



THE UNIVERSITY OF BRITISH COLUMBIA

School of Social Work  
Course Outline - SOWK440K

**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.

**BSW Mission:** The BSW program addresses issues of power and issues of discrimination based on age, race, gender, sexual orientation, class and culture. The educational objective of the BSW curriculum is to provide students with the knowledge, values and skills necessary for an initial level of professional practice, focusing on the interface between personal problems and public issues. Critical thinking and structural analysis are central to the learning experience offered by the School and to the promotion of social justice and human well-being.

<b>YEAR/TERM</b>	2017 - 18 Winter
<b>COURSE TITLE</b>	SOWK 440K (001) – Trauma-Informed Social Work Practice (3 credits)
<b>COURSE SCHEDULE</b>	Fridays, 10:00am – 1:00pm, Term 1
<b>LOCATION</b>	Room 028 in the Jack Bell Building (School of Social Work) / ORCH1001

<b>Instructor</b>	<b>Office Location</b>	<b>Phone Numbers</b>	<b>E-mail address</b>
Mok Escueta	Room 335	604.822.3520 UBC Office 604.652.4189 Home Office	<a href="mailto:mok.escueta@ubc.ca">mok.escueta@ubc.ca</a>
<b>Office Hours</b>	Wednesdays 12 pm -1 pm or by appointment; online appointment available		

**Note:** *This design is subject to change.*

### **COURSE DESCRIPTION:**

This course builds on SW310, 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 SW310 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, demonstration sessions, 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.

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### **LEARNING OBJECTIVES:**

Students will be able to:

- Define key concepts from trauma and attachment research and describe their applicability to social work communication skills in the context of trauma-informed practice;
  - Demonstrate trauma-informed advanced interviewing skills;
  - Critically discuss various aspects of trauma-informed social work practice;
  - Describe and display skills specific to communicating with people who have experienced trauma and/or attachment disruption in the context of trauma-informed social work practice;
  - Describe communication skills that integrate trauma and attachment research within a strengths-based, anti-oppressive social work practice.
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### **COURSE OBJECTIVES:**

Building on SW310 this course will offer students the opportunity to:

- Advance the reflective approach to communication skills;
  - Learn and understand the implications of trauma and attachment for communication skills in a professional social work relationship;
  - Advance the ability to use various trauma-informed social work practice skills in a purposeful and effective manner, appropriate for the individual/family/group/community context
  - Integrate the learning about self and the use of self with theory in trauma-informed work;
  - Develop self-awareness that will facilitate effective use of communication skills in social work practice with people who are traumatized and/or attachment disrupted;
  - 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.
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### **COURSE ASSIGNMENTS AND EVALUATION:**

**1. Paper on the Impact of Trauma on my Personal and Professional Lives and Self-Care/Community of Caring Plan**

Due Date: **September 22, 2017, 12MN**

**10%**

Students will write a 5-page paper discussing the effects of trauma on their personal and professional lives including ways that they think, feel, and behave related to past and on-going distressing experiences. Please note that this paper is not asking students to write details *about* their traumatic or distressing experiences but rather on the *impact or effects* of these, particularly in their work. These may include ways of thinking, feeling, and behaving that are

problematic in their personal and/or professional lives. Examples of these may include: automatic fear of confrontation/avoidance of conflict; anxiety over being liked by service-users; perception of decreased self-worth and need to please others all the time, etc. Students will likewise write about and create a 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/or adults who have experienced abuse/neglect and/or trauma. Paper is 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. Videos of Interviews and Paper**

**40%**

Due Date: October 29, 2017, 12MN, to be submitted through Canvas

The purpose of this assignment is to provide students with the opportunity to demonstrate their use of advanced interviewing skills included in this course in an interview with a peer, focusing on material and their capacity to analyze their use of skills in this course 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 videorecording of an interview of your partner about an issue they are currently experiencing. This issue should not be focused on traumatizing material but needs to contain some discussion on traumatic distress and responses. Length of interview: 25 minutes
- c. Write 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.

- c. In-Class Discussion: Quality of contribution to individual/group learning in relation to the objectives of the Video of an Interview, particularly to further skills development.

## **3. Group Presentation**

**40%**

Presentations: Nov. 17 & 24, 2017

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. The presentation 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.

#### **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.

#### **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](http://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.

<b>CLASS 1</b>	<b>SEPTEMBER 8, 2017</b>
TOPICS	<p>Welcome and Introductions (Mapping)            Class Agreements            Course Expectations            Learning Needs Assessment            Course Design Discussion            Readings: Discussion in Small Groups  <b>Self-Care, Communities of Caring and Wellness Discussion</b></p>
READINGS	<p>Baskin, C. (2011). The Self is always first in the circle. In <i>Strong helpers' teachings: The value of Indigenous knowledges in the helping professions</i>, 21-44. Toronto: Canadian Scholars Press.</p> <p>Hernández, P., Engstrom, D., &amp; Gangsei, D. (2010). Exploring the impact of trauma on therapists: Vicarious resilience and related concepts in training. <i>Journal of Systemic Therapies</i>, 29(1), 67-83.</p> <p>Mate, G. (2013). <i>When the body says no. Caring for ourselves while caring for others</i>. YouTube video available at <a href="http://www.youtube.com/watch?v=c6IL8WVyMMs">http://www.youtube.com/watch?v=c6IL8WVyMMs</a></p> <p>End to Selfcare. Blog post available at <a href="http://www.organizingupgrade.com/index.php/blogs/b-loewe/item/729-end-to-self-care">http://www.organizingupgrade.com/index.php/blogs/b-loewe/item/729-end-to-self-care</a></p>
<b>CLASSES 2 &amp; 3</b>	<p><b>SEPTEMBER 15 &amp; 22, 2017</b></p> <p><b>ASSIGNMENT #1:</b>  <b>PAPER ON TRAUMA AND SELF-CARE DUE SEPTEMBER 22</b></p>
TOPICS	<p>What is Trauma?            The DSM V: PTSD and Critiques            Indigenous Worldview:                Trauma, Intergenerational Trauma, Historical Trauma                Healing and Wellness            Trauma and Attachment</p>

<p>READINGS</p>	<p>Chapter on diagnostic criteria on PTSD: The DSM V: <a href="http://dsm.psychiatryonline.org.ezproxy.library.ubc.ca/doi/book/10.1176/appi.books.9780890425596">http://dsm.psychiatryonline.org.ezproxy.library.ubc.ca/doi/book/10.1176/appi.books.9780890425596</a></p> <p>Duran, E. (2006). Wounding seeking wounding: The psychology of internalized oppression. <i>In Healing the soul wound: counseling with American Indians and other native peoples</i>, 13-27. New York: Teachers College Press.</p> <p>Hill, J. M. Y. Lau and Derald, W. S. (2010). Integrating Trauma Psychology and Cultural Psychology: Indigenous Perspectives on Theory, Research, and Practice. <i>Traumatology</i> 16(4), 39-47.</p> <p><b>Videos (may change):</b> <b>Bowlby and Attachment</b> <a href="https://www.youtube.com/watch?v=3LM0nE81mIE">https://www.youtube.com/watch?v=3LM0nE81mIE</a> <a href="https://www.youtube.com/watch?v=kwxjfuPIArY">https://www.youtube.com/watch?v=kwxjfuPIArY</a> <b>Adult Attachment</b> <a href="https://www.youtube.com/watch?v=nqJ1lwi85FI">https://www.youtube.com/watch?v=nqJ1lwi85FI</a></p> <p>Schachner, D., Shaver, P., &amp; Mikulincer, M. (2003). Adult attachment theory, psychodynamics, and couple relationships: An overview. In Johnson, S. &amp; Whiffen, V., <i>Attachment processes in couple and family therapy</i>, 18-42. New York: The Guilford Press.</p> <p>Levy, T., &amp; Orlans, M., (2003). Creating and repairing attachments in biological, foster, and adoptive families. In Johnson, S. &amp; Whiffen, V., <i>Attachment processes in couple and family therapy</i>, 165-190. New York: The Guilford Press.</p>
<p>CLASSES 4 &amp; 5</p>	<p>SEPTEMBER 29 &amp; OCTOBER 6, 2017</p>
<p>TOPICS</p>	<p>Trauma-Informed Social Work Practice and Skills: Discussion Grounding in our own experience Attending to the Relationship Witnessing</p>
<p>READINGS</p>	<p>Levenson, J. (2017). Trauma-informed social work practice. <i>Social Work</i> 62(2), 105-113.</p> <p>Knight, C. (2015). Trauma-Informed Social Work Practice: Practice Considerations and Challenges</p> <p>Child Welfare Trauma Training Toolkit: <a href="http://www.nctsn.org/nctsn_assets/pdfs/CWT3_CompGuide.pdf">http://www.nctsn.org/nctsn_assets/pdfs/CWT3_CompGuide.pdf</a></p>

	<p>Laub, D. (1992). Bearing Witness or the Vicissitudes of Listening. In S. Felman &amp; D. Laub (Eds.), <i>Testimony: Crises of Witnessing in Literature, Psychoanalysis, and History</i>. New York and London: Routledge.</p> <p>Reynolds, V. (2010). Doing justice: A witnessing stance in therapeutic work alongside survivors of torture and political violence. In Raskin, S., Bridges, &amp; Neimeyer, R. (Eds).. <i>Studies in Meaning 4: Constructivist Perspectives on Theory, Practice, and Social Justice</i>,157-184. New York: Pace University Press.</p>
CLASSES 6 & 7	OCTOBER 13 & 20, 2017
TOPICS	Trauma-Informed Individual Interviewing Skills: Presentation, Demonstration Sessions, Case Studies, and Discussions Mindfulness
READINGS:	<p>Resources to be available on Canvas.</p> <p>Siegel, D. (2009). Mindful awareness, mindsight and neural integration. <i>The Humanistic Psychologist</i> 37: 2, 137–158.</p> <p><b>Recommended Reading:</b> Sroufe, A. &amp; Siegel, D. J. (2011). The Verdict is in. <i>In Psychotherapy Networker</i>. March/ April 2011, 35-39; 52-53.</p>
CLASSES 8, 9 & 10	<p>OCTOBER 27, NOVEMBER 3 &amp; 10 2017</p> <p><b>ASSIGNMENT #2:</b> <b>VIDEO AND PAPER DUE MIDNIGHT OCTOBER 29, 2017</b></p>
TOPIC	Trauma-focused Social Work Responses & Strategies: Cognitive-Behavioural Therapy (CBT) in Social Work Practice Work with Indigenous Peoples/Communities
READINGS:	<p>Yellow Bird, M. (2012). Neurodecolonization: Using mindfulness practices to delete the neural networks of colonialism. In Waziyatawin &amp; Yellow Bird, M. (Eds). <i>For Indigenous minds only: A decolonization handbook</i> (2nd ed.). Sante Fe, NM: School of American Research.</p> <p>Richardson, C. &amp; Wade, A. Islands of safety: Restoring dignity in violence-prevention work with Indigenous families. <i>First Peoples Child &amp; Family Review</i>,</p>

	<p>5(1), 137-145.</p> <p>Ogden, P., Pain, C., and Fisher, J. (2006). , A Sensorimotor Approach to the Treatment of Trauma and Dissociation. <i>In Psychiatric Clinics of North America</i> 29(1), 263-279.</p> <p>Levine, P. (2010). From Paralysis to Transformation. <i>In An unspoken voice: How the body releases trauma and restores goodness</i>, 73-59. Berkeley, CA: North Atlantic Books.</p> <p>Najavits, L. (2002). Safety in <i>Seeking Safety: A treatment Manual for PTSD and Substance Abuse</i>, 94-110. NY: Guilford Press.</p> <p>Gendlin, G. (1969). Focusing. <i>Psychotherapy</i>, 6(1), 4-15.</p> <p>Gendlin, Gene (2012). Felt Sense, Body with Gene Gendlin. Youtube video. <a href="http://www.youtube.com/watch?v=2pUoFQLLZE8">http://www.youtube.com/watch?v=2pUoFQLLZE8</a></p> <p>Duran, E., Firehammer, J., &amp; Gonzalez, J. (2008). "Liberation Psychology as the Path Towards Healing Cultural Soul Wounds." <i>Journal of Counseling &amp; Development</i>, 86(3),288–394.</p> <p>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, &amp; C. Jenny (Eds.) <i>The APSAC handbook on child maltreatment</i> (2nd Ed). Newbury Park, CA: Sage Publications.</p> <p>Duran, E. (2006). Diagnosis: Treating Emotional Problems as Living Entities. <i>In Healing the Soul Wound Counselling with American Indians and other Native Peoples</i>, 79-111. New York: Teachers College Press.</p> <p>Drozdek, B &amp; Wilson, J. (Eds) (2007). <i>Voices of Trauma: Treating Survivors Across Cultures</i>. Springer. read 1 selection.</p> <p>Carriere, J., &amp; Richardson, C. (2009). From longing to belonging: An Indigenous critique of applying attachment theory to work with Indigenous families. In S. McKay, D. Fuchs, &amp; I. Brown (Eds.), <i>Passion for action in child and family services</i>, 49-67. Regina, SK: Canadian Plains Press.</p>
<p>CLASSES 11 &amp;12</p>	<p>NOVEMBER 17 &amp; 24, 2017</p>
<p>TOPIC</p>	<p>Student Presentations</p>

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## ASSIGNMENTS

### Submitting Assignments-

Students should submit their assignments on due dates.

### 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.

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## GRADING CRITERIA:

Letter Grade	Percent Range	Mid Point	
A+ A A-	90-100 85-89 80-84	95 87 82	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.
B+ B B-	76-79 72-75 68-71	77.5 83.5 69.5	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.
C+ C C-	64-67 60-63 55-59	65.5 62.5 57	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.
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>