Advanced Social Work Practice in Trauma
Competency Measures

CSWE Task Force on Advanced Social Work Practice in Trauma
A joint Initiative of the
COUNCIL ON SOCIAL WORK EDUCATION and the
NATIONAL CENTER FOR SOCIAL WORK TRAUMA EDUCATION AND WORKFORCE DEVELOPMENT
A Report of the Measures Subcommittee

Task Force on Advanced Social Work Practice in Trauma

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Agency Interview

Assignment name: Agency Interview

Developed by: Tonya Edmond

EPAS competencies measured: 2.1.2; 2.1.6; 2.1.9; 2.1.10c; 2.1.10d

Outcome being measured (e.g., practice behavior, knowledge): Knowledge

Curriculum area (e.g., course type / concentration area / specialty area / BSW / MSW): Course, not designated

Data level (e.g., points allocated, subjective rating): Subjective rating

Source of rating (e.g., self, peer, instructor, supervisor): Instructor

Grading rubric provided (yes / no): No

Description:

Drawing from your interview with a practitioner (described below), discuss the extent to which current practice in that agency appears to be evidence-based. In addition, discuss whether the existing evidence seems relevant for that agency. Do not simply cut and paste information from your interview paper. Think critically about these questions and answer them based on what you learned from that interview about practice in that agency and their organizational context. (10 pts)

1. Interview a practitioner, preferably a social worker, doing direct practice in the agency. Below is a list of interview questions. You must address all of these questions during the interview, but you do not have to restrict yourself to only these questions; feel free to add questions that are important to you. (this assignment is part of a larger assignment):

2. Community Collaboration Project: Based on your selected topic for the Interventions with Women in Clinical Social Work Practice project, identify an agency that you will be collaborating with to learn more about how your topic of interest is being addressed in the community. To complete this assignment you will need to do the following tasks:

   Interview Questions
   · What type of services does your agency provide to address this topic?
   · How many such clients do you serve annually?
· What is their demographic make-up (age, ethnicity, sexual orientation, SES)
· How many do you work with weekly (caseload)?
· Are there any fees for your services?
· How long can clients receive services?
· Is there a waitlist for services?
· Who else in the community addresses these issues and what services do they provide?
· What are the clients’ wants/needs/desires when seeking services?
· What other issues do clients present in addition to the topic of interest? (Look for issues of Psycho-Social Comorbidity)
· What are your theoretical and intervention preferences when treating this issue? (Ask them to briefly describe in a step-by-step way what they actually do with their clients.)
· What has guided your intervention selection in addressing this topic?
· What type of assessment materials do you use and recommend for a new practitioner? Also, how about for evaluating one’s practice.
· What if anything needs to be done differently when providing your services to women of color, lesbians/bisexuals, disabled women, older women, and women from different social economic statuses?
· How relevant is a feminist analysis or theoretical framework when addressing this topic?
· How much training is needed and available locally to learn how to address this issue?
· To what extent has the professional literature or research findings influenced your practice and intervention selection? Explore any barriers to this that might get in the way of using the literature.
· What self-care strategies do you use to prevent burnout or vicarious traumatization? How does your agency address self-care on an organizational level to reduce or prevent staff burnout or vicarious traumatization?
· What do you think is the most important thing for me to know as a new practitioner interested in working in this area? What do I need to do to be best prepared to enter this field and be ready to practice?
· What could I do for your organization as a volunteer that might be helpful? (if they say nothing, make suggestions of things—conducting a literature search and summarizing it in an area of importance, gathering article/books to expand their in-house resources, co-facilitating a support group, revising a resource guide, giving a presentation on the results of your literature search regarding evidence-based practice, assisting with a special project they are working on etc.)
Assessment & Intervention Plan Paper

Assignment name: Assessment & Intervention Plan Paper

Developed by: National Center on Social Work Trauma Education and Workforce Development

EPAS competencies measured: 2.1.10b; 2.1.10c

Outcome being measured (e.g., practice behavior, knowledge): Practice behavior

Curriculum area (e.g., course type / concentration area / specialty area / BSW / MSW): MSW Concentration Course

Data level (e.g., points allocated, subjective rating): Points Allocated

Source of rating (e.g., self, peer, instructor, supervisor): Instructor

Grading rubric provided (yes / no): Yes

Description:

Reflection Paper #3 Using the Geraldine or Ibrahim case, formulate an assessment about the degree of (1) individual dysregulation of the child or adolescent and (2) the stability of the environment or environments relevant to the case. (3) Create an intervention or treatment plan that is directly linked to your assessment. Use the samples provided in Saxe et al. as your guides.

<table>
<thead>
<tr>
<th>Elements of Assignment</th>
<th>Exceeds expectations</th>
<th>Meets expectations</th>
<th>Below expectations</th>
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<tbody>
<tr>
<td>1. Using the Geraldine or Ibrahim case, formulate an assessment about the degree of individual dysregulation of the child or adolescent (10 pts.)</td>
<td>Gives a substantive discussion of degree of emotional and behavioral dysregulation, with specific examples from the case; clearly outlines connections between dysregulation and traumatic triggers, cites professional literature 3</td>
<td>Gives a basic discussion of emotional and behavioral dysregulation, provides adequate examples from the case, cites professional literature at least 2 times</td>
<td>Cites emotional or behavioral dysregulation, provides a global discussion, provides no examples from case, does not cite literature, or citation is inadequate</td>
</tr>
<tr>
<td>2. Using the Geraldine or Ibrahim case, formulate an assessment about the degree of stability within the environment or environments relevant to the case (10 pts.)</td>
<td>Gives a substantive discussion of the degree of the stability within multiple environments of the child (including comparison of environments pre- and post-trauma), substantive discussion of elements that contribute to this level of stability or instability, and provides substantive examples from the case, cites professional literature 3 or more times</td>
<td>Gives a basic discussion of the degree of stability, discusses more than 1 environment, assesses level of stability in 1 or more environments, provides a basic discussion of elements that contribute to this level of stability or instability, and provides adequate examples from the case, cites professional literature at least 2 times</td>
<td>Gives an inadequate discussion of environment, inadequate discussion of elements contributing to the environments, and provides no examples from case</td>
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<tr>
<td>3. Create an intervention or treatment plan that is directly linked to your assessment (15 pts.)</td>
<td>Clearly details priorities for intervention, makes substantive connections to assessment, treatment planning includes multiple modules and modalities, substantive discussion of intervention / treatment plan that includes substantive collaboration with other people, and a strong strengths-based perspective</td>
<td>Gives a basic discussion, connects treatment planning to assessment, planning includes collaboration with other people, demonstrates a strength-based perspective, and includes individual and environmental components in the plan</td>
<td>Provides a broad intervention plan, little specificity, lacks strengths-base, omits discussion of collaboration</td>
</tr>
<tr>
<td>4. Graduate-level writing, correct grammar, sentence structure, APA style for</td>
<td>Excellent, no errors / one error</td>
<td>Good, a few errors</td>
<td>Poor, a number of errors, or plagiarizes</td>
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<td>citations/references (8 pts.)</td>
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Assessment and Intervention Presentation

Assignment name: Assessment and Intervention Presentation

Developed by: Tonya Edmond

EPAS competencies measured: 2.1.10b; 2.1.10c

Outcome being measured (e.g., practice behavior, knowledge): Practice behavior

Curriculum area (e.g., course type / concentration area / specialty area / BSW / MSW): MSW concentration course

Data level (e.g., points allocated, subjective rating): Points allocated

Source of rating (e.g., self, peer, instructor, supervisor): Instructor

Grading rubric provided (yes / no): Yes

Description:

As a group, using the cases of Amarika or Juan, develop an assessment about the degree of (1) individual dysregulation of the child or adolescent and (2) the stability of the environment or environments relevant to the case, and (3) create an intervention or treatment plan that is directly linked to your assessment using the samples provided in Saxe et al. as your guides. Present your conclusions to the class (10 min.) and facilitate a discussion as if you were presenting to a clinical treatment team (10 min.).

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<th>Meets Expectations (B)</th>
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<tr>
<td>1. Develop and present an assessment about the degree of individual dysregulation of the child or adolescent in question. 20%</td>
<td>Attends to both emotional and behavioral dysregulation of the child or adolescent with strong, specific examples from the case. Identifies the impact of trauma triggers on child’s emotional and behavioral state. Considers developmental or</td>
<td>Provides general discussion of child’s emotional and behavioral dysregulation with some specific case examples. May include discussion of traumatic triggers and developmentally appropriate behaviors.</td>
<td>Discusses emotional OR behavioral dysregulation, does not include appropriate case examples to justify the assessment. May not include a discussion of trauma triggers or developmentally appropriate</td>
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<tr>
<td>2. Develop and present an assessment about the stability of the environment or environments relevant to the case. 20%</td>
<td>Considers the degree of stability in multiple environments, including changes in this stability from pre to post trauma. Clear justification for the assessed level of stability using substantive examples from the case.</td>
<td>Gives a basic discussion of stability in more than one of the child's environments. Provides a discussion of elements from the case that contribute to the assessment of stability in these environments.</td>
<td>Provides an inadequate discussion, with attention paid to only one environment and limited or inaccurate examples form the case to justify the assessment.</td>
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<tr>
<td>3. Create and present an intervention or treatment plan that is linked to your assessment, using Saxe et al as a guide. 20%</td>
<td>Details priority problems with expiations clearly based on the group’s assessment. Treatment planning includes multiple modules and modalities. Treatment plan includes substantive collaboration with multiple team members and a strengths-based perspective.</td>
<td>Gives a discussion of priority problems, connecting treatment plan to the assessment of the child and environment. Plan includes some collaboration and demonstrates an strengths based perspective. Plan attends to both the child and the environment.</td>
<td>Provides a broad plan with little attention to case specifics. May lack collaboration between team members or attend to only the child or only the environment. Fails to consider child, family, and environmental strengths in planning.</td>
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<tr>
<td>4. Facilitate a discussion of your assessment and plan as if you were presenting to a clinical treatment team. 20%</td>
<td>The group is prepared with questions to begin the discussion, and facilitators use prompts or follow up questions to extend the thinking of classmates.</td>
<td>Facilitators begin the discussion period with appropriate prepared questions.</td>
<td>Group may not have prepared for leading the discussion, or may fail to engage the class effectively.</td>
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<tr>
<td>5. Overall quality of the presentation and discussion. 20%</td>
<td>Excellent- all group members participate and present in a professional manner.</td>
<td>Good- all group members participated, may be slightly disorganized or group members may have substantially different levels of involvement.</td>
<td>Poor- not all group members participate in the presentation, or some dominate. May be disorganized or unprofessional.</td>
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**Barriers to Treatment Success Paper**

Assignment name: Barriers to Treatment Success Paper

Developed by: Ginny Sprang

EPAS competencies measured: 2.1.10c

Outcome being measured (e.g., practice behavior, knowledge): Practice behavior

Curriculum area (e.g., course type / concentration area / specialty area / BSW / MSW): Course, undesignated

Data level (e.g., points allocated, subjective rating): Subjective rating

Source of rating (e.g., self, peer, instructor, supervisor): Instructor

Grading rubric provided (yes / no): no

**Description:**

What barriers to treatment success might you encounter? Use the literature to help you identify common barriers to successful TF-CBT treatment. Develop a strategy to address these issues (10%)
Community Interview

Assignment name: Community Interview

Developed by: Tonya Edmond

EPAS competencies measured : 2.1.1; 2.1.2; 2.1.4; 2.1.6

Outcome being measured (e.g., practice behavior, knowledge): Knowledge

Curriculum area (e.g., course type / concentration area / specialty area / BSW / MSW): Course, undesignated

Data level (e.g., points allocated, subjective rating): Subjective Rating

Source of rating (e.g., self, peer, instructor, supervisor): Instructor

Grading rubric provided (yes / no): No

Description:

Community Collaboration Project: Based on your selected topic for the Interventions with Women in Clinical Social Work Practice project, identify an agency that you will be collaborating with to learn more about how your topic of interest is being addressed in the community. To complete this assignment you will need to do the following tasks:

1. Interview a practitioner, preferably a social worker, doing direct practice in the agency. Below is a list of interview questions. You must address all of these questions during the interview, but you do not have to restrict yourself to only these questions; feel free to add questions that are important to you.

2. After you have conducted the interview, write a summary of the information that you gathered, and describe what you learned from this experience that you think will be beneficial to your practice in that area. Touch on each question listed below in your paper.

3. Conclude the paper by describing the collaboration project that you will be doing with the agency and include a timeline for when tasks will be completed.
This paper should be 8-10 pages in length and double-spaced. Follow APA guidelines, include a title page, and use appropriate subheadings to enhance organization. You may use first person in this paper, but do not become informal as you are writing. This is not a journal exercise.

Interview Questions

- What type of services does your agency provide to address this topic?
- How many such clients do you serve annually?
- What is their demographic make-up (age, ethnicity, sexual orientation, SES)
- How many do you work with weekly (caseload)?
- Are there any fees for your services?
- How long can clients receive services?
- Is there a waitlist for services?
- Who else in the community addresses these issues and what services do they provide?
- What are the clients’ wants/needs/desires when seeking services?
- What other issues do clients present in addition to the topic of interest? (Look for issues of Psycho-Social Comorbidity)
- What are your theoretical and intervention preferences when treating this issue? (Ask them to briefly describe in a step-by-step way what they actually do with their clients.)
- What has guided your intervention selection in addressing this topic?
- What type of assessment materials do you use and recommend for a new practitioner? Also, how about for evaluating one’s practice.
- What if anything needs to be done differently when providing your services to women of color, lesbians/bisexuals, disabled women, older women, and women from different social economic statuses?
- How relevant is a feminist analysis or theoretical framework when addressing this topic?
· How much training is needed and available locally to learn how to address this issue?

· To what extent has the professional literature or research findings influenced your practice and intervention selection? Explore any barriers to this that might get in the way of using the literature.

· What self-care strategies do you use to prevent burnout or vicarious traumatization? How does your agency address self-care on an organizational level to reduce or prevent staff burnout or vicarious traumatization?

· What do you think is the most important thing for me to know as a new practitioner interested in working in this area? What do I need to do to be best prepared to enter this field and be ready to practice?

· What could I do for your organization as a volunteer that might be helpful? (if they say nothing, make suggestions of things—conducting a literature search and summarizing it in an area of importance, gathering article/books to expand their in-house resources, co-facilitating a support group, revising a resource guide, giving a presentation on the results of your literature search regarding evidence-based practice, assisting with a special project they are working on etc.) Select something that would be most useful to them.
Core Concepts Reflection Paper

Assignment name: Core Concepts Reflection Paper

Developed by: Howard Robinson & Ineke Way

EPAS competencies measured: 2.1.10b

Outcome being measured (e.g., practice behavior, knowledge): Practice Behavior

Curriculum area (e.g., course type / concentration area / specialty area / BSW / MSW): MSW concentration course

Data level (e.g., points allocated, subjective rating): Points Allocate

Source of rating (e.g., self, peer, instructor, supervisor): Instructor

Grading rubric provided (yes / no): Yes

Description:

Using the Amarika OR Juan case, organize selected facts of the case through the lens of one core concept, and discuss the facts in a way that promotes understanding of the child’s / family’s experience of trauma. Discuss how the core concept relates to an understanding of risk and protective factors. Please do not select Core Concept #7 (re: risk and protective factors) for this assignment.

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<tr>
<td>1. Organize selected facts of one case using one core concept, and discuss the facts in a way that promotes understanding of the child’s / family’s experience of trauma (10 pts.)</td>
<td>Organizes selected facts of one case coherently through the lens of the core concept, demonstrates in-depth consideration of the facts, and demonstrates an in-depth understanding of the child’s / family’s experience of trauma</td>
<td>Organizes selected facts of one case coherently through the lens of the core concept and demonstrates a basic understanding of the child’s / family’s experience of trauma</td>
<td>Core concept is not used to organize the facts, or the discussion is unclear or unorganized</td>
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<td>2. Define risk factors. Discuss how core concept relates to understanding of risk factors (10 pts.)</td>
<td>Provides definition of risk factors. Substantive discussion that relates the core concept to specific discussion of risk factors at individual, family, and macro levels, with thoughtful support for statements made (including citation for definition)</td>
<td>Basic discussion that relates the core concept to individual or family risk factors, with some support for statements made (including citation for definition)</td>
<td>Discussion is broad and does not identify discrete risk factors</td>
</tr>
<tr>
<td>3. Define protective factors. Discuss how core concept relates to understanding of protective factors (10 pts.)</td>
<td>Provides definition of protective factors. Substantive discussion that relates the core concept to specific discussion of protective factors at individual, family, and macro levels, with thoughtful support for statements made (including citation for definition)</td>
<td>Basic discussion that relates the core concept to individual or family protective factors, with some support for statements made (including citation for definition)</td>
<td>Discussion is broad and does not identify discrete protective factors</td>
</tr>
<tr>
<td>4. Graduate-level writing, correct grammar, sentence structure, APA style for citations/references (5 pts.)</td>
<td>Excellent, no errors / one error</td>
<td>Good, a few errors</td>
<td>Poor, a number of errors, or plagiarizes</td>
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Critical Analysis Paper

Assignment name: Critical Analysis Paper

Developed by: Tonya Edmond

EPAS competencies measured: 2.1.3; 2.1.4; 2.1.5; 2.1.7; 2.1.8; 2.1.9

Outcome being measured (e.g., practice behavior, knowledge): Practice Behavior

Curriculum area (e.g., course type / concentration area / specialty area / BSW / MSW): Course, Undesignated

Data level (e.g., points allocated, subjective rating): Subjective rating

Source of rating (e.g., self, peer, instructor, supervisor): Instructor

Grading rubric provided (yes / no): No

Description:

Students will critically analyze the two books, Half the Sky & Trauma and Recovery, and will incorporate these readings into their experience of watching the film, Precious. Students will complete a 4-5 page written analysis of the video in light of the readings, and discuss implications for intervening with women. This assignment will be worth 10% of your grade.
EBP Group Project

Assignment name: EBP Group Project

Developed by: Jelena Todic & Katie VondeLinde

EPAS competencies measured: 2.1.3; 2.1.6; 2.1.9; 2.1.10c; 2.1.10d

Outcome being measured (e.g., practice behavior, knowledge): Practice Behavior

Curriculum area (e.g., course type / concentration area / specialty area / BSW / MSW): Course, DV

Data level (e.g., points allocated, subjective rating): Points Allocated

Source of rating (e.g., self, peer, instructor, supervisor): Instructor

Grading rubric provided (yes / no): No

Description:

(Due electronically on the date and time of your presentation; 25 pts):

Imagine that you work for a local IPV agency. The staff is committed to effectively addressing your organization’s mission and wonders if agency programming is effective. Your agency also has a strong commitment to evidence-based practice and social justice. Your Program Director asked you to work with a team to evaluate the current literature, explore this issue and present the findings to the entire staff. The staff will then use your recommendations during the next strategic planning retreat to determine the future direction of programming.

Step 1: Form an EBP/PICO question with your team members. Make sure that the instructors approve your question before you move to the Step 2 of the assignment.

Step 2: Use the provided evaluation forms (Blackboard, EBP assignment folder) to examine the evidence related to your question. You should examine a minimum of 8 sources. At least 5 of the 8 of the sources must have been published in the past 5 years. The majority of your sources must be from the peer-reviewed journals.

Please contact the instructors if you experience any challenges related to meeting the Step 2 requirements.
Step 3: Summarize the literature in the provided Evidence Summary Table (Blackboard, EBP assignment)

Step 4: Present your findings and recommendations to the rest of the agency staff (instructors and classmates) in a 15 minute presentation, followed by a 10 minute Question & Answer Session.

Enjoy the process of further developing your critical thinking skills and becoming evidence-based change

• The Evidence Summary Table (on Blackboard in EBP folder) of 8 sources, with at least 5 of the sources published in the past 5 years and the majority of your sources from the peer-reviewed

• Individual Appraisal Forms for all articles included (minimum of 8)

• Copies of all articles included

• The names of group members

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<th>Evidence Summary Packet</th>
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<tr>
<td>The packet is missing major elements; the evidence summary table is missing important details and is not clear; the individual appraisal forms are not detailed and are not clear</td>
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<tr>
<th>Evidence Appraisal</th>
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<tbody>
<tr>
<td>The articles selected were not relevant to the EBP question; the evidence appraisal forms are incomplete or the</td>
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Part 2: Group Presentation with Q & A Session – 65%

You will present your question, findings and recommendation in a 15 minute presentation. We will be very strict with the time boundary. Please practice to ensure that your presentation fits the 15 minute time-frame. You will then have 10 minutes to answer questions from your audience (the staff members and leadership of your agency). We will schedule presentations for the 11th, 12th, 13th and 14th

You presentation should include:

- EBP/PICO question
- A brief description of the process through which you developed your question
- A brief description of search terms you used and breadth of evidence
- A brief description of the quality of evidence available and any challenges related to finding evidence
- Findings and limitations
- Recommendations to the agency including the impact of implementing the recommendations

<table>
<thead>
<tr>
<th>Clarity of Recommendations</th>
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<tr>
<td>The team has no recommendations or they are not understandable</td>
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### Impact of Findings and Recommendations

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<tr>
<th>The impact of implementing the recommendations is not examined or is completely wrong</th>
<th>The recommendations are specific enough to serve as the basis for decisions by the agency staff</th>
<th>The recommendations include a potential implementation plan and examination of challenges</th>
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### Presentation Organization

<table>
<thead>
<tr>
<th>The presentation is difficult to follow</th>
<th>The presentation is easy to follow although there are some challenges with understanding the relationships among ideas presented</th>
<th>The presentation is easy to follow and relationships among ideas are clearly expressed</th>
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<td>0 1 2 3</td>
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EBP Presentation

Assignment name: EBP Presentation

Developed by: Tonya Edmond

EPAS competencies measured: 2.1.3; 2.1.6; 2.1.10c

Outcome being measured (e.g., practice behavior, knowledge): Practice Behavior

Curriculum area (e.g., course type / concentration area / specialty area / BSW / MSW): MSW concentration course

Data level (e.g., points allocated, subjective rating): Points Allocated

Source of rating (e.g., self, peer, instructor, supervisor): Instructor

Grading rubric provided (yes / no): Yes

Description:

Group Presentation: Evidence Based Practice Question
Identify an evidence-based question that the group will investigate. This topic or question should emerge from the discussion of the specific case(s) being discussed that weekend. This is a 10-minute oral presentation by the small group to the class, followed by facilitation of class discussion (10 minutes).

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<tr>
<th>Elements of Assignment</th>
<th>Exceeds Expectations (A)</th>
<th>Meets Expectations (B)</th>
<th>Below Expectations (C)</th>
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| 1. Identify an evidence-based question based on what you know so far about Juan and his family. Conduct a literature search in the professional literature that helps to answer the question. 25% | Identifies an important and relevant question, articulates the question and how it applies to Juan and his family clearly. Identifies at least three (3) relevant articles from peer reviewed sources and clearly speak to the chosen topic. | Identifies a relevant question, which is related to the Juan case. Identifies the association between the question and the Juan case, with our without an eye toward the implications of the question for Juan and his family. Identifies 2-3 relevant articles, or relies on non-peer reviewed sources. Sources may be only
| | | | identifies a general question, fails to clearly or convincingly articulate its applicability or importance to the Juan case. Fails to identify 2-3 relevant articles, or relies on non-peer reviewed sources. Sources may be only
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<th>2. Summarize the findings from your literature search to answer your question. Present the implications of your findings for the case of Juan and his family. 25%</th>
<th>Discusses findings from each identified article, as well as similarities and differences between studies. Draws conclusions based on studies, demonstrating attention to quality and applicability. Identifies any methodological problems or population mismatches that may call these conclusions into question.</th>
<th>Presents findings from each article and identifies themes within the literature. Draws conclusions and implications for Juan that reflect the studies identified. Attends to study limitations, may identify factors that make specific studies more or less applicable to Juan and his family.</th>
<th>Makes generalizations without distinguishing between studies. Does not attend to study limitations or strengths. Draws conclusions that do not reflect evidence found in the studies reviewed.</th>
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<td>4. Facilitate a class discussion with regards to the question you have raised and the implications for social work practice. 25%</td>
<td>Facilitators engage in dialogue with the class that reflects the implications of the question and evidence for Juan, as well as social work practice and policy. The group is prepared with questions to begin the discussion, and facilitators use prompts or follow up questions to extend the thinking of their classmates.</td>
<td>The discussion attends to the intersection of the chosen EBP question and Juan’s case. There may or may not be extension to broader policy or practice implications. Facilitators begin the discussion period with appropriate prepared questions.</td>
<td>The discussion ignores the implications of the EBP findings for Juan’s case, or focuses on tangential or trivial implications. The class is not encouraged to extend or deepen their thinking. Facilitators may not be prepared to begin the discussion, or may ask if the class has questions without providing any initial structure.</td>
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<td>5. Overall quality of the presentation and discussion. 25%</td>
<td>Excellent- all group members participate and present in a polished, professional manner. Citations are provided to the instructor and class in a timely manner</td>
<td>Good- all group members participate, may be slightly disorganized or group members may have substantially different levels of involvement. Citations are provided</td>
<td>Poor- not all group members participate in the presentation, or some dominate. The group may lack organization or professional presentation. Citations</td>
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<td>to the instructor and class in a timely manner.</td>
<td>are not provided to the instructor and class in a timely manner.</td>
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Evidence-Based Literature Review

Assignment name: Evidence-Based Literature Review

Developed by: Tonya Edmond

EPAS competencies measured: 2.1.6

Outcome being measured (e.g., practice behavior, knowledge): Practice Behavior

Curriculum area (e.g., course type / concentration area / specialty area / BSW / MSW): Course, Undesignated

Data level (e.g., points allocated, subjective rating): Subjective Rating

Source of rating (e.g., self, peer, instructor, supervisor): Instructor

Grading rubric provided (yes / no): No

Description:

Develop a thorough evidenced-based literature review that provides significant descriptive information about your selected topic. Provide a strong rationale for why the area you have selected is important. Identify the major intervention approaches that are used to treat your issue of interest and discuss the evidence available (or lack thereof) to support such approaches. Cite at least 10 sources, most of which should be peer reviewed journal articles. At least 8 of these sources should have been published in the last five years. This assignment should be 8-10 pages in length and written in compliance with APA guidelines. This assignment will be worth 30% of your final grade.
Field Learning Agreement Activities - TF-CBT

Assignment name: Field Learning Agreement Activities - TF-CBT

Developed by: Cheryl Williams Hecksel & Ineke Way

EPAS competencies measured: 2.1.6; 2.1.10b; 2.1.10c

Outcome being measured (e.g., practice behavior, knowledge): Practice Behavior

Curriculum area (e.g., course type / concentration area / specialty area / BSW / MSW): MSW
Concentration Field

Data level (e.g., points allocated, subjective rating): Subjective Rating

Source of rating (e.g., self, peer, instructor, supervisor): Self, Field Instructor

Grading rubric provided (yes / no): No

Description:

Suggested Learning Activities to Integrate TF-CBT into Your Learning Contract
Developed by Cheryl Williams-Hecksel, Michigan State University, with contribution from Ineke Way, Western Michigan University (2013)

For each item below, determine where in the learning contract it belongs, identify with how many clients (e.g., for x clients)/how many times (e.g., at least x times) you will do the task, and state how you will demonstrate that you have accomplished this task (e.g., discuss in weekly supervision meeting).

1. Administer and score a Northshore/UCLA PTSD Reaction Index, and integrate the findings into assessment and treatment plan.
2. Administer and score the Adolescent Dissociative Experiences Scale or Child Dissociative Checklist, and integrate the findings into assessment and treatment plan.
3. Complete at least 3 trauma-focused assessments/treatment plans with clients on my caseload.
4. Utilize the TF-CBT model framework with at least four child/adolescent clients.
5. Conduct a comprehensive assessment (using multiple methods of assessment) for a minimum of four child/adolescent clients.
6. Research and utilize engagement strategies with parents/caregivers.
7. Identify family intergenerational patterns of trauma and integrate the findings into assessment and treatment plan.
8. Assist parents in developing strategies related to parenting challenges they are experiencing, and support them in using these strategies.
9. Research and compile psychoeducation resource materials to use with children and their families, e.g., regarding witnessing domestic violence, parental alcohol addiction, sexual abuse, physical abuse, neglect, fetal alcohol exposure, trauma effects.
10. Provide psychoeducation to child/adolescent and his/her family, related to trauma symptoms/effects.
11. Provide psychoeducation to child/adolescent and his/her family, related to related symptoms/effects.
12. Research age-appropriate relaxation activities for young children, elementary school children, and teens, and develop a resource file.
13. Implement specific relaxation and stress management skills with child/adolescent.
14. Assist youth in developing awareness of his/her feelings, including identifying, labeling and describing their intensity.
17. Assist youth in identifying and practicing cognitive coping skills.
18. Facilitate youth/family's understanding of relationships between thoughts, feelings, and behaviors.
19. Support a youth in developing a narrative of his/her traumatic experience.
20. Prepare a child to share his/her trauma narrative with a caregiver.
21. Prepare parents/caregivers to witness the narrative of their child in a calm, supportive, and affirming way.
22. Develop and implement a plan for in vivo desensitization related to trauma reminders/triggers.
23. Assist a child/family in developing a safety plan to address future safety and potential trauma reminders.
24. Complete a process recording of a segment of a session focusing on [insert component] of TF-CBT.
25. Prepare a genogram of a family being served, that identifies intergenerational trauma experiences.
26. Formulate a clinical question related to a child/family being served, and research relevant peer-reviewed literature to inform evidence-based practice.
27. Develop and implement a trauma-informed self-care plan.
29. Build on identified client strengths using evidence-based practices such as specific TF-CBT interventions, to develop treatment plans.
30. Complete the TF-CBT fidelity checklist for each session, to monitor the specific TF-CBT components used.
31. Complete the Childhood Traumatic Grief (CTG) online training.
Field Supplemental Evaluation

Assignment name: Field Supplemental Evaluation

Developed by: Ginny Strand

EPAS competencies measured: All

Outcome being measured (e.g., practice behavior, knowledge): Practice Behavior

Curriculum area (e.g., course type / concentration area / specialty area / BSW / MSW): MSW Concentration Field

Data level (e.g., points allocated, subjective rating): Subjective Rating

Source of rating (e.g., self, peer, instructor, supervisor): Field Instructor

Grading rubric provided (yes / no): No

Description:

INSTRUCTIONS

The purpose of this evaluation is to assess how your student is doing in his/her field placement at the end of their trauma-informed placement year. We will compare the results with the data collected mid-year to identify any changes. For matching purposes, if you already filled out the mid-year supplemental field evaluation, please use the same identification code. Your participation in the study is entirely voluntary. If you agree to participate in the study, we are asking that you answer this questionnaire. The results of these surveys will allow us to measure the field readiness for students placed in a trauma placement, as well as their level of competency in implementing an evidence-based trauma treatment in working with children and adolescents.

The questionnaire should take approximately ten minutes to complete. Please do not write your name on the survey so that your identity will be anonymous.

Please do not write your name anywhere on this survey, so your identity will be anonymous. Follow the instructions to devise a code that will be unique to you, and be used in all surveys you complete for this project for matching purposes.

Write in the space provided, your date of birth, using the format MM-DD. For example, if you are born on April 13, you will write 04-13. If born on October 7, you will write 10-07. Follow
with the FIRST LETTER in your mother’s first name; followed by the FIRST LETTER in your father’s first name; and the first and the last digit of your SSN.

Write your 8-digits code, as instructed, in the boxes below:

□ □ - □□ □ □ - □ □ - □

MM DD Mother’s First name initial Father’s First name initial SSN first digit SSN last digit
Section I – Field Instructor Demographic Information

1. Gender:
   □ Male
   □ Female
2. Race/Ethnicity:
   □ American Indian/ Alaskan Native/Hawaiian Native
   □ Hispanic
   □ Asian or Pacific Islander
   □ Caucasian/ White
   □ Black/ African American
   □ Other (specify)
3. Age: ____________
4. The type agency setting for this field placement is:
   □ Outpatient Mental Health Clinic □ Public Child Welfare
   □ Community-based Family Service Agency □ Hospital
   □ Residential Treatment □ Preventive services/foster care and adoption
   □ In-patient Psychiatric □ Forensic settings
   □ School Based Social Work Services □ Other (specify)

Section II – Student Information

5. Gender:
   □ Male
   □ Female
6. Race/Ethnicity:
   □ American Indian/ Alaskan Native/Hawaiian Native
   □ Hispanic
   □ Asian or Pacific Islander
   □ Caucasian/ White
   □ Black/ African American
   □ Other (specify)
7. Age: ____________
8. Period Covered
Section III: Student’s Performance

9. How many trauma cases did your student carry? 
   ______

10. How many total cases did your student have? 
    ______

11. The courses students took prior to starting this placement provided them with a good foundation for trauma work. 
(Choose the response that best characterizes the extent to which courses contributed to the students’ field readiness).

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<td>0</td>
<td>I don’t know</td>
<td>Not at all</td>
<td>Very little</td>
<td>Somewhat</td>
<td>Well</td>
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12. My student was trained in the following evidence-based trauma treatment training. Check all that apply.

   □ TF-CBT
   □ CPP
   □ ARC
   □ STAR
   □ TST
   □ Other, please specify __________________

13. The evidence-based trauma treatment training prepared my student for this field placement. 
(Choose the response that best characterizes the extent to which the training contributed to their field readiness).

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<td>1</td>
<td>Not at all</td>
<td>Very little</td>
<td>Somewhat</td>
<td>Well</td>
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14. To what extent did your student use the evidence-based trauma treatment model with their assigned cases?

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<td>1</td>
<td>Not at all</td>
<td>Very little</td>
<td>Somewhat</td>
<td>Well</td>
<td>Very well</td>
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15. What other factors contributed to supporting your student in successfully implementing the
16. What obstacles has your student encountered in trying to implement the EBTT model? Choose all that apply.
☐ No trauma cases were assigned to the student yet
☐ Trauma cases assigned to the student did not support the EBTT model the student was trained in
☐ Student’s timeframe with the agency did not allow for full and proper implementation of the model
☐ Other. Please specify:
______________________________________________________________________________
______________________________________________________________________________

17. Have you encountered any challenges in supervising the student?
☐ Yes  ☐ No
If yes, please list the challenges you encountered with the supervision process.
______________________________________________________________________________
______________________________________________________________________________

18. My student has participated in consultation calls.
☐ Yes  ☐ No  ☐ N/A
If yes, go to question 19
If no or N/A, proceed to section IV

19. How often did your student participate in the consultation calls?
☐ Bi monthly  ☐ Monthly
☐ Less than once a month  ☐ Sporadically

20. Did the consultation calls improve your student’s readiness for field?

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<td>N/A</td>
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21. Has your student discussed issues raised in the consultation calls, in supervision?
☐ Yes  ☐ No

Section IV– Student’s Trauma related Knowledge and Skills

On the following items, please select the corresponding level of confidence related to your student’s application of trauma concepts and use of related skills at the end of their current field placement:

The values are as follows:
1 = Not Confident at All       5 = Somewhat Confident       9 = Completely Confident
In their current field placement the student you supervised was able to:

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<td>1) [CC1] Explain how traumatic experiences are inherently complex and reactions can be influenced by prior experiences and development level.</td>
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<td>2) [CC2] Illustrate how (describe?) trauma occurs within a broad context that includes children’s personal characteristics, life experiences, and current circumstances.</td>
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<td>3) [CC3] Explain the manner in which trauma exposure may generate adverse life events and circumstances (secondary adversities) that may continue over time and across development.</td>
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<td>4) [CC4] Demonstrate that children can exhibit a wide range of reactions to trauma and loss, including post-traumatic stress and grief reactions.</td>
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<td>5) [CC5] Highlight how danger and safety are core concerns in the lives of traumatized children.</td>
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<td>6) [CC6] Provide a framework for interventions which address the level of functioning of primary care-giving environments, including the parent/caregiver, family unit, and their relationship with the child or adolescent.</td>
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<td>7) [CC7] Demonstrate how pre-existing protective and promotive factors (e.g., positive attachment relationship with primary caregiver, family cohesion, social support, adaptive coping, social competence) can reduce the adverse impact of trauma exposure across development.</td>
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<td>8) [CC8] Describe how trauma and post traumatic adversities can strongly influence development.</td>
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<td>9) [CC9] Demonstrate an understanding of the neurobiological consequences of exposure to trauma.</td>
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<td>10) [CC10] Examine ways in which cultural factors and processes may profoundly influence trauma exposure.</td>
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<td>11) [CC11] Explore how interventions with trauma-exposed children and adolescents need to address ethical and legal issues as these arise.</td>
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<td>12) [CC12] Explore how interventions with trauma-exposed children and adolescents impact the practitioner in working with these populations.</td>
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<td>13) [2.1.1] Implement concepts of trauma-informed social work practice into organizational culture.</td>
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<td>14) [2.1.2] Use decision-making practices that take into account trauma’s fundamental breach of the social contract for clients and the client systems.</td>
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<td>15) [2.1.3] Apply appropriate and relevant theories of trauma and recovery in the treatment of individuals and systems of care.</td>
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<td>16) [2.1.4] Recognize impact of trauma on vulnerable, marginalized</td>
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people along with their communities and identify specific help-seeking behavior of traumatized individuals.

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<td>17) [2.1.5] Promote the application of trauma-informed practice in advocating for justice and inclusion of diverse people, communities, organizations, victims of, and perpetrators of trauma.</td>
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<td>18) [2.1.6] Apply conceptual knowledge in practice to develop research questions and collect relevant trauma-informed data to guide practices.</td>
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<td>19) [2.1.7] Identify how social, cultural, and spiritual factors aid and/or inhibit trauma recovery for individuals, families, organizations, and communities.</td>
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<tr>
<td>20) [2.1.8] Evaluate, develop, and implement trauma-informed policies and prevention strategies individually and in collaboration with colleagues, clients, and communities.</td>
<td>1</td>
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<td>21) [2.1.9] Assess organizational readiness to implement trauma-informed and evidence-based programs and practices.</td>
<td>1</td>
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<tr>
<td>22) [2.1.10a] Apply trauma informed perspective to safely engage an organization/community affected by trauma.</td>
<td>1</td>
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<tr>
<td>23) [2.1.10b] Perform trauma-informed assessments incorporating risk, protective, and promotive factors from a developmental perspective.</td>
<td>1</td>
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<td>24) [2.1.10c] Evaluate and apply evidence-based trauma treatment with trauma affected population while identifying and overcoming common obstacles to change.</td>
<td>1</td>
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<tr>
<td>25) [2.1.10d] Recognize and evaluate how trauma-informed a community or organization is and assess readiness to integrate evidence-based trauma treatment.</td>
<td>1</td>
<td>2</td>
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</table>

Any other comments or concerns related to your student’s trauma-focused field placement this year?

_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________

Thank you for completing this survey!
Film Clinical Analysis

Assignment name: Film Clinical Analysis

Developed by: Unidentified

EPAS competencies measured: 2.1.3; 2.1.5; 2.1.7; 2.1.9; 2.1.10b

Outcome being measured (e.g., practice behavior, knowledge): Practice Behavior

Curriculum area (e.g., course type / concentration area / specialty area / BSW / MSW): Course, Undesignated

Data level (e.g., points allocated, subjective rating): Subjective Rating

Source of rating (e.g., self, peer, instructor, supervisor): Instructor

Grading rubric provided (yes / no): No

Description:

Please submit up to a 10 page paper (excluding title page and references) analyzing [the film chosen each year]

Use the movie as a clinical example of traumatization, demonstrating your understanding of relevant material from the required course readings, and bringing in information about the kind of trauma depicted, from 3-4 relevant academic sources (chapters, books, peer-reviewed articles), and the context of the trauma (may use academic sources or Google search for context). Explore the following dynamics of trauma:

• Causes – the traumatic stressor(s). Is there just one trauma, or are there layers of trauma at different times, of different types?

• Effects – the way trauma is experienced. Include your assessment of a diagnosis: Does it seem to be PTSD, ASD, Complex PTSD, dissociation, anxiety, depression, substance use, or any other diagnoses that may be linked to trauma? If you see more than one reaction in different characters, what range do you see? If you do not have a DSM-5, you may access an electronic copy through Penrose Library (see directions posted in Blackboard under class three. If the person portrayed is given a diagnosis by others (in the movie), be sure to analyze that diagnosis critically – are there really enough of the symptoms evident to give
that diagnosis?

- Context – include also the social, political or cultural factors you see at work. Are there influences of history, culture, oppression, etc. that intensify or mitigate the effects of trauma?

You can use Google to search for information about historical or social context.

- Healing – any steps towards recovery? Do you see the character(s) changing? If so, what facilitates that change? What is/are the character’s attitudes towards the changes they experience? Do they identify it on any level as healing?

- Include a plot summary, or describe the plot as you cover the areas listed above. When there isn’t enough information in the film to be sure about these dynamics, use your knowledge of trauma to speculate about what might be happening, and note in the writing that you are doing so.
Five-Minute Skill Demonstration Video

Assignment name: Five-Minute Skill Demonstration Video

Developed by: Ginny Sprang

EPAS competencies measured: 2.1.10c

Outcome being measured (e.g., practice behavior, knowledge): Practice Behavior

Curriculum area (e.g., course type / concentration area / specialty area / BSW / MSW): Course, Undesignated

Data level (e.g., points allocated, subjective rating): Subjective Rating

Source of rating (e.g., self, peer, instructor, supervisor): Instructor

Grading rubric provided (yes / no): No

Description:

Include a 5 minute skill demonstration video, illustrating your execution of one of the identified TF-CBT skills (psychoeducation, teaching self-regulation, etc…). Ideally this should be completed with an actual client you are treating in your clinical practicum. A demonstration with another student or volunteer is acceptable (10%).
In-Class Presentation on Trauma

Assignment name: In-Class Presentation on Trauma

Developed by: Ginny Focht-New

EPAS competencies measured: 2.1.3; 2.1.6; 2.1.10c

Outcome being measured (e.g., practice behavior, knowledge): Practice Behavior

Curriculum area (e.g., course type / concentration area / specialty area / BSW / MSW): Course, Undesignated

Data level (e.g., points allocated, subjective rating): Subjective Rating

Source of rating (e.g., self, peer, instructor, supervisor): Instructor

Grading rubric provided (yes / no): No

Description:

Assignment #3 – 15 % (In class presentation due week 14). Read 2 articles about the topic, population, and (2 different) therapies. Give a 10-minute presentation about what you have learned during the semester and what has changed about your practice. Handout a 1-2 page summary of the reading (2 articles) and includes implications to social work.
Integrative Reflection Papers

Assignment name: Integrative Reflection Papers

Developed by: Sue Green

EPAS competencies measured: 2.1.1; 2.1.3; 2.1.4; 2.1.5

Outcome being measured (e.g., practice behavior, knowledge): Practice Behavior

Curriculum area (e.g., course type / concentration area / specialty area / BSW / MSW): Course, Undesignated

Data level (e.g., points allocated, subjective rating): Subjective Rating

Source of rating (e.g., self, peer, instructor, supervisor): Instructor

Grading rubric provided (yes / no): No

Description:

Two integrative papers are required - 25% (12.5 pts each). You CHOOSE what it is that you would like to write about.

Answer both of the following questions in both papers:
1. What guidance do you need to be able to respond practically to this human rights issue in your practice as a social worker?
2. How has this session informed your development as a social worker?

Choose and answer any four of the following questions in each of the two papers.
1. What human rights issues are raised in relation to the topic of focus in this class session: How is this issue addressed in the Universal Declaration of Human Rights?
2. Identify the (a) risk and (b) protective factors for the type of trauma focused on in this course session.
3. What is the (a) scope and (b) limitation of social work intervention in this area on micro, mezzo and macro levels?
4. What types of social work interventions could be used for: remedial, preventive, and developmental orientations to practice with this type of trauma?
5. What attitudes of social discrimination, marginalization, stigmatization and injustice
surround this issue?
6. Considering the interrelationship between universal human rights and the trauma focus for this classroom session, what dilemmas could be faced by social workers and agencies in their decisions about interventions with this population?
7. In what ways can clients—individuals, families, communities—be empowered to bring about change in their own situation and in the attitudes of others towards them?
8. What factors might make it difficult for social workers to be unprejudiced with dealing with clients who have experienced this type of trauma and who seek services?

Select one of the “topics” presented in the video lectures.
The emphasis of the paper is on connecting readings, lecture, class discussion/activities with your own reactions to and ideas about the topics, as well as field placement and employment experiences as they relate to the topic. The paper should demonstrate comprehension, synthesis, and application of all these components and should reflect insight and knowledge as well as evidence professional development as a social worker.

***Use of references for integrative papers required***
Journaling Exercise

Assignment name: Journaling Exercise

Developed by: Barbara Gilin and Mimi Sullivan

EPAS competencies measured: 2.1.1; 2.1.3

Outcome being measured (e.g., practice behavior, knowledge): Knowledge

Curriculum area (e.g., course type / concentration area / specialty area / BSW / MSW): Field

Data level (e.g., points allocated, subjective rating): Subjective Rating

Source of rating (e.g., self, peer, instructor, supervisor): Instructor

Grading rubric provided (yes / no): no

Description:

The last journal/final paper must be four full pages in length, and should describe the ways that this course has changed/ will most likely change how you understand and work with trauma survivors. Please provide one example of a conversation you had with a client that was informed by the new knowledge you gained in this course. This final paper is due week 14.
Journaling Personal Effects

Assignment name: Journaling Personal Effects

Developed by: Ginny Focht

EPAS competencies measured: 2.1.1; 2.1.3

Outcome being measured (e.g., practice behavior, knowledge): Knowledge

Curriculum area (e.g., course type / concentration area / specialty area / BSW / MSW): Field

Data level (e.g., points allocated, subjective rating): Subjective Rating

Source of rating (e.g., self, peer, instructor, supervisor): Instructor

Grading rubric provided (yes / no): No

Description:

Journaling – 15% (completed each week either in class or within 48 hours of class) – one paragraph discussing: 1) how the material personally impacts you, and 2) how the material illuminates or changes your view of yourself, or of others that you have known.
Journaling Weekly

Assignment name: Journaling Weekly

Developed by: Barbara Gilin and Mimi Sullivan

EPAS competencies measured: 2.1.1

Outcome being measured (e.g., practice behavior, knowledge): Knowledge

Curriculum area (e.g., course type / concentration area / specialty area / BSW / MSW): Field

Data level (e.g., points allocated, subjective rating): Subjective Rating

Source of rating (e.g., self, peer, instructor, supervisor): Instructor

Grading rubric provided (yes / no): No

Description:

For each class, the student is required to submit one informal journal entry of at least one paragraph, discussing: 1) how the course material personally impacts him/her, and 2) how the material changes the student’s views of him/herself, or of others the student has known. The journal entry should be on a separate page from the critique of the reading.
**Literature Review - Interventions/Diversity**

Assignment name: Literature Review: Interventions/Diversity

Developed by: Tonya Edmond

EPAS competencies measured: 2.1.2; 2.1.6; 2.1.10a-d, 2.1.2; 2.1.4; 2.1.9

Outcome being measured (e.g., practice behavior, knowledge): Knowledge, practice behavior

Curriculum area (e.g., course type / concentration area / specialty area / BSW / MSW): Course, MSW

Data level (e.g., points allocated, subjective rating): Subjective Rating

Source of rating (e.g., self, peer, instructor, supervisor): Instructor

Grading rubric provided (yes / no): No

**Description:**

Interventions: Identify the major intervention approaches that are used to treat your issue of interest and discuss the evidence available (or lack thereof) to support such approaches. The intervention section should provide a good overview of what the intervention entails and significant attention to the issue of evidence of effectiveness (or lack thereof). Be specific about the outcomes and whether the findings are statistically and/or clinically significant. (20 pts)

Diversity: Indicate the extent to which the intervention(s) are responsive to the needs of diverse groups of women and provide any available evidence that support claims of their effectiveness with such groups. Draw this specifically from the intervention studies you describe. Look at the samples to gather good demographic information. Make note of what is missing. Think about diversity broadly and not just in terms of ethnicity. Think about the applicability of the intervention to the diverse array of clients you may be serving in the future. Is there evidence that the intervention is effective across a broad array of women? (10 pts)
Literature Review - Theory

Assignment name: Literature Review: Theory

Developed by: Tonya Edmond

EPAS competencies measured: 2.1.2; 2.1.6; 2.17

Outcome being measured (e.g., practice behavior, knowledge): Knowledge

Curriculum area (e.g., course type / concentration area / specialty area / BSW / MSW): Course, MSW

Data level (e.g., points allocated, subjective rating): Subjective Rating

Source of rating (e.g., self, peer, instructor, supervisor): Instructor

Grading rubric provided (yes / no): No

Description:

Identify and describe one or more theoretical perspectives that you found in the literature and adhere to that are used as a model for understanding your issue of interest. The theoretical explanation for an issue has direct implications for the interventions we select. For example, if patriarchy is the cause of violence against women (theory), ultimately interventions need to address patriarchy and the status of women in society. An alternative approach to addressing theory is to focus on the theories behind interventions. For example, if our beliefs about ourselves, others and the world are the theory (CBT) behind the development of specific trauma symptoms, then an intervention that targets changing beliefs (CPT) makes sense. Your theory section needs to link to the underlying causes of the issue of concern. Discuss the extent to which the theoretical perspectives are linked to any intervention(s) that you discovered in your literature search. (10 pts)
Literature Review Trauma Type

Assignment name: Literature Review Trauma Type

Developed by: Ginny Focht

EPAS competencies measured: 2.1.3, 2.1.6, 2.1.10b, 2.1.10c

Outcome being measured (e.g., practice behavior, knowledge): Knowledge

Curriculum area (e.g., course type / concentration area / specialty area / BSW / MSW):

Data level (e.g., points allocated, subjective rating): Points Allocated

Source of rating (e.g., self, peer, instructor, supervisor): Instructor

Grading rubric provided (yes / no): No

Description:

Assignment #1 – 25% (Literature review due week 6 in My Assignment). Read one article a week about the type of trauma chosen for weeks 2 – 5 (total of 4 articles). Write a 3 to 4 page literature review of the material. Include citations from the Rothchild’s assigned reading (chapters 1 – 4) where they apply. Summarize the main points of the articles in your own words. Synthesize material from different articles/chapters where they overlap. Identify the implications of this type of trauma in social work. Include a one-page discussion of what you learned and how you will apply the material to your practice (present and/or future).
Maintenance/Self-Care Plan

Assignment name: Maintenance/Self-Care Plan

Developed by: Lisa Butler, Sandra Lopez

EPAS competencies measured: 2.1.1

Outcome being measured (e.g., practice behavior, knowledge): Practice Behavior

Curriculum area (e.g., course type / concentration area / specialty area / BSW / MSW): Course, Field

Data level (e.g., points allocated, subjective rating): None

Source of rating (e.g., self, peer, instructor, supervisor): Self, Instructor

Grading rubric provided (yes / no): No

Description:

A “maintenance self-care plan” refers to the activities that you have identified as important to your well-being and that you have committed to engage in on a regular basis to take care of yourself. As we mentioned before, there is no “one-size-fits-all” self-care plan. There are, though, some general principles: take care of your physical health, manage your stress and reduce it where possible, honor your emotional and spiritual needs, nurture your relationships, and find balance in your school and work life. In other words, to take care of yourself you need to make a commitment to attend to all the domains of your life: body, mind, emotions, spirit, relationships, and school/work. However, because we each live unique lives with unique demands, each of us need to figure out what that means for us and how to apply it in our lives. There are some straightforward steps to guide us in this process.

1. How do you cope now? Identify what you do now to manage stress in your life and assess how well suited these strategies are to your long term health and well-being by completing the Lifestyle Behaviors (“Is your life causing you stress?”) assessment. This can help you determine whether the coping strategies you presently use when you are stressed are, on balance, good for you or perhaps not so good. Consider how you could reduce your tendency (if you have one) to turn to coping strategies on the “negative” side of this ledger and employ those on the “positive” side instead. In fact, decreasing or eliminating at least one “negative” coping strategy can be one of the goals of your Maintenance Self-Care plan.
2. What would you like to do? Complete the Self-Care Assessment. Filling out this checklist should highlight the good things you are already doing for yourself and whether there is an imbalance in the areas in which you practice self-care. It can also give you some ideas for other things you can do in the future to help prevent stress, burnout, and compassion fatigue and also to maintain and enhance your well-being. Make a note of the items that you would like to add (or add more of) to your self-care repertoire. In considering this, try to be sure that each domain of self-care is well represented. If you think of things that are not included in this list just add them at the end.

3. Outlining your plan. The spaces provided in the My Maintenance Self-Care Worksheet each represent a self-care domain. In each space fill in the activities that you already engage in (“current practice”) and those you would like to add (“new practice”). Both current and new practices will comprise your Maintenance Self-Care Plan – the regular activities you engage in to take care of yourself.

4. Obstacles to implementation. Once you have identified these practices, it is useful to identify possible barriers or obstacles that could get in the way of implementing and/or maintaining them. You can revisit this topic and revise your list as you become more familiar with the demands of graduate school. For now, though, think about what you anticipate these barriers/obstacles to be (try to list at least 3 or 4 in the spaces provided), how you can address them, and how you can remind yourself to follow your plan. Write these solutions on the last page of the My Maintenance Self-Care Worksheet as well. If you have chosen to limit or eliminate a negative coping strategy that you currently use, note this as well.

5. Make a commitment to yourself. Preparing a plan is important; it identifies your goals and the strategies to achieve them. However your success in implementing your plan is ultimately based on the level of genuine commitment you make to your own self-care. This kind of commitment is only possible when you recognize that your own health and well-being are essential and you acknowledge the importance of honoring yourself and your needs. If you find this to be a challenge, then take some time to explore your reservations. One reservation might be the tendency to put the needs of others first (a tendency that may be overrepresented among professional care providers). The truth is that your self-care is not only essential to your well-being (and that is a good enough reason in and of itself), but it is also a necessary precondition for you to be effective and successful in honoring your professional and personal commitments. Remember: Just like the flight attendant says, you need to put on your own oxygen mask first before you can be of help to others. So, take a moment, think it over, and then make your personal commitment to your own self-care. You deserve it!

6. Share your intentions. Once you have developed your plan and made your commitment, share your self-care plan with other students and friends/family so you can exchange ideas/strategies and enlist support and encouragement. Consider also joining or starting a student support or discussion group as one way to consolidate and sustain your efforts. (For your reference, we have included some Tips for Starting a Support or Discussion Group, also in the “Developing Your Support System” section.)
7. Be prepared. Next, click on Developing Your Emergency Self-Care Plan, and work through those materials. Developing an Emergency Self-Care Plan helps to organize your thinking and resources before you are faced with a crisis or feel overwhelmed. This is not to suggest that you will invariably face such a situation during graduate school; the idea is to be prepared just in case. Think of it in the way you would think about preparedness for other possible emergency situations: it is important to figure out your plan in advance when you have the time, wherewithal, and concentration to do so effectively!

8. Follow your plan. Once you have completed the assessments and worksheet described above you will have identified the core elements of your personal Maintenance Self-Care Plan. The final step is to implement your plan and keep track of how you are doing. Keeping track of your progress will help you recognize your successes and identify and address any difficulties you may not have anticipated. Don’t forget that you can revise your plan as needed – self-care is always a work in progress. (Remember, also, to employ your emergency plan when and if you need to.)

(Prepared by Lisa D. Butler, PhD, based in part on materials provided by Sandra A. Lopez, LCSW, ACSW, University of Houston, Graduate School of Social Work)
Message Board Entries

Assignment name: Message Board Entries

Developed by: Ginny Focht

EPAS competencies measured: 2.1.3; 2.1.6; 2.1.10b-c

Outcome being measured (e.g., practice behavior, knowledge): Practice Behavior

Curriculum area (e.g., course type / concentration area / specialty area / BSW / MSW): Course, Undesignated

Data level (e.g., points allocated, subjective rating): Subjective Rating

Source of rating (e.g., self, peer, instructor, supervisor): Instructor

Grading rubric provided (yes / no): No

Description:

Assignment #2 – 30 % (Message Board posting due based on trauma in the population chosen. Discussion will be completed by week 14). Read 4 articles about the population you chose. Open your Topic on Message Board (depending on the week you are assigned) and summarize the articles that you read, what you learned, and how you will apply this learning to your practice (present and/or future). You will be required to write a minimum of 500 words. Once your material is posted visit each of the other students posting and make a comment in each area. Interactions are encouraged.
Assignment name: Postgrad Training Plan

Developed by: Tonya Edmond

EPAS competencies measured: 2.1.2, 2.1.6, 2.1.10c

Outcome being measured (e.g., practice behavior, knowledge):

Curriculum area (e.g., course type / concentration area / specialty area / BSW / MSW):

Data level (e.g., points allocated, subjective rating): Points Allocated

Source of rating (e.g., self, peer, instructor, supervisor): Instructor

Grading rubric provided (yes / no): No

Description:

Include in your paper a detailed, specific plan for acquiring any post-graduate training that would be required to implement the interventions you have selected as most salient for addressing your topic of interest. (10pts)
Reflection on Video Demonstration

Assignment name: Reflection on Video Demonstration

Developed by: Ginny Sprang

EPAS competencies measured: 2.1.3; 2.1.10a-d

Outcome being measured (e.g., practice behavior, knowledge): Practice Behavior

Curriculum area (e.g., course type / concentration area / specialty area / BSW / MSW): Course, Undesignated

Data level (e.g., points allocated, subjective rating): Subjective Rating

Source of rating (e.g., self, peer, instructor, supervisor): Self, Instructor

Grading rubric provided (yes / no): No

Description:

Write a 3-4 sentence synopsis of your reflection on each video demonstration. Identify the skills you see demonstrated in each video. (Note: there are 3-4 for each component) (10 %)
Reflection Paper - Readings

Assignment name: Reflection Paper: Readings

Developed by: Barbara Gilin & Mimi Sullivan

EPAS competencies measured: 2.1.3

Outcome being measured (e.g., practice behavior, knowledge): Practice Behavior

Curriculum area (e.g., course type / concentration area / specialty area / BSW / MSW): Course, Undesignated

Data level (e.g., points allocated, subjective rating): Subjective Rating

Source of rating (e.g., self, peer, instructor, supervisor): Instructor

Grading rubric provided (yes / no): No

Description:

Beginning in Session 2, prepare a one-page summary and critique on one of the assigned readings, and prepare a one-paragraph journal entry about your reactions to the course readings, classroom discussions, or to the videos. The one-page summary and critique should include a full citation at the top and should be double-spaced in 12-point font, with standard margins. You may select two different weeks when you can “take a pass” on writing the critique and summary. However, journal entries must be submitted each week, beginning in session 2.

The one-page summary and critique shall be from one required reading listed for that session. If there is a The Body Remembers reading required for the session, the student must write a summary and critique on that entire reading (encompassing all assigned chapters, NOT just one chapter). The central points of the reading should be summarized in your own words. Your critique should then discuss the reading’s strengths and/or limitations, its usefulness for practice, and when relevant, your opinion regarding the research cited. A sample is provided at the end of the syllabus on p. 11.
Safety and Advocacy Plan

Assignment name: Safety and Advocacy Plan

Developed by: Jelena Todic & Katie VondeLinde

EPAS competencies measured: 2.1.3; 2.1.5; 2.1.6; 2.1.8; 2.1.9; 2.1.10a; 2.1.10b

Outcome being measured (e.g., practice behavior, knowledge): Practice Behavior

Curriculum area (e.g., course type / concentration area / specialty area / BSW / MSW): Course, DV

Data level (e.g., points allocated, subjective rating): Subjective Rating

Source of rating (e.g., self, peer, instructor, supervisor): Instructor

Grading rubric provided (yes / no): No

Description:

In Her Shoes: Safety and Advocacy Plan

(Electronic copy due before the beginning of class on 4/30; 35 points)

Rationale: One of the main objectives of this course is to develop the preliminary skills to evaluate a survivor’s situation, needs and strengths and to provide advocacy on the micro, mezzo, and macro levels. For this assignment, you must demonstrate the ability to critically analyze a survivor’s situation and craft survivor-centered advocacy strategies to reduce harm and increase options, support, safety, resiliency and self-efficacy.

Assignment: The safety plan integrates learning from the entire course and gives you the opportunity to carefully analyze, strategize, and plan with a survivor of intimate partner violence. Each student will select a survivor from the In Their Shoes exercise and develop a safety and advocacy plan. We scheduled In Her Shoes activity for the class on January 15,

1. A chart of the survivor’s batterer generated and life generated risks.

2. A discussion of the survivor’s strengths
3. Specific and detailed strategies to address at least 2 life and partner generated risks

4. Four resources in St. Louis* that will be specifically relevant to assist the survivor you are working with and an explanation about why these resources are relevant. Two of the resources need to address batterer-generated issues and the other two life-generated issues.

a. Contact each resource personally (via telephone) to include the resource in your safety plan. Include:

i. contact information,

ii. the time and date you contacted the program

iii. your experience getting in touch with the resource,

iv. specific program information including eligibility, cost, and accessibility to public transportation (for example: Support group for 5-10 year olds impacted by intimate partner violence meets each Tuesday evening at the South County YMCA which is on a bus line. The support group is free and open to children who live in St. Louis County and who are eligible for free or reduced lunch program).

5. Choose 1 of the following MEZZO OR MACRO

MEZZO

a. An in-depth analysis of 1 of the survivor ‘s unmet needs on the mezzo level (for example, lack of access to IPV programs for women with severe and persistent mental health issues, one size fits all programs for batterers). The analyses should include:

i. The survivor’s unmet need. Identify current barriers preventing survivor from getting this need

ii. Describe and cite at least 1 “best organizational practice” to meet survivor’s need (best practice met. Connect this need to at least 1 of the survivor’s life or batterer generated risks. (best practice can either be based on evidence or best practices described in white papers or other less academic writing including domestic violence coalition reports, foundation reports, agency reports, etc.)

Why is the practice described as effective? How would this practice impact your client? What are some limitations of this practice? How could you tailor this best organizational practice to better meet the needs of your client?
b. Create an action plan to advocate for change within the organization. Your plan should include an outcome goal and 3-5 concrete tasks to move toward this goal and rationale for each task.

MACRO

c. An in-depth analysis of 1 of the survivor’s unmet needs on the macro level. The analyses should include:

   i. Identification of what your survivor needs from a policy, law, funding or social beliefs.
   ii. Describe and cite at least 1 proposed best macro change strategy (either based on evidence
   iii. Create an action plan to advocate for change within the organization. Your plan should or best practices described in white papers or other less academic writing including domestic violence coalition reports, foundation reports etc.) Why is the macro change strategy described as effective? How would this macro change strategy impact your client? What are some limitations of this macro change strategy? How could you tailor this best change strategy to better meet the needs of your client? include intended outcome goal, 3-5 concrete tasks to move toward goal and rationale for each task.

Grading Structure:

Micro Safety/advocacy Plan

• Batterer/life generated risks 10% • Survivor’s strengths 5%
• Strategies to address risks 20%
• Resources 10%
• Gap in resources 5%
Total for Micro Safety/Advocacy Plan 50%

Advocacy on Mezzo or Macro Level

• Explanation of survivor’s needs 10%
• Best organizational/Marco practice 15%
• Advocacy plan 15%
Total for Mezzo/Macro Advocacy Plan 40%

Spelling, organization, proper grammar and clarity of your arguments 10%

Total for paper 100%
Safety Planning Log

Assignment name: Safety Planning Log

Developed by: Jelena Todic & Katie VondeLinde

EPAS competencies measured: 2.1.1; 2.1.2; 2.1.4; 2.1.9; 2.1.10a

Outcome being measured (e.g., practice behavior, knowledge): Practice Behavior

Curriculum area (e.g., course type / concentration area / specialty area / BSW / MSW): Course, DV

Data level (e.g., points allocated, subjective rating): Subjective Rating

Source of rating (e.g., self, peer, instructor, supervisor): Instructor

Grading rubric provided (yes / no): No

Description:

(Electronic copy due before the beginning of class; 2 x 10% = 20% of final grade)

This assignment will help you explore linkages and intersections of the course topics with the story of the survivor you are “working with” throughout the semester. (See the Safety and Advocacy Plan assignment for more details). You will turn in 2 logs. Our intention behind the logs is to give you an opportunity to pause and examine how theory, readings and class discussions/exercises translate into ethical social work practice with survivors of intimate partner violence.

Based on the assigned readings and experiences in class, answer the Section I and Section II of the In addition to answering all the questions from the Section I (these answers should be at least 50% of your log), choose to answer at least one of the questions from the Section II.

Make sure to reference at least three of the readings assigned for the timeframe the log corresponds to.

Section I:

- How do discussion/activities from class relate to the experiences, safety and safety plan of the survivor of IPV you are working with (the survivor you picked
from In Their Shoes activity)? What life-generated risks discussed during this time-frame (for time-frame see the end of this assignment) is this survivor experiencing? What partner (batterer) generated risks discussed during this time frame is the survivor is experiencing? What questions do you have about this survivor’s experience, the strategies they are utilizing to be safe, the resources available and the obstacles they are running into? What information or perspectives would you like to explore further?

Section II:

- What have you learned about yourself in relation to this topic? How may your past experiences and your multiple identities (in the context of power, privilege and oppression) impact your understanding/reactions to the topic/situation?
- What experiences, information or perspectives were particularly challenging for you? Why?
- What personal perspectives or attitudes changed as a result of readings and participating in the class activities/discussions?
- What changes in your behavior will you make as a result of what you learned?
  - How do these changes affect your personal and/or professional life as a social worker (for example, your relationships with friends; the way you think about this issue at your practicum; the way you respond to your favorite TV shows? etc.)?
  - How might making these changes affect your personal and/or professional life as a social worker (changes in your relationships with friends, family, clients and colleagues)? How will you deal with possible negative consequences, if any?
- How do the readings/experiences in class inform your thinking about these issues in social work?
Scholarly Paper

Assignment name: Scholarly Paper

Developed by: Eileen Dombo

EPAS competencies measured: 2.1.3; 2.1.6; 2.1.8; 2.1.9; 2.1.10c

Outcome being measured (e.g., practice behavior, knowledge): Practice Behavior

Curriculum area (e.g., course type / concentration area / specialty area / BSW / MSW): Course, Undesignated

Data level (e.g., points allocated, subjective rating): Subjective Rating

Source of rating (e.g., self, peer, instructor, supervisor): Instructor

Grading rubric provided (yes / no): No

Description:

Students will choose a dimension of trauma and address (1) a clinical social work intervention; (2) a community response; (3) a private or public program; OR (4) a federal, state, or local governmental policy designed to address the issue. The paper will include a literature review using scholarly references and provide a critical analysis of the current response, and concrete recommendations for improvements or changes. The paper must be written in APA style and follow the MSW Program’s expectations for a scholarly paper. Write the final paper using the following headings to structure your writing, and include reference pages. Due Class 14.

1. Introduction: A brief statement about the focus and purpose of the paper. The introduction should give your reader an understanding of the dimension of trauma you will focus on, and the level of social work intervention you will address. (1/2 page, 5 pts).

2. Literature Review: Review the research and writings on your dimension of trauma from the scholarly literature. Address the history of social work’s role with this issues and the understanding of the social and interpersonal factors that contribute to it. Summarize the current, state of the art interventions/policies/community programs. Address any applicable explanatory theory and models of practice (6-7 pages, 40 pts).
3. **Critique:** Discuss the strengths and weaknesses of the state of the art practice with this dimension of trauma. Address gaps in services, inadequacies of programs, problematic policies, etc. *(2 pages, 10 pts)*

4. **Future Directions for Social Work:** Propose ways to strengthen what already exists and/or new methods of alleviating the problem and/or its sequelae. Be concrete about what you, as a future social work leader, would do to improve upon the current state of the art on this dimension of trauma *(2-3 pages, 20 pts)*

5. **Conclusion:** Summarize the findings of your paper. What are your final thoughts on the dimension of trauma and current social work practice? How might your critique strengthen the role of social workers in this area? *(1/2 page, 5 pts)*

6. Use the correct APA format, grammar, and writing style. *(20 points)*
Self-Care Plan

Assignment name: Self-Care Plan

Developed by: Ginny Sprang

EPAS competencies measured: 2.1.1; 2.1.2

Outcome being measured (e.g., practice behavior, knowledge): Practice Behavior, Knowledge, Values

Curriculum area (e.g., course type / concentration area / specialty area / BSW / MSW): All

Data level (e.g., points allocated, subjective rating): Points Allocated

Source of rating (e.g., self, peer, instructor, supervisor): Instructor

Grading rubric provided (yes / no): No

Description:

Develop a self-care plan to address this issue based on class discussions and assigned readings. (10%)
STS Reflection Paper

Assignment name: STS Reflection Paper

Developed by: Howard Robinson & Ineke Way

EPAS competencies measured: 2.1.1; 2.1.6

Outcome being measured (e.g., practice behavior, knowledge): Practice behavior, Knowledge, Values

Curriculum area (e.g., course type / concentration area / specialty area / BSW / MSW): All

Data level (e.g., points allocated, subjective rating): Points Allocated

Source of rating (e.g., self, peer, instructor, supervisor): Instructor

Grading rubric provided (yes / no): Yes

Reflection Paper #2 (due July 13): Identify your personal reactions to the case of Amarika, Juan, OR Geraldine. If you were the social worker, how might your reactions affect your working relationships with the children, caregivers, and/or other professionals in the case? What self-care strategies would you use to manage your own intense reactions and possible secondary traumatic stress / vicarious trauma? Review and cite literature about secondary traumatic stress / vicarious trauma and self-care that provided help in thinking about care for yourself.

<table>
<thead>
<tr>
<th>Elements of Assignment</th>
<th>Exceeds expectations</th>
<th>Meets expectations</th>
<th>Below expectations</th>
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<tbody>
<tr>
<td>1. Discuss your personal reactions to the case of Amarika, Juan, OR Geraldine (10 pts.).</td>
<td>Identifies personal reactions that are linked to the case; clearly articulates the feeling and thought content of reactions; the response demonstrates exploration of self and identifies bias, stereotyping, and/or empathic identification</td>
<td>Identifies personal reactions that are linked to the case and articulates basic feeling and thought content of those reactions; demonstrates some exploration of self</td>
<td>Identifies personal reactions in a global way; articulates feelings or thoughts without clarity.</td>
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<td>2. If you were the social worker, how might your reactions affect your interactions with the children, caregivers, and/or other professionals in the case? (10 pts.)</td>
<td>provides substantive discussion about the relationship between personal reactions and their effect on the working relationship with family and/or other professionals; reactions are discussed with empathy toward the people in the case and a recognition of how one's own reactions may be helpful or hurtful to the working relationship</td>
<td>provides basic discussion about the relationship between personal reactions and their effect on the working relationship with family or other professionals; discusses reactions with some empathy toward the people in the case and recognizes how one's own reactions may broadly affect the working relationship</td>
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<td>3. What self-care strategies would you use to manage your own intense reactions and possible secondary traumatic stress / vicarious trauma? (Review and cite literature about secondary traumatic stress / vicarious trauma and self-care that provided help in thinking about care for yourself) (10 pts.)</td>
<td>provides substantive discussion of self-care strategies as they relate to personal reactions from element #1; demonstrates integration of literature by citing 2 or more sources;</td>
<td>provides basic discussion of self-care strategies as they relate to personal reactions from element #1; demonstrates some integration of literature by citing at least one source sources</td>
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<tr>
<td>4. Graduate-level writing, correct grammar, sentence</td>
<td>Excellent, no errors / one error</td>
<td>Good, a few errors</td>
<td>Poor, a number of errors, or plagiarizes</td>
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<td><strong>structure, APA style for citations/references (5 pts.)</strong></td>
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Student-Facilitated Online Chats

Assignment name: Student-Facilitated Online Chats

Developed by: Sue Green

EPAS competencies measured: 2.1.1; 2.1.2; 2.1.3; 2.1.5; 2.1.7; 2.1.9

Outcome being measured (e.g., practice behavior, knowledge): Knowledge, Values/Ethics

Curriculum area (e.g., course type / concentration area / specialty area / BSW / MSW): All

Data level (e.g., points allocated, subjective rating): Points Allocated

Source of rating (e.g., self, peer, instructor, supervisor): Instructor

Grading rubric provided (yes / no): No

Description:

Students will be assigned to a small group for the semester which will meet in a facilitation chat Room/Google Doc/in-person 10 times during the semester. Each student is responsible for leading 2 chats throughout the semester on the readings (text and articles) and the video lecture that is assigned for the day s/he has chosen to facilitate. The chats need to be summarized by the facilitator and given to the instructor via e-mail within 48 hrs of the facilitated chat. (direction below). Each chat should be 25-30 minutes in length for one facilitator and 35-40 minutes for two facilitators. (10 pts)

****As the Student Facilitator, it is you responsibility to make sure that the chat gets occurs.

The scheduled time needs to work for all group members as participation is mandatory.

Student Facilitator tasks:

· Prepare 3 discussion questions in advance and email them to your group members and the instructor at least a week before the chat. They should demonstrate a graduate level of critical thinking and incorporate the readings and the lectures, and will be the basis for your chat discussion.

· Submit a 2-3 paragraph summary of the discussion to the instructor within 48 hours of the facilitated chat.
Group Member Participation in facilitated chat:

· Each member of a group plays a significant role. As a participant, you will need to attend to your experience of being a part of this chat. Each of you are required to complete and submit a “journal” entry for five (5) of the chats that you “HAVE NOT” facilitated. You are expected to keep a journal reflecting your thoughts, feelings, personal connections, observations, and implications for you as social workers in relation to course content, self-care, trauma-informed care and human rights. Each entry should be no longer than one page. These entries will be kept confidential. However, please ensure that you maintain your own level of comfort and safety by not disclosing items that are uncomfortable or feel too risky. You are required to complete five (5) journal entries. You can submit these entries any time throughout the semester. However, only one journal entry per week will be accepted. (please submit by Fri pm of the week)

***** I would like HARD copies of the journals; I do not want them sent over e-mail. They can be placed under my door at 664 Baldy, given to the Main Office to be put in my mailbox, handed to me on the night of “seated” classes.

SUGGESTED PODCASTS for Student Chats

Episode 74 - Dr. Brian Bride: Collateral Damage: The Impact of Caring for Persons Who Have Experienced Trauma

Episode 76 - Dr. Patricia Shannon: Peeling the Fear from the Past: Building Community Capacities for Healing Refugee Trauma as a Human Rights Strategy

Episode 77 - Brian Farragher: The Sanctuary Model: Changing the Culture of Care - It Begins with Me (part 1 of 2)

Episode 78 - Brian Farragher: The Sanctuary Model: Changing the Culture of Care - It Begins with Me (part 2 of 2)

Episode 61 - Dr. Lenore Walker: The System is Broken: Challenges to Trauma-Informed Approaches with Parents and Children Affected by Domestic Violence
TF-CBT-focused treatment plan

Assignment name: TF-CBT-focused treatment plan

Developed by: Ginny Sprang

EPAS competencies measured: 2.1.10b; 2.1.10c; 2.1.10d

Outcome being measured (e.g., practice behavior, knowledge): Practice Behavior

Curriculum area (e.g., course type / concentration area / specialty area / BSW / MSW): All

Data level (e.g., points allocated, subjective rating): Points Allocated

Source of rating (e.g., self, peer, instructor, supervisor): Instructor

Grading rubric provided (yes / no): No

Description:

Using the trauma-focused assessment that you conducted earlier in the semester (include in portfolio, please develop a TF-CBT focused treatment plan for your child client. Identify how you would evaluate progress/completion of each treatment component and include the measure or evaluation plan (30%).
TF-CBT Web Course

Assignment name: TF-CBT Web Course

Developed by: Kathryn Collins / Medical University South Carolina

EPAS competencies measured: 2.1.3; 2.1.4; 2.1.7; 2.1.10a; 2.1.10c

Outcome being measured (e.g., practice behavior, knowledge): Knowledge, Practice Behavior

Curriculum area (e.g., course type / concentration area / specialty area / BSW / MSW): All

Data level (e.g., points allocated, subjective rating) : Points Allocated

Source of rating (e.g., self, peer, instructor, supervisor): Instructor

Grading rubric provided (yes / no): No

Description:

All students will complete the free online TF-CBT web course training. Go to the website for Trauma-Focused Cognitive Behavior Therapy (CF-CBT) http://tfcbt.musc.edu/ (you can always find this if you Google “tf-cbt”). Login and complete the course. This web based course complements the readings and class content. At the end of each module there is a post-test. You will have to complete the post test before you can move on to the next module. Print out and hand in the certificate of completion on the first day of class. Completion of the online training is 10 points. If you do not hand in the certificate, you will receive 0 points for the assignment.
Translating Theory into Practice - Conference Reflection

Assignment name: Translating Theory into Practice - Conference Reflection

Developed by: Unknown

EPAS competencies measured: 2.1.3; 2.1.6; 2.1.7; 2.1.10c; 2.1.10d

Outcome being measured (e.g., practice behavior, knowledge): Practice Behavior

Curriculum area (e.g., course type / concentration area / specialty area / BSW / MSW): Course, Undesignated

Data level (e.g., points allocated, subjective rating): Points Allocated

Source of rating (e.g., self, peer, instructor, supervisor): Instructor

Grading rubric provided (yes / no): No

Description:

The midterm is a well-edited written paper (8-10 pages of text) based on one of the three following options. In it you will examine the intersection between academic trauma literature and the translation for the practitioners and/or the public.

Option 2: Attend a local conference on trauma or a trauma-related topic. Submit your notes taken at the conference. Locate and read several sources recommended at the conference, as well as doing your own additional literature search on the topic. Describe whether (and if so, how) the conference will enhance and strengthen your practice effectiveness in responding to trauma. Compare the information from the conference with theoretical perspectives from the class, as in Option 1 above. Apply critical analysis to the conference content, no matter how persuasive it is; does the material you heard and were given at the conference match what you have learned from course texts? Students may apply to GSA for a $50 conference credit. Under this option, if no appropriate conference is available, students may take an online seminar from PESI (http://online.pesi.com/catalog/onlinecle.asp) (some recommended trainings are by Eric Gentry, Linda Curran, and Bessel van der Kolk). Apply the language on analyzing a conference to the web seminar.

For all three options: Critically analyze the evidence base for the content presented. For any new
type of therapy, in addition to finding the evidence about its outcomes for clients, analyze its links
to other therapeutic traditions. Integrate relevant literature from course readings as well as at
least 4 articles/chapters from other academic trauma-related sources outside of 4754 and 4755.
Design a psychoeducational handout based on this type of information that could be given to
clients to explain the information or intervention to them.
Translating Theory into Practice - Reflection on Online Training

Assignment name: Translating Theory into Practice - Reflection on Online Training

Developed by: Unknown

EPAS competencies measured: 2.1.3; 2.1.6; 2.1.7; 2.1.10c; 2.1.10d

Outcome being measured (e.g., practice behavior, knowledge): Practice Behavior

Curriculum area (e.g., course type / concentration area / specialty area / BSW / MSW): Course, Undesignated

Data level (e.g., points allocated, subjective rating): Points Allocated

Source of rating (e.g., self, peer, instructor, supervisor): Instructor

Grading rubric provided (yes / no): No

Description:

The midterm is a well-edited written paper (8-10 pages of text) based on one of the three following options. In it you will examine the intersection between academic trauma literature and the translation for the practitioners and/or the public.

Option 3: Analyze the trauma therapy learned in the online course (TF-CBT for children, CPT for adults). Follow all guidelines for Option 2 above. Submit your notes taken. Locate and read several sources recommended, as well as doing your own additional literature search on the topic. Describe whether (and if so, how) the training will enhance and strengthen your practice effectiveness in responding to trauma. Compare the information from the training with theoretical perspectives from the class. Apply critical analysis to the training content, no matter how persuasive it is; does the material you heard and were given in the training match what you have learned from course texts?

For all three options: Critically analyze the evidence base for the content presented. For any new type of therapy, in addition to finding the evidence about its outcomes for clients, analyze its links to other therapeutic traditions. Integrate relevant literature from course readings as well as at least 4 articles/chapters from other academic trauma-related sources outside of 4754 and 4755. Design a psychoeducational handout based on this type of information that could be given to clients to explain the information or intervention to them.
Translating Theory into Practice - Review of Public Websites

Assignment name: Translating Theory into Practice - Review of public websites

Developed by: Unknown

EPAS competencies measured: 21.1.3; 2.1.6; 2.1.7; 2.1.10c; 2.1.10d

Outcome being measured (e.g., practice behavior, knowledge): Knowledge

Curriculum area (e.g., course type / concentration area / specialty area / BSW / MSW): Course, Undesignated

Data level (e.g., points allocated, subjective rating): Points Allocated

Source of rating (e.g., self, peer, instructor, supervisor): Instructor

Grading rubric provided (yes / no): No

Description:

The midterm is a well-edited written paper (8-10 pages of text) based on one of the three following options. In it you will examine the intersection between academic trauma literature and the translation for the practitioners and/or the public.

Option 1: Choosing an area of trauma intervention of interest to you, compare the information from academic sources with information you find for the public on websites or in the form of guides/handouts. For example, if you choose child trauma, you could look at what is available on the National Child Traumatic Stress Network website and the Child Trauma Academy, and compare that to class readings and what you find through a literature search. In addition, you would search the keywords child and trauma, or helping children deal with trauma, to find any additional advice-related websites. Include your evaluation of the websites and other public information. Does the advice found on those websites match what you have learned from course texts? Include relevant print-outs from the website as appendices.

For all three options: Critically analyze the evidence base for the content presented. For any new type of therapy, in addition to finding the evidence about its outcomes for clients, analyze its links to other therapeutic traditions. Integrate relevant literature from course readings as well as at least 4 articles/chapters from other academic trauma-related sources outside of 4754 and 4755.
Design a psychoeducational handout based on this type of information that could be given to clients to explain the information or intervention to them.
Trauma and Recovery Analysis (Herman, 1997)

Assignment name: Trauma and Recovery Analysis (Herman, 1997)

Developed by: Unknown

EPAS competencies measured: 2.1.13; 2.1.5; 2.1.7; 2.1.8; 2.1.9; 2.1.10b; 2.1.10c

Outcome being measured (e.g., practice behavior, knowledge): Practice Behaviors

Curriculum area (e.g., course type / concentration area / specialty area / BSW / MSW): Course, Undesignated

Data level (e.g., points allocated, subjective rating): Points Allocated

Source of rating (e.g., self, peer, instructor, supervisor): Instructor

Grading rubric provided (yes / no): No

Description:

Please submit up to a 10 page paper (excluding title page and references) on Herman’s (1997) Trauma and recovery, analyzing the issues you feel are especially critical to understanding trauma and doing trauma-related social work practice. It should cover both the history/policy and the therapeutic issues, and should also include a section on your reactions, feelings or opinions regarding aspects of the subject matter presented in the book (which should be written in the first person). Please include an examination of the following questions:

• Discuss the history of (and the conflict/dialectic around) the concept of ‘trauma.’

• Why does Herman feel that the diagnosis of PTSD is not sufficient for what survivors of prolonged trauma or captivity endure? What does she propose instead?

• Analyze what Herman proposes as the basic conditions and stages of trauma treatment – and why she sees the need for them. Could we just treat symptoms instead? This should be your longest section.

• How does Herman’s framework/stage theory mesh with other approaches we have looked at so far?
Finally, what part of the discussion in Herman’s book was of most interest to you and why? Please be specific. You can write this section in the first person and may refer to either personal or professional experiences that resonate with Herman’s work.

There are two other resources that are recommended for placing this book in context:

- YouTube video interview (Conversations with History, Judith Herman), especially starting at minute 17, http://www.youtube.com/watch?v=USTKmffoQms (linked in Blackboard).

- The supplemental article by Bloom (2000) on the history of ISTSS, Our hearts and our hopes are turned to peace (available in Blackboard).
Trauma-Informed Program Assessment

Assignment name: Trauma-Informed Program Assessment

Developed by: Sue Green

EPAS competencies measured: 2.1.1; 2.1.2; 2.1.5; 2.1.6; 2.1.9; 2.1.10b

Outcome being measured (e.g., practice behavior, knowledge): Practice Behavior

Curriculum area (e.g., course type / concentration area / specialty area / BSW / MSW): Course, Undesignated

Data level (e.g., points allocated, subjective rating): Subjective Rating

Source of rating (e.g., self, peer, instructor, supervisor): Instructor

Grading rubric provided (yes / no): No

Description:

The purpose of this assignment is to explore and describe the extent to which the activities of an agency or program are consistent with five guiding principles of trauma-informed practice: safety, trustworthiness, choice, collaboration, and empowerment and human rights. To complete this assignment, students are expected to assess the aspects of a trauma-informed and human rights perspective(s) within their field agency. Students who are not in field placement during fall semester should see the instructor to discuss alternate ways to complete this assignment. 40% (25pts/15pts)

This assignment has two parts:

Part I: involves the submission of a written assessment of the student’s perspectives on how the five components of trauma informed practice and human rights are operationalized within the agency.

Program assessments are expected to include:

Introduction
Using professional literature, describe the nature of the issues faced by the target population of clients who seek services from the type of agency or program you are assessing. Pay particular
attention to the interrelationship between trauma and human rights in this population. Describe the agency or program that you have assessed, the client population that is served and the nature of social work practice in this setting.

Safety
To what extent do the program’s activities and settings ensure the physical and emotional safety of consumers and staff? Give examples of how the agency or program ensures physical and emotional safety.

Trustworthiness
To what extent do the program’s activities and settings maximize trustworthiness by making the tasks involved in service delivery clear by ensuring consistence in practice, and by maintaining boundaries that are appropriate to the program? Give examples of how the agency or program establishes task clarity, consistency and interpersonal boundaries.

Choice
To what extent do the program’s activities and settings maximize consumer experiences of choice and control? Give examples of how you see the agency maximizing consumer choice and control.

Collaboration
To what extent do the program’s activities and settings maximize collaboration and sharing of power between staff and consumers? Give examples of how you see the agency maximizing collaboration and sharing power.

Empowerment
To what extent do the program’s activities and settings prioritize consumer empowerment and growth? Give examples of how the agency or program prioritizes empowerment and skill-building.

Human Rights
To what extent do the program’s activities and settings protect clients’ human rights? To what extent do the program’s activities and settings protect staff human rights?

Conclusions
- Interpret and discuss your findings.
- What are the challenges faced by this agency or program in caring for the target population?
- What recommendations would you make to this agency to strengthen the level of trauma-informed care it provides?
*** It is important to note that these recommendations will not be shared with the agency; they are asked for to demonstrate your knowledge about how a trauma-informed and human rights perspective may be operationalized in community agencies.

Appendices should include:
A reference list which includes the sources from professional literature that were used in the assessment

Maximum length: 20 pages excluding the title page and references.
Trauma-Informed Program Assessment Group Presentation

Assignment name: Trauma-Informed Program Assessment Group Presentation

Developed by: Sue Green

EPAS competencies measured: 2.1.1; 2.1.2; 2.1.3; 2.1.5; 2.1.8; 2.1.9

Outcome being measured (e.g., practice behavior, knowledge): Practice Behavior

Curriculum area (e.g., course type / concentration area / specialty area / BSW / MSW): Course, Undesignated

Data level (e.g., points allocated, subjective rating): Subjective Rating

Source of rating (e.g., self, peer, instructor, supervisor): instructor

Grading rubric provided (yes / no): No

Description:

You and 4 other classmates will create a “product” that could be presented to the staff of an agency using the papers that you all have written (see Trauma-informed program assessment - Green). This product would highlight one of the issues you identified in your papers and how the agency might begin to recognize opportunities to adjust programs or policies to be more trauma-informed and human rights perspectives. This product can be presented in any form (i.e., pamphlet, brochure, video) or presentation (i.e., powerpoint, lecture). Please be creative.

Please note: your group will be creating ONE product based on your assessment/evaluative paper(s). You might want to pick a compelling issue identified in one paper or you might notice that several group members identified the same issue for each of their agencies.

You will present a brief description of your product to the class on one of the 3 dates (date to be determined by sign up sheet),

   Required:
   ● give your product (to the instructor)
   ● provide a written abstract of your product (to the instructor and classmates)
   ● provide a reference sheet of sources used for product (to the instructor and classmates)
Trauma-Informed Service Analysis

Assignment name: Trauma-Informed Service Analysis

Developed by: Eileen Dombo

EPAS competencies measured: 2.1.3; 2.1.5; 2.1.8; 2.1.9

Outcome being measured (e.g., practice behavior, knowledge) : Practice Behavior

Curriculum area (e.g., course type / concentration area / specialty area / BSW / MSW): Course, Undesignated

Data level (e.g., points allocated, subjective rating): Points Allocated

Source of rating (e.g., self, peer, instructor, supervisor): Instructor

Grading rubric provided (yes / no): No

Description:

In Class 2, we explored the concept of trauma-informed services through ten principles outlined by Elliott, et.al.(2005). Choose a setting in which you have worked providing social work services (e.g. current/previous field placement, employer, etc.) and explore these ten principles of trauma-informed services. Address the following four areas:
1. Describe the agency setting. Is it public or private, non-profit or for-profit? Is the agency’s primary goal to serve trauma survivors? Approximately what percentage of clients would be defined as trauma survivors? (1 page, 10 points)
2. Explore each of the ten principles in detail and if/how well the setting applies each principle. You may want to present this in table format with a brief narrative. (2-3 pages, 40 points)
3. What are your ideas for improving the principles that are not well implemented? Be specific about organizational, environmental, programmatic, and/or administrative changes that would need to be made. (1 page, 20 points)
4. Address the barriers to creating trauma-informed services in this setting. (1 page, 20 points)

The paper should be five to six (5-6) pages double-spaced. It should be presented in a clear and coherent manner, and reflect critical thinking and a clear understanding of trauma-informed services (10 points). It is due Class 5.
Trauma-Related Problem Individual Oral Presentation

Assignment name: Trauma-Related Problem Individual Oral Presentation

Developed by: Sue Green

EPAS competencies measured: 2.1.3; 2.1.6; 2.1.7; 2.1.10c

Outcome being measured (e.g., practice behavior, knowledge): Practice Behavior

Curriculum area (e.g., course type / concentration area / specialty area / BSW / MSW): Course, Undesignated

Data level (e.g., points allocated, subjective rating): Subjective Rating

Source of rating (e.g., self, peer, instructor, supervisor): Instructor

Grading rubric provided (yes / no): No

Description:

Based on the topic selected for assignment #2 (see Trauma-related problem research paper - Green), in a 45 minute presentation student will provide the following (35%):

- an overview of the social problem, issue or condition
- discussion of the impact of the problem, issue or condition at the micro, mezzo, and macro level
- discussion of evidence based or best practice intervention strategies used to address this problem, issue or condition
- discussion of one specific intervention utilized for the target population

To be handed out on day of presentation:
1.) An outline of the presentation
2.) a brief explanation (2 paragraphs) of the intervention chosen
3.) a reference list from assignment # 2
4.) a resource packet focusing on the identified problem, issue or condition

Students will select presentation dates by week 5 (February 11th). The instructor may change the presentation time depending on the number of students presenting in a given class session.
Trauma-Related Problem Research Paper

Assignment name: Trauma-related problem research paper

Developed by: Sue Green

EPAS competencies measured: 2.1.3; 2.1.4; 2.1.6; 2.1.7; 2.1.10c

Outcome being measured (e.g., practice behavior, knowledge): Knowledge, Practice Behavior

Curriculum area (e.g., course type / concentration area / specialty area / BSW / MSW): Course, Undesignated

Data level (e.g., points allocated, subjective rating): Points Allocated

Source of rating (e.g., self, peer, instructor, supervisor): Instructor

Grading rubric provided (yes / no): No

Description:

Review the literature regarding a specific social problem or issue related to trauma. Write a 12 - 15 page paper. You must include the following:
1.) provide an overview of the trauma-related problem, issue or condition; include definitions, incidence and prevalence data, history of the problem, issue or condition
2.) discuss the impact of the problem, issue or condition at the micro, mezzo, and macro level
3.) discuss evidence based or best practice intervention strategies used to address this problem, issue or condition
4.) discuss how the intervention strategies are culturally sensitive to the population served

The paper must be in APA format and use a minimum of 10 current (1998+) references, the majority of which must be journal articles. This paper will be incorporated in your presentation for assignment #3. Your paper is due March 4th. Please provide me with your topic choice by week 4 (February 11th).
Trauma Treatment in Action - Research Paper and Process recording Analysis

Assignment name: Trauma Treatment in Action: Research Paper and Process recording Analysis

Developed by: Unknown

EPAS competencies measured: 2.1.1; 2.1.3; 2.1.6; 2.1.7; 2.1.10a; 2.1.10b; 2.1.10c; 2.1.10d

Outcome being measured (e.g., practice behavior, knowledge): Practice Behaviors

Curriculum area (e.g., course type / concentration area / specialty area / BSW / MSW): Course, Undesignated

Data level (e.g., points allocated, subjective rating): Points Allocated

Source of rating (e.g., self, peer, instructor, supervisor): Instructor

Grading rubric provided (yes / no): No

Description:

This is a well-edited paper (10-12 pages of text) that reflects on your actual practice with a client/client system, and relates the practice to trauma recovery models. It should integrate specific literature from course readings and other related research (4 to 6 readings outside of this course). The other related research should focus on the kinds of issues faced by your client, the type of treatment used at your agency, and any evidence on efficacy of the treatment (Note that while there is a body of literature on evidence-based practice with PTSD and trauma, there are gaps, particularly for treating complex trauma and diverse clients). The final is due on the last class session. The practice analysis components are:

I. Select an individual, couple, or family client with whom you are currently working. Present a brief summary of background and assessment information, including the experience identified as traumatic for the client, plus a description of the work to date. Include specific examples of trauma responses and any steps toward trauma recovery that you have observed so far.

II. Present excerpts from your work of eight to ten Client-and-Worker exchanges, beginning with the client and followed by worker responses, one from early in the quarter and one from later in the quarter. This part can be single-spaced. They will take the form of process recordings:
III. In looking at the process recordings from early and later in the quarter, analyze the following:

   A. Was I responsive to what the client was saying and was the response effective?

   B. If effective, what theory and research were supporting my work?

   C. If not as effective as I would have liked, what was getting in my way? What were the barriers to being more helpful? What are three things I can do to address these barriers so they will not block my work in the future? (Secondary trauma or the retriggering of earlier traumatic experiences may result from this work. If this is true for you, please call on the resources identified in the first class and/or call on support persons who are available to process and debrief this analysis with you.)

III.D. Looking at some of the different theories of trauma recovery work, what stage(s) are represented by your work? Include Judith Herman’s model, the relevant interventions from other 4755 texts, and any others that you find applicable. Feel free to add material from your work that may not have been included in the process recordings if that helps illustrate the stages.

III.E. How did I grow across the quarter?
Vicarious Trauma (VT) Care Plan

Assignment name: Vicarious Trauma (VT) Care Plan

Developed by: Unknown

EPAS competencies measured: 2.1.1

Outcome being measured (e.g., practice behavior, knowledge): Practice Behavior

Curriculum area (e.g., course type / concentration area / specialty area / BSW / MSW): Course, Undesignated

Data level (e.g., points allocated, subjective rating): Points Allocated

Source of rating (e.g., self, peer, instructor, supervisor): Instructor

Grading rubric provided (yes / no): No

Description:

Please submit up to a 10 page paper (excluding title page and references), which contains two components:

The first component should explain your understanding of vicarious trauma (VT), secondary traumatic stress, compassion fatigue and satisfaction, burnout, and countertransference, and the ways these conditions affect social workers, social work practice, and clients. Incorporate information from the required readings and from your own search of the literature, using at least three additional academic resources (scholarly articles or chapters, two of which can come from the Blackboard folder for VT).

The second component of the paper is a personal VT self-care plan. This section should be written in the first person.

Read the article, Self care for behavioral health professionals, on the NetCE website. Working your way through the exercises in the Self-Care Plan at the NetCE website or from the PDF, write up the results and your reflection on each exercise. Exercise 1 was already covered by the first component, so this component starts with writing up Exercise 2, in which you
analyze three stressful situations from your work and your reactions to them. When Exercise 2 refers to a work situation ‘last week,’ you can change that to any time in the past year.

Complete Exercises 3-6 and write up your reactions to them (note that not all relaxation exercises are equally relaxing for everyone…). Which kind fits best for you?

Exercises 7 and 9 are the most crucial, and this section should contain the most information.

Exercise 7 is about real challenges you face in taking time for yourself, and Exercise 9 is your realistic plan to overcome these challenges. Just before Exercise 9 is a section on compassion satisfaction and fatigue – follow the links given to the website and take the free self-test, and include the results of that self-test in this paper.

While Exercise 9 focuses on individual self-care strategies, in your plan be sure to also include sections for managing stress at the organizational and professional levels. See the handout on Self Care Strategies from Risking Connection (a page saved to Blackboard, class 6).

Skip Exercise 8 for now (or you can do it and not include in this paper). You may want to have both Word and the website open at the same time. A PDF of the NetCE self-care plan is also saved to Blackboard, if you prefer to print it out. Do not click on the button ‘Submit for Credit’ unless you want to pay a fee and receive formal CEUs. NetCE makes their courses freely available, in the hopes that in the future if you need CEUs for licensure you will think of them.

*Save this paper for reference if you are taking the second trauma class, SOWK 4755.