



The Hebrew University of Jerusalem

Syllabus

Principles of trauma-informed treatment for children and families - 3041

Last update 25-04-2020

HU Credits: 2

Degree/Cycle: 2nd degree (Master)

Responsible Department: Social Work

Academic year: 0

Semester: 2nd Semester

Teaching Languages: Hebrew

Campus: Mt. Scopus

Course/Module Coordinator: Dr. Paula David

Coordinator Email: paulad@haruv.org.il

Coordinator Office Hours:

Teaching Staff:

Dr. David Paula

Course/Module description:

The course will deal with childhood trauma - what are traumatic events, how do they impact upon children and their parents, and how one treats them. The course offers a "trauma lens" to add to the social worker's therapeutic toolbox, so as to better treat traumatized children and families.

Course/Module aims:

The goal of the course is to receive knowledge and understanding of treatment elements needed when working with childhood trauma.

Learning outcomes - On successful completion of this module, students should be able to:

At the end of the course, the student will be able to note and evaluate the effect of trauma on children and their families. They will be able to discuss traumatic experiences with children, and choose elements of trauma-informed work that are appropriate to the child and family. The student will take special care not to inflict re-traumatization upon children in his/her caseload.

Attendance requirements(%):

participation required (80%), attendance taken

Teaching arrangement and method of instruction: lectures, including guest lecturers

Course/Module Content:

- Childhood trauma and its impact on the individual and the family
- CPP as an Organizing framework for understanding the components of trauma-oriented treatment
- Evaluating, preparing the family and talking with children about trauma
- meeting with children and their parents
- Emotional regulation as an organizing principle in trauma
- Loss and grief in childhood
- exposure to domestic violence
- Trauma informed systems
- The effect of treating trauma on the practitioner

Required Reading:

Felitti, V. J., Anda, R. F., Nordenberg, D., Williamson, D. F., Spitz, A. M., Edwards, V., ... & Marks, J. S. (1998). Relationship of childhood abuse and household dysfunction to many of the leading causes of death in adults: The Adverse Childhood Experiences (ACE) Study. *American journal of preventive medicine*, 14(4), 245-258.

קרן, מ. (2013). חוויתי סכנה וזה חוזר אלי. בתוך: מ. קרן, ד. הופ, וס. טיאנו (עורכים), זה לא יעבור עם הזמן? בריאות הנפש בשלוש השנים הראשונות לחיים (עמ' 255-275). בן-שמן: מודן.

Hughes, D.A. & Baylin, J. *Brain based parenting: The neuroscience of caregiving for healthy attachment*. Chapter One, "introduction" and Chapter 3, "Blocked Care and How it Happens." New York and London: W.W. Norton & Company, 1-10, 81-101.

Fraiberg, S., Adelson, E., & Shapiro, V. (1980). Ghosts in the Nursery. *Clinical studies in infant mental health*, 57-98.

ליברמן, א., פדרון, א., ואן-הורן, פ., והאריס, ו. (2010). מלאכים בחדר הילדים: העברה בין-דורית של השפעות הוריות מיטיבות (גרסה עברית). ירושלים: מכון חרוב.

Lieberman, A. F., & Van Horn, P. (2005). *Don't hit my mommy!: A manual for child-parent psychotherapy with young witnesses of family violence*. Washington, DC :Zero to Three. Section 1- A relationship based treatment model, 5-41.

גרטנר, ס. (2014). אובדן ואבל בגיל הרך. פסיכואקטואליה, 48-54.

Zelechowski, A. D., Sharma, R., Beserra, K., Miguel, J. L., DeMarco, M., & Spinazzola, J. (2013). Traumatized youth in residential treatment settings: Prevalence, clinical presentation, treatment, and policy implications. *Journal of Family Violence*, 28(7), 639-652.

Lieberman, A. F., & Van Horn, P. (2011). *Psychotherapy with infants and young children: Repairing the effects of stress and trauma on early attachment*. Guilford Press. Chapter 4- the Assessment Process, 100-138.

Hughes, D. (2004). An attachment-based treatment of maltreated children and young people. *Attachment & Human Development*, 6(3), 263-278.

Lieberman, A. F., & Van Horn, P. (2005). *Don't hit my mommy!: A manual for child-parent psychotherapy with young witnesses of family violence*. Washington, DC :Zero to Three. Section 2- Unique and Essential Aspects of Child- Parent Psychotherapy, 43-119.

רוזנטל, מ', גת, ל' וצור, ח' (2008). לא נולדים אלימים: עולמם הרגשי והחברתי של ילדים קטנים. בני ברק: הקיבוץ המאוחד. (פרק 2- רגיעה ועוררות- על ויסות וארגון החוויות הרגשיות של ילדים).

Gewirtz, A. H., & Edleson, J. L. (2007). Young children's exposure to intimate partner violence: Towards a developmental risk and resilience framework for research and intervention. *Journal of Family Violence*, 22(3), 151-163.

קרן, מ. (2013). חוויתי סכנה וזה חוזר אלי. בתוך: מ. קרן, ד. הופ, וס. טיאנו (עורכים), זה לא יעבור עם הזמן? בריאות הנפש בשלוש השנים הראשונות לחיים (עמ' 255-275). בן-שמן: מודן.

Hughes, D.A. & Baylin, J. *Brain based parenting: The neuroscience of caregiving for healthy attachment*. Chapter One, "introduction" and Chapter 3, "Blocked Care and How it Happens." New York and London: W.W. Norton & Company, 1-10, 81-101.

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רוזנטל, מ', גת, ל' וצור, ח' (2008). לא נולדים אלימים: עולמם הרגשי והחברתי של ילדים קטנים. בני ברק: הקיבוץ המאוחד. (פרק 2- רגיעה ועוררות- על ויסות וארגון החוויות הרגשיות של ילדים).

Monica Beltran MA, M. S. W., Abena Brown-Elhillali PhD, R. Y. T., April Held MSW, R. Y. T., Ensor, K., & Belcher, H. M. (2016). Yoga-based psychotherapy groups for boys exposed to trauma in urban settings. *Alternative therapies in health and medicine*, 22(1), 39.

Pat-Horenczyk, R., Shi, C. S. W., Schramm-Yavin, S., Bar-Halpern, M., & Tan, L. J. (2015, April). Building Emotion and Affect Regulation (BEAR): Preliminary Evidence from an Open Trial in Children's Residential Group Homes in Singapore. In *Child & Youth Care Forum* (Vol. 44, No. 2, pp. 175-190). Springer US.

Wolan, T., Delaney, M. A., & Weller, A. (2015). Group Work with Children who have Experienced Trauma using a Sensorimotor Framework. *Children Australia*, 40(03), 205-208.

Gewirtz, A. H., & Edleson, J. L. (2007). Young children's exposure to intimate partner violence: Towards a developmental risk and resilience framework for research and intervention. *Journal of Family Violence*, 22(3), 151-163.

גרטנר, ס. (2014). אובדן ואבל בגיל הרך. פסיכואקטואליה, 48-54.

עופר, נ. וים, ג. (2017). עבודה טיפולית עם ההורה הנותר בתהליך התמודדות של ילד צעיר עם אבדן הורה. מתוך א. כהן (עורכת), טיפול בהורות: גישה אינטגרטיבית לטיפול בבעיות ילדים באמצעות הוריהם, ע"מ 345-406.

דוד, פ' (2018) לדבר את הבלתי-מדובר: דיבור עם ילדים על טראומה. נקודת מפגש, גיליון 15, 26-29

Additional Reading Material:

Monica Beltran MA, M. S. W., Abena Brown-Elhillali PhD, R. Y. T., April Held MSW, R.

Y. T., Ensor, K., & Belcher, H. M. (2016). Yoga-based psychotherapy groups for boys exposed to trauma in urban settings. *Alternative therapies in health and medicine*, 22(1), 39.

Wolan, T., Delaney, M. A., & Weller, A. (2015). Group Work with Children who have Experienced Trauma using a Sensorimotor Framework. *Children Australia*, 40(03), 205-208.

Pat-Horenczyk, R., Shi, C. S. W., Schramm-Yavin, S., Bar-Halpern, M., & Tan, L. J. (2015, April). Building Emotion and Affect Regulation (BEAR): Preliminary Evidence from an Open Trial in Children's Residential Group Homes in Singapore. In *Child & Youth Care Forum* (Vol. 44, No. 2, pp. 175-190). Springer US.

Course/Module evaluation:

End of year written/oral examination 0 %
Presentation 0 %
Participation in Tutorials 0 %
Project work 0 %
Assignments 0 %
Reports 0 %
Research project 0 %
Quizzes 0 %
Other 100 %
home test

Additional information: