

THE UNIVERSITY OF TENNESSEE
COLLEGE OF SOCIAL WORK

SW 533 Treatment of Trauma
Section #:001
Spring 2018

Course number: SW 533

Semester: Spring 2018

Meeting Time: Online Wednesday 5-6PMPM CST

Office Hours: Thursdays 4-5PM CST/by appointment

Credit hours: 3 Hours

Prerequisites: SW 510, 512, 513, 517, 519, 520, 522, 537, 538, 539

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I. UNIVERSITY POLICIES

CODE OF CONDUCT. It is the responsibility of the student to read the College of Social Work Ethical Academic and Professional Conduct Code located in the College of Social Work MSSW Handbook (<http://www.csw.utk.edu/>).

HONOR STATEMENT. The University of Tennessee maintains a commitment to an atmosphere of intellectual integrity and academic honesty. Students of the University must pledge that they neither knowingly give nor receive any inappropriate assistance in academic work (Please see [Hilltopics](#)).

UNIVERSITY CIVILITY STATEMENT. Civility is genuine respect and regard for others: politeness, consideration, tact, good manners, graciousness, cordiality, affability, amiability and courteousness. Civility enhances academic freedom and integrity, and is a prerequisite to the free exchange of ideas and knowledge in the learning community. Our community consists of students, faculty, staff, alumni, and campus visitors. Community members affect each other's well-being and have a shared interest in creating and sustaining an environment where all community members and their points of view are valued and respected. Affirming the value of each member of the university community, the campus asks that all its members adhere to the principles of civility and community adopted by the campus: <http://civility.utk.edu/>.

DISABILITY. For course adaptations or accommodations because of a documented disability or to share emergency information, contact The University of Tennessee Office of Disability Services at 100 Dunford Hall (865) 974-6087 to ensure that you are properly registered for services.

Dimensions of Diversity

The College of Social Work and the University of Tennessee welcome and honor all people. In accordance with the U.S. National Association of Social Workers (NASW) and the U.S. Council on Social Work Education (CSWE 2015 Educational Policy Statement), "the dimensions of diversity are understood as the intersectionality of multiple factors including" age, class, color, culture, mental or physical disability and ability, ethnicity, gender, gender expression, gender identity, immigration status, marital status, national origin, political ideology, race, regionality, religion and spirituality, sex, sexual orientation, and tribal sovereign status. The College values intellectual curiosity, pursuit of knowledge,

and academic freedom and integrity. “A person’s diverse life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim” (CSWE 2015 Educational Policy Statement). The College of Social Work promotes social justice and social change, and strives to end discrimination, oppression, poverty, and other forms of social injustice.

II. COURSE DESCRIPTION:

This course is a concentration elective course. This course will present current bio-ecological research findings that inform our understanding of trauma. Emphasis is placed on understanding biopsychosocial influences on the incidence, course and treatment of acute stress and PTSD and the differential effect of these factors on diverse populations at risk. The course focuses on the acquisition of diagnostic skills as they relate to comprehensive social work assessment of adults, adolescents, and children. Assessment and interventions skills are taught for specific types of trauma, e.g. rape, war, natural disasters. Evidence-based interventions to treat victims of trauma will be presented. The treatment of trauma in this course is family focused and emphasizes the impact of trauma on family and provision of psychoeducation and support for family members. Knowledge of psychopharmacology and the roles social workers play regarding medication with clients as part of an interdisciplinary treatment team will be covered. This two credit advanced elective course examines roles, assessments, and intervention strategies for social workers in treating acute stress disorder and PTSD in a variety of service settings.

III. COURSE RATIONALE:

Domestic violence, child abuse, assault, war, and natural disasters create high incidences of Acute Stress and Post Traumatic stress disorders. Approximately 6 million people in the United States are diagnosed with PTSD. Social workers need to be trained to serve those persons experiencing trauma reactions.

IV. COURSE COMPETENCIES:

By the completion of this course, the students are expected to be able to demonstrate:

1. Explicate knowledge of selected evidence based clinical practice theories. CT/EBP Conc. # 1. (Content: cognitive behavioral, psychodynamic and exposure models for treatment of trauma).
2. Utilize the value base of the social work profession and its ethical standards in clinical practice with individuals. Values/Ethics Conc. #1. (Content: NASW Code of ethics, ethical principles, ethical dilemma analysis, ethical dilemma resolution strategies.)
3. Articulate clinical assessment with diverse groups of clients using evidence based assessment measures and methods. Diversity C.3; CT/EBP Conc. #1. (Content: : diversity assessment model, quantitative and qualitative assessment methods focusing on CAPS 2 trauma assessment, case studies, highlighting diversity in assessment.)
4. Describe culturally sensitive work with diverse client systems. Diversity Conc. #3 & #4; Practice Conc. #1. (Content: cultural competency, professional use of self specifically emphasizing the skills of supplemental functioning in persons with trauma, modifying clinical interventions for implementation with diverse groups.)
5. Articulate and implement a plan for using the steps of evidence-based practice for improving clinical practice. CT/EBP Conc. #4; Practice Conc. #3. (Content: evaluation of research articles, apply the process of EBP through role-play and case studies in different trauma populations.)

6. Describe the use of evidence based clinical practice theories in assessment, treatment planning, case conceptualization, and interviewing to resolve unique, ambiguous, value-conflicted, and complex client problems. Practice Conc. #1; Values/Ethics Conc. #1. (Content: application of research findings to clinical practice, assessment, treatment planning, interviewing, case-conceptualization, ethical dilemma analysis.)

7. Critically analyze the role of social justice in clinical practice with at-risk populations. Populations at Risk/SJ Conc. #2. (Content: utilize case studies of at-risk populations for clinical practice role-play; analyze the social justice dimensions of evidence-based clinical practices.)

LEARNING ENVIRONMENT:ONLINE FORMAT:

This course is designed to balance the maximum flexibility in scheduling with a high degree of academic rigor. To accomplish this, the course utilizes multiple technologies to ensure that you receive the most from your education. This format also requires a commitment by the learner to be responsible for attending the synchronized Zoom session and ensuring that the class for which they are assigned completes all course readings. It should also be noted here that due to the lack of actual in class time the reading requirements are often larger than a face-to-face class would have.

Please review the course outline thoroughly and mark your calendars to ensure your availability for all scheduled Collaborate sessions. Sessions that are indicated to be:

Asynchronous online can be completed any time during that week, and typically will consist of viewing a PowerPoint presentation, completing readings, viewing videos, and/or completing an assignment (quiz, discussion board, worksheet etc.)

Synchronous online require that you be online on the date and time indicated. These courses are always conducted using the Canvas system, links can be found on the Canvas site.

V. REQUIRED TEXTS:

Breire, J. and Scott, C. (2007). *Principles of Trauma Therapy: A Guide to Symptoms, Evaluation and Treatment*. Sage Publications: Thousand Oaks, CA.

Kabat-Zinn, J. (2012). *Mindfulness for Beginners: Reclaiming the present moment – and your life*. Sounds True, Inc: Boulder, CO.

Additional required readings will be assigned and posted to Canvas, which will include readings from Ziegler, D. (2011). *Traumatic Experience and the Brain: A handbook for understanding and treating those traumatized as children*. Acacia Publishing: Gilbert, AZ.

VII. EVALUATION PROCEDURES AND GRADES

ALL ASSIGNMENTS SHOULD BE IN APA FORMAT, DOUBLE-SPACED, USING A 12 PT FONT.

The course grade will be based on:

Weekly Practice Blog – 20 points DUE WEEKLY by Friday Midnight CST each week

Each week you will blog on your skills practice. This includes all mindfulness practice and facilitation, therapeutic skills, and how you are integrating the theory into the skills. You are not expected to be an expert at any one of these skills, but able to self-assess and make decisions about what you want to improve on, what does not work for you, what you like, dislike, etc.

You are expected to try every skill presented, push yourself out of your comfort zone, and then think critically about how you will use that skill, adapt it to suit your style, or discard it and look for something else. Be concise, yet clear. Be open, yet maintain healthy boundaries. Be honest and willing to admit areas of growth, as well as own your successes.

You will need to comment on 2 blogs per week (not your own). Your comments are due by the Tuesday prior to our Wednesday class times.

This includes points for participation. Not on attendance of online lectures, but on blogs and comments.

Personal Safety Plan – 5 points

This plan will be strictly confidential. Only I will see it. I will not be discussing your history with you, but I do want to know enough to guide you in creating a sufficient care plan. This is a normal part of clinical supervision and essential to your long-term productivity in the field of social work.

Grounding Technique – 5 points

Find a useful grounding technique (does not have to be EBP) and re-create in a format that is useful to you. Do not use the same one in the text. Post BOTH the found example and your re-creation. Examples include using the breath, five senses review, etc. There is no length requirement, but make sure it is not so long and complex that it is not readily useful. Cite your sources.

The options for this are endless. The goal, however, is precise: use a simple technique to reduce distress in the moment that it is being experienced.

Guided Imagery – 5 points

Please use Zoom to record and use YouTube to create a link to your assignment. Upload your link using the assignment link. Create a guided imagery script for general relaxation that can be used in a treatment session. It should take no more than 10 minutes to implement and no less than 3 minutes.

The options for this are endless. The goal, however, is precise: use a technique that is practiced when NOT distressed to increase overall ability to relax in general.

Don't stress about this! Make it fun!

Emotional Processing paper – 20 points

For each topic following *The Components of Trauma Processing* on p. 143, (Briere and Scott) to include *Exposure, Activation, Disparity, Counterconditioning, and Desensitization/Resolution*, write out in script form (using the exact words you would say to a client and include what you think your client might say when you are walking them through Emotional Processing), as if you are explaining to a client, each concept and how it may be used in sessions, what the purpose is, the theory behind it, etc.. This might include some clarifying statements, prompts, supportive statements, and some basic Psychoeducation. You may also include a mock clients narrative if this is helpful for you to best develop your script or narrative.

The purpose of this assignment is to improve your articulation of these concepts, skills, and steps of treatment. It will enable to respond to these dynamics in a session when/if they happen spontaneously, and to be able to initiate them when appropriate. Imagine yourself with a client and identify what it is you need to say to support that person in each of these areas. The book gives you some ideas, but I want you to take it further.

Case Conceptualization, 15 points

Develop a case conceptualization on a person in one of the recommended movies (full list will be on the Blackboard course site). Provide a brief description of this person, including present demographics and a history of the trauma and/or negative life experiences.. Describe the multiple ways in which this person has been effected by the trauma, to include effects on relationships, interpersonal skills, behaviors, emotional reactions, cognitive patterns, health issues, etc. Include a description of what EB intervention/s you believe would be the most appropriate for this person. THREE TO FIVE PAGES MAXIMUM. A full description of the format will be on the Blackboard course site. This Case Conceptualization should take into consideration cultural competency.

Quizzes, 5 Quizzes at 6 points each, 30 points

Quizzes open after “class time” which is Wednesdays at 6PM CST and close the following Tuesday at Midnight CST. Quiz dates will be posted on our Canvas course site.

TOTAL – 100 POINTS

Late Assignments

Any assignments turned in late will receive a reduction of four points per day late and no assignments will be accepted seven days past the due date.

EVALUATION PROCEDURES AND GRADES

A (95-100) Outstanding/Superior: Exceptional performance. Consistently exceeds expectations.

B+ (90-94) Very Good: Student consistently meets, and occasionally exceeds, normal expectations for the course.

B 85-89() Good: Student consistently meets normal expectations for the course.

C+ (80-84) Average: There is unevenness in grasping course content. Student is inconsistent in meeting normal expectations for the course.

C (70-79) Poor: There is lack of understanding of content. Student does not meet expectations.

F (69-Below) Very Poor: There is a lack of attendance or incomplete assignments. Course expectations are not met.

X. COURSE OUTLINE:

Additional Required Readings are located on Canvas under each weekly folder.

Jan 10th Synchronous Session 5-6PM PM CST

Introduction Week

We will meet online tonight via Zoom to review the class syllabus and expectations, prior to our class starting, which is on 1/18th. I want to make sure everyone has access to the materials and our Canvas course site, expectations, etc. This class is not mandatory. It will be recorded and available to students in this course on our Canvas course site.

Jan 17th Asynchronous Session

WEEK #1

Readings:

BRIERE AND SCOTT: CHAPTER 6: DISTRESS REDUCTION AND AFFECT REGULATION TRAINING

KABAT-ZINN: Part 1, PP 1 – 46

Vicarious Traumatization Chapter 31

Organizational Prevention of VT

Jan 24th Asynchronous session

WEEK #2 Self-Care/Safety Plan Due

Readings:

Basic Emotional Regulation, McKay Ch 6

Advanced Emotional Regulation, McKay Ch 7

Jan 31st Asynchronous session

WEEK #3

Readings:

COGNITIVE INTERVENTIONS ROLE PLAY –on BB

BRIERE AND SCOTT: READ CH. 7 AND 10.

ZIEGLER: CH. 4

Feb 7th Asynchronous session

WEEK #4 Grounding Techniques assignment Due

Readings:

BRIERE AND SCOTT: READ CH. 1, 2, AND 5.

ZIEGLER: CH. 5 AND 6

Feb 14th Asynchronous session Guided Imagery assignment Due

WEEK #5:

Readings:

BRIERE AND SCOTT: CH 8

Feb 21st Asynchronous session

WEEK #6

Readings

KABAT-ZINN: ALL OF PART II
ZIEGLER: CH. 7 AND 8

Feb 28th Asynchronous session
WEEK #7

Readings
BRIERE AND SCOTT: CH. 1, 2, AND 3

March 7th No new material- COMPS WEEK- *NO BLOG DUE* Good Luck, COMPS takers, you can do this!

March 14th NO CLASS- SPRING BREAK! *NO BLOG DUE

March 21st Asynchronous session
WEEK #8: Emotional Processing Assignment Due

Readings:
BRIERE CASE EXAMPLES
BRIERE AND SCOTT: CH. 9

ZIEGLER: CH. 9

March 28th Asynchronous session
WEEK #9:

Readings:

ZIEGLER: CH. 10

Van der Kolk, Bessel A. (2005). Developmental Trauma Disorder: Toward a rational diagnosis for children with complex trauma histories. *Psychiatric Annals*. Vol 35(5), pp. 401-408.

April 4th Asynchronous session
WEEK #10

Readings:

BRIERE AND SCOTT: CH 9
ZIEGLER: CH. 11

April 11th Asynchronous session

WEEK #11:

Readings:

BRIERE AND SCOTT: CH. 11 AND 12

ZIEGLER: CH. 1, 2, AND 3.

April 18th Asynchronous session

WEEK #12: Case Conceptualization Due

Readings located on Canvas
