile justice at a crossroads: Science, evidence, and twenty-first century reform. <i>Social Service Review</i> , 87(4), 725-752.	K,V,S,C/A K,V,S,C/A	Module 2 Module 4

6. Engage with Individuals, Families, Groups, Organizations, and Communities	Final Presentation: Using one character from one of the documentary/videos: Paper Tigers (2015), The Homestretch (2014), or The Hate U Give (2018), develop a presentation that speaks to the experiences of one of the characters. Focus the bulk of your presentation on critical analysis and application of the concepts rather than on summarizing the film. How can you understand this person's experiences of trauma within the context of: • The EcoBioDevelopmental model • Stress theory • Intersectionality • Identity-based oppression • Organizational trauma • Cross cultural approaches • Ecological and sociopolitical context of trauma • Collective trauma • Historical trauma • Best practices • Individual and /or systemic intervention	K,V,S,C/A	Final Presentati on
7. Assess Individuals, Families, Groups, Organizations, and Communities	Lecture, readings and discussion focused on cross cultural approaches to trauma assessment. Example reading: Hoshmand, L. (2007). Cultural-ecological perspectives on the understanding and assessment of trauma. In J. P. Wilson, C. Tang (Eds.). Cross-cultural assessment of psychological trauma and PTSD (pp. 31-50). New York: Springer Science + Business Media.	K,V,S	Module 5
8. Intervene with Individuals, Families, Groups, Organizations, and Communities	Pathways to trauma healing: Readings and discussion focused on best practices, common factors and clinical interventions. Example readings: Ford, Julian & Courtois, M. "Best practices in psychotherapy for children and adolescents." (2009). Treating complex traumatic stress disorders. New York: Guilford, 59-81. Van der Kolk. (2014). The body keeps the score. New York: Penguin, 205-231.	K,V,S	Module 6
	Research informed intervention with trauma exposed children. Readings and discussion of: Bernard,K., Hostinar, C. & Dozier, M. (2015). Intervention effects on diurnal cortisol rhythms of child protective services referred infants in early childhood preschool follow up. JAMA Pediatrics, 169(2), 112-119. doi:10.1001/jamapediatrics.2014.2369	K,S	
	Final Presentation: Using one character from one of the documentary/videos: Paper Tigers (2015), The Homestretch (2014), or The Hate U Give (2018), develop a presentation that speaks to the experiences of one of the characters. Focus the bulk of your presentation on critical analysis and application of the concepts rather than on summarizing the film. How can you understand this person's experiences of trauma within the context of: • The EcoBioDevelopmental model • Stress theory • Intersectionality • Identity-based oppression • Organizational trauma • Cross cultural approaches • Ecological and sociopolitical context of trauma • Collective trauma • Historical trauma • Best practices • Individual and /or systemic intervention	K,V,S,C/A	
9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	The articles assigned for module 3 focused on evaluating capacity of organizations for trauma-informed service delivery. Sample articles include Harris and Fallot (2001) and Muskett (2014)	K,S,V,C/A	Module 3