Part I: Course information

SW 8901-Assessment and Treatment of Trauma
2 credits

Faculty contact:
Name: 
Email: 
Phone: 
Office Location: 

1. Course descriptions:
   a. Short Version:
      Provides an overview of the sociopolitical context of trauma and its impact on diverse populations of individuals, families, and communities. Discusses evidence-based approaches for addressing trauma on multiple system levels through applications to case conceptualization and treatment planning.
   b. Long Description:
      This course provides an overview of the sociopolitical context of trauma and its impact on diverse populations of individuals, families, and communities. The course discusses evidence-based approaches for addressing trauma on multiple system levels through applications to case conceptualization and treatment planning with several populations of survivors including survivors of mass disasters, childhood abuse and domestic violence as well as veterans, refugees and torture survivors.
      This course begins by reviewing the developmental consequences of childhood trauma as background for understanding the treatment of Complex Posttraumatic Stress Disorders in adulthood. It reviews current assessment and diagnostic challenges and practices with diverse communities. The course presents evidence-based psychodynamic and cognitive-behavioral approaches to case conceptualization and treatment planning. Students will gain practice in interviewing, assessment, and interventions for acute stress reactions, interventions for the treatment of single incident and complex traumas, and knowledge about working with special populations. Students will learn about the use of self in treatment, the impact of secondary trauma on therapists and strategies for self-care.

Pre-requisites:
1. This is an advanced social work class, and the material presented in this class is at an advanced level. Social Work students enrolled in this course should have completed the foundation classes listed below, or have advanced standing status.
   SW 5051 - Human Behavior and the Social Environment
   SW 5801 - Policies and Programs in American Social Welfare
   SW 8151 - Social Work Practice Methods: Individuals and Systems
   SW 8152 - Social Work Practice Methods: Families and Groups
2. You must have completed or be concurrently enrolled in SW 8451: Assessment and Engagement in Clinical Social Work Practice or have permission of the instructor.
3. If you are not a Social Work student, you need permission of the instructor.

Clinical Licensure Hours:
This course contains some clinical content, as required by the Minnesota Board of Social Work for eligibility for the Licensed Independent Clinical Social Worker (LICSW). The number of hours in each required category is listed below:

<table>
<thead>
<tr>
<th>Area</th>
<th>Differential Diagnosis</th>
<th>Assessment based treatment planning</th>
<th>Clinical Intervention Methods</th>
<th>Evaluation methodologies</th>
<th>SW values and ethics</th>
<th>Culturally specific clinical assessment</th>
<th>Other areas</th>
</tr>
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<tbody>
<tr>
<td>Hours</td>
<td>2</td>
<td>6</td>
<td>18</td>
<td>1</td>
<td>1</td>
<td>2</td>
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Part II: Course outcomes

Course Outcomes: Students will develop knowledge of:
1. The developmental consequences of childhood trauma on brain development, attachment and relationships in adulthood, capacities for affect regulation and the ability to engage in psychotherapy for trauma as adults.
2. Interviewing skills with trauma survivors, assessment of trauma survivors, diagnostic criteria and processes, standard measures of trauma symptoms and case conceptualization of trauma.
3. Neurobiology of trauma and the integration of psychopharmacology and psychotherapy approaches to the treatment of acute stress and posttraumatic stress disorder.
4. Evidence based psychodynamic approaches to the treatment of complex posttraumatic stress disorder.
5. Evidence based cognitive behavioral approaches to the treatment of trauma including prolonged exposure, cognitive processing therapy, dialectical behavioral therapy, and narrative exposure therapy.
6. The use of self in the diagnosis and treatment of trauma including knowledge of common aspects of transference and countertransference reactions, concepts of vicarious or secondary trauma and strategies for self-care of the therapist.
7. The impact of diversity on the assessment and treatment of trauma within multicultural populations as well as strategies for working cross-culturally.
8. Community based strategies for intervention after community level trauma.

Social Work Practice Competencies
Successful completion of this course implies that the student has achieved competency in the following practice behaviors:

Competency: 2.1.1 – Identify as a professional social worker and conduct oneself accordingly
Social workers serve as representatives of the profession, its mission, and its core values. They know the
professions history. Social workers commit themselves to the profession’s enhancement and to their own professional conduct and growth. Social workers:

<table>
<thead>
<tr>
<th>Practice Behavior</th>
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<tbody>
<tr>
<td>• Advanced: Apply knowledge of social services, policies and programs relevant to their area of practice</td>
<td>Programs relevant to the evidence based assessment and treatment of trauma are covered in every session of the course</td>
<td>Evidence based treatment approaches are assessed in Paper II: Integrated Treatment Plan</td>
</tr>
<tr>
<td>• Advanced: Develop a plan for ongoing professional education, including supervision.</td>
<td>This topic is covered in week 2: Introduction to vicarious trauma and mindfulness based approaches to self-care and in Week 7: Treatment of complex PTSD in adulthood, a case presentation.</td>
<td>Journals collected at three times during the course require students to respond to their plans for self-care including the use of supervision and ongoing professional education. Also, students respond to questions about countertransference and how they would address it in supervision in each paper assignment.</td>
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Competency: 2.1.2 – Apply social work ethical principles to guide professional practice

Social workers have an obligation to conduct themselves ethically and to engage in ethical decision-making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law. Social workers:

<table>
<thead>
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<tbody>
<tr>
<td>• Advanced: Identify and analyze value-based and ethical dilemmas that arise in their area of practice, using professional codes of ethical standards and through appropriate professional consultation.</td>
<td>When these conflicts arise in case examples, they are discussed however this is not the focus of this course.</td>
<td></td>
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</table>

Competency: 2.1.3 – Apply critical thinking to inform and communicate professional judgments

Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information. Social workers:

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<tbody>
<tr>
<td>• Advanced: Identify and synthesize multiple sources of knowledge to understand policy and practice issues related to their area of practice.</td>
<td>The course focuses on practice issues and skill development but does not delve into policy</td>
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</table>
| • Advanced: Identify and evaluate models of assessment, prevention, intervention and evaluation that are appropriate to their area of practice. | Every session of this course focuses on assessment, intervention and evaluation of evidence based practice. | Paper 1: Diagnostic Assessment  
Paper 2: Integrated treatment plan with a survivor |

EP 2.1.4 Engage diversity and difference in practice

Social workers understand how diversity characterizes and shapes the human experience and is critical to the
formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers:

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<td>• Advanced: Engage in practice that challenges the systems of privilege and oppression by utilizing the culturally relevant assessments and interventions specific to the context of their area of practice</td>
<td>Culturally relevant assessment and treatment is covered in week 3, 4, 5 and week 12.</td>
<td>Paper 1: Diagnostic Assessment paper covers influence of diversity of assessment Paper 2: treatment plan covers influence of diversity on treatment</td>
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**EP 2.1.5 – Advance human rights and social and economic justice**

Each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights. Social work incorporates social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice. Social workers:

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<td>• Advanced: Gain a full comprehension about disparities and their development, contribute to knowledge about institutional barriers to equality and apply concentration-appropriate strategies to advance social and economic justice.</td>
<td>The treatment of trauma is introduced by discussing the sociopolitical context that places people at risk for trauma based in multiple interlocking discriminations and in this regard the context for treatment is viewed as a human rights strategy, to restore dignity, leadership, power and voice to those who have been victimized.</td>
<td>Contextual factors contributing to trauma are assessed in Paper 1: Case conceptualization and Paper 2: Treatment plan</td>
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**EP 2.1.6 – Engage in research-informed practice and practice-informed research**

Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery. Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge. Social workers:

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<td>• Advanced: Demonstrate ability to evaluate practice and/or programs in an area of concentration</td>
<td>Treatment Planning is discussed weeks 6-15. Students learn evidence based approaches to trauma treatment with children and adults as well as how to evaluate their effectiveness.</td>
<td>Evaluation of treatment is focused on in Paper 2: Treatment Plan</td>
</tr>
<tr>
<td>• Advanced: Demonstrate ability use</td>
<td>The course focuses on program</td>
<td>Students are asked to raise</td>
</tr>
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</table>
practice experience to shape research questions, methods and processes to advance knowledge in an area of concentration.

evaluation of treatment interventions. Students raise research questions in the context of understanding issues related to treatment effectiveness.

questions about the course material at three different times in their journal submissions.

| Competency: 2.1.7 – Apply knowledge of human behavior and the social environment |
| Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being. Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development. Social workers: |
| Practice Behavior | Covered in class through (i.e., activity, reading, content) | Assessed |
| • Advanced: Evaluate and synthesize theories and perspectives of human behavior and the social environment to choose and apply methods of assessment, intervention and evaluation in their area of practice | Students are introduced to developmental antecedents of complex PTSD in weeks 3 and 4. They cover psychodynamic and cognitive behavioral theories in choosing approaches to treatment weeks 6-15. | Students choose a treatment plan approach and offer a theory of change in Paper 2: Treatment Plan |
| • CMH only: Demonstrate knowledge of ethnocultural, biological, psychological and spiritual frameworks, and multi-axial diagnostic classification systems used in the formulation of comprehensive mental health assessment and intervention planning. | This is covered in weeks 1-6. | Paper 1: Diagnostic Assessment/case conceptualization. |

| Competency: 2.1.9 – Respond to contexts that shape practice |
| Social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Social workers recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively. Social workers: |
| Practice Behavior | Covered in class through (i.e., activity, reading, content) | Assessed |
| • Advanced: Assess the impact of historical and contemporary contexts on practice and policy in their area of practice. | Briefly discussed in week 1 and the discussion of the development of treatment approaches in weeks 6-15. | Not assessed. |
| • Advanced: Organize and advocate with community members, program participants, service providers, community organizations, policy makers and the public to improve practice and service delivery in their area of practice. | I discuss my work in this regard in class but it is not covered or assessed. | |

| CMH Competency: 2.1.10 (a)-(b) – Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities |
| Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations, and communities. Practice knowledge includes identifying, analyzing, and |
implementing evidence-based interventions designed to achieve client goals; using research and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice.

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</thead>
<tbody>
<tr>
<td>• Advanced - Engage: Use empathy and collaborative interviewing skills to engage clients in identifying their strengths and problems.</td>
<td>Weeks 1-6</td>
<td>Paper 1: Diagnostic Assessment and through interactive classroom practice with engagement, alliance, collaborative assessment.</td>
</tr>
<tr>
<td>• Advanced - Engage: Establish rapport and maintain effective working relationships with clients in clinical mental health settings.</td>
<td>Week 5: Interviewing and Diagnostic Assessment</td>
<td>Paper 1: Diagnostic Assessment</td>
</tr>
<tr>
<td>• Advanced - Engage: Employ diverse strategies to arrive at a collaborative focus of work and desired outcomes in clinical social work mental health practice.</td>
<td>Week 5, Interviewing Week 6, 7, TF-CBT, DBT Week 10, PE Week 12-15, special populations and approaches</td>
<td>Paper1 : Diagnostic Assessment and interactive classroom practice</td>
</tr>
<tr>
<td>• Advanced - Assess: Employ knowledge of the DSM-IV, the psychosocial assessment interview, and collateral information from key informants and agencies when appropriate to develop a comprehensive collaborative assessment.</td>
<td>Week 5: Interviewing and Diagnostic Assessment Weeks 3&amp;4; Understanding developmental antecedents of trauma</td>
<td>Paper1: Diagnostic Assessment and interactive classroom practice</td>
</tr>
<tr>
<td>• Advanced - Assess: Conduct risk assessment according to ethical and legal standards pertaining to child maltreatment, homicide, suicide and other life threatening circumstances.</td>
<td>This knowledge has been covered in previous courses, not a focus of this course.</td>
<td></td>
</tr>
<tr>
<td>• Advanced - Assess: Assess individuals, families, groups, organizations, and communities to determine a range of potentially effective and appropriate interventions to improve practice outcomes related to clinical social work practice in mental health.</td>
<td>Weeks 12-15, focusing on special populations and contexts for treatment</td>
<td>Paper2: Treatment plan</td>
</tr>
<tr>
<td>• Advanced - Intervention: Use appropriate evidenced-based interventions to help clients resolve identified and agreed upon problems.</td>
<td>Weeks 6-15 covering evidence based interventions for trauma</td>
<td>Paper 2: Integrated treatment plan approach applied to a case/community intervention</td>
</tr>
<tr>
<td>• Advanced - Intervention: Maintain accurate records documenting the assessment, interventions and outcomes.</td>
<td>Covered in weeks 6-15 through introduction to manualized treatments</td>
<td>Paper 2: Integrated treatment plan</td>
</tr>
<tr>
<td>• Advanced - Evaluate: Apply research</td>
<td>Weeks 5-15 covering</td>
<td>Paper1: Diagnostic Assessment</td>
</tr>
</tbody>
</table>
skills to analyze, monitor, evaluate and improve treatment alliance and interventions and programs in clinical social work practice in mental health.

diagnostic assessment and evidence based treatments

<table>
<thead>
<tr>
<th>Paper 2: Treatment plan</th>
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- Advanced - Evaluate: Communicate and disseminate research and evaluation results to a variety of local, regional, national or global audiences when appropriate.

This is not specifically discussed.

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### Part III: Course requirements

**Required Texts:**


Herman, J. L. (1997). *Trauma and Recovery: The aftermath of violence from domestic abuse to political terror*. Basic Books.


**Required Training:** Complete TF-CBT online training located at [http://tfcbt.musc.edu](http://tfcbt.musc.edu). (4-10 hours) It is recommended that you begin this training and work toward completing it by the end of spring break.

**Recommended Texts:**


Pearlman, L. & Saakvitne, K. Trauma and the Therapist: Countertransference and Vicarious Traumatization in Psychotherapy with Incest Survivors.


2. Assignments

1. Facilitating discussion: Several students will volunteer to lead discussion for each of the class meetings. Please sign up for dates to lead discussion on the first day. The discussion questions are already developed for the classes on complex trauma. The students who sign up for this session will play the role of leading discussion and compiling evidence to share in a large group discussion. Discussion questions for your week should be submitted to the instructor via e-mail on Wednesday before the upcoming Friday class. Please submit at least three questions for discussion. Please ensure that your classmates are successful at generating discussion by doing the reading ahead of time. (5% of grade)

2. Group Secondary Trauma Journal Project: Each student will be required to keep a journal throughout the course on their reactions to the cases discussed and course material. The journal should include weekly entries (2-3 pages double spaced) that respond to the following questions: 1) What are your feelings in response to the readings? 2) What are your thoughts/questions about the readings? 3) What are your behavioral responses to the material (positive and negative) and 4) What are some self-care strategies for addressing your thoughts and feelings? How often and for how long did you practice self-care strategies? You may answer these questions in relation to the content of your weekly reading including commenting on secondary trauma, self-care strategies, assessment and treatment approaches to trauma, counter-transference, and other topics discussed in the course. Your journals will be turned in at four different times in the semester as noted on your syllabus. The journals that you submit should represent a composite of what you wrote in your weekly journal. They will be graded 5 points each. The instructor will offer brief comments to encourage continued exploration and they will be returned prior to the next journal assignment.

Your final journal assignment will be to get together with three other classmates and share your answers to these questions throughout the course in a meaningful way. After sharing your responses, create a group three page document that represents your best answer to the questions listed above. Your final journal assignment will be worth 5% of your grade. The purpose of the group journal project is twofold: 1) to work toward developing comfort with using your own feelings and reactions as information for understanding your clients and 2) to become more comfortable using your colleagues for peer consultation on counter-transference and vicarious trauma reactions.
3. **Diagnostic Assessment and Case Conceptualization of “Precious.”** This will be a five page assessment paper that demonstrates your ability to apply concepts of developmental trauma to the diagnosis and conceptual discussion of a case of childhood abuse. A detailed outline of the paper will be provided after the second class. (30% of grade)

Alternative assignment for non-mental health concentrators: This will be a five page assessment paper that demonstrates your ability to apply concepts of developmental trauma to the diagnosis and conceptual discussion of the impact of trauma on families and communities. A detailed outline of the paper will be provided after the second class. (30%)

4. **Detailed Treatment of a Trauma Survivor.** This will be a 7 page paper that demonstrates your ability to apply a treatment method to a trauma survivor. You may choose one of three client descriptions that will be provided in class. An outline for this paper will be provided. (40% of grade)

Alternative assignment for non-mental health concentrators: This will be a 7 page paper that demonstrates your ability to apply knowledge of the impact and treatment of trauma to family and community level interventions. You may choose from an alternative list of community level traumas to focus your paper. An outline for this paper will be provided. (40% of grade)

**Grade Distribution and Assignment Weighting**

The grade weight and due date for each assignment is listed below:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>Points</th>
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<tbody>
<tr>
<td>Case Conceptualization of Precious/community</td>
<td></td>
<td>30</td>
</tr>
<tr>
<td>Reflective Journals and final group journal</td>
<td></td>
<td>25 (5 points each)</td>
</tr>
<tr>
<td>Treatment Process Plan for survivor/community</td>
<td></td>
<td>40</td>
</tr>
<tr>
<td>Class Participation and leading discussions</td>
<td>Ongoing</td>
<td>5</td>
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</table>

**Evaluation and Grading Scale**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
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<tbody>
<tr>
<td>A</td>
<td>93-100</td>
</tr>
<tr>
<td>A-</td>
<td>90-92</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
</tr>
<tr>
<td>B</td>
<td>83-86</td>
</tr>
<tr>
<td>B-</td>
<td>80-82</td>
</tr>
<tr>
<td>C+</td>
<td>77-79</td>
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<tr>
<td>C</td>
<td>73-76</td>
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<tr>
<td>C-</td>
<td>70-72</td>
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<tr>
<td>D+</td>
<td>67-69</td>
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<tr>
<td>D</td>
<td>60-66</td>
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Course Policies
There are many University and School of Social Work policies that govern this course. Please go to http://www.cehd.umn.edu/ssw/Documents/SSWCoursePolicies.pdf to see a complete description of all the policies.

Part IV: Course content

Week 1: Introduction to the Treatment of Trauma

Topics: Review syllabus, introduce research question associated with course
Students share placements and interest/experience in trauma therapy
Students listen to MPR interview with 35W bridge survivors
Understanding the experience of trauma and sitting with trauma

Required Reading: reading may be assigned related to listening to trauma


Activity: Students will listen to two survivors of the 35W bridge collapse who were interviewed two months after the bridge collapsed. Listen for the different trauma symptoms/reactions that each survivor describes. Take out a piece of paper and list the symptoms as you hear them. Then take a minute to think about your reaction to listening to each survivor. What feelings or thoughts came up for you while you listened?

Break into smaller groups for discussion of what you wrote. Discuss how what you experienced can be used to understand the experience of the survivors. If you were a therapist for these survivors, what would you do to begin to help them? We will revisit this question later in the course.

Week 2: Introduction to Vicarious Trauma and Mindfulness based approaches to self-care

Topics: Lecture: Understanding vicarious trauma as normal reactions to working with trauma survivors and self-care strategies
Practice with mindfulness and relaxation exercises
Use of writing and journaling for self-care throughout the course

Required Reading:


Recommended:

Perlman, S. D. (1999). The Therapist’s Emotional Survival: Dealing with the Pain of Exploring Trauma. Read Chapters 2, 3 and 4 over the next few weeks.

**Week 3:**

Understanding the developmental antecedents of Complex Posttraumatic Stress Disorder in Adulthood: attachment, attunement, affect regulation

First Journal assignment is due!

**Topics:** Lecture: Overview of traumatic development with attention to modern theory and research on attachment, attunement and affect regulation.

**Required Reading:**

Sapphire. (1996). Push. New York: Vintage Books. **Underline passages related to attachment style in one color, passages related to attunement in another color and passages related to affect regulation in another color.** This practice will be helpful for writing your paper assignments.


**Recommended Reading:**

On attachment in psychotherapy:


On the integration of theory about attachment, attunement and affect regulation:

**Activities:**

Using the novel “Push,” come to class prepared to discuss the concepts of attachment, attunement and affect regulation in relation to Precious and her mother. If there is time, we will also discuss the parents described in “Ghosts in the Nursery.”

The class discussions are organized around the following questions:

1. What are the attachment styles of Precious and her mother? Come to class prepared with quotes from “Push” that describe the attachment styles of Precious and her mother. If Precious came to you for psychotherapy as an adult, how would you expect her attachment style to impact the therapy relationship?

2. Discuss the concept of attunement and whether or not there is evidence of attunement in Precious? Provide quotes from the book. Refer to your articles.

3. Discuss whether or not Precious was able to regulate her affect. Give evidence in quotes/passages from the book. How is her capacity to regulate her affect related to her attachment style? Refer to your articles. How would she behave in therapy?

Understanding Secondary or Vicarious Trauma as a natural reaction to working with trauma

Discuss your reactions to reading, “Push”

1. How did you feel reading the novel? What was the hardest part about listening to Precious? When you felt these difficult feelings, what did you do to take care of yourself or in reaction to these feelings? (positive and negative reactions)

2. Imagine that you were the therapist listening to Precious. How would you handle your feelings while responding to her empathically? Do you think it is okay to express feelings in front of your clients? If so, how would you do that?

**Week 4:**

Understanding the developmental antecedents of Complex Posttraumatic Stress Disorder in Adulthood: “mentalization”

Topics: Lecture: the development of the capacity for “mentalization’ or reflective functioning in adult psychotherapy

Required reading:


Activities:

Using the novel “Push,” come to class prepared to discuss the concepts of reflective functioning and mentalization in relation to Precious and her mother. If there is time, we will also discuss the parents described in “Ghosts in the Nursery.”

The class discussions are organized around the following questions:

1. How does Precious’ capacity for reflective functioning/mentalization change over time? How does this capacity grow through her experiences at Each One, Teach One? Provide evidence from the book.

2. If you were her therapist, how would you help her to develop her capacity for reflective functioning?

Understanding Secondary or Vicarious Trauma as a natural reaction to working with trauma

1. What were you thinking about Precious as you read her story? Did you have any thoughts that made you feel uncomfortable? Were you curious to read about her abuse? Did you feel avoidant of this material? How do you respond to or use the thoughts that you have about your clients in session?

2. What are some self-care strategies that you can use to help manage overwhelming thoughts and feelings in response to the traumatic material in this course and in session with your clients?

3. How did the readings from “The Therapist’s Emotional Survival” help you understand your experience?

Week 5: Diagnostic Assessment of Trauma

Topics: Lecture: Assessing Trauma including PTSD and Comorbid Disorders
Diagnosing Acute Stress, PTSD, Major Depressive Disorder, Personality Disorders, Differential Diagnoses
Changes to PTSD for DSM V.
Interviewing survivors

Required Reading:


Herman, J.L. (1992) Trauma and Recovery, Chapters 2-5.


Recommended Reading:


Activities: Practice with Interviewing
Assessment and Diagnosis using measures in role plays
Utilize invisible consultant model (handouts)

Week 6: Treatment of Complex PTSD in Children

Topics: Lecturer: Ann Gearly,
Lecture: Treatment of Complex PTSD

Required reading:

Gearly, A. Developmental Repair: A training manual. Washburn Center for Children. Chapter 4: Developmental Repair: The model. Downloadable from website. instructions will be provided in class.


Week 7: Treatment of Complex PTSD in Adulthood

Introduction to Dialectical Behavioral Therapy
First Paper: Case Conceptualization of Precious is due!
Topics: Sequelae of Complex PTSD in adulthood
Recognizing and working with transference and countertransference paradigms
Lecture: Kim Pavlik

Activities: Case presentation of treatment of complex ptsd (powerpoint discussion)
Lecture: Dialectical Behavioral Therapy


Herman, J.L. (1992) Trauma and Recovery, Part II.


Recommended reading:


Week 8: Introduction to Cognitive Behavioral Approaches to Treating Trauma
Journal Assignment is due!

Topics: Lecture: Introduction to Cognitive Behavioral Therapy for Trauma
TF-CBT for Children

Activities:
Discussion of Readings
Practice with Exposure Techniques
Breathing Retraining

Required reading:

Complete TF-CBT online training located at http://tfcbt.musc.edu. (4-10 hours)


Recommended Reading:


Orsofsky, J.D. (2004) Young Children and Trauma: Intervention and Treatment. Guilford

Spring Break

Week 9: Understanding the Neurobiology and Psychopharmacology of Trauma
Second Journal Assignment is due!

Topics: Guest Speaker: Dr. Eric Brown, MD
Medical Director, PTSD Team, Veterans Affairs Medical Center
The Impact of Trauma on the Brain

Required Reading:


Activities: Discussion of neurobiology lecture, questions
Discussion of implications for treatment, changes in brain functioning after treatment

Week 10: Cognitive Behavioral Approaches to Treatment of Trauma
Introduction to Prolonged Exposure
Topics:          Prolonged Exposure Therapy  
Lecture:        Kim Pavlik

Activities:     Film: Prolonged Exposure  
Lecture:        Prolonged Exposure  
Practice with Prolonged Exposure

Required reading:

Chapters 4-7.


**Week 11:** Continuation of Cognitive Behavioral Approaches to Treating Trauma  
Cognitive Processing Therapy

Topics:         Lecture on Cognitive Processing Therapy  
Lecture:        Kim Pavlik

Activities:     Practice with Cognitive Processing Therapy

Required reading:

Chapters 8-9.

Research on CPT sent via e-mail

**Week 12:** Responding to Disaster Situations: Green Cross  
Working with refugees and war trauma; Narrative Exposure Therapy  
Third journal assignment is due!

Topics:         Guest Speaker: Dan Casey, Executive Director  
Green Cross Academy of Traumatology

Lecture:        Understanding trauma in refugee populations  
Introduction to Narrative Exposure Therapy (Patty)  
Adapting NET to outpatient settings

Activities:     Discussion of readings  
Guest lecture  
Practice with constructing a lifeline
Possible film

Required reading:


Week 13: Treating Co-morbid Disorders: Substance Use

Topics:

- Lecture on seeking safety program with veterans
- Lecture: Jennifer Simmelink, MSW, Doctoral Candidate, SSW

Required reading:


Week 14: Working with Domestic Violence

Final Paper on Treatment of Trauma is due!
Topics: Guest Speaker: Emily Becher, MS, LAMFT, Doctoral Student, FSOS
Family Social Science
Working with Domestic Violence

Activities: Practice generating safety plans with domestic violence survivors
Practice with family approaches

Required Reading:


Frederick, L. Effective Advocacy on Behalf of Battered Women. Battered Women’s Justice Project.

Minnesota Domestic Violence Fact Sheet, National Coalition Against Domestic Violence.


Week 15: Interventions for Acute Stress
Final journal assignment is due! Group journal assignment is due!

Topics: Guest Speaker: Tai Mendenhall, University Medical Corps First Responders

Activities: Course evaluation
Practice with Acute Stress and First responder scenarios
Practice with 35W bridge scenarios
Processing evaluation of course

Required reading:


Additional Bibliography


Orsofsky, J.D. (2004) Young Children and Trauma: Intervention and Treatment. Guilford


Pearlman, L. & Saakvitne, K. Trauma and the Therapist: Countertransference and Vicarious Traumatization in Psychotherapy with Incest Survivors.


