

Syllabus

School of Social Work

0404-555 Trauma & Growth in Multi-Cultural Context: Israel

Summer 2018

Professor Roni Berger - SSW Rm 303, Ext 4365 Berger@adelphi.edu

COURSE DESCRIPTION:

This course offers a rare opportunity for learning and experiencing first hand the unique characteristics, effects, challenges and intervention strategies applicable in a society residing at the intersection of ongoing exposure to highly stressful and potentially traumatizing events and multiculturalism, within the context of breathtaking natural beauty and the ancient historical sites of Israel.

LEARNING GOALS/DISTRIBUTION REQUIREMENTS:

This course provides the 3-credit elective requirement for MSW students. It can be open to master level students in other helping professions such as psychology and nursing. It can also be used as continuing education for post-MSW individuals. It can also be open to Bachelor level students based on an interview with the professor to assess their mastery of expected knowledge in relevant topics, specifically human development and psychosocial practice interventions. It requires CLASS registration, and registration through the Center for International Education by a specific schedule listed below under "Cost or Materials Fee".

GOALS AND OBJECTIVES:

At the end of the course students will:

- 1) Recognize and communicate their understanding of the importance of diversity in shaping life experiences of Israelis of different ethnic, cultural and religious backgrounds.
- 2) Identify the effects of a multitude of traumas on individuals, groups and society at large.
- 3) Practice from a culturally sensitive perspective within a wide range of lifestyles and traumas, thus increasing their cultural competence.

COURSE PREREQUISITES:

SWK foundation practice course (e.g. SWK 521) and a course about diversity (e.g. SWK 542) or similar as per interview with the professors.

STUDENTS WITH DISABILITIES:

If you have a disability that may impact your ability to carry out assigned course work, and are not enrolled in the Learning Disabilities Program, it is important that you contact the staff in the Disability Support Services Office (DSS), University Center, Room 310, (516) 877-3145. DSS@adelphi.edu. DSS will review your concerns and determine, with you, appropriate and necessary accommodations. All information and documentation of disability is confidential.

HONOR CODE STATEMENT:

Code of Academic Honesty

"The University is an academic community devoted to the pursuit of knowledge. Fundamental to this pursuit is academic integrity. In joining the Adelphi community I accept the University's Statement of Academic Integrity and pledge to uphold the principles of honesty and civility embodied in it. I will conduct myself in accordance with ideals of truth and honesty and I will forthrightly oppose actions which would violate these ideals. "

The code of academic honesty prohibits behavior, which can broadly be described as lying, cheating, or stealing. Violations of the code of academic honesty will include, but are not limited to, the following:

1. Fabricating data or citations
2. Collaborating in areas prohibited by the professor
3. Unauthorized multiple submission of work
4. Sabotage of others' work, including library vandalism or manipulation
5. Plagiarism: presenting any work as one's own that is not one's own
6. The creation of unfair advantage
7. The facilitation of dishonesty
8. Tampering with or falsifying records
9. Cheating on examinations through the use of written materials or giving or receiving help in any form during the exam, including talking, signals, electronic devices, etc.

Refer to:

<http://www.adelphi.edu/current/honor.shtml> or

Adelphi University's Undergraduate & Graduate Bulletins

STUDENT COURSE EVALUATIONS:

At the end of the program, course evaluation will be made available electronically via eCampus. Your feedback is valuable and you are encouraged to respond. Please be assured that responses are anonymous and results will not be available to the instructor until after the end of the course and therefore after course grades have been submitted.

COURSE OR MATERIALS FEES:

ASSIGNMENTS/COURSEWORK:

This course requires an engaged daily learning environment. Students are expected to be fully present for the duration of the program and complete all required readings. In addition students should keep a daily journal documenting their experiences, thoughts and reactions to the day's (professional/educational) activities. No later than four weeks after returning to the US, students will be expected to submit a written assignment (up to 10 pages, double spaced, APA 6 format), which incorporates their experience with relevant theoretical and empirical knowledge from the literature about a trauma/diversity related topic. You are welcome to consult with Professors Berger and Paul regarding your ideas for the paper.

REQUIRED READINGS:

Readings introduce students to the topic areas to be addressed while in Israel. Timeline for completing readings will be discussed during orientation; however, students are encouraged to begin reading between now and the orientation to begin to familiarize themselves with course content.

Berger, R. (2015). Cultural aspects. In R. Berger. *Stress, trauma and posttraumatic growth: Social context, environment and identities* (122-126) NY: Rutledge

Bloom, S. (1998). By the crowd they have been broken, by the crowd they shall be healed: The social transformation of trauma. in R.G. Tedeschi, C.L. Park, and L.G. Calhoun (Eds.), *Posttraumatic Growth: Positive changes in the aftermath of crisis* (pp. 179-213). Mahwah, NJ:Lawrence Erlbaum

Braun-Lewensohn, O., & Sagy, S. (2011). Coping resources as explanatory factors of stress reactions during missile attacks: Comparing Jewish and Arab adolescents in Israel. *Community Mental Health Journal*, 47(3), 300-310.

Ethier, K. A., & Deaux, K. (1994). Negotiating social identity when contexts change: Maintaining identification and responding to threat. *Journal of Personality and Social Psychology*, 67 (2), 243–251

Dekel, R. & Monson, C.C. (2010). Military-related posttraumatic stress disorder and family relations: Current knowledge and future directions. *Aggression and Violent Behavior*, 15 (4), 303-309.

Fridman, A., Bakermans-Kranenburg, M.J., Sagi-Schwartz, A., & Van IJzendoorn, M.H. (2011). Coping in old age with extreme childhood trauma: Aging Holocaust survivors and their offspring facing new challenges. *Aging and Mental Health*, 15 (2), 232-242. DOI: 10.1080/13607863.2010.505232.

Friedman-Peleg, K. (2014). Between Jewish settlers and Palestinian citizens of Israel: Negotiating ethno-national power relations through the discourse of PTSD. *Culture, Medicine & Psychiatry*, 38(4), 623-641. doi:10.1007/s11013-014-9397-4

Lahad, M. (2005). Terrorism: The community perspective. *Journal of Aggression, Maltreatment and Trauma*, 10 (3/4), 667-679

Löckenhoff, C.E., Terracciano, A., Patriciu, N.S., Eaton, W.W., and Costa, P.T. (2009). Self-reported extremely adverse life events and longitudinal changes in five-factor model personality traits in an urban sample. *Journal of Traumatic Stress*, 22 (1), 53- 59

Nuttman-Shwartz, O., and Shay, S. (2006). Supervision groups at a time of violent social conflict in Israel. *Journal for Specialists in Group Work*, 31 (4), 291-309

Palgi, Y. & Shrira, A. (2016). A cross-cultural longitudinal examination of the effect of cumulative adversity on the mental and physical health of older adults. *Psychological Trauma: Theory, Research, Practice, and Policy*, 8(2), 172-179. <http://dx.doi.org/10.1037/tra0000056>

Peri, C. (2011). *Teenagers educated the village way*. New Jersey: This World: The Values Network Publishing Group.

Quiros, L. & Berger, R. (2013). Responding to the sociopolitical complexity of trauma: An integration of theory and practice. *Trauma informed practice, Loss and Trauma*.

Sagy, S., Steinberg, S., and Diab, H. (2006). The impact of the political context on discourse characteristics in Jewish–Arab encounters in Israel: Between peace talks and violent events. *Intercultural Education*, 17 (4), 341-358

Wardi, D. (1992). *Memorial Candles: Children of the Holocaust*. New York: Routledge

Weiss, T. & Berger, R. (2010). Posttraumatic Growth around the Globe: Research Findings and practice Implications. In T. Weiss & R. Berger, Eds. *Posttraumatic Growth and Culturally Competent Practice: Lessons Learned from Around the Globe (189-195)*. Hoboken, NJ: Wiley.

FILMS:

The Syrian Bride

Brothers

Forgiveness

Gei Oni

Late Marriage

Noodle

Precious Life

Seven minutes in Heaven

The Royal Tour

There must be another way

To Die in Jerusalem

GRADING/EVALUATION:

Attendance at all lectures and activities in Garden City and while in Israel is expected and will account for 20% of the course grade. The written assignment will account for 80% of the grade.

The numerical equivalents for letter grades are:

A = 93 and above A - = 90-92 B+ = 87-89 B = 83-86 B - = 80-82 C+ = 77-79 C = 73-76
- = 70-72 F = below 70

The nominal definition of letter grades are:

A is awarded for excellent work B is awarded for good work C is awarded for marginal work F is awarded for failing work

ATTENDANCE POLICY:

Due to the short length and intense nature of the course, no absences of any kind (except due to illness or accident) are permitted. All lectures must be attended and missed material (activities and lectures) cannot be made up.

COURSE TOPICS OUTLINE

Orientation meeting to be held on campus (): Introduction of faculty members Dr. Roni Berger and Dr. Marilyn Paul. Orientation to international travel by. Orientation to Israel with a practical guide. Review of the template for the final written assignment, and expectations for the assignment; Introduction to trauma, growth and multiculturalism in Israel. Review of itinerary with time for questions and answers.

Foci of the visit: Holocaust, Security threat, the narrative of the “Nakaba”, Multiculturalism, Migration

The social fabric in Israel includes diversity in multiple forms: Jews, Muslims, Christians, Druze, and Bedouins; Ultra-Orthodox, Zionist Orthodox and Seculars; immigrants from diverse countries and Israeli born; Ashkenazi and Sephardi Jews. Life for all segments of the population is shaped by several significant stressors.

The Holocaust that led to the extinction of a third of the Jewish people in the middle of the twentieth century is a collective trauma that is critical in understanding the Israeli national psyche, reactions to stress and threats and has been documented to have intergenerational impact.

Constant security threats have characterized life in the state of Israel since its establishment in 1948 as a refuge for Jews from all over the world (which in the Arabic narrative is viewed as the “Nakaba”, i.e. “Day of the Catastrophe”). These threats create a consistent collective trauma.

Immigrants, refugees and asylum seeker have come to Israel since its inception. Waves of large migration included survivors of the Holocaust, refugees from the Former Soviet Union and Ethiopia and in recent years large illegal African work migrants in addition to the large population group of legal labor migrants that come mostly from the Philippines (providing elder care), Romania, and China (construction work).

Participants will have the opportunity to hear lectures, visit agencies and have dialogues with practitioners to learn about the impact of these stressors on individuals, families, and communities and about strategies used to address them.

Post trip summary and processing meeting