



State University of New York

College of Community and Public Affairs

Department of Social Work
SW 580A
Fall 2007

Instructor: Dara Raboy-Picciano, LCSW
Course: Trauma and Recovery
Class Times: Mondays: 8:15-11:15
Class Room: DC-122
Office: UDC-327
Phone: 777-9169
Email: piccian@binghamton.edu
Office Hours: By appointment

I. Course Description:

The course will address the many different types of trauma, including traumatic loss, sexual trauma, childhood trauma, war trauma, 9/11 and holocaust survivors, developing an in-depth view and understanding of the impact of trauma on an individual, family and the community as a whole. Treatment modalities will be explored as the class learns about the most current methods in individual, family and group work, gaining an understanding about resiliency and recovery. The impact of organizational, community, and cultural factors on the experiences and interventions of those who experience trauma will also be addressed. The class will have an opportunity to explore new best practices through lecture/discussion, video, guest speaker and experiential exercises and role play practice opportunities in class.

II. Course Objectives

The course objective is for students to gain a better understanding of trauma and the complexity of the impact of trauma on individuals, families and community so that as social workers the student can better help clients in the community as a whole. In meeting this objective the student will be able to:

- 1) Develop an understanding of the historical framework from which to work with to better understand trauma based theory.
- 2) Develop an understanding of the overwhelming experience of trauma on the whole person.

- 3) Utilize theory and techniques from different models as outline for treatment.
- 4) Gain understanding around resiliency models
- 5) Apply what is learned in classroom in creative ways with clients.
- 6) Develop an in-depth understanding of assessment and treatment etc of trauma survivors.
- 7) become aware of other models/treatment methods throughout the country that are available to trauma survivors and/or perpetrators
- 8) Apply a critical lens to research
- 9) Articulate the impact of culture, values, oppression, ethics, social and agency policies as they constrain and/or enhance social work practice with trauma victims/survivors.
- 10) Develop program ideas for survivors that are creative and utilize current best practices

III. TEACHING STRATEGIES

In an attempt to appeal to all styles of learning and to keep the content varied and interesting the following methods will be utilized in teaching this class: reading, lecture, class discussion, experiential exercises, role plays, videotapes, and written assignments. These methods will be used to achieve the following goals:

- 1.) Readings - to gain an understanding of the roots of various models trauma and recovery, their theories and application.
- 2.) Lecture material - to develop and apply the most salient concepts trauma theory.
- 3.) Class discussions - to articulate, expand and challenge ideas.
- 4.) Experiential exercises - to develop creativity in working with trauma survivors; increase awareness of possibilities and limitations of ones own values and style.
- 5.) Role plays - to provide opportunities in techniques in working with trauma.
- 6.) Videotapes – to gain further knowledge in trauma and the application of trauma based theory.
- 7.) Written assignments - to develop and illustrate the ability to apply theory and skills to specific client populations.
- 8.) Group assignments - to develop knowledge about individual, family or group models of treatment of trauma and to develop a community based knowledge of available treatment possibilities.

IV. Required Text

Trauma and Recovery, Judith Herman, MD
 Traumatic Stress, Bess A van der Kolk, Alexander C McFarlane,
 and Lars Weissaeth, Editors
 The PTSD Workbook, Marybeth Williams, Soil Poijula
 Their will also be some articles assigned with particle classes.

V. Grading Policy

Grades for this course will be based on the school's grading system as described below. The grade will be determined by the extent to which course objectives are met as demonstrated by class participation and completion of required assignments.

A	94 – 100	C+	77 – 79
A-	90 – 93	C	74 – 76
B+	87 – 89	C-	70 – 73
B	84 – 86	F	0 – 69
B-	80 – 8		

VI. CLASSROOM ENVIRONMENT

The Faculty and Staff in the College of Community and Public Affairs are committed to serving all enrolled students. The intention is to create an intellectually stimulating, safe, and respectful class atmosphere. In return it is expected that each of you will honor and respect the opinions and feelings of others.

VII. ACCOMMODATIONS

If you are a student with a disability and wish to request accommodations, please notify the instructor by the second week of class. You are also encouraged to contact the Office of Services for Students with Disabilities (SSD) at 777-2686. Their office is in LH-B51. The SSD office makes formal recommendations regarding necessary and appropriate accommodations based on specifically diagnosed disabilities. Information regarding disabilities is treated in a confidential manner.

VIII. ACADEMIC HONESTY

“All members of the university community have the responsibility to maintain and foster a condition and an atmosphere of academic integrity. Specifically, this requires that all classroom, laboratory, and written work for which a person claims credit are in fact that person's own work.” The annual university Student Handbook publication has detailed information on academic integrity.

Binghamton University has obtained a license with Turnitin.com to facilitate faculty review for potential plagiarism of papers and projects in their courses, which they are encouraged to do.

“Students assume responsibility of the content and integrity of the academic work they submit. Students are in violation of academic honesty if they incorporate into their written or oral reports any unacknowledged published or unpublished or oral material from the work of another (plagiarism); or if they use, request, or give unauthorized assistance in any academic work (cheating).” (CCPA Academic Honesty Policies)

Neither plagiarism nor cheating will be tolerated in this class. Incidents of either will result in a failing grade for the assignment in question, which will most likely have a negative effect on the final grade. If you have any questions about what constitutes plagiarism or cheating, PLEASE ASK ME!

<http://ccpa.binghamton.edu/students/currentstudents/academichonesty.htm>

IX. ASSIGNMENTS

1) Participation: 20% of grade. Participation and attendance is a requirement of class. Participation is expected to be thoughtful, engaged and respectful. Students missing more than nine hours of class will not receive credit for the course.

2) First Paper: 25% 5-7 pages Individual Case Study: Present a case that involves a client that has experienced some sort of trauma and has presented significant difficulty as a result of that trauma. Address the impact of the trauma, coping mechanism, traumatic reactions etc. In your paper discuss assessment and intervention. Also discuss the role of agency, community and societal response to the client as well as the impact of culture, socio-economic background, religious background, family systems etc.

3) Group Project: 30% of grade, an hour in length. In groups of 4-5 groups will present on a traumatic issue. This could include but is not limited to incest, war trauma, holocaust survivors, 9/11, sexual assault, perpetrator programs. etc. The group will explore the issue in depth and discuss treatment modalities for individuals, families, groups. The group will also examine what treatment is available in our community as well as throughout the nation.

4) Second Paper: Group work or Community Action Paper. 25% of grade. 5-7 pages. This paper will focus on an effective group therapy with trauma survivors or community action projects that have evolved out of some sort of traumatic experience. Exploring specific use of group with specific types of trauma, i.e. child survivors of incest, war veterans etc. Community action projects need to explore what inspired the project, how the project developed from inception to completion.

All papers should utilize APA style and should include a minimum of 4-6 references from readings or journals.

X. Schedule of Classes

Class 1: August 27th: Introduction to class, Review syllabus,

History of Trauma, What is Trauma?

Readings: Trauma and Recovery: Chapter 1, pg 7-33
Traumatic Stress: Section 1 Background Issues and History, Chapter 1-3, pgs 3-77.

Class 2: Sept 10th: Traumatic Stress, What is it/ What does it look like?

Readings: Trauma and Recovery: Chapter 2-4, pgs 33-96
Traumatic Stress: Chapter 4 and 5 pgs 77-117

An exercise will be chosen for class from the PTSD Workbook.

Class 3: Sept 17th: Resiliency and Healing: Film: Strong at the Broken Places

Readings: Trauma and Recovery: Chapter 7 pages 133-155.
Traumatic Stress: Chapter 8, pgs 155-182

An exercise will be chosen from the PTSD workbook.

Class 4: Sept 24th: Domestic Violence and Trauma: Guest Presenter Heather Campbell, Education Director, Advocacy Center, Domestic Violence and Sexual Abuse Center, Ithaca

Class 5: October 1st: Sexual Violence: Adults/adolescent/children

Readings: Traumatic Stress: Chapter 14, pgs 331-359
Trauma and Recovery: Chapter 5, pgs 96-115

An exercise from the PTSD workbook to be chosen for class.

Class 6: October 8th: Cultural Issues and Assault. Film: "NO"
First Paper Due

Readings: Traumatic Stress: Chapter 17, pgs 398-417.

An exercise from the PTSD workbook to be chosen for class.

Class 7: October 15th: Perpetrators: David Lisak's film "The Undetected Rapist".

Readings: David Lisak's article "The Rape Fact Sheet", "Domestic Assault Offenders Share Thoughts About Attack", 2007 Times Argus VT, The Criminal Sexual Sadist, Robert Hazelwood, MS, FBI, Park Elliot Dietz, MD, Forensic Psychiatrist.

An exercise from the PTSD workbook to be chosen for class.

Class 8: October 22nd: The Brain and Trauma

Readings: Traumatic Stress: Chapters 9-13 pgs 182-331.

An exercise from the PTSD workbook to be chosen for class.

Class 9: October 29th: Diagnosis and Treatment

Readings: Traumatic Stress: Chapters 18-25, pgs 417-559
Trauma and Recovery: Chapters 8-11, pgs 155-237

An exercise from the PTSD workbook to be chosen for class.

Class 10: November 5th: Class Presentations

Treatment Lecture and Discussion continued

Class 11: November 12th: Class Presentations.

Treatment Lecture and Discussion continued

Class 12: November 26th: War trauma, genocide, 9/11

Readings: Journal of Child and Adolescent Group Therapy, "Commentary on 'An Experiment in Group Upbringing' by Anna Freud and Sophie Dann" ; National Center For PTSD, "Research On Trauma and PTSD in the Aftermath of 9/11", Heidi Resnick, Volume 15 Number 1 Winter 2004, PTSD Research Quarterly Website:<http://www.ncptsd.va.gov/ncmain/provider/>

An exercise from the PTSD workbook to be chosen for class.

Class 13: December 3rd: Societal response to trauma victims, Summary of class. Last paper due.