

**University of Washington ~ School of Social Work  
Social Work 536V: Trauma and Interpersonal Violence  
Spring 2005**

**Tuesday 6:00-8:50 PM, The Commons**  
**Office Hours: By appointment**  
**Location: TBD**

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### **Course Overview**

This is a clinical theory course on the treatment of interpersonal violence. The course employs trauma theory, psychodynamic concepts and cognitive behavioral theory to understand the treatment of victims and offenders of interpersonal violence. The use of social control interventions as an adjunctive therapy is reviewed. Topics include: the nature of interpersonal violence and psychological trauma, abuse-specific psychotherapy, the multidisciplinary approach to intervention, cognitive behavioral interventions with victims and offenders, the effects of interpersonal violence, and counter-transference reactions. Teaching format includes: lecture and discussion, case presentations and presentations by community experts.

There are two major themes that run through the quarter: (1) The study and treatment of trauma. (2) The study and treatment of various forms of interpersonal violence.

By the end of the course you should be able to:

1. Describe the assumptions and characteristics of abuse-specific psychotherapy;
2. Describe the nature of psychological trauma and models for understanding coping of trauma;
3. Describe the nature, characteristics, and components of adult violent behavior;
4. Describe the assumptions and treatment approach of cognitive behavioral interventions for trauma impacts (effects) and adult violent behavior;
5. Discern/describe the differences between historical trauma, collective trauma, and intergenerational trauma;
6. Define restorative justice as it applies to victims of violence;
7. Describe the risks and nature of secondary victimization and ways to prevent them from occurring; and
8. Describe the nature of counter transference reactions in adult interpersonal violence treatment.

This course takes place over the last quarter of most students' time at the School of Social Work. Past experience suggests that this can be a difficult transition for many students into the role of professional and professional learner. It is anticipated that this course will operate in a fashion similar to that of a professional continuing education experience. You are expected to be present for not less than eight sessions and the Mini-conference on May 24. Students are expected to be proactive participants in their own learning.

Cautionary Note: Some content of this course can be difficult, even painful, to absorb. Material presented by experts in the field, the readings, and other means may include accounts of outwardly callous acts of violence committed against vulnerable people. Please be aware that exposure to such accounts has the potential to trigger past traumas and/or contribute to the cumulative effect of previous exposure, resulting in secondary trauma. Pay close attention to your reactions, and be prepared to seek information and support from the instructor in order to process the potential emotional impact associated with effects of exposure to the material.

Reading: Most material is available on ereserves. A reader will be available at Professional Copy & Print. Some required and recommended materials are on reserve in the Social Work library.

**Instruction regarding readings: By each Sunday evening prior to class, three students will submit ONE potential reading discussion question each to the class, via the course email distribution list. (I will circulate a sign up sheet and provide weekly reminders.) Each week at the beginning of class, you will decide together which questions to explore in class.**

**Assignments:** There are two primary and two secondary assignments over the quarter:

1. Exploratory reflection paper on relevance of the study of IPV to your evolution as a social work practitioner and person. **(DUE APRIL 5 IN CLASS)**

2. Mini-paper & presentation. The class session on **APRIL 26 will be a seminar** “Meeting of the Minds: Emerging Issues in Understanding and Treating Trauma”. You will work in small groups to review the major ideas of a significant figure in the study of psychic trauma. Each group will make a presentation of no more than twenty minutes that summarizes the major findings, ideas, or perspectives of the major figure. Presentations must include either overheads or a Power Point presentation of the major ideas, findings, or perspectives of the figure. Groups will form by interest and the size of the relevant literature. A maximum of seven groups, of 4-5 people each, will be formed. Each group will review the published work of one of the following:

Mary Koss	Maria Yellow Horse Brave Heart	Sandor Ferenczi
Bessel van der Kolk	Leonard Shengold	Alice Miller
Lanore Terr	Jody Messler Davis & Mary Gail Frawley	Edna Foa
Derek Jehu	Mardi Horowitz	Henry Krystal
David Spiegel	Frank Putman	Bonnie Green
Dean Kilpatrick	Lisa McCann & Laurie Anne Pearlman	

Students will turn in a 3-5 page paper consisting of a brief critical analysis of the findings, ideas or perspectives of the figure presented by their group, with particular emphasis on how each perspective reflects the values, principles and practices of the social work profession.

3. Students will conduct independent online research on the topics of (a) historical trauma, (b) collective trauma, and (c) intergenerational trauma, and turn in a short paper (up to 3 pages) describing their understanding of each term, as well as how each could be addressed by restorative justice practices. **(DUE MAY 17 IN CLASS)**

4. The final assignment for the quarter is a poster presentation to be delivered at a mini-conference on **MAY 24th**. Posters may be on any aspect of intervention or treatment in interpersonal violence/trauma. Topics should be specific and focused. Posters will be presented in professional poster format (see below). A one-page abstract describing the topic must be prepared and turned in no later than MAY 10. Abstracts must include a one-page submission indicating name, e-mail address, phone number and topic of the poster.

Poster presentations: Must be written and attached to poster board (a sample poster will be available for viewing earlier in the quarter). Posters are intended to communicate information in four to six pages, including graphics. Posters may include lists of factors (e.g. the elements of PTSD or indicators of risk for violence in domestic violence) or guidelines (e.g. how to deescalate an angry client). Posters should be accompanied by a bibliography. Two copies of the paper and bibliography should be turned in at the time of the mini-conference; please also provide 10 extra copies of each for interested colleagues.

## **COURSE SCHEDULE**

### **SESSION 1 (3/29/05): Introductions, Expectations, Introduction to Trauma**

- 1.1 Describe the prevalence and nature of trauma
- 1.2 Identify the variables which define trauma
- 1.3 Identify the impact of trauma on the traumatized individual
- 1.4 Identify the impact of trauma on the observer
- 1.5 Identify personal learning goals for this quarter

**SESSION 2 (4/5/05): Trauma-specific Psychotherapy – Guest Speaker, Jon Conte, Ph.D.**

***Trauma, Violence & Social Work Practice Reflection Paper due in class***

- 2.1 Describe the core tasks of healing from trauma
- 2.2 Discuss the nature, assumptions and components of abuse-specific psychotherapy
- 2.3 Describe ways to rebuild assumptions
- 2.4 Describe the components of interpersonal violence treatment.

***READINGS for Session 2:***

***Required:*** Briere, J. (2002). Treating adult survivors of severe childhood abuse and neglect: Further development of an integrated model. In J.E.B. Myers, L. Berliner, J. Briere, C.T. Hendrix, T. Reid, & C. Jenny (Eds.), The APSAC handbook on child maltreatment, 2<sup>nd</sup> Edition. Newbury Park, CA: Sage Publications.

Van der Kolk, B.A. (2003). Posttraumatic stress disorder and the nature of trauma. In M.F. Solomon, & D.J. Siegel (Eds.), Healing trauma (168-195). New York, NY: W. W. Norton & Company.

***Highly Recommended:***

Herman, J. (1992, 1997), Trauma and recovery: The aftermath of violence—from domestic abuse to political terror. New York, NY: Basic Books. (Chapters 1-4) **(ON RESERVE)**

**SESSION 3 (4/12/05): Treatment of Victims of Domestic Violence – Guest Speaker, Maria Lee, M.S.W., Broadview Family Shelter, Fremont Public Association**

- 6.1 Describe the dynamics of domestic violence
- 6.2 Describe the cycle of violence
- 6.3 Identify risk factors for increased violence, particularly substance abuse
- 6.4 Describe the philosophy, goals, and techniques of intervention with battered women
- 6.5 Describe ways of breaking free from violent relationships.

***READINGS for Session 3 (SELECT FOUR [4] FROM THE SIX [6] ARTICLES BELOW):***

***Required:*** Burgess, A.W., & Roberts, A. (2002). Violence within families through the lifespan. In L.A. Rapp-Paglicci, A.R. Roberts, & J.S. Wodarski (Eds.), Handbook of Violence, (3-33). New York, NY: John Wiley & Sons.

Ferrer, D. (2002). Domestic violence in Latino cultures. In L.A. Rapp-Paglicci, A.R. Roberts, & J.S. Wodarski (Eds.), Handbook of Violence, (106-126). New York, NY: John Wiley & Sons.

National Coalition of Anti-Violence Programs (2004). Lesbian, gay, bisexual and transgender domestic violence: 2003 supplement. New York: NY.

See, L.A., Oliver, W., & Williams, O. (2002). Domestic violence in African American families. In L.A. Rapp-Paglicci, A.R. Roberts, & J.S. Wodarski (Eds.), Handbook of Violence, (67-105). New York, NY: John Wiley & Sons.

***TIP 25: Substance Abuse Treatment and Domestic Violence*** in: SAMHSA/CSAT Treatment Improvement Protocols. Chapters 1-6. View online at <http://www.ncbi.nlm.nih.gov/books/bv.fcgi?rid=hstat5.chapter.46712>

Wick, C. (2004). FAQ on domestic violence. National Center on Domestic and Sexual Violence. Austin TX. View online at [http://www.ncdsv.org/images/DV\\_FAQs.pdf](http://www.ncdsv.org/images/DV_FAQs.pdf).

**SESSION 4 (4/19/05): Child Sexual Abuse, Effects of Trauma in Adulthood, Trauma Treatment Guidelines, Crisis Intervention, An Alternative Approach**

- 3.1 Describe the effects of trauma on the human being
- 3.2 Describe the impact of trauma on core assumptions (cognitive scheme)
- 3.3 Describe steps or stages for crisis intervention
- 3.3 Identify theoretical underpinnings of alternative approach presented.

**READINGS for Session 4:**

**Required:** Berliner, L., & Elliott, D.M. (1996). Sexual abuse of children. In J. Briere, L. Berliner, J.A. Bulkley, C. Jenny, & T. Reid (Eds.), The APSAC handbook on child maltreatment (51-71). Newbury Park, CA: Sage Publications.

Hillman, J.L. (2002). A stepwise plan for intervention. Crisis intervention and trauma: New approaches to evidence-based practice (33-59). New York, NY: Kluwer Academic/Plenum Publishers.

Shaw, L. (pending). Controversial healing tools for survivors and perpetrators of sexual abuse. (ON RESERVE)

**Recommended (ALL ON RESERVE):**

Neborsky, R.J. (2003). A clinical model for the comprehensive treatment of trauma using an affect experiencing-attachment theory approach. In M.F. Solomon, & D.J. Siegel (Eds.), Healing trauma (282-321). New York, NY: W. W. Norton & Company:

Shapiro, F., & Maxfield, L. (2003). EMDR and information processing in psychotherapy treatment: Personal development and global implications. In M.F. Solomon, & D.J. Siegel (Eds.), Healing trauma (196-220). New York, NY: W. W. Norton & Company:

**SESSION 5 (4/26/05): Emerging Issues in Understanding and Treating Trauma**  
**Small Group Presentations in class**

**READINGS for Session 5: N/A**

**SESSION 6 (5/03/05): Treatment of Sexual Offenders – Guest Speaker: TBA**

- 7.1 Describe the nature of sexual aggression
- 7.2 Discuss the assessment of sexual aggression
- 7.3 Describe the components of treatment of sexual aggression.

**READINGS for Session 6:**

**Required:** Murphy, W.D., & Smith, T.A. (1996). Sex offenders against children: Empirical and clinical issues. In J. Briere, L. Berliner, J.A. Bulkley, C. Jenny, & T. Reid (Eds.), The APSAC handbook on child maltreatment (175-191). Newbury Park, CA: Sage Publications.

Quinsey, V.L., & Lalumiere, M.L. (1996). Characteristics of sexual offenders against children. In Assessment of sexual offenders against children: The APSAC study guides I (7-31). Thousand Oaks, CA: Sage Publications.

**SESSION 7 (5/10/05): Counter-Transference and Vicarious Traumatization in Trauma Therapy**

**One page abstract describing poster topic due in class**

- 9.1 Define counter-transference and empathic strain
- 9.2 Identify the impacts of trauma therapy on the therapist
- 9.3 Develop a plan to prevent counter-transference and empathic strain in your own life.

**READINGS for Session 7:**

**Required:** Moran, C.C. (2002). Humor as a moderator of compassion fatigue. In C.R. Figley (Ed.), Treating compassion fatigue (139-154). New York, NY: Brunner-Routledge.

Wilson, J.P., & Lindy, J.D. (1994). Empathetic strain and countertransference. In J.P. Wilson & J.D. Lindy (Eds.), Countertransference in the treatment of PTSD (5-29). New York, NY: The Guilford Press.

Wilson, J.P., Lindy, J.D., & Raphael, B. (1994). Empathic strain and therapist defense: Type I and II CTRs. In J.P. Wilson & J.D. Lindy (Eds.), Countertransference in the treatment of PTSD (31-61). New York, NY: The Guilford Press.

**Recommended (ON RESERVE):**

Lindy, J.D., & Wilson, J.P. Empathetic strain and countertransference roles: Case illustrations. In J.P. Wilson & J.D. Lindy (Eds.), Countertransference in the treatment of PTSD (62-82). New York, NY: The Guilford Press.

**SESSION 8 (5/17/05): Special Populations: Trauma Work with Children and The Elderly: Historical Trauma; Culture, Racism, Restorative Justice**

**Brief description of Historical Trauma, Collective Trauma, Intergenerational Trauma, and Restorative Justice due in class.**

- 4.1 Describe specific challenges and adaptations necessary in working with children
- 4.2 Define and discern the differences between historical trauma, collective trauma, and intergenerational trauma
- 4.3 Define restorative justice as it applies to victims of violence
- 4.4 Identify trauma effects unique to global racism.

**READINGS for Session 8:**

**Required:** Review Briere from Session 2.

Barnett, O.W., Miller-Perrin, C.L., & Perrin, R.D. (1997). Elder abuse. In Family violence across the lifespan: An introduction (251-272). Thousand Oaks, CA: Sage Publications.

Brave Heart, M.Y.H. (2003). The historical trauma response among natives and its relationship with substance abuse: A Lakota illustration. Journal of Psychoactive Drugs; Jan-Mar 2003; 35, 1, ProQuest Psychology Journals. **ALSO AVAILABLE ONLINE AT** [http://usd.edu/dmhi/gr/historical\\_trauma.pdf](http://usd.edu/dmhi/gr/historical_trauma.pdf)

De Young, M. (1998). Collective trauma: Insights from a research errand. The American Academy of Experts in Traumatic Stress, Inc. **ALSO AVAILABLE ONLINE AT** <http://www.aaets.org/arts/art55.htm>

**Recommended (ON RESERVE):**

Brave Heart, M.Y.H., & DeBruyn, L.M. (1995). The American holocaust: Historical unresolved grief among native American Indians. National Center for American Indian and Alaska Native Mental Health Research Journal, 8(2), 56-78.

**SESSION 9 (5/24/05): Mini Conference and Potluck NO READINGS**

**SESSION 10 (5/31/05): Cognitive Processing Therapy for Trauma:**

**Guest Speaker – Janet Brodsky, Seattle Trauma Associates**

- 8.1 Describe information-processing theory
- 8.2 Discuss assessment of rape trauma
- 8.3 Describe the steps in cognitive processing therapy for rape trauma.

**READINGS for Session 10:**

**Required:** Kubany, E.S. (1998). Cognitive therapy for trauma-related guilt. In V.M. Follette, J.I. Ruzek, & F.R. Abueg (Eds.), Cognitive-behavioral therapies for trauma (124-161). New York, NY: The Guilford Press.

Meadows, E.A., & Foa, E. (1998). Intrusion, arousal, and avoidance: Sexual trauma survivors. In V.M. Follette, J.I. Ruzek, & F.R. Abueg (Eds.), Cognitive-behavioral therapies for trauma (100-123). New York, NY: The Guilford Press.

### **Academic Accommodations**

To request academic accommodations due to a disability, please contact Disabled Student Services, 448 Schmitz, (206) 543-8924 (V/TTY). If you have a letter from Disabled Student Services indicating you have a disability that requires academic accommodations, please present the letter to me so we can discuss the accommodations you might need for this class.

### **Student/Faculty Responsibilities**

#### Course Expectations for the Student:

1. Students are expected to attend all class sessions, regularly and on time. Because this course focuses on essential content, class attendance is required. Students are expected to notify the instructor (in advance, whenever possible) regarding unavoidable absences and make appropriate arrangements to cover the missed course material.
2. Students are expected to complete all assigned reading prior to the class for which it has been assigned and are expected to be able to integrate that reading into class discussions and activities.
3. Students are expected to make use of academic libraries and resources for assignments.
4. Students are expected to offer the instructor clear, constructive feedback regarding course content and teaching methods. Students are also expected to complete confidential evaluations of the course using the University's standardized forms.

See also the MSW Student Handbook for additional School policies and procedures.

#### Course Expectations for the Instructor:

1. The instructor will use a variety of instructional methods, and provide a clear structure for the course and each class session through the use of handouts, clarification of objectives, guiding discussion, and providing appropriate linkages between topics.
2. Student assignments will include clear expectations and, where possible, opportunities for student selection of alternatives.
3. The instructor will be available as a resource person on issues related to class assignments or content during office hours, by phone, e-mail, or by appointment.
4. The instructor will work to facilitate an atmosphere in the classroom that is conducive to learning, is non-threatening, and is respectful of a variety of learning styles.
5. When students are asked to work together in groups the instructor will be available for consultation and to assist groups in completing their tasks.
7. The instructor will provide feedback to students that identifies strengths and areas for improvement in a constructive manner.

#### Further Comments Regarding Class Dialogue/Discussion/Participation:

The development of a supportive learning environment reflecting the expressed values of the social work profession is fundamental to this course. Listening with an open mind and striving to understand others' views, and articulating your own point of view using direct communication will help foster the creation of this environment. Being conscious of not monopolizing discussion and/or interrupting will help create this environment as well.

The following guidelines can add to the richness of discussion and the development of professional values based on the organizing principles of our profession. [Partially adapted from Lynn Weber Cannon (1990). ***Fostering positive race, class and gender dynamics in the classroom.*** Women Studies Quarterly, 1 & 2, 126-134.]

- We assume that persons are always doing the best that they can, including the persons in this classroom.
- We acknowledge that systematic oppression exists based on privileged positions and specific to race, gender, class, religion, sexual orientation, and other social variables.
- We try to understand that to arrive at an understanding of systems of oppression, a crucial element to consider is the misinformation that persons and groups have been taught and internalized about themselves and others. While you cannot be blamed for being subject to misinformation, you are responsible for coming to a critical understanding of information processed and for not repeating misinformation.
- Assigning blame to persons in socially marginal positions is counter-productive to our practice. We can learn much about the dominant culture by looking at how it constructs the lives of those on its social margins.
- While we may question or take issue with another class member's ideology, we will not demean, devalue, or attempt to humiliate another person based on her/his experiences, value system, or construction of meaning.
- We have a professional obligation to actively challenge myths and stereotypes about our own groups and other groups so we can break down the walls that prohibit group cooperation and growth.

We are a learning community. Part of functioning as a learning community is to engage in dialogue in a way that supports learning for all of us. Here are some guidelines that I try to use in my learning process:

- Assume that I might miss things others see and see things others miss.
- Raise my views in such a way that I encourage others to raise theirs.
- Inquire into others' views while inviting them to inquire into mine.
- Extend the same listening to others I would wish them to extend to me.
- Surface my feelings in such a way that I make it easier for others to surface theirs.
- Regard my views as a perspective onto the world, not the world itself.
- Notice when I am attributing self-serving motives to others. It may justify then not listening.
- Beware of either-or thinking.
- Test my assumptions about how and why people say or do things.

## Evaluation Methods

Points for each graded component of the course are noted at the left.

- 10% Course participation: Your on-time attendance is essential for your learning and the smooth operation of the course. Participatory exercises in and out of class will be part of this evaluation. If an emergency should arise, please inform the instructor prior to class so arrangements can be made to accommodate your absence in class exercises. Having one unexcused absence will lower your grade by 5%. With two unexcused absences, you will lose all credit for participation. If you have more than two unexcused absences, the instructor will discuss withdrawal from the course.
- 10% Discussions and Presentation of Readings: Instructions will be given in class concerning discussions and presentations of readings.
- 10% Exploratory Reflections on Trauma Work. In a 3-5 page paper, students will explore and reflect upon the following questions: *Why is the study of interpersonal violence and trauma relevant to YOUR practice as a social worker? What do you most need to learn about trauma, both as a person and as an evolving professional? Discuss, in particular, any fears or reservations you might have about this area of study. What biases, if any, might you have regarding people who have experienced trauma? What biases or stereotypes have you encountered in other people regarding those who have experienced trauma?* **DUE APRIL 5 IN CLASS**
- 25% Group Seminar. (Described on page two) **APRIL 26**
- 10% Brief paper on historical trauma, collective trauma, intergenerational trauma, and restorative justice practices. **DUE MAY 17 IN CLASS**
- 35% Mini-conference: poster presentation. **Abstract MAY 10; Poster presentation MAY 24**

***Late Assignments and Incompletes. Assignments are due on the date noted. In fairness to students who turn work in on time, late assignments will receive a minimum 5% deduction. You must make PRIOR arrangements with the instructor to turn in an assignment late with minimal penalty. Assignments turned in late without prior authorization will be accepted with an additional 2% deduction for each day late. Assignments more than 1 week late will not receive credit unless PRIOR arrangements have been made with the instructor. Please make ADVANCE arrangements with the instructor for any due dates that you may miss.***

## Required Course Texts:

### **Required:**

Assigned readings: Will be available on course website, in a reader, on the internet, and/or on reserve in the social work library.

### **Recommended (On Reserve):**

Brier, J.N. (1992). Child abuse trauma: Theory and treatment of the lasting effects. New York, NY: Sage Publications.

Hillman, Jennifer L. (2002). Crisis intervention and trauma: New approaches to evidence-based practice. New York, NY: Kluwer Academic/Plenum Publishers.

Herman, Judith (1992). Trauma and recovery. New York, NY: Basic Books.

Rapp-Paglicci, J.A., Roberts, A.R., & Wodarski, J.S. (Eds.). (2002). Handbook of violence. New York, NY: John Wiley & Sons, Inc.

Solomon, M.F., & Siegel, D.J. (Eds.). (2003). Healing trauma: Attachment, mind, body and brain. New York, NY: W.W. Norton & Company, Inc.

**THESE AND OTHER RECOMMENDED READINGS WILL BE AVAILABLE ON RESERVE IN THE SSW LIBRARY.**