



UNSW | Arts and
THE UNIVERSITY OF NEW SOUTH WALES | **Social Sciences**

School of Social Sciences and International Studies

SOCW3008

**Individual to Community Intervention:
Therapeutic Responses to Trauma**

Session 2, 2011

Contents	Page
Course description	3
Course aim	3
Course objectives	3
Learning outcomes	4
Learning & teaching philosophy	4
Teaching staff	4
Teaching & learning strategies	5
Texts and readings	5
Course schedule	6
Course assessment	13
SSIS Policies	
Academic honesty	14
Attendance	14
Submission of assignments/extensions	14
Special consideration	15
Review of results	16
Occupational health & safety	16
Student support services	16
Course development/evaluation	16

School of Social Sciences and International Studies

Faculty of Arts and Social Sciences, UNSW

Individual to Community Intervention:

Therapeutic Responses to Trauma

SOCW3008 - 6 Units of Credit

Semester 2, 2011

Course Description

Individual to Community Intervention: Therapeutic Responses to Trauma is an elective course offered in Selected Studies 1 - a third year social work practice course in the Bachelor of Social Work Program at UNSW. This elective focuses on a range of trauma related practice contexts and builds on the skills-based input of early social work practice courses. It is a core component of the Social Work Program and must be satisfactorily completed prior to the Fourth Year Placement.

Course Aim

This course aims to identify and explore the continuum of therapeutic responses to trauma that focus on individuals, families and communities in a variety of contexts of practice. It also aims to develop students' awareness of skills and knowledge of interventions that promote resilience and healing.

Course Objectives

This elective will examine in detail:

- The various debates that characterize the field of trauma studies, including exploring how to understand and think about trauma.
- Recent research on the effect of trauma on the body and mind including consideration of generic and trauma specific practice interventions and individual differences in the response to and recovery from traumatic events and experiences.
- The effects of trauma on families, networks and communities and the importance of the involvement of these groups in responding to traumatic events.
- Trauma resulting from anticipated and unanticipated life events including natural disasters and trauma which results from the random or deliberate actions of other(s).

Learning Outcomes

Upon completion of this course students will be able to:

- Define different types of traumas and their effects
- Delineate a range of interventions that promote healing
- Articulate the importance of connection in relation to healing
- Identify the theoretical frameworks for understanding the effects of trauma
- Conceptualize possible social work roles in responding to individuals and communities suffering the effects of trauma

Learning and Teaching Philosophy

In accordance with UNSW Learning and Teaching Guidelines, this course aims to engage students in an active learning environment. Students learn through role play, small group exercises and the provision of meaningful and timely feedback. Input is frequently in the form of case examples, videos and DVDs to facilitate the examination of actual traumatic events and trauma related issues. To facilitate students' management of their responses to the exposure of traumatic material, the course will utilise small group peer support, reflection and large group processing for de-briefing.

This course addresses the following *graduate attributes*:

- An in-depth engagement with the relevant disciplinary knowledge in its interdisciplinary context
- The capacity for analytical and critical thinking and for creative problem solving
- An appreciation of, and respect for, diversity
- The skills required for collaborative and multi-disciplinary work
- A respect for ethical practice and social responsibility

Teaching Staff

This course is jointly coordinated and team-taught by:

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Teaching and Learning Strategies

This course is comprised of one, three-hour seminar for 12 weeks on Fridays 9-12pm and combines lecture and seminar approaches to teaching. Where possible, students will work in small groups and seminar discussions will be related to their practicum/work/volunteer experiences.

Texts and Recommended Reading

There is no set text for this course. Students are expected to read two readings per week as detailed in the weekly seminar program. Additional readings are listed in the Assessment Guidelines but will be also added throughout the course.

Readings are available in two ways. First, where possible, readings have been placed in the Library's High Use Collection (HUC) via the Library catalogue. Please note access will be available to these resources on campus and remotely in conjunction with a unipin/unipass.

The URL link is:

[http://searchfirst.library.unsw.edu.au:1701/primo_library/libweb/action/search.do?fn=search&vid=UNSW&vl\(freeText0\)=SOCW3008JB](http://searchfirst.library.unsw.edu.au:1701/primo_library/libweb/action/search.do?fn=search&vid=UNSW&vl(freeText0)=SOCW3008JB)

Books in High Use Collection:

Allan, J. (2005) *Coping with Trauma*, American Psychiatric Association, Washington DC

De Jong, P. & Berg, I. (2002) *Interviewing for Solutions*, Ca. Brooks/Cole

Heard, B. (2007) *Well Done Those Men – Memoirs of a Vietnam Veteran*, Scribe, Melbourne

Herman, J. (1992) *Trauma and Recovery*, Basic Books, USA

Hodgkinson, P. & Stewart, M. (2001) *Coping with Catastrophe*, Brunner/Mazel, N.Y.

James, R. & Gilliland, B. (2001) *Crisis Intervention Strategies*, Brooks/Cole, USA

Wastell, C. (2005) *Understanding Trauma and Emotion*, Allen and Unwin, Sydney

Second, there are set weekly readings which will all be available electronically through the UNSW library's journal collection. In order to access journal articles not included in the HUC you will need to work through the following process:

1. Access the UNSW Homepage
2. Go to quick links and **click on Library**
3. There are 3 columns of information relevant to your needs – the first column has a link to how to access the High Use Collection (HUC) marked with a * in the course outline as well as a link explaining how to access journals held by the Library. **Click on journals**
4. **Click on catalogue** – it will bring up the catalogue search page.
5. **Enter the journal's title**
6. **Click on the journal's title** and a page will come up asking for details of the article.
7. Fill in the details of the article – **click enter**
8. A page will come up asking for your **User ID** (z student number) then student number and your **Password** (zpass) after these are entered the article will come up for you to read on line or print.

Internet Sites

- Australian Domestic and Family Violence Clearinghouse (Centre for Gender Related Violence Studies) - www.austdvclearinghouse.unsw.edu.au
- National Child Protection Clearinghouse (Institute Of Family Studies) – www.aifs.org.au/
- Partners and Allies of Sexual Assault Survivors Resources List – <http://twhj.com/allies.shtml>
- Australian Centre for the Study of Sexual Assault – www.aifs.org.au/acssa
- Indigenous Law Centre publishes *Australian Indigenous Law* and the *Indigenous Law Bulletin* – (<http://www.unsw.edu.au>)
- Multicultural Mental Health Australia <http://www.mmha.org.au/About>
- International Society for Traumatic Stress Studies (ISTSS) <http://www.istss.org/terrorism/professionals.htm>
- Human Rights and Equal Opportunity Commission - <http://www.hreoc.gov.au/>
- Amnesty International - <http://www.amnesty.org.au/>
- STARTTS Service for the Rehabilitation and Treatment of Trauma Survivors <http://www.startts.org.au/>
- Australian Defense Forces <http://www.defence.gov.au/defencemagazine/editions/20050801/sections/worklife.htm>
- Australian Centre for Post-traumatic Health <http://www.acpmh.unimelb.edu.au/>
- Centre for Gender related Violence Studies <http://www.cgrvs.unsw.edu.au/>
- Centre for Refugee Research <http://www.crr.unsw.edu.au/>
- Amnesty International www.amnesty.org.au/
- Vietnam Veterans Counselling Service <http://www.vvaa.org.au/vvcs.htm>
- Service for the Treatment and Rehabilitation of Trauma and Torture Survivors (STARTTS) <http://www.startts.org.au/>

Course Schedule 22nd July – 16th October

All Selected Studies 1 classes will commence in week one of Semester 2. However in this elective there are no classes scheduled in week 10 and the course will finish in week 13. Students are encouraged to access the SOCW3008 'Blackboard' – an on-line resource which will have course information, lecture notes and power point slides as well as assessment information. Readings marked with an * should be given priority.

Week 1: 22nd July Introduction to Course - History of 'trauma'; definitions; vicarious Traumatisation and self-care

Reading:

Wastell, C., (2005): 'The trauma therapist and their emotions' Ch 6 *Understanding Trauma and Emotion*, Sydney: Allen and Unwin.

Unit 1: Intersection of Individual and Community-Trauma from psycho-physiology to social context

Weeks 2: 29th July Understanding the Psycho-physiology of Trauma

The focus of this class is the impact of traumatic events on individuals physically and emotionally; psychiatric diagnosis of PTSD and controversies surrounding it. Video showing PTSD: 'Amira's Story' will provide a focus for consideration of the psycho-physiology of trauma.

Readings:

*Cozolino, L. (2005) 'The impact of trauma on the brain' *Psychotherapy in Australia*, 11/3: 22-35

*Heard, B. (2007) "The Long Way Home" from *Well Done Those Men – Memoirs of a Vietnam Veteran*, Scribe, Melbourne; pp.236-290

Week 3: 5th August Understanding Traumatized Communities – the Influence of Social Context and Social Networks

This week we explore the nature of 'community' and its role in healing individuals; what a traumatized community needs from others; and the role of the community in healing itself.

Readings:

*Cox, D. and Pawar, M. (2006) 'The Field of Conflict and Postconflict Reconstruction: Background and Issues' in *International Social Work – Issues, Strategies and Programs* California, Sage Publications pp213-238

Gillard, M., & Paton, D., (1999) 'Disaster Stress Following a Hurricane: The Role of religious differences in the Fijian Islands' in *The Australasian Journal of Disaster and Trauma Studies*, Volume:1999-2: 1-7.

*Marin, A. and Wellman, B. (2010) 'Social Network Analysis: An Introduction' in Carrington, P. and Scott, J. [eds.] *Handbook of Social Network Analysis* London, Sage Publications.

Zenere, F., (1998) NASP/NEAT Community Crises Response, National Association of School Psychologists, www.nasponline.org/NEAT/neat_community.html

Unit 2: The Range of Individual – Community Interventions: Therapeutic Responses

This unit provides an overview of individual and community based interventions for trauma. It introduces methods of trauma interventions: counselling and crisis work including CBT, mindfulness; processing models of Imaginal Exposure, EMDR and EFT. Case studies of community reactions and responses to traumatic events will be explored in detail. This unit will focus on what constitutes 'a therapeutic response'.

Week 4: 12th August**Counselling and Group Interventions for Trauma**

This unit will focus on understanding various methods of trauma intervention and their concurrent use and usefulness. This will be facilitated by DVD's demonstrating Imaginal Exposure, EMDR or EFT (tapping). Skills – progressing relaxation; obtaining a trauma list; SUDS; body scan and float-back; tapping.

Readings:

*Allen, J. (2005) "Treatment Approaches" Ch. 4 in *Coping with Trauma* (2nd Ed) American Psychiatric Publishing, Washington, DC; pp.249-278

*Hodgkinson, P. & Stewart, M. (2001) "Treating Traumatic Stress and Abnormal Grief" ch. 5 in *Coping with Catastrophe*, Brunner/Routledge, NY pp150-193

Week 5: 19th August**Interventions to Promote Community Healing**

This class examines three case studies of traumatized communities and the processes of healing that the communities went through, including the role of justice, reconciliation, and memorials. Case studies will be selected from the following: the backpacker fire in Childers; South Africa, after the end of apartheid; the Liberian experience of truth and reconciliation; holocaust survivors and resilience and the case of an Australian student murdered by Indonesian soldiers in East Timor during the occupation.

Readings:

*Johnson, R. (2005) 'Trauma management in a rural community: the Childers Palace backpackers fire' *Psychotherapy in Australia*, 11/3: 12-16

*Levine, C. (2004) 'The Concept of Vulnerability in Disaster Research' in *Journal of Traumatic Stress*, Vol.17, No. 5:395-402.

Case Studies will be handed out in class including transcripts from the Truth and Reconciliation Commissions, in Liberia and South Africa.

Unit 3: Gendered Violence and the Intergenerational Effects of all forms of Family Violence

This section considers how all forms of family violence cause trauma for those on the receiving end. Children who experience child physical abuse, emotional abuse and neglect grow up to have higher rates of mental illness, drug and alcohol use. As adults they are more likely to be victims or perpetrators of relational violence.

Week 6: 26th August**Domestic Violence**

Focus is on the role of domestic violence as a severe relational trauma involving entrapment of victims in a pattern of coercive control, intimidation, abuse and violence. Interventions guided by crisis intervention and trauma counselling are considered as well as family therapy interventions. DVD: Psychological Abuse as the important component of DV.

Readings:

*James, K. & MacKinnon (2010) 'The Tip of the Iceberg: A Model for Identifying Non-Physical Abuse in Couple and Family Relationships' in *Journal of Feminist Family Therapy*, 22: 112-129.

* Breckenridge, J. and James, K *Thinking About Homicide risk: A Practice Framework for Counselling*. Stakeholder Paper Number 9, Australian Domestic and Family Violence Clearinghouse, University of New South Wales, Sydney. Pp 1 – 16. ISSN: 1443-8496

James, R. and Gilliland, B., (2001) *Crises Intervention Strategies*, Brooks/Cole, USA: Ch. 7: Partner Violence, pp 282-342.

**Week 7: 2nd September * Mid-Elective Review and Evaluation
Child and Adult Sexual Assault**

The dynamics of child sexual abuse and its effects on the child are considered in relation to the child's relationship with the perpetrator. The focus is on fear, secrecy and disclosure and the issue of recovered memories. Adult sexual assault is considered in relation to its traumatic effects. Healing principles are re-connecting, positive responses from others to disclosure; dealing with the memory and ensuring ongoing safety. **DVD:** The Healing Years

Readings:

*Briere, J., (2004) 'Treating the long term effects of childhood maltreatment: a brief overview' in *Psychotherapy in Australia*, 10, 3: 12-18

* Breckenridge J, Cunningham J, Jennings K (2008) *Cry For Help: Client and Worker Experiences of Disclosure and Help Seeking regarding Childhood Sexual Abuse*. Relationships Australia (SA): Adelaide, SA. ISBN: 978-0-9802875-3-0

Salter, A., (1995) 'Footprints on the heart: effects of child sexual abuse on emotions', Ch. 5 *Transforming Trauma: A Guide to Understanding and Treating Adult Survivors of Child Sexual Abuse*, California: Sage

Mid Session Break: 5th-11th September

Week 8: 16th September Skills Audit and Development

The purpose of this class is to acknowledge students' existing skills set developed from previous BSW courses as well as to practice some key skills in working with people who have experienced trauma.

Readings: Case Studies and other written materials will be distributed to students prior to this class

Unit 4: Trauma in War and Civil Conflict

This unit's focus is on war trauma and its effects on soldiers (men, woman and child soldiers) and their families; the involvement of and impact on civilians, including rape and murder of women and children. It looks at the refugee journey in countries of first asylum and in countries of resettlement.

Week 9: 23rd September Returning Soldiers

The role of couple and family therapy; group-work and community interventions are examined in relation to the needs of the military and their families.

Readings:

*Heard, B. (2007) "The Long Way Home" from *Well Done Those Men – Memoirs of a Vietnam Veteran*, Scribe, Melbourne; pp.236-290

Hodgkinson, P. & Stewart, M. (2001) 'Crises intervention, debriefing and outreach' Ch. 4 in *Coping with Catastrophe* N. Y.: Brunner-Routledge

*James, R. and Gilliland, B., (2001) *Crises Intervention Strategies*, Brooks/Cole, USA: pp 138-146.

Week 10: 30th September - No classes.

Week 11: 7th October Refugees, Asylum Seekers and Internally Displaced Persons – Holistic Therapeutic Responses

The trauma of war includes atrocities, rape and sexual violence against women and children; uprootedness and destruction of community, home, family and culture. What is the legacy of these multiple traumas and losses, and how, as social workers, do we respond to the needs of refugees at various stages of their journeys?

Readings:

*Joffe, C., Brodaty, H., Luscombe, G & Ehrlich, F. (2003) 'The Sydney Holocaust Study: Posttraumatic Stress Disorder and Other Psychosocial Morbidity in an Aged Community Sample' in *Journal of Traumatic Stress*, Vol. 16, N0,1:39-47.

Mezey, G. (1994) Rape in war in *Journal of Forensic Psychiatry* Vol 5 No. 3 Routledge, USA pp583-597.

*Weingarten, K. (2004) 'Witnessing the Effects of Political Violence in Families: Mechanisms of Intergenerational Transmission and Clinical Interventions, in *Journal of Marital and Family Therapy*, Vol. 30, No. 1: 45-59

Unit 5 - Traumatic Death

This unit considers the trauma of traumatic death through illness, suicide, misadventure and accidents. It considers the intersection of grief and loss with traumatic memories and the role of *crisis intervention*.

Week 12: 14th October Sudden Death and Chronic Illness

Students consider their response to a school after the suicide of a child and their response to family members in the crisis of anticipated death of a family member because of an accident or chronic illness such as HIV/AIDS. Case studies and ABC Four Corners documentary 'A Deathly Silence' about a 16 year old boy who suicided and the effects on his family and school.

Readings:

*Clements, P.T., De Ranieri, J.T., Vigil, G.J., & Benasutti, K.M. (2004) 'Life After Death: Grief Therapy After the Sudden Traumatic Death of a Family Member' in *Perspectives in Psychiatric Care*, Vol.40, No.4:149-154,

*James, R. and Gilliland, B., (2001) Ch.9: Personal Loss: Bereavement and Grief *Crises Intervention Strategies*, Brooks/Cole, USA.

Week 13: 21st October Accidents and Emergencies

Review and Evaluation

The focus is on responding to family members in the accident and emergency ward of a hospital. Being 'on-call' involves social workers in managing the distress of families and looking after themselves in the process. Large scale emergencies involve coordinated team responses.

Readings:

*Chung, M.C., Farmer, S., Werrett, J., Easthope, Y., & Chung, C. (2001) 'Traumatic stress and ways of coping of community residents exposed to a train disaster' in *Australian and New Zealand Journal of Psychiatry*, 35:528-534.

Course Assessment

By undertaking the following assessment tasks students will be able to demonstrate their capacity to understand basic concepts from the trauma literature as well as to assess and plan interventions in actual trauma case studies. This course is assessed out of 100 marks. Final grades in this course will be based on the successful completion of two assessment tasks:

Students will be provided with a separate handout detailing the assessment topics and requirements.

Assessment One - Written assignment worth 50% – 1500 words; Students are to choose one topic from the three provided and address the bullet points at the end of that particular question.

Due Date – Friday, Week 7 – 2nd September - 4pm

Assessment Two - Written assignment worth 50% – 2000 words; identifying and discussing in depth the issues involved in **one** of four possible case studies. This

assignment is to demonstrate an understanding of the issues presented in the course and their application to a case study.

Due Date – Friday, Week 13 – 21st October - 4pm

Please note: students will be given weekly feedback on skills development and class exercises.

Criteria for Assessment Marking

1. Evidence of research - depth and breadth of sources; accurate referencing.
2. Ability to organise the information and address all of the main issues within the given word length.
3. Written expression - the essays needs to be well written, exhibiting appropriate use of language (not colloquial or jargonistic), and providing examples where relevant
4. Evidence of analysis – each piece of work needs to critically examine ideas presented in the literature rather than simply describing them.
5. Evidence of integration of individual, family or community responses to trauma
6. Correct Referencing –preferably using the Harvard system of referencing

School of Social Sciences & International Studies Policies

Students are required to familiarise themselves with the following School policies:

Academic honesty and plagiarism

UNSW has a Student Conduct Policy (2009) that “provides a framework for the standard of conduct expected of students of the University with respect to their academic and personal conduct. It outlines the primary obligations of students, and directs staff and students to the code and procedures which specify student obligations and University responsibilities. This policy promotes integrity and ethical behaviour and guides students’ dealings with fellow students, staff, the University, and the national and international community.” (UNSW Student Conduct Policy, page 1). All students must read this policy at:

<http://www.gs.unsw.edu.au/policy/documents/studentconductpolicy.pdf>

A related document is the UNSW Student Misconduct Procedures (2009):

<http://www.gs.unsw.edu.au/policy/documents/studentmisconductprocedures.pdf>

Integrity in academic work is one of the main expectations of all students and staff. It is the student’s responsibility to understand and achieve this. There are several resources to help you:

- The Student Conduct Policy and the Student Misconduct Procedures.
- The Learning Centre is the central UNSW resource on academic integrity and understanding and avoiding plagiarism <http://www.lc.unsw.edu.au/plagiarism/>
- All undergraduate coursework students are encouraged to take the on-line Library Elise Study Skills tutorial which familiarizes students with academic writing, research and using information responsibly:
<http://elise.library.unsw.edu.au/home/welcome.html>
- Information provided in class.

Plagiarism is a form of cheating which constitutes student academic misconduct. Repeated or serious plagiarism often results in penalties to grades, suspension or exclusion from the University. This and other types of academic misconduct must be avoided. These are outlined in the Student Conduct Policy and the Student Misconduct Procedures. A new policy document, Student Academic Integrity & Managing Plagiarism: Guidelines for Staff will soon be released; and a leaflet for students will be distributed during the semester.

Attendance

Students are expected to attend tutorials/seminars. A satisfactory attendance record of at least 80% is expected. Tutors will keep attendance records for their classes. Students are expected to be punctual; lateness of more than 15 minutes will be considered absence, and students must attend the whole duration of the tutorial to be considered present.

Email and relevant Blackboard functionalities are considered official means of communication between staff and students. Teaching staff will communicate with students through their UNSW email address. It is the students' responsibility to check their UNSW email and course Blackboard site regularly.

Submission of assignments and extensions

Assignments are to be submitted to the School Office, located on the Ground Floor of the Morven Brown Building, usually by being placed in submission box with the appropriate course code. There will be a separate box for late submissions. Only late submissions will be stamped by the School Office with the receipt date.

It is the student's responsibility to keep a copy of their work in case of loss of an assignment. All assignments must be submitted with an Assignment Declaration form signed by the

student required for all assignments. These are available from outside the School Office, above the assignment submission boxes.

Normally assignments are returned in tutorials/seminars. For assignments with due dates from Week 10 onwards, students may request for the marked assignment to be returned to them by filling out an envelope with their address and attaching it to their assignment before placing in the box.

All assignments must be submitted by the due date unless an extension of time has been granted. The penalty for late submission without permission is 3% (of the perfect mark - that is /100) per day late, including weekends. This means if an assignment is allocated a mark of 70% and is 1 day late the mark given will be 67%. Late work will not be accepted once the marked assignments have been returned or after two weeks past the due date, whichever is earliest, whether an extension has been granted or not.

Special Consideration

The UNSW Special Consideration–Illness and Misadventure Policy (2008) that states “The purpose of special Consideration is to enable the University to assess and address the impact on students of short term events, beyond the control of the student, that affect performance in a specific assessment task or tasks.” Details of the policy and procedures on Special Consideration can be found at:

<http://www.gs.unsw.edu.au/policy/documents/specialconsiderationpolicy.pdf>

“Students with a disability, and those with ongoing medical conditions, who require consideration of their circumstances and support, are advised to register with the Equity and Diversity Unit. Registration is advisable but not obligatory” (Special Consideration Policy, page 1). All applications for special consideration are lodged with the UNSW Student Central. Please read the policy to understand when such application is warranted, and about the possible outcomes of an application.

Review of Results

Where a student believes the mark awarded for an assignment or any assessable task does not adequately reflect the quality of the assignment, the student may request a review of the mark. Please read the University policy on Review of Results for additional information:

<https://my.unsw.edu.au/student/academiclife/assessment/ReviewofResults.pdf>

Occupational Health and Safety

UNSW has an Occupational Health and Safety Policy (2010) that staff and students are expected to comply with. Please refer for details to:

<http://www.gs.unsw.edu.au/policy/documents/ohspolicy.pdf>

Student Support Services

The Learning Centre is available for individual consultation and workshops on academic skills. Find out more at <http://www.lc.unsw.edu.au/>

Student equity and diversity and disabilities issues are addressed and supported via the Student Equity and Disabilities Unit. Find out more about this service at www.studentequity.unsw.edu.au/

Course Development and Evaluation

Student evaluative feedback is gathered periodically using, among other means, UNSW's Course and Teaching Evaluation and Improvement (CATEI) process. Informal feedback and class-generated feedback are also important. Student feedback is taken seriously, and continual improvements are made to courses based in part on such feedback. This elective is re-organised each year with the inclusion or re-working of up-to date case studies, readings and practice skills. This year changes have been made to the operation of the peer-support groups developed to assist students to debrief from traumatic course content.

Jan Breckenridge and Kerrie James

Course Coordinators