

**ORIGINATOR'S SECTION:**

1. College:

☐ CHABSS ☐ CoBA  
☒ CoEHHS ☐ CSM

Desired Term and Year of Implementation (e.g., Fall 2008):

Fall 2017.

2. Course is to be considered for G.E.? (If yes, also fill out appropriate GE form\*) ☐ Yes ☒ No3. Course will be a variable-topics (generic) course? ☐ Yes ☒ No  
("generic" is a placeholder for topics)

4. Course abbreviation and Number:\* MSW 629

5. Title: (Titles using jargon, slang, copyrighted names, trade names, or any non-essential punctuation may not be used.)  
Trauma and Addiction6. Abbreviated Title for PeopleSoft:  
(no more than 25 characters, including spaces)  
Trauma & Addiction

7. Number of Units: 3

8. Catalog Description: (Not to exceed 80 words; language should conform to catalog copy. Please consult the catalog for models of style and format; include all necessary information regarding consent for enrollment, pre- and/or corequisites, repeated enrollment, crosslisting, as detailed below. Such information does not count toward the 80-word limit.)

Explores the multi-systemic impact of trauma and substance use on the functioning of individuals, families, and communities. Emphasizes the treatment of trauma and substance use across the lifespan with diverse populations utilizing trauma informed approaches, including Motivational Interviewing and cognitive behavioral interventions.

9. Why is this course being proposed?

Required course for MSW graduate students.

**10. Mode of Instruction\***

For definitions of the Course Classification Numbers:

[http://www.csusm.edu/academic\\_programs/curriculumscheduling/catalogcurricula/DOCUMENTS/Curricular\\_Forms\\_Tab/Instructional%20Mode%20Conventions.pdf](http://www.csusm.edu/academic_programs/curriculumscheduling/catalogcurricula/DOCUMENTS/Curricular_Forms_Tab/Instructional%20Mode%20Conventions.pdf)

Type of Instruction	Number of Credit Units	Instructional Mode (Course Classification Number)
Lecture	3	C5
Activity		
Lab		

**11. Grading Method:\***

- ☒ Normal (N) (Allows Letter Grade +/-, and Credit/No Credit)  
☐ Normal Plus Report-in-Progress (NP) (Allows Letter Grade +/-, Credit/No Credit, and Report-in-Progress)  
☐ Credit/No Credit Only (C)  
☐ Credit/No Credit or Report-in-Progress Only (CP)

12. If the (NP) or (CP) grading system was selected, please explain the need for this grade option.

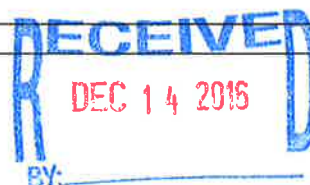
13. Course Requires Consent for Enrollment? ☐ Yes ☒ No
☐ Faculty ☐ Credential Analyst ☐ Dean ☐ Program/Department - Director/Chair
14. Course Can be Taken for Credit More than Once? ☐ Yes ☒ No  
If yes, how many times? (including first offering)15. Is Course Crosslisted: ☐ Yes ☒ No

If yes, indicate which course \_\_\_\_\_ and check "yes" in item #22 below.

16. Prerequisite(s): ☐ Yes ☒ No17. Corequisite(s): ☐ Yes ☒ No

18. Documentation attached:

\* If Originator is uncertain of this entry, please consult with Program/Department Director/Chair.



☒ Syllabus    ☐ Detailed Course Outline

19. If this course has been offered as a topic, please enter topic abbreviation, number, and suffix:\*

20. How often will this course be offered once established?\* each academic year

**PROGRAM DIRECTOR/CHAIR - COLLEGE CURRICULUM COMMITTEE SECTION:***(Mandatory information – all items in this section must be completed.)*21. Does this course fulfill a requirement for any major (i.e., core course or elective for a major, majors in other departments, minors in other departments)?    ☒ Yes    ☐ No

If yes, please specify:

Master of Social Work (MSW)

22. Does this course impact other discipline(s)? *(If there is any uncertainty as to whether a particular discipline is affected, check "yes" and obtain signature.)*    ☐ Yes    ☒ No

If yes, obtain signature(s). Any objections should be stated in writing and attached to this form.

Discipline	_____	_____	_____	_____
	Signature	Date	Support	Oppose

Discipline	_____	_____	_____	_____
	Signature	Date	Support	Oppose

**SIGNATURES : (COLLEGE LEVEL) :****(UNIVERSITY LEVEL)**Blake Beecher

10-17-16

1. Originator (please print or type name)

Date

5. UCC Committee Chair

Date

2. Program Director/Chair

10-17-16

Date

6. Vice President for Academic Affairs (or Designee)    Date

3. College Curriculum Committee

12-9-16

Date

7. President (or Designee)

Date

4. College Dean (or Designee)

12-13-16

Date

**CALIFORNIA STATE UNIVERSITY SAN MARCOS**  
**Department of Social Work**  
MSW 629 Trauma and Addiction (3)

<b>Instructor:</b> <b>Office:</b> <b>Hours:</b> <b>E-mail:</b>	<b>Days:</b> <b>Time:</b> <b>Phone:</b>
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**CATALOG DESCRIPTION**

Explores the multi-systemic impact of trauma and substance use on the functioning of individuals, families, and communities. Emphasizes the treatment of trauma and substance use across the lifespan with diverse populations utilizing trauma informed approaches, including Motivational Interviewing and cognitive behavioral interventions.

**Student Learning Outcomes:**

1. Recognize the importance of practitioner and organizational self-care and resilience in trauma-informed social work practice;
2. Demonstrate responsiveness to the differential impact of trauma on the client system and awareness of the consequences for the therapeutic relationship;
3. Conduct trauma-informed assessments, which include risk and protective and promotive factors in a developmental context;
4. Identify and attend to the common obstacles to change that arise in trauma interventions; and
5. Use evidence-informed indicators of trauma recovery in evaluation of client and implementation outcomes.

**Department of Social Work Classroom Conduct Policy**

1. Classroom attendance and active participation are essential for achieving the student learning outcomes for courses. Students are expected to be present and prepared for every class meeting to promote effective learning of the course content. Unexcused absences, frequent tardy arrivals and/or leaving class early will affect a student's final grade. Petitioning for an excused absence is subject to the instructor's discretion.
2. Graduate students are expected to be active participants in class meetings. Lack of contribution to in-class discussions (and/or role play exercises) will adversely affect the student's grade. Conversely, attempts to dominate class discussions (and/or role play exercises) will also result in lower grades.
3. Cell phones, laptops, or tablets should only be used at breaks or as approved by instructor. Laptop/tablet use unrelated to class activities, texting, and frequent side conversations are not behaviors that show investment in the learning process and distract from student learning.

4. Students are expected to spend a minimum of two hours outside of the classroom each week for each unit of course credit (i.e. a minimum of 6 hours of outside of class weekly effort for a 3 credit hour class).
5. All assignments are to be turned in on the due date **at the class meeting** per the class schedule. Assignments turned in after the time established by the instructor are considered late, with point deductions taken at the discretion of the instructor.
6. Information shared in class about practicum agency, staff and clients will be de-identified, in classroom discussion and in assigned papers. Personal material of students shared in the classroom as part of participating in class exercises and practice will not be shared with others outside of the classroom.
7. As a social work graduate student, you are expected to know and adhere to the NASW Code of Ethics. This is essential to becoming a professional social worker. See: <http://socialworkers.org/pubs/code/default.asp>

### **CSUSM Academic Honesty Policy**

**\*\*Please refer to the CSUSM University Catalog section on Academic Honesty. Please consult with the instructor if you have any questions concerning the completion of course requirements. Students are expected to adhere to the standards of academic honesty and integrity outlined in the CSUSM University Catalog section on Academic Honesty. All written assignments and oral presentations must be original work. All ideas/materials borrowed from other sources must have appropriate citations/references to the original sources, according to APA style format. Any quoted material should give credit to the source and be punctuated accordingly.**

**Academic Honesty and Integrity:** Students are responsible for honest completion and representation of their work. The CSUSM University Catalog details the ethical standards and penalties for infractions. There will be zero tolerance for infractions. If you believe there has been an infraction by someone in the class, please bring this to the instructor's attention. I reserve the right to apply the academic honesty policy in accordance with the general rules and regulations of CSUSM. Disciplinary action may include the lowering of grades and/or the assignment of a failing grade for an assignment or the entire course. Incidents of Academic Dishonesty will be reported to the Dean of Students. Sanctions at the University level may include suspension or expulsion from the University.

[http://www.csusm.edu/policies/active/documents/Academic\\_Honesty\\_Policy.html](http://www.csusm.edu/policies/active/documents/Academic_Honesty_Policy.html)

### **Plagiarism**

Plagiarism or cheating is unacceptable under any circumstances. If you are in doubt about whether your work is paraphrased or plagiarized see the Plagiarism Prevention for Students Web site: <https://biblio.csusm.edu/research-help/plagiarism-how-to-avoid-it>. If there are questions about academic honesty, please consult the department chair.

### **Students with Special Needs**

Students with disabilities who require reasonable accommodations must be approved for services by providing appropriate and recent documentation to the Office of Disabled Student Services (DSS). This office is located in Craven Hall 4300, and can be contacted by phone at (760) 750-4905, or TTY (760) 750-4909, and by email at [dss@csusm.edu](mailto:dss@csusm.edu). Students authorized by DSS to receive reasonable accommodations should meet with their instructor during office hours in order to ensure confidentiality.<sup>1</sup>

## REQUIRED TEXTS AND READINGS

**Required Texts:** Briere, J.N. & Scott, C. (2015). *Principles of trauma therapy: A guide to symptoms, evaluation, and treatment*, 2<sup>nd</sup> Ed. Los Angeles, CA: Sage

Enhancing Motivation for Change in Substance Abuse Treatment, SAMHSA TIP 35 Quick Guide.

<https://store.samhsa.gov/shin/content/SMA12-4097/SMA12-4097.pdf>

Brief Interventions and Brief Therapies for Substance Abuse, SAMHSA Tip 34 Quick Guide.

<https://store.samhsa.gov/shin/content/SMA06-4136/SMA06-4136.pdf>

Substance Abuse Treatment and Domestic Violence, SAMHSA Tip 25 Quick Guide.

<https://store.samhsa.gov/shin/content/SMA01-3583/SMA01-3583.pdf>

**Required Supplementary Readings:** As posted on Cougar Courses

## Required Material and Equipment

Students will be expected to have access to a personal computer with Internet and Web browsing capabilities. Access to Cougar Courses is required. There are several computing resources available on campus for students to utilize. Please make yourself aware of these.

## COURSE REQUIREMENTS

### Course Format

Material will be presented in a variety of formats including lectures, videos, discussions, and mini-group and individual in-class assignments. The instructor will help students engage with the material and practice new skills. Students are required to prepare for class by completing readings and other assignments.

### Writing Criteria

All writing assignments will be completed and submitted in APA style. See Grading section concerning grading that pertains to the use of APA format in papers. The written assignments meet the All-University Writing Requirement as described in the CSUSM University Catalog.

### Course Assignments

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<sup>1</sup> CSUSM Senate Resolution GEC 277-04 04/06/2005

## **Assignment 1 (35%) Research Paper**

Pick a potentially trauma and addiction related problem.

Review the literature regarding a specific social problem or issue related to trauma and addiction.

Write a 10 page paper. You must include the following:

- 1.) provide an overview of the 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 (2005+) references, the majority of which must be journal articles. This paper will be incorporated in your presentation for assignment 2.

Please provide me with your topic choice by week 4.

## **Assignment 2 (25%) Oral Presentation**

Based on the topic selected for assignment 2, in a 15 minute presentation student will provide the following:

- 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

## **Assignments 3 & 4 Midterm and Final Exam (20% each exam)**

Midterm and Final exams to assist you in integrating the content area.

## Grading Policy for the Course

A final letter grade for this course and grades for course requirements will adhere to letter grade standards as specified in the CSUSM University Catalog section on Grading System and Policies. Your papers will be evaluated for conceptualization, conciseness, and organization, as well as proper grammar, word usage, punctuation, spelling, and APA style.

## Grading Scale

The following plus/minus grading system will be used, based on a 100 point scale:

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

A grade of C or better is required for satisfactory completion of the course.

## Course Schedule

1	Understanding trauma: Types of trauma, psychobiology of trauma  Secondary trauma and self care	Briere & Scott, Ch. 1, What Is Trauma?  Briere & Scott, Ch. 12, Psychobiology and Psychopharmacology of Trauma (pp. 259-268 only)  (maybe article on historical trauma—or at least make sure to emphasize in lecture)
2	Effects of trauma  Intersection of Trauma, Substance Use, and Interpersonal Violence	Briere & Scott, Ch. 2, The Effects of Trauma  TIP 57 Trauma Informed Care in Behavioral Health Services, Ch. 3, Understanding the Impact of Trauma <a href="http://store.samhsa.gov/product/TIP-57-Trauma-Informed-Care-in-Behavioral-Health-Services/SMA14-4816">http://store.samhsa.gov/product/TIP-57-Trauma-Informed-Care-in-Behavioral-Health-Services/SMA14-4816</a>
3	Traumatized Attachment  Abuse and Neglect,	Van Der Kolk, B. (2014). <i>The body keeps the score</i> . New York City: Viking. Chapter 7, Getting on the same wavelength: Attachment and Attunement

	Interpersonal Violence	Perry, B.D. <b><i>Helping traumatized children: A brief overview for caregivers</i></b> CTA Parent and Caregiver Education Series Volume 1: Issue 5, ChildTrauma Academy Press, 1999
4	Assessing trauma  Universal Screening	Briere & Scott, Ch. 3, Assessing trauma and post-trauma outcomes
5	General Approaches to Treatment of Trauma	Briere & Scott, Ch. 4, Central Issues in Trauma Treatment
6	Understanding and Assessing Substance Abuse and Co-Occurring Disorders	TIP 42: Substance Abuse Treatment for Persons with Co-Occurring Disorders, Ch. 4: Assessment <a href="http://store.samhsa.gov/product/TIP-42-Substance-Abuse-Treatment-for-Persons-With-Co-Occurring-Disorders/SMA13-3992">http://store.samhsa.gov/product/TIP-42-Substance-Abuse-Treatment-for-Persons-With-Co-Occurring-Disorders/SMA13-3992</a>
7	Treatment Approaches: Psychoeducation  Family and social support	Briere & Scott, Ch. 5, Psychoeducation  Evidence-Based Practices in Addiction Treatment: Review and Recommendations for Public Policy <a href="http://www.ncbi.nlm.nih.gov/pmc/articles/PMC2951979/ind">www.ncbi.nlm.nih.gov/pmc/articles/PMC2951979/ind</a>
8	Midterm exam	Guest speaker??
9	Treatment Approaches:  Motivational Interviewing and MET	TIP 42: Substance Abuse Treatment for Persons with Co-Occurring Disorders, Ch. 5, Strategies for working with clients with Co-occurring disorders <a href="http://store.samhsa.gov/product/TIP-42-Substance-Abuse-Treatment-for-Persons-With-Co-Occurring-Disorders/SMA13-3992">http://store.samhsa.gov/product/TIP-42-Substance-Abuse-Treatment-for-Persons-With-Co-Occurring-Disorders/SMA13-3992</a>  KAP Keys For Clinicians Based on <b>TIP 35</b> —Enhancing ... <a href="http://store.samhsa.gov/shin/content/SMA12-4091/SMA12-4091.pdf">http://store.samhsa.gov/shin/content/SMA12-4091/SMA12-4091.pdf</a> Enhancing motivation for change in substance abuse treatment
10	Treatment Approaches	(Maybe good MI articles—Using MI with abuse/neglect and DV)



	Motivational Interviewing and MET cont.	<p>Quick Guide for Clinicians, based on SAMHSA Tip 36:: Substance Abuse Treatment for persons with Abuse and Neglect Issues <a href="http://store.samhsa.gov/shin/content/SMA12-3604/SMA12-3604.pdf">http://store.samhsa.gov/shin/content/SMA12-3604/SMA12-3604.pdf</a></p> <p>Quick Guide for Clinicians, based on SAMHSA Tip 35:: Substance Abuse Treatment and Domestic Violence <a href="https://store.samhsa.gov/shin/content/SMA01-3583/SMA01-3583.pdf">https://store.samhsa.gov/shin/content/SMA01-3583/SMA01-3583.pdf</a></p>
11	<p>Treatment Approaches: Distress Reduction and Affect regulation</p> <p>Mindfulness DBT</p>	<p>Briere &amp; Scott, Ch. 6, Distress Reduction and Affect Regulation Training</p> <p>Briere &amp; Scott, Ch. 10, Mindfulness in Trauma Treatment</p>
12	<p>Treatment Approaches TF-CBT, CPT, Exposure therapies</p>	<p>Briere &amp; Scott, Ch. 7, Cognitive Interventions</p> <p>Briere &amp; Scott, Ch. 8, Emotional Processing</p> <p>NCTSN on-line course TF-CBT and CPT</p>
13	<p>Relational Issues in Trauma Treatment</p> <p>Treatment of Acute Trauma</p>	<p>Briere and Scott, Ch. 9, Increasing Identity and Relational Functioning</p> <p>Briere and Scott, Ch.11, Treating the Effects of Acute Trauma</p>
14	<p>Trauma Informed Organizations</p> <p>Self Care Assessment</p>	<p>TIP 57 Trauma Informed Care in Behavioral Health Services: Building a Trauma 2 Informed Workforce <a href="http://store.samhsa.gov/product/TIP-57-Trauma-Informed-Care-in-Behavioral-Health-Services/SMA14-4816">http://store.samhsa.gov/product/TIP-57-Trauma-Informed-Care-in-Behavioral-Health-Services/SMA14-4816</a></p>
15	Final Exam	