Course Description

The course emphasizes the impact of crisis and trauma, and the theoretical base that guides crisis intervention and trauma treatment with individuals, families and groups as these interact with the specifics of the crisis or traumatic situation, and with the nature of supports in the family and social environment. The principles and techniques of working with individuals and families in crisis and trauma emphasize a strengths perspective, and interventions that alleviate stress and reduce subsequent symptom development.

The course emphasizes the theoretical base that guides crisis intervention and trauma treatment with individuals, families and groups across the life cycle. Case examples will illustrate the assessment and resolution of traumatic responses to crises in a variety of contexts.

Place Of Course In Curriculum
This course is an elective in the advanced practice clinical concentration.

Course Requirements

A. Instructional Expectations:
To successfully complete this course, students will be expected to participate in 15 class sessions of one hour and fifty minutes each and 10 hours of guided instruction.

B. Guided Instruction
Guided instruction for this course links classroom and field practicum.

1. By week eight, students must give their classroom instructors a 2-3 page report that illustrates how the classroom content and field practicum are linked. This report should describe and appraise how classroom readings and discussions have informed field instruction and vice versa. It should illustrate how field instruction (i.e., supervision) and case assignments have expanded their understanding of classroom content. The report should identify gaps or tensions that exist between what students are learning in the classroom and what they are learning in the field.

2. By week fifteen students must turn in a second report, similar to the first report that includes in addition any changes or plans for correction that have been developed to improve the link between classroom and field practicum.

Classroom instructors will use the reports to assure that meaningful links between the classroom and the field that support students’ learning are established. Classroom content may be adjusted based on the student feedback.

A. Assignments
Students will be required to complete two or three assignments that will take the form of written papers or group presentations. The assignments will give students the opportunity to demonstrate their mastery of course content.
Grading Criteria
Course expectations and grading criteria and will be announced in the first class. Each faculty member will announce the relative weight of each assignment, and expectations regarding class participation in arriving at the student's final grade. See the Guide for Grading Assignments.

Course Objectives
Upon completion of this course, students will:

1. Appreciate the universality of crisis situations and trauma as expectable throughout the life cycle.

2. Develop an understanding of the importance of stress, coping and adaptation as these concepts relate to situations of perceived loss.

3. Appreciate the preventive implications of timely and focused interventions in situations of crisis and trauma.

4. Understand the concepts of “at risk” client groups in terms of the compounded interaction of multiple stresses, including those originating in the biological, social, and psychological systems which impact on individuals and families.

5. Learn the principles and techniques of working with individuals and families in crisis and trauma.

6. Comprehend the value issues implicit in complex situations of life and death, wherein individual self-determination may conflict with the values of the surrounding social systems.

7. Appreciate the impact of gender, ethnicity, religious, and sexual preference on the types of trauma and crisis situations to which people are vulnerable

Required Texts


Recommended Texts

Course Requirements

Reading Assignments

Reading assignments are indicated on the syllabus, in conjunction with topics scheduled for class discussion. Students are expected to read each assignment as preparation for class discussion. Readings on this outline are from the texts only. Additional readings from the Bibliography will be suggested by the instructor.

CLASS PARTICIPATION

Class participation means demonstration that the student is doing the relevant reading and understanding it, in class discussions and written work in addition to participation in role playing exercises and case discussions.

COURSE STRUCTURE AND OUTLINE

The course will be taught through lecture and discussion, also using case records, audio-visual materials, role play, student presentations and guest speakers.

Class 1: INTRODUCTION TO COURSE: EXPECTATIONS AND ASSIGNMENTS
THEORETICAL FRAMEWORK FOR UNDERSTANDING THE CONCEPT OF CRISIS INTERVENTION AND TRAUMA (STRESS, COPING, RESILIENCY, AND ADAPTATION

Class 2: THE RANGE OF POTENTIALLY TRAUMATIC EVENTS/STRESSORS
(Intentional/Human; Unintentional/Human; Acts of Nature/Natural Disasters)
TYPICAL REACTIONS (Physical; Mental; Emotional; Behavioral)
COMPARISON BETWEEN SHORT-TERM CRISIS INTERVENTION AND LONG-TERM THERAPY
James & Gilliland: pp.3-13
Webb (04) pp. 3-19: The impact of traumatic stress and loss on children and families

Class 3: MULTICULTURAL, PERSONAL, AND SPIRITUAL PERSPECTIVES IN CRISIS AND TRAUMA WORK
Cunningham [in Webb, 04]: pp. 327-343: Avoiding vicarious traumatization. Support, spiritualitly, and self-care

Class 4: THE RANGE OF TREATMENT OPTIONS FOR CRISIS AND TRAUMA USING INDIVIDUAL, FAMILY, AND GROUP MODALITIES
(Debriefing; Cognitive-behavioral; Relaxation training; Psychoeducational; EMDR)
James & Gilliland: Chapter 15: Off the couch and into the streets, pp. 553-585.
**Class 5:** ASSESSMENT AND PROTOCOL/STEPS IN CRISIS INTERVENTION  
*James & Gilliland:* Chapter 2: Basic crisis intervention skills, pp.19-50.  

**Class 6:** LOSS, BEREAVEMENT, AND TRAUMA (Complicated and traumatic bereavement; “ambiguous loss”)  
*James & Gilliland:* Chapter 9: Personal loss: Bereavement and Grief, pp. 325-353.  

**Class 7:** TRAUMATIC EVENTS/RESPONSES AND INTERVENTIONS  
POSTTRAUMATIC STRESS DISORDER: ACUTE  
*James & Gilliland:* Chapter 4: Posttraumatic Stress Disorder, pp. 91-136.  
*Webb(99):* Chapter 7 (*Bevin*): Multiple traumas of refugees, pp. 164-182.

**Class 8:** POSTTRAUMATIC STRESS DISORDER: CHRONIC VIOLENCE IN THE FAMILY: PARTNER BATTERING AND THE CHILD WITNESS  
*James & Gilliland:* Chapter 7: Partner violence, pp.219-262  
*Webb (99)* Chapter 3: The child witness of parental violence, pp.49-72

**Class 9:** POSTTRAUMATIC STRESS DISORDER: ACUTE AND CHRONIC SEXUAL ASSAULT  
*James & Gilliland:* Chapter 6: Sexual Assault (includes rape and incest), pp.176-212.  
*Webb(99):* Chapter 6 (*Doyle and Stoop*): Child witness of multiple abuses, pp.131-163 and/or Chapter 8 (*Pelcovitz*): Time-limited group therapy with elementary school children abused by a school employee, pp.183-198.

**Class 10:** LIVING WITH TRAUMATIC MEMORIES AND ONGOING FEARS: CATASTROPHIC EVENTS AND WAR  
*JamesGilliland:* Chapter 12: Hostage crises, pp. 450-476.  
*Follette:*Chapter 4 (*Flack, Litz, & Keene*) Cognitive-behavioral treatment of war-zone-related posttraumatic stress disorder, pp.77-94.
Class 11: SUICIDE ASSESSMENT AND INTERVENTION
James & Gilliland: Chapter 5: Crisis of lethality, pp.145-172.

Class 12: CRISIS/VIOLENCE/TRAUMA IN THE SCHOOLS
James & Gilliland: Chapter 11: Crisis in schools, pp. 402-444.
Webb (04): Chapter 6 (Williams): How schools respond to traumatic events. Debriefing interventions and beyond, pp.120-140.

Class 13: MEDICAL HEALTH CRISES

Class 14: ADDICTION; ECOSYSTEMIC AND CULTURAL PERSPECTIVES
Ch. 14: Ecosystemic crisis intervention and the multicultural imperative.

Class 15: CRISIS/TRAUMA/VIOLENCE IN THE WORKPLACE AND IN INSTITUTIONS
DEBRIEFING/PSYCHOEDUCATION AND THERAPY
COURSE REVIEW
James & Gilliland: Chapter 10: Violent behavior in institutions, pp. 369-397.

**JOURNAL ASSIGNMENTS**
The following assignments are intended to be completed **on a weekly basis** at the beginning of the course. The purpose is for you to deepen your understanding of crisis and trauma as you apply the theory to your own everyday experience.
Please write legibly in **ink** - or type, leaving margins for comments. No more than 3 pages per entry, please.
Journals will be collected for review by the Instructor at the end of the 4th class (no extensions).

**Week #1**
Describe a crisis situation with which you have had personal experience. Why was it a crisis? What kind of coping efforts did you use to deal with the crisis? What was the outcome?

**Week #2**
Imagine that you had consulted a social worker trained in crisis intervention for assistance with the crisis you described in Week #1. What steps would the worker have implemented? How could the outcome have been different?

**Week #3**
Select and cut out a newspaper or magazine item illustrating a situation of trauma and violence. Discuss the possible vulnerabilities of the people involved, a) if they receive no professional help and, b) if they receive appropriate intervention services. What would be the **ideal** intervention services for the situation you have selected?
**FINAL ASSIGNMENT**

This consists of a paper, 7-10 double-spaced, typewritten pages, covering a topic of interest to the student, that focuses on an area related to crisis and trauma that the student wishes to explore further. Students are expected to read a minimum of two articles related to the topic and cite these as references, together with relevant course readings as background for the paper. The first part of the paper should summarize the subject based on the readings. The remainder of the paper should address the relevance of this topic to social work practice, including either a case application or policy implications. An example might be a sibling’s suicidal death which could explore the subjects of disenfranchised grief, sibling bereavement, and family and community issues about planning a funeral and commeration.

**BIBLIOGRAPHY**

**Crisis Intervention and Trauma Treatment – General**


**Grief and Bereavement**


Maturational or Developmental Crises

Medical Crises
Gabriel, B. (2001). Art therapy with adult bone marrow transplant patients in isolation. PsychoOncology, 10(2), 114-123.

Situational Crisis and Disasters


Traumatic stress. The effects of overwhelming experience on mind, body, and society (pp. 77-101). New York: Guilford Press.


Suicide


Violence


FORDHAM UNIVERSITY GRADUATE SCHOOL OF SOCIAL SERVICE
Guide for Grading Paper Assignments

The following summarizes the expectations and standards that are used to grade papers or essay questions.

A. A paper that is well written, interesting, and demonstrates an understanding of the topic. Essential information is included. Literature is drawn upon judiciously and referenced appropriately. Ideas are expressed clearly, and a cogent and convincing case is presented. The topic is approached creatively and the student presents his/her own ideas and observations. The way the material is handled suggests that the student learned, took advantage of the course and its readings, and accepted the challenge posed by the assignment. AN EXCELLENT PAPER OR ANSWER THAT EXCEEDS THE EXPECTATIONS OF THE ASSIGNMENT.

B+. A more than satisfactory paper. The topic is handled well, is written clearly, and demonstrates considerable work and effort in organization and presentation. Literature or references are used and cited appropriately and show that the student has done research on his/her own. It is easy to
read and interesting. The student has been creative in his/her approach to addressing ideas and points. A VERY GOOD PAPER OR ANSWER THAT IS MORE THAN SATISFACTORY.

B. A satisfactory paper meeting the expectations of how the question or topic should be covered. It is grammatically correct, edited, organized, and referenced in presenting relevant points. Necessary and relevant content is included; irrelevant or extraneous material is omitted. The paper demonstrates student’s knowledge of the topic and indicates student input beyond text or class notes. There are no serious gaps and few wrong or incorrect points (except those from imaginative thinking or risk taking opinions). A GOOD ANSWER OR PAPER THAT SATISFACTORILY MEETS EXPECTATIONS OF THE ASSIGNMENT.

C. The paper is unclear and difficult to read or understand. It raises doubt about the student’s grasp of the topic. Poor writing, inappropriate references, and unfocused narrative style may characterize this paper. Irrelevant points or ideas are given as if the student hopes to cover all bases in hopes that some will be correct. The work demonstrates a minimum investment of time and/or effort. There are a sufficient number of points made and references used to suggest the student has some understanding of the topic or question. A BORDERLINE ANSWER OR PAPER THAT BARELY MEETS EXPECTATIONS OF THE ASSIGNMENT AND GRADUATE SCHOOL STANDARDS.

F. A paper that fails to minimally address the topic or respond to the question. No evidence is offered to indicate student’s understanding of the course content. There is little evidence of independent learning. Writing is poor, making it difficult to understand the student’s point of focus. There may be a question of plagiarism or unethical practices in preparing or completing the assignment. AN ANSWER OR PAPER THAT IS UNACCEPTABLE BY GRADUATE SCHOOLS STANDARDS AND FAILS TO MEET EXPECTATIONS OF THE ASSIGNMENT.

INCOMPLETE Students are expected to discharge their obligations within the semester. Agreement to give an incomplete is an exception granted under unusual circumstances.

Students With Disabilities

Any student with a documented disability (e.g. physical, learning, visual, hearing, psychiatric, etc.) and who has registered with the Office of Disability Services at 718-817-0655 may be entitled to accommodations. Students should register with the Office of Disability Services at the beginning of the semester.

What is Plagiarism?

- Plagiarism is a form of academic dishonesty, which involves using someone else’s written work or even ideas without giving proper credit or presenting as one’s own, work that has been partially or wholly prepared by someone else. “Someone else” may be another student, a published author, a professor, a friend, or a business or on-line service that sells or distributes such papers or materials. These ideas and words can come from an Internet source, a newspaper article, an unpublished dissertation, a conference presentation, the popular press and scholarly journals as well as other sources.

- The nature of the “work” most commonly plagiarized is written work. However, it also can be ideas, concepts, organizational structure, data sets, electronic media, logos and other graphics.

- Plagiarism is considered a form of fraud or lying. One does not have to intentionally attempt to deceive the reader to be guilty of plagiarism. Plagiarism also can happen inadvertently by not knowing how and when to cite sources.

- Plagiarism prevents students from learning new material and skills. It cheats students of learning opportunities by not allowing them to be challenged and to grow intellectually.

Examples of plagiarism include:

- Copying someone else’s text verbatim, without using quotation marks and giving credit to the source. It is no defense to claim one has “forgotten” to do so.
• Paraphrasing someone else’s work without giving him or her credit.
• Rewriting borrowed material by simply dropping a word here and there, substituting a few words for others, or moving around words or sentences, without giving proper credit.
• With the advent of the Internet, plagiarism has taken two forms:
  - Buying a term paper and trying to pass it off as one’s own. [These are relatively easy to spot.]
  - Downloading or cutting and pasting text directly from on-line sources without giving proper credit.
• Copying a classmate’s work or using a former student’s paper. Even copying one sentence constitutes plagiarism.
• Making up a citation or making up data.

Can one plagiarize one’s self?

• Yes! Typically, self-plagiarism takes one of two forms.
  - Either the person submits work for a course that was written for a previous course, or she or he turns in the same paper (or sections of the paper) for two different courses simultaneously.
• Self-plagiarism is considered as serious as plagiarizing someone else’s work.

What are the penalties for plagiarism?

• Plagiarism is not only a serious academic offense, it is also considered to be a breach of professional ethics. Consequently, the penalties can be quite severe.
• The student who plagiarizes can receive a failing grade not only for the assignment, but also for the entire course. This is up to the discretion of the professor teaching the course.
• The matter may also referred to Dean Susan Egan at Lincoln Center. In Tarrytown, the matter may be referred to Dean Jane Edwards. The Deans determine what other actions to take, including whether dismissal of the student from the program is warranted. Please refer to the GSSS Student Handbook for an explanation of the consequences of plagiarism.

Why do some students plagiarize if it can potentially cost them their careers?

• Most students who do plagiarize are not secure with either their knowledge of the material or their writing skills. They fear receiving a bad grade for the assignment. They consider themselves as good or excellent students. The thought of receiving a bad grade is emotionally threatening.
• Many students who plagiarize are overwhelmed and have not allotted enough time to research and write the paper.
• Some students who plagiarize do so to save time and effort.
• They do not realize that many professors have electronic search engines designed to detect plagiarism.

How can you maintain your academic integrity and avoid plagiarism?

• Plan your time wisely. Give yourself ample time to research and write your first draft of your paper.
• Know when to use quote marks, single quote marks, and when you may simply give the name of the author and the date of publication of the source. This means you have to know the difference between a paraphrase and a quotation. There is a distinct difference.
• Have someone who is familiar with academic writing read early drafts of your paper.
• Buy a copy of the American Psychological Association’s Publication Manual. This manual contains the standards that faculty at GSSS adhere to when writing and publishing papers.
• Attend APA writing workshops offered at GSSS.
• Use the writing clinic at GSSS.
• When in doubt as to whether or not you are citing a source properly, consult your course instructor.