

# FLORIDA ATLANTIC UNIVERSITY™

UGPC APPROVAL \_\_\_\_\_  
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 WEB POSTED \_\_\_\_\_

## Graduate Programs—NEW COURSE PROPOSAL

DEPARTMENT NAME: SOCIAL WORK

COLLEGE OF: ARCHITECTURE, URBAN AND PUBLIC AFFAIRS

**RECOMMENDED COURSE IDENTIFICATION:**

PREFIX SOW \_\_\_\_\_ COURSE NUMBER \_\_\_\_\_ LAB CODE (L or C) Lecture

(TO OBTAIN A COURSE NUMBER, GO TO [www.fau.edu/academic/registrar/UUPCinfo/](http://www.fau.edu/academic/registrar/UUPCinfo/))

COMPLETE COURSE TITLE; TRAUMA, SELF-CARE AND DISSOCIATION FOR SOCIAL WORKERS

**EFFECTIVE DATE**

(first term course will be offered):

CREDITS: 1

**TEXTBOOK INFORMATION:**

TOLLEFSON, W. (2005). SEPARATED FROM THE LIGHT: A PATH BACK FROM PSYCHOLOGICAL TRAUMA (2<sup>ND</sup> ED.). MELBOURNE BEACH, FL: INNER VALUES, INC./TOLLEFSON ENTERPRISES

GRADING (SELECT ONLY ONE GRADING OPTION): REGULAR X PASS/FAIL \_\_\_\_\_ SATISFACTORY/UNSATISFACTORY \_\_\_\_\_

**COURSE DESCRIPTION, NO MORE THAN 3 LINES:**

THIS MSW GRADUATE COURSE FOCUSES ON THE CLINICAL TREATMENT OF SURVIVORS OF PSYCHOLOGICAL TRAUMA/ABUSE, THAT FREQUENTLY UNDERLIES PRESENTING PROBLEMS.

PREREQUISITES: COMPLETION OF MSW FOUNDATION CURRICULUM

COREQUISITES: NONE

OTHER REGISTRATION CONTROLS (MAJOR, COLLEGE, LEVEL):  
MSW GRADUATE STUDENTS

PREREQUISITES, COREQUISITES & REGISTRATION CONTROLS SHOWN ABOVE WILL BE ENFORCED FOR ALL COURSE SECTIONS

**MINIMUM QUALIFICATIONS NEEDED TO TEACH THIS COURSE:**

PH.D OR MSW

Other departments, colleges that might be affected by the new course must be consulted. List entities that have been consulted and attach written comments from each. N/A as this course is only offered to students in the MSW program by a practicing social worker.

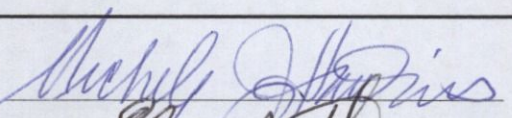
Dr. Woody Hamlin, [ehamlin@fau.edu](mailto:ehamlin@fau.edu) 561-297-2864

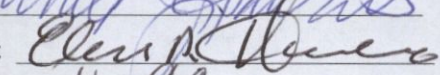
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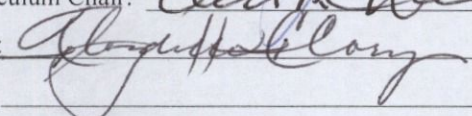
**SIGNATURES**

**SUPPORTING MATERIALS**

Approved by:

Department Chair: 

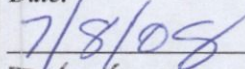
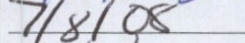
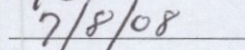
College Curriculum Chair: 

College Dean: 

UGPC Chair: \_\_\_\_\_

Dean of the Graduate College: \_\_\_\_\_

Date:

Syllabus—must include all details as shown in the UGPC Guidelines.

Written Consent—required from all departments affected.

Go to:  
[www.fau.edu/graduate/gpc/index.php](http://www.fau.edu/graduate/gpc/index.php)  
to download this form and guidelines to fill out the form.

Email this form and syllabus to [sfulks@fau.edu](mailto:sfulks@fau.edu) and [egirjo@fau.edu](mailto:egirjo@fau.edu) one week **before** the University Graduate Programs Committee meeting so that materials may be viewed on the UGPC website by committee members prior to the meeting.

**FLORIDA ATLANTIC UNIVERSITY**  
**SCHOOL OF SOCIAL WORK**  
**SOW 6932 Sec. \_\_\_\_ Call No. \_\_\_\_\_**  
**Trauma, Self-Care & Dissociation For Social Workers**

Semester: Spring (short course)  
Start/End Date: 3/27/08-4/24/08  
Instructor: Pat I. Richards, LCSW, CHT  
Phone: (954) 962-1355 ext. 267  
Email: [wit2pir@bellsouth.net](mailto:wit2pir@bellsouth.net)  
Blackboard: <http://blackboard.fau.edu>

Classroom: SO112  
Class Times: 7:00-9:50 pm  
Office Hours: by appointment  
Office Location:  
Web: [www.fau.edu/ssw](http://www.fau.edu/ssw)

**Course Description:**

This short course focuses on the clinical treatment of survivors of psychological trauma/abuse, which frequently underlies presenting problems. Special attention is given to the continuum of dissociative disorders (including Dissociative Identity Disorder), symptoms, comorbidity, and treatment options. Included are issues of therapist self-care to recognize and combat vicarious/secondary traumatic stress/compassion fatigue.

**Relevance to Educational Program:**

This course will provide information and discussion regarding a specialized population of mental health/psychiatric/social service consumers (dissociative disorders).

**Educational Objectives:**

Upon successful completion of this course, students are expected to:

1. define and discuss the development of dissociative disorders – measured by class participation, and test.
2. demonstrate increased knowledge of related co-morbidities – measured by class participation, and test.
3. discuss treatment modalities, including psychotropic medications – measured by student selection, presentation and discussion of professional journal articles, and test.
4. identify danger signals and self-care options for secondary/vicarious traumatic stress/compassion fatigue – measured by class participation and short paper.

**Teaching Methodologies:**

The course objectives shall be accomplished through the instructor's provision of a stimulating schedule of reading, lecture, discussion, Powerpoint presentation, film, student presentation, and/or case presentation.

## Course Assignments and Grading:

### Assignments:

1. Reading assignments and class participation – 1/3 of grade
2. Selection, presentation and discussion of professional journal article on co-morbidity and/or treatment modality; and short paper on self-care – 1/3 of grade
3. One test – 1/3 of grade

The grading scale for this course is as follows:

93 – 100% = A	73 – 76% = C
90 – 92% = A-	70 – 72% = C-
87 – 89% = B+	67 – 69% = D+
83 – 86% = B	63 – 66% = D
80 – 82% = B-	60 – 62% = D-
77 – 79% = C+	0 – 59% = F

## Professional Expectations of Student Behavior

The Florida Atlantic University School of Social Work is mandated by the Council on Social Work Education (CSWE) to foster and evaluate professional behavioral development for all students in the social work program. The School of Social Work also bears a responsibility to the community at large to produce fully trained professional social workers who consciously exhibit the knowledge, values, and skills of the profession of social work. The values of the profession are codified in the NASW Code of Ethics. Given this context, all students in the social work program will be expected to exhibit the following ethical standards of behavior.

1. **Accountability:** Attend class, arrive on time, and return from break in a timely manner.

*Participate in group activities and assignments at a comparable level to peers.  
Complete work in a timely fashion and according to directions provided.  
Come to class prepared, with readings and other homework completed.*

2. **Respect:** Treat all your peers, your instructors and all those you come in contact with, with dignity and respect at all times.

*Listen while others are speaking.  
Give feedback to peers in a constructive manner.  
Approach conflict with peers or instructors in a cooperative manner.  
Use positive and nonjudgmental language.*

3. **Confidentiality:** Treat any personal information that you hear about a peer or an instructor as strictly confidential.

*Maintain any information shared in class, dyads or smaller groups within that unit.*

*Use judgment in self-disclosing information of a very personal nature in the classroom. (Class time should not be used as therapy or treatment. If students feel the need to talk about issues they are struggling with, they may consult with their instructor to receive a referral for counseling.)*

*Never use names of clients or disclose other identifying information in the classroom.*

4. **Competence:** Apply yourself to all your academic pursuits with seriousness and conscientiousness, meeting all deadlines as given by your instructors. Constantly strive to improve your abilities.

*Come to class with books, handouts, syllabus, and pens*

*Seek out appropriate support when having difficulties to ensure success in completing course requirements.*

*Take responsibility for the quality of completed tests and assignment.*

*Strive to work toward greater awareness of personal issues that may impede your effectiveness with clients.*

5. **Integrity:** Practice honesty with yourself, your peers, and your instructors. Constantly strive to improve your abilities.

*Academic: Commit yourself to learning the rules of citing other's work properly.*

*Do your own work and take credit only for your own work.*

*Acknowledge areas where improvement is needed.*

*Accept and benefit from constructive feedback*

*Submission of Papers: Students will submit their written assignments on paper and electronically. Electronic copies will be subject to plagiarism analysis and will be kept in electronic file for future reference. A student may not submit the same paper, or essentially the same, paper, project, assignment, or finished project to an instructor, which has been submitted to another instructor, unless specifically authorized by both instructors to do so.*

6. **Diversity:** Strive to become more open to people, ideas, and creeds that you are not familiar with. Embrace diversity.

*Maintain speech free of racism, sexism, ableism, heterosexism, or stereotyping.*

*Exhibit a willingness to serve diverse groups of persons.*

*Demonstrate an understanding of how values and culture interact.*

7. **Communication:** Strive to improve both verbal and written communication skills as these skills are used heavily in interactions with clients and peers and also with creating client records.

*Demonstrate assertive communication with peers and instructors.*

*Practice positive, constructive, respectful and professional communications skills with peers and instructor: (body language, empathy, listening)*

8. **Social Justice:** Strive to deepen your commitment to social justice for all populations at risk.

*Demonstrate an understanding of how institutional and personal oppression impede the experience of social justice for individuals and groups.*

*Strive to learn about methods of empowering populations and enhancing social justice at micro, mezzo, and macro levels.*

#### Consequences of Unacceptable Behavior

The School of Social Work may terminate a student's participation in the program on the basis of professional non-suitability if the School's faculty members determine that a student's behavior has constituted a significant violation or pattern of violations of the NASW Code of Ethics, the FAU School of Social Work Student Manual, or the FAU Academic Policies and Regulations. Examples of violations that may lead to termination include (but are not limited to) the following:

1. Failure to meet or maintain academic grade point requirements as established by the University and the Social Work program.
2. Academic cheating, lying, or plagiarism.
3. Behavior judged to be in violation of the NASW Code of Ethics.
4. Failure to meet generally accepted standards of professional conduct, personal integrity, or emotional stability requisite for professional practice.
5. Inappropriate or disruptive behavior toward colleagues, faculty, or staff (at the School or in the field placement).
6. Consistent failure to demonstrate effective interpersonal skills necessary for forming professional relationships (for example, unable to demonstrate nonjudgmental attitude or unable to allow client self-determination).
7. Documented evidence of criminal activity occurring during the course of study.

For additional university-wide policies and regulations see the FAU Catalog at <http://www.fau.edu/academic/registrar/univcatalog/welcome.htm>. This web site contains

information on grading, incomplete grades, cheating on exams, plagiarism, expectations of student behavior, and communications devices (e.g., cell phones to be disabled during class sessions).

### **Class Attendance and Participation**

Social work education is designed to help students prepare for professional practice. In order to model ethically appropriate practice, please treat coming to classes as you would treat working at an agency. Given the Council on Social Work Education's requirements for professional behavior, *attendance for all classes is required*. More than one unexcused absence, excessive tardiness, or patterns of leaving early may result in a reduction of the final grade. Students may be asked to present a written excuse from a healthcare provider for excused absences due to illness or other documentation for other circumstances. Since participating in class is an integral part of social work education, it is vital that the student be in class; therefore, *even with excused absences, the student may be required to withdraw or retake the class*. If a student misses more than 2 classes – whether or not there is a documented, excused absence – the student may receive a substantial decrease in the final grade.

### **Policy on Use of Computers and Recording Devices in the Classroom**

The School of Social Work prohibits the use of computers, audio recording, or video recording devices during instructional activities in classrooms, laboratories, and studios without the expressed written consent of the instructor. This prohibition does **not** apply to specific accommodations approved by the FAU Office for Students with Disabilities. When the instructor's consent is given, the materials produced are for personal use only and are not for distribution or sale in any fashion.

### **Textbooks:**

The two textbooks required for this course are:

Tollefson, W. B. (2005). *Separated from the light: A path back from psychological trauma* (2<sup>nd</sup> ed.). Melbourne Beach, FL: Inner Values, Inc./Tollefson Enterprises. (Amazon.com or [www.wiit.com](http://www.wiit.com))

International Society for the Study of Dissociation (2005). Guidelines for treating dissociative identity disorder in adults (2005). *Journal of Trauma & Dissociation*, 6(4), 69-149. (handout)

Other course readings will be distributed in class. Also, please visit the **Blackboard Web site** for this course at <http://blackboard.fau.edu> for additional information. **IMPORTANT:** Blackboard uses the email addresses assigned to you by FAU – unless you plan to pick up email from the FAU account, you need to forward your email to the email address that you generally use. Log onto MyFAU (<http://myfau.fau.edu>) and forward your email to the email address that you want all Blackboard and other FAU email directed to... and if your email address changes, remember to change the forwarding in MyFAU. If you are experiencing problems logging onto MyFAU or Blackboard, you can contact the helpdesk at 561.297.3999.

### Course Outline and Reading Assignments:

The following outline and readings may change as the course progresses, given student interests and needs. Please read the required readings prior to the class when we will be discussing them.

<b>Class</b>	<b>Topics</b>	<b>Readings / Due Dates</b>
Week 1 – March 27	<ul style="list-style-type: none"> <li>Intro; Self Care</li> <li>Powerpoint overview</li> </ul>	<ul style="list-style-type: none"> <li><i>Separated From the Light</i> pp 1-100 due Apr 10</li> </ul>
Week 2 – April 3	<ul style="list-style-type: none"> <li>Discuss reading; Loyalty</li> <li>Case/student presentation</li> </ul>	<ul style="list-style-type: none"> <li><i>Separated From the Light</i> pp101-177 due Apr 17</li> </ul>
Week 3 – April 10	<ul style="list-style-type: none"> <li>Discuss reading; Newly Diagnosed</li> <li>Case/student presentation</li> </ul>	<ul style="list-style-type: none"> <li><i>Journal of Trauma &amp; Dissociation</i> v. 6, no. 4, (2005) pp 69-108 due April 24</li> </ul>
Week 4 – April 17	<ul style="list-style-type: none"> <li>Discuss reading; Ritual Abuse</li> <li>Case/student presentation</li> </ul>	<ul style="list-style-type: none"> <li><i>Journal of Trauma &amp; Dissociation</i> v. 6, no. 4, (2005) pp 108-149 due May 1</li> </ul>
Week 5 – April 24	<ul style="list-style-type: none"> <li>Discuss reading</li> <li>Case/student presentation</li> <li>Self Care &amp; EXAM</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>
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\* In the event of a hurricane warning, see [www.fau.edu](http://www.fau.edu) or watch for other media announcements for updates on whether there will be a disruption in FAU classes. Class times and assignments will be modified as needed.

## BIBLIOGRAPHY

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- Brown, D. (1994). *Satanic ritual abuse: A handbook for therapists*. Denver, CO: Blue Moon Press.
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- Draucker, C. B. (2000). *Counselling survivors of childhood sexual abuse (2<sup>nd</sup> ed.)*. London: SAGE Publications.
- Durham, A. (2003). *Young men surviving child sexual abuse: Research stories and lessons for therapeutic practice*. West Sussex, England: John Wiley & Sons Ltd.
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- Gartner, R. B. (2005). *Beyond betrayal: Taking charge of your life after boyhood sexual abuse*. New York: Wiley & Sons.
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- International Society for the Study of Dissociation (2005). Guidelines for treating dissociative identity disorder in adults (2005). *Journal of Trauma & Dissociation*, 6(4), 69-149.
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- Rider, D. (1992). *Breaking the circle of satanic ritual abuse: Recognizing and recovering from the hidden trauma*. Minneapolis, MN: CompCare Publishers.
- Rivera, M. (2002). Informed and supportive treatment for lesbian, gay, bisexual, and transgendered trauma survivors. *Journal of Trauma and Dissociation*, 3(4) 33-58; and Toronto: Toronto Press.
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**SAFEWALK – Night Owls**

Boca 561-297-6695 Davie 954-236-1902  
Ft.Laud. 954-762-5611 St.Lucie: 772-873-3400 Jupiter - 561-799-8700  
Campus security will escort individuals, day or night. Call ahead or go to their offices at Room 155 in the LA Building, Davie to make appropriate arrangements.

**STUDENTS WITH DISABILITIES**

It is a student's responsibility to request academic accommodation. If you are a student with a disability who may require academic accommodation and have not registered with the FAU Office for Student with Disabilities, please contact their office at (561) 297-3880 [Boca] or (954) 236-1146 [Davie]. If you are seeking academic accommodation, please notify your instructor no later than 14 days after the commencement of this course (and preferably before the class starts).

**DISCRIMINATION OR HARASSMENT – 561-297-4004**

Students who have concerns about on-campus discrimination or harassment (including sexual harassment) can contact the FAU Equal Opportunity Program for assistance. The Boca office is located in Administration Building Room 291. Our full Nondiscrimination Policy is posted on our website at <http://www.fau.edu/ssw/public/nondiscrim.html>.

**RELIGIOUS HOLIDAYS**

This course has been arranged so that there will be no classes on religious holidays, such as Christmas or Yom Kippur. Please advise the instructor at the beginning of the term if you need accommodations for other religious holidays.

**ADDITIONAL INFORMATION ON STUDENT RIGHTS and RESPONSIBILITIES**

For additional information on student rights and responsibilities, please see the FAU Catalog at <http://www.fau.edu/academic/registrar/univcatalog/welcome.htm> and the BSW Student Manual at <http://www.fau.edu/ssw/pdf/BSWstudmanual32706.pdf> or the MSW Student Manual at <http://www.fau.edu/ssw/pdf/MSWstudmanual.pdf>.