



THE UNIVERSITY OF BRITISH COLUMBIA

School of Social Work
Course Outline – SOWK 440K

School Vision: Building upon a foundation of social justice and an ethic of care, we are a community of learners actively engaged in the development of critical, transformative knowledge for social work practice.

Year/Term	Fall 2016
Course Title	SOWK 440K – Trauma-Informed Social Work Practice (3 credits)
Course Schedule	Mondays, 9:00 am – 12:00 pm (Term 1)
Course Location	Room 223, Jack Bell Building

Instructor	Office Location	Office Phone	E-mail address
Mok Escueta	Room 335	604.822.3520 (UBC Office) 604.652.4189 (Home Office)	Mok.Escueta@ubc.ca
Office Hours	Mondays, 12:00 to 1:00 pm, or by appointment		

COURSE DESCRIPTION:

This course builds on SOWK 310, Communication Skills in Social Work Practice, and focuses on advanced communication skills used in social work interviews in the context of trauma-informed practice. The communication skills developed in SOWK 310 will be developed further within a framework of trauma and attachment research. The relevance of recent research in these fields for the use and development of intervention skills will be examined and practiced. Through assigned readings, lecture, class discussion, role-play, video and other exercises, students will explore a variety of interventions and practice them. Experiential learning and reflective practice will be used to assist students to make conscious use of a range of trauma-informed advanced interviewing and communication skills. The salience of social demographics (e.g. race, culture, class, gender, ability) and strength based social work practice will inform the discussion of interviewing and communication skills within the frameworks of trauma and attachment.

LEARNING OBJECTIVES:

Students will be able to:

- Define key concepts from trauma and attachment research and describe their applicability to social work communication skills.
- Demonstrate trauma-informed advanced interviewing skills.
- Describe skills specific to communicating with people who have experienced trauma and/or attachment disruption.
- Describe communication skills that integrate trauma and attachment research within a strengths-based, anti-oppressive social work practice.

COURSE OBJECTIVES:

Building on SOWK 310 this course will offer students the opportunity to:

- Advance the reflective approach to communication skills
- Learn and understand the implications of trauma and attachment research for communication skills in a professional social work relationship
- Advance the ability to use skills in a purposeful and effective manner, appropriate for the individual/family/group/community and social context
- Integrate the learning about self and the use of self with theory and communication skills
- Develop self-awareness that will facilitate effective use of communication skills in social work practice with people who are traumatized and/or attachment disrupted
- Examine communication skills within the context of the Social Work Code of Ethics
- Consult with the instructor if, due to the nature of the course material and course objectives, reactions are experienced that interfere with class participation and learning. The purpose of such consultation would be to develop a plan whereby class participation and learning can be maximized.

COURSE ASSIGNMENTS AND EVALUATION:

1. Self-Care/Community of Caring Plan 10%
Due Date: October 3, 2016

Students will prepare a written summary and creative representation of their self-care/community of caring and vicarious resistance and resilience plan. Students will consider their own experiences, values and beliefs, knowledge and skills required to support themselves in working with children, youth and adults who have experienced abuse/neglect and/or trauma. Paper to include 1 interview with a trauma practitioner about the topic of wellness and self-care, and at least three references. Creative representation may include a wellness collage or artistic representation of the wellness plan.

2. Video of an Interview (on Connect) and Paper 30%
Due Date: November 7, 2016

The purpose of this assignment is to provide students with the opportunity to demonstrate their use of advanced interviewing skills in an interview with a peer, focusing on non-traumatic material and their capacity to analyze their use of skills in an accompanying paper.

- a. Select a partner with whom to work (this partner may be a member of this class or another student).
- b. Do a taped interview of your partner about an issue s/he is currently experiencing. This issue should not be focused on traumatic material. Length of taped interview: 25 minutes

c. Prepare a paper of 750-1000 words (3-5 pages) discussing your use of skills in the interview, focusing on the following:

- Demonstrated capacity to develop and improve skills covered in this course
- Demonstrated capacity to identify instances of ineffective use of skills and to make an effective “repair” by using skill(s) appropriate to the client and the situation
- Capacity to articulate self-awareness regarding one’s own attachment style; one’s belief systems; one’s emotional responses to clients and client problems; one’s own somatic responses to clients and client problems; relevant aspects of one’s age, race/cultural background, class, ability, gender, sexual orientation, religion and other demographic factors; strategies for self-care. Capacity to link these factors to effectiveness of skills.

Grading criteria:

a. Effectiveness of skills demonstrated in interview

b. Analysis of interview. The length of the paper is designed to encourage succinct discussion of the topics outlined above. Grading of analysis will include degree to which relevant aspects of topics above have been addressed within required length of paper.

While the effectiveness of the skills in the interview is important, greater weight will be put on the depth and perceptiveness of the analysis of the interview along the dimensions described above.

3. Group Presentation and Paper

50%

Presentations: Nov. 21 and 28

Paper due: one week following presentation

In groups students will present a sensory, art, music or play-based intervention with a child, youth or adult. Presentations will be evaluated on: coherence and clarity of the presentation, a comprehensive approach to the topic, critical analysis, creativity and demonstrated application of communication skills covered in the course. Students will be required to present on their topic in class and do a demonstration of the trauma approach and communication skill. Students will hand in an individual paper (not more than 10 pages) supporting their presentation. The presentation and supporting paper should include research on theory guiding assessment and intervention; and include a minimum of three journal articles with recent research on key issues presented in the case study. All members of the group will be awarded the same grade for presentations except in special circumstances where the instructor does reserve the right to award different grades based upon individual student preparation and participation, or feedback from the student group.

Assignment value: 30% presentation, 20% Paper. Papers due one week following the presentation.

4. Attendance and Quality of Participation in Class Discussions and Activities 10%

Regular attendance and critical engagement with course and related material is expected; attention and participation in class discussions will be monitored and deductions given as is appropriate. Work to make-up for absences will be required.

COURSE POLICIES [ATTENDANCE, PARTICIPATION, ACADEMIC DISHONESTY]:

Excerpt from the UBC calendar:

Regular attendance is expected of students in all their classes (including lectures, laboratories, tutorials, seminars, etc.). Students who neglect their academic work and assignments may be excluded from the final examinations. Students who are unavoidably absent because of illness or disability should report to their instructors on return to classes.

The University accommodates students with disabilities who have registered with the Disability

Resource Centre. The University accommodates students whose religious obligations conflict with attendance, submitting assignments, or completing scheduled tests and examinations. Please let your instructor know in advance, preferably in the first week of class, if you will require any accommodation on these grounds. Students who plan to be absent for varsity athletics, family obligations, or other similar commitments, cannot assume they will be accommodated, and should discuss their commitments with the instructor before the drop date.

It is recommended that students retain a copy of all submitted assignments (in case of loss) and should also retain all their marked assignments in case they wish to apply for a Review of Assigned Standing. Students have the right to view their marked examinations with their instructor, providing they apply to do so within a month of receiving their final grades. This review is for pedagogic purposes. The examination remains the property of the university.

Academic Dishonesty:

Please review the UBC Calendar “Academic regulations” for the university policy on cheating, plagiarism, and other forms of academic dishonesty. Also visit www.arts.ubc.ca and go to the students’ section for useful information on avoiding plagiarism and on correct documentation.

COURSE SCHEDULE:

All readings listed to be read by the day of class

SESSION 1: September 12, 2016

Topics: Introductions

Course Orientation

Needs Assessment

Trauma-Informed Practice: Initial Thoughts

Self-Care, Communities of Caring and Wellness

- Introductions: Mapping
- Learning needs assessments
- Discussion of readings in small groups
- Small group discussion on Caring for Self and Community

Required Readings:

Baskin, C. (2011). The Self is always first in the circle. In Strong helpers’ teachings: The value of Indigenous knowledges in the helping professions, 21-44. Toronto: Canadian Scholars Press.

Hernández, P., Engstrom, D., & Gangsei, D. (2010). Exploring the impact of trauma on therapists: Vicarious resilience and related concepts in training. *Journal of Systemic Therapies*, 29(1), 67-83.

Mate, G. (2013). When the body says no. Caring for ourselves while caring for others. YouTube video available at <http://www.youtube.com/watch?v=c6IL8WVyMMs>

End to Selfcare. Blog post available at <http://www.organizingupgrade.com/index.php/blogs/b-loewe/item/729-end-to-self-care>

SESSION 2: SEPTEMBER 19, 2016

Topics: Grounding in our own experience
Attending to the Relationship
Witnessing

- Discussion of readings in small groups
- Grounding in our own experience, self-awareness and reflexivity exercise
- Learning approaches to attend to the relationship and develop wholistic safety
- Class discussion

Required Readings:

Banks, A. (2006). Relational Therapy for Trauma. *Journal of Trauma Practice* 5(1), 25-47.

Laub, D. (1992). Bearing Witness or the Vicissitudes of Listening. In S. Felman & D. Laub (Eds.), *Testimony: Crises of Witnessing in Literature, Psychoanalysis, and History*. New York and London: Routledge.

Reynolds, V. (2010). Doing justice: A witnessing stance in therapeutic work alongside survivors of torture and political violence. In Raskin, S., Bridges, & Neimeyer, R. (Eds).. *Studies in Meaning 4: Constructivist Perspectives on Theory, Practice, and Social Justice*, 157-184. New York: Pace University Press.

Recommended Reading:

Siegel, D. J. and Hartzell, M. (2003). How we keep it together and how we fall apart: The high road and the low road. In *Parenting from the Inside Out*, 154-184. NY: Penguin Putnam.

SESSION 3: SEPTEMBER 26, 2016

Topic: What is trauma? Definitions and critiques

- Discussion of readings in small groups
- Overview of key aspects of trauma definitions, including critiques offered through critical trauma studies and Indigenous and non-Western traditions.

Required Readings:

Duran, E. (2006). Wounding seeking wounding: The psychology of internalized oppression. In *Healing the soul wound: counseling with American Indians and other native peoples*, 13-27. New York: Teachers College Press.

Herman J. L. (1992, 1997). A forgotten history. In *Trauma and recovery: The aftermath of violence - from domestic abuse to political terror*, 7-32. New York: Basic Books.

Hill, J. M. Y. Lau and Derald, W. S. (2010). Integrating Trauma Psychology and Cultural Psychology: Indigenous Perspectives on Theory, Research, and Practice. *Traumatology* 16(4), 39-47.

SESSION 4: OCTOBER 3, 2016 (Wellness Plans due today.)

Topics: Neurobiology of trauma

Mindfulness

Learning techniques and skills for containment in therapy work

Advanced interviewing

- Discussion of readings in small groups
- Neurobiology of trauma: small group discussions
- Workshops on mindfulness and advanced interviewing

Required Readings:

Ogden, P. (2006). Principles of treatment: Putting theory into practice / The Organization of experience: Skills for working with the body in present time. In Trauma and the Body (pp. 165-205). New York: W.W. Norton.

Yellow Bird, M. (2012). Neurodecolonization: Using mindfulness practices to delete the neural networks of colonialism. In Waziyatawin & Yellow Bird, M. (Eds). For Indigenous minds only: A decolonization handbook (2nd ed.). Sante Fe, NM: School of American Research.

Ogden, P., Pain, C., and Fisher, J. (2006). , A Sensorimotor Approach to the Treatment of Trauma and Dissociation. In Psychiatric Clinics of North America 29(1) , 263-279.

Siegel, D. (2009). Mindful awareness, mindsight and neural integration. The Humanistic Psychologist 37: 2, 137–158.

Recommended Reading:

Sroufe, A. & Siegel, D. J. (2011). The Verdict is in. In Psychotherapy Networker. March/ April 2011, 35-39; 52-53.

NO CLASS OCTOBER 10 - THANKSGIVING

SESSION 5: OCTOBER 17, 2016

Topic: Establishing relative safety

Self-regulation, somatics and body awareness

- Discussion of readings in small groups
- Establishing safety
- Working with individuals dealing with concurrent mental health difficulties: small group discussions

Required Readings:

Fox, C. (2013). Neither Bitch Nor Mother: Queering Safety in the Classroom. Socialist Studies / Études socialistes, North America, 9, jun. 2013. Available at: <http://www.socialiststudies.com/index.php/sss/article/view/296/260>

Levine, P. (2010). From Paralysis to Transformation. In An unspoken voice: How the body releases trauma and restores goodness, 73-59. Berkeley, CA: North Atlantic Books.

Najavits, L. (2002). Safety in Seeking Safety: A treatment Manual for PTSD and Substance Abuse, 94-110. NY: Guilford Press.

Richardson, C. & Wade, A. Islands of safety: Restoring dignity in violence-prevention work with Indigenous families. *First Peoples Child & Family Review*, 5(1), 137-145.

SESSION 6: OCTOBER 24, 2016

Topic: Adult Attachment: Individuals, Couples and Families

The importance of sensations, felt sense and feelings in therapeutic process

- Discussion of readings
- Embodiment of emotion and implications for counseling
- Class discussion on triggers and client processes

Required Readings:

Schachner, D., Shaver, P., & Mikulincer, M. (2003). Adult attachment theory, psychodynamics, and couple relationships: An overview. In Johnson, S. & Whiffen, V., *Attachment processes in couple and family therapy*, 18-42. New York: The Guilford Press.

Levy, T., & Orlans, M., (2003). Creating and repairing attachments in biological, foster, and adoptive families. In Johnson, S. & Whiffen, V., *Attachment processes in couple and family therapy*, 165-190. New York: The Guilford Press.

Gendlin, G. (1969). Focusing. *Psychotherapy*, 6(1), 4-15.

Gendlin, Gene (2012). Felt Sense, Body with Gene Gendlin. Youtube video.

<http://www.youtube.com/watch?v=2pUoFQLLZE8>

Najavits, L. (2002). Detaching from Emotional Pain (grounding). in *Seeking Safety: A treatment Manual for PTSD and Substance Abuse*. pp. 125-136.

SESSION 7: OCTOBER 31, 2016

Topics: Deepening our understanding of trauma-informed practice

Understanding the change process, therapeutic window

Revisiting the Social Work Code of Ethics

- Further discussions on trauma-informed practice
- Class discussion on the change process, therapeutic window.
- The Social Work Code of Ethics and trauma-informed practice

Required Readings:

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

Carriere, J., & Richardson, C. (2009). From longing to belonging: An Indigenous critique of applying attachment theory to work with Indigenous families. In S. McKay, D. Fuchs, & I. Brown (Eds.), *Passion for action in child and family services*, 49-67. Regina, SK: Canadian Plains Press.

Hernandez, P., Almeida, R. & Dolan-Delvecchio, K. (2005). Critical Consciousness, Accountability, and Empowerment: Key Processes for Helping Families Heal, *Family Processes*, 44(1), 105-119.

Recommended Readings:

Tuck, E. & Yang, K. W. (2013). Youth Resistance Research and Theories of Change. Retrieved from <http://www.ebilib.com> Chapter One.

SESSION 8: NOVEMBER 7, 2016 (Video of an Interview Due.)

Topics: Indigenous and non Western trauma approaches
Decolonizing trauma treatment

- Discussion of readings
- Presentation from instructor on Indigenous trauma healing approaches
- Resistance and activism approaches

Required Readings:

Atkinson J. (2013). Trauma-informed services and trauma-specific care for Indigenous Australian children. Resource sheet no. 21. Produced for the Closing the Gap Clearinghouse. Canberra: Australian Institute of Health and Welfare & Melbourne: Australian Institute of Family Studies.

Duran, E. (2006). Diagnosis: Treating Emotional Problems as Living Entities. In *Healing the Soul Wound: Counseling with American Indians and other Native Peoples*, 79-111. New York: Teachers College Press.

Drozdek, B & Wilson, J. (Eds) (2007). *Voices of Trauma: Treating Survivors Across Cultures*. Springer. read 1 selection.

Recommended Readings:

Gone, J. P. (2008a). "'So I can be like a Whiteman': the Cultural Psychology of Space and Place in American Indian Mental Health." *Culture and Psychology* 14(3): 369-399.

Young, A. and Nadeau, D. (2005). Decolonizing Bodies: Restoring Sacred Vitality. *Atlantis Women's Studies Journal: Indigenous Women: The State of Our Nation*. Spring, 13-22.

Skills: Grounding, understanding of land-based healing, Indigenous trauma and advanced therapeutic interventions

SESSION 9: NOVEMBER 14, 2016

Topic: Globalization of Trauma
Practice sessions of advanced interviewing skills

- Discussion of readings in small groups
- Globalization of trauma, anti-oppressive practice

Required Readings:

Duran, E., Firehammer, J., & Gonzalez, J. (2008). "Liberation Psychology as the Path Towards Healing Cultural Soul Wounds." *Journal of Counseling & Development*, 86(3), 288-394.

Timothy, R. K. (2012). Anti-Oppression Psychotherapy as Trauma-Informed Practice. In N. Poole and L. Greaves (Eds.), *Becoming Trauma Informed*, 47-59. Vancouver: Centre of Addiction and Mental Health.

Pupavac, V. (2004). "War on the Couch: The Emotionology of the New International Security Paradigm" *European Journal of Social Theory* 7(2): 149-170. Retrieved from http://eprints.nottingham.ac.uk/1400/1/war_on_the_couch.pdf.

Summerfield, D. (1999). A critique of seven assumptions behind psychological trauma programmes in war-affected areas. *Social Science and Medicine*, 48 1449-1462.

SESSION 10: NOVEMBER 21, 2016

Topic: Student Presentations

SESSION 11: NOVEMBER 28, 2016

Topic: Student Presentations

ASSIGNMENTS

Submitting Assignments-

Students should submit their assignments at the beginning of class.

Late assignments-

Grades will be reduced by one mark of the assignment's weight for each day late (including weekends) unless an emergency outside the control of the student prevents meeting deadlines. In the case of such emergency, a medical certificate must be presented. Assignments must be handed in at the beginning of class on the due date. Requests for extensions due to factors beyond the control of the student should be made in writing (via e-mail to instructor), in advance if possible.

GRADING CRITERIA:

Letter Grade	Percent Range	Mid Point	
A+	90-100	95	Represents work of exceptional quality. Content, organization and style are all at a high level. Student demonstrates excellent research and reference to literature where appropriate. Also, student uses sound critical thinking, has innovative ideas on the subject and shows personal engagement with the topic.
A	85-89	87	
A-	80-84	82	
B+	76-79	77.5	Represents work of good quality with no major weaknesses. Writing is clear and explicit and topic coverage and comprehension is more than adequate. Shows some degree of critical thinking and personal involvement in the work. Good use of existing knowledge on the subject.
B	72-75	83.5	
B-	68-71	69.5	
C+	64-67	65.5	Adequate and average work. Shows fair comprehension of the subject, but has some weaknesses in content, style and/or organization of the paper. Minimal critical awareness or personal involvement in the work. Adequate use of literature.
C	60-63	62.5	
C-	55-59	57	
D	50-54	52	Minimally adequate work, barely at a passing level. Serious flaws in content, organization and/or style. Poor comprehension of the subject, and minimal involvement in the paper. Poor use of research and existing literature.
F	0-49		Failing work. Inadequate for successful completion of the course or submitted beyond final date of acceptance for paper.

RECOMMENDED READINGS:

Brown, L. (2008). *Cultural Competence in Trauma Therapy: Beyond the Flashback*. American Psychological Association.

Drozdek, B & Wilson, J. (Eds) (2007). *Voices of Trauma: Treating Survivors Across Cultures*. Springer.

Duran, E. (2006). *Healing the Soul Wound: Counseling with American Indians and other Native Peoples*. New York: Teachers College Press.

Hays, P. (2008). *Addressing cultural complexities in practice*. Washington, DC: American Psychological Association

Kirmayer, L., Lemelson, R., & Barad, M. (2007). *Understanding Trauma: Integrating Biological, Clinical, and Cultural Perspectives*. Cambridge University Press.

Levine, P. (2010). *In an Unspoken Voice: How the Body Releases Trauma and Restores Goodness*. Berkley, California; North Atlantic Books.

Nader, K., Dubrow, N., and Stamm, N. (Eds.) (1999). *Honoring Differences: Cultural Issues in the Treatment of Trauma and Loss*. Brunner/Mazel.

Rothschild, B. (2003) *The Body Remembers: The Psychophysiology of Trauma and Trauma Treatment*. Norton.

Ogden, Minton, and Pain. (2005). *Psychological Trauma and the Brain: Towards a Neurobiological Treatment Model*. In *Trauma and the Body: A Sensorimotor Approach*. (pp. 88-99). W.W. Norton & company, Inc.

Siegel, Daniel. (2003). *An Interpersonal Neurobiology of Psychotherapy: The Developing Mind and the Resolution of Trauma*. In Marion Solomon and Daniel Siegel (Eds.). *Healing Trauma: Attachment, Mind, Body, and Brain*. (pp. 1-56). W.W. Norton & company, Inc..

Vizenor, Gerald (2008). *Survivance: Narratives of Native Presence*. London: University of Nebraska Press.

Wilson, John P. (Ed.); Tang, Catherine So-kum (Ed.). (2007) *Cross-cultural assessment of psychological trauma and PTSD*. New York, NY, US: Springer

RESOURCES:

Dissociation and Trauma articles archive: <http://boundless.uoregon.edu/digcol/diss/index.html>

David Baldwin's Trauma Pages: <http://www.trauma-pages.com/>

Trauma Division (APA Div. 56): <http://www.apatraumadivision.org/>

International Society for Traumatic Stress Studies: <http://www.istss.org/>

National Center for PTSD: <http://www.ncptsd.va.gov>

The International Society for the Study of Trauma and Dissociation: <http://www.isst-d.org>