Fordham University  
THE SCHOOL OF SOCIAL SERVICE  
SWGS 6404  Crisis Intervention and Trauma Treatment

Course Description
The course emphasizes the impact of crisis and trauma, and the theoretical base that guides crisis intervention and trauma treatment with individuals, families and groups across the life cycle. It examines various crisis and trauma situations, their impact, considering the nature of supports in the family and social environment, and appropriate interventions. The principles and techniques of working with individuals and families in crisis and trauma emphasize a strengths perspective, and interventions that alleviate stress and reduce subsequent symptom development. Case examples will illustrate the assessment and resolution of traumatic responses to crises in a variety of contexts.

Place Of Course In Curriculum
This course is an elective course offered in the advanced year clinical practice concentration, but open to students in other concentrations who have completed the foundation year or are in their advanced year of study. As an elective course, it builds on, expands and deepens the competencies students have gained in their foundation generalist practice course or their brief introduction to crisis and trauma treatment presented in the required clinical practice courses.

Relationship of the Course to Human Rights and Social Justice
This course promotes clinician sensitivity and commitment to, as well as competence in, addressing social, economic, and other injustices confronting clients. It is framed to fit the needs of many clients suffering diverse crisis and trauma situations, including those involving the violations of human rights and social justice.

Learning Objectives
Upon completion of this course, students will demonstrate:
1. Appreciation of the universality of crisis situations and trauma as expectable throughout the life cycle.
2. An understanding of the importance of stress, coping and adaptation as these concepts relate to situations of perceived loss.
3. Appreciation of the preventive implications of timely and focused interventions in situations of crisis and trauma.
4. Understanding of the concepts of “at risk” client groups in terms of the compounded interaction of multiple stresses, including those originating in the biological, social, and psychological systems which impact on individuals and families.
5. Understanding of the principles and techniques of working with individuals and families in crisis and trauma.
6. Comprehension of the value issues implicit in complex situations of life and death, wherein individual self-determination may conflict with the values of the surrounding social systems.
7. Appreciation of the impact of gender, ethnicity, religious, and sexual preference on the types of trauma and crisis situations to which people are vulnerable
8. An ability to apply crisis intervention and trauma treatment approaches guided by a human rights, social justice perspective
9. An ability to utilize clients’ strengths and resources
10. An ability to evaluate treatment outcomes
Texts
Required

Recommended

Teaching Methodology
The course utilizes various pedagogical methods including interactive lecture, literature review, collaborative learning e.g. small group assignments, use of standardized clients, case study, role play and videos.

Course Requirements
To successfully complete this course, students are expected to participate in 15 class sessions of one hour and fifty minutes each and 10 hours of guided instruction.

Assignments
The purpose of the written assignments is to facilitate the integration of course material and to identify concepts needing further class discussion. Generally, two course assignments e.g. a midterm and a final term paper, in addition to a Guided Instruction assignment, are minimal course requirements. The assignments should give students the opportunity to demonstrate their mastery of course content.

Guided Instruction
The Guided Instruction assignment should account for the additional 10 hours of course work required in all courses. This assignment should focus on linking classroom content and field practicum.

Grading Criteria
Course expectations and grading criteria are announced in the first class. Each faculty member will announce the relative weight of each assignment, and expectations regarding class participation in arriving at the student's final grade. See the Guide for Grading Assignments.

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

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

Module 1: Course overview; the elements of crisis and trauma; related concepts
Class 1: Introduction to, and overview of, the course expectations, assignments, content and crisis and trauma elements and related concepts e.g. stress, coping, resiliency and adaptation.

Class 2: The range of potential crisis and trauma causes (Intentional/Human; Unintentional/Human; Acts of Nature/Natural Disasters)
Typical reactions: (Physical; Mental; Emotional; Behavioral)
James & Gilliland: pp.3-13
Webb (04) pp. 3-19: The impact of traumatic stress and loss on children and families

Class 3: Multicultural, personal, spiritual and human rights perspectives in crisis and trauma
Cunningham [in Webb, 04]: pp. 327-343: Avoiding vicarious traumatization. Support, spirituality, and self-care

Module 2: Treatment Options
Class 4: Treatment options for crisis and trauma using individual, family and group modalities
E.g. Debriefing; Cognitive-behavioral; Relaxation training; Psychoeducational; EMDR
James & Gilliland: Chapter 15: Off the couch and into the streets, pp. 553-585.
Folette et al: Chapter 2: Outcome research on behavioral and cognitive-Behavioral treatment for trauma survivors, pp. 25-42.

Module 3: Crisis Intervention
Class 5: Assessment and protocol/steps in crisis intervention
James & Gilliland: Chapter 2: Basic crisis intervention skills, pp.19-50.

Class 6: Loss, bereavement and trauma (Complicated and traumatic bereavement; “ambiguous loss”)
James & Gilliland: Chapter 9: Personal loss: Bereavement and Grief, pp. 325-353.
Webb: Chapter 10 (Bluestone): School-based peer therapy following sudden parental death, pp. 225-250

Class 7: Suicide assessment and intervention
James & Gilliland: Chapter 5: Crisis of lethality, pp.145-172.
Class 8: Crisis/violence/trauma in the schools
   James & Gilliland: Chapter 11: Crisis in schools, pp. 402-444.
   Webb (04): Chapter 6 (Williams): How schools respond to traumatic events.
   Debriefing interventions and beyond, pp.120-140.

Class 9: Medical health crises

Class 10: Addiction, ecosystemic and cultural perspectives
   Ch. 14: Ecosystemic crisis intervention and the multicultural imperative.
   Pp. 515-552.

Module 4 Trauma events, responses and interventions

Class 11: Acute Post traumatic stress disorder and treatment
   James & Gilliland: Chapter 4: Posttraumatic Stress Disorder, pp. 91-136.
   Webb(99): Chapter 7 (Bevin): Multiple traumas of refugees, pp. 164-182.

Class 12: Posttraumatic stress disorder: Chronic violence in the family: Partner battering and th3 child witness
   James & Gilliland: Chapter 7: Partner violence, pp.219-262
   Webb (99) Chapter 3: The child witness of parental violence, pp.49-72

Class 13: PTSD: Acute and chronic sexual assault
   James & Gilliland: Chapter 6: Sexual Assault (includes rape and incest), pp.176-212.
   Webb(99): Chapter 6 (Doyle and Stoop): Child witness of multiple abuses, pp.131-163
   and/or Chapter 8 (Pelcovitz): Time-limited group therapy with elementary school children abused by a school employee, pp.183-198.

Class 14: Living with Traumatic memories and ongoing fear
   Catastrophic events and war
   JamesGilliland: Chapter 12: Hostage crises, pp. 450-476.
   Follette:Chapter 4 (Flack, Litz, & Keene) Cognitive-behavioral treatment of war-zone-related posttraumatic stress disorder, pp.77-94.

Class 15: Course review: Crisis and trauma elements and treatments
BIBLIOGRAPHY

Crisis Intervention and Trauma Treatment – General


Grief and Bereavement


Maturational or Developmental Crises


Nelson Hall Publishers.


**Medical Crises**


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


**Situational Crisis and Disasters**


Suicide


Violence


University Policies of Academic Integrity

A university, by its nature, strives to foster and recognize originality of thought. Originality can only be recognized, however, when people acknowledge the sources of ideas and works that are not their own. Therefore, students must maintain the highest standards with regard to honesty, effort and performance. Violations of academic integrity include, but are not limited to, plagiarism, cheating on exams, false authorship and destruction of library materials needed for a course. This policy gives definitions and instances of violations of academic integrity, the procedures used to arrive at a judgment, possible sanctions and the processes of appeal. This policy will be enforced rigorously and without discrimination.

Violations of Academic Integrity:

A. Plagiarism: Plagiarism occurs when individuals attempt to present as their own what has come from another source. Plagiarism takes place whether such theft is accidental or deliberate. Examples of plagiarism include but are not limited to:

- Using the ideas of another person, whether or not such ideas are paraphrased, from whatever source including oral, print, broadcast or computer-mediated communication.
- Rewriting borrowed material by simply dropping a word here and there, substituting a few words for others, or moving around words or sentences.
- Presenting borrowed material without placing quotation marks around borrowed material in the approved style. It is no defense to claim that one has “forgotten” to do so.
- Presenting as one’s own an assignment, paper or computer program partially or wholly prepared by another person, whether by another student, friend, or by a business or online service that sells or distributes such papers and programs.

B. Cheating: Cheating occurs when individuals share course materials or information when it is unauthorized or prohibited. Examples of cheating include but are not limited to:

- Having or using unauthorized material at an examination, test or quiz, or copying another student’s assignment or laboratory report.
- Permitting another student to copy an assignment, paper, computer program, project, examination, test or quiz.
- Obtaining and/or using an examination, test or quiz prior to its administration.
- Having another person act as proxy and take an examination, test or quiz.

C. Additional Violations of Academic Integrity: Additional violations of academic integrity include but are not limited to:

- Theft, destruction or tampering with library materials, audio and videotapes, computer hardware or software, or other materials necessary for a course.
- The submission or presentation of a falsified excuse for an absence from a course requirement, examination, test or quiz.
- The presentation of false identification or credentials in order to gain admission to a course, examination, test, quiz or degree program.
- Submission of a paper or project to more than one course during the time in which a student is attending Fordham University, without explicit permission from the instructors. The penalty for
students found guilty of plagiarism and other violations of academic integrity may range from failure for the assignment or course to dismissal from the program.
Office of Disability Services The Office of Disability Services at Fordham University helps to ensure equal educational access and opportunity for all members of our community. In the Jesuit tradition of cura personalis, members of the ODS staff work individually with each student to understand his or her strengths and limitations in order to develop their most effective and comprehensive accommodation plan. In addition to working in a direct service capacity with our students, the Office of Disability Services also collaborates with administrators, faculty, and staff to ensure that the facilitation of reasonable and appropriate accommodations for students with documented disabilities is provided. As a University, Fordham will offer reasonable and appropriate auxiliary aids and services to assist otherwise qualified persons in achieving access to its programs, services, and facilities once documentation is submitted to ODS and an intake appointment is conducted to develop an accommodation plan directly with the student in accordance with Section 504 of the Federal Rehabilitation Act of 1973 and Title III of the Americans with Disabilities Act of 1990.

The Office of Disability Services believe that their policies and mission carry out the intent of Section 504 of the Federal Rehabilitation Act, which states:

"No otherwise qualified individual with a disability in the United States, as defined in section 7(20), shall solely by reason of his or her disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance."

Please go to the Office of Disabilities for documentation guidelines according to type of disability. The website address is: [http://www.fordham.edu/campus_resources/student_services/disability_services/](http://www.fordham.edu/campus_resources/student_services/disability_services/)

You can also contact the Office of Disability at 718-817-0655.
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