

THE UNIVERSITY OF TENNESSEE  
COLLEGE OF SOCIAL WORK

SW 533 Treatment of Trauma  
Section 002  
Spring 2018

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**Course number:** SW 533

**Semester:** Spring 2018

**Meeting Time:** Thursdays 9-12PM CST

**Office Hours:** Thursdays 4-5PM CST/By apt.

**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 student's responsibility to have read the College of Social Work Ethical Academic and Professional Conduct Code that is in the College of Social Work MSSW Handbook ([www.csw.utk.edu](http://www.csw.utk.edu)). Students are also expected to sign and adhere to the Social Work Field Placement Code of Conduct.

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.)

## 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 and 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. With the exception of your Safety Plan, which is more of a journal and needs to be graduate level writing but does not need to be in APA format.

### **Course Requirements:**

Attendance and Participation is expected.

This course teaches multiple clinical skills and will use extensive role-play exercises. Your attendance is required for all classes and full participation in role-plays is expected. You must bring with you all of the materials required, and effectively perform each skill. Please be on time to class.

Each student has one excused absence in this class with no point penalty. Each missed class after the excused absence will be 4 points off your final grade. Please note: being over half an hour tardy or leaving more than half an hour prior to the end of class will count as a missed class.

### ***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.

### ***Guided Imagery - 15 points***

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.

### ***Grounding Technique - 15 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.

### ***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, 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 should include some clarifying statements, prompts, supportive statements, and some basic Psychoeducation. Each step should be at least one long paragraph and it should include some dialogue regarding how you would be answering questions from clients and walking clients through these steps. Not just defining the steps.

### ***Case Conceptualization, 15 points***

Develop a case conceptualization on a person in a movie of your choosing. The movie needs to be 'trauma based' and approved by Prof. Childers. 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 affected 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. Consider how culturally competent treatment will positively impact the character you chose to write about in this assignment. THREE TO FIVE PAGES MAXIMUM. A full description of the format will be on the Blackboard course site.

### ***Quizzes: 5 Quizzes at 6 points each, 30 points \* dates on Canvas course site\****

Quizzes will open after class time Thursdays@ 12PM CST and are due the following Wednesday nights by Midnight CST.

### ***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.

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## EVALUATION PROCEDURES AND GRADES

**A (95-100) Outstanding/Superior:** Exceptional performance. Consistently exceed 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.

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### **X. COURSE OUTLINE:**

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

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#### **Jan 18th /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

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#### **Jan 25th/WEEK #2 **Self-Care/Safety Plan Due****

Readings:

Basic Emotional Regulation, McKay Ch 6

Advanced Emotional Regulation, McKay Ch 7

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**Feb 1st/WEEK #3**

Readings:

COGNITIVE INTERVENTIONS ROLE PLAY -on BB

BRIERE AND SCOTT: READ CH. 7 AND 10.

ZIEGLER: CH. 4

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**Feb 8th/ WEEK #4 Grounding Techniques Assignment Due**

Readings:

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

ZIEGLER: CH. 5 AND 6

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**Feb 15th/WEEK #5: Guided Imagery Assignment Due**

Readings:

BRIERE AND SCOTT: CH 8

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**Feb 22nd/WEEK #6**

Readings

KABAT-ZINN: ALL OF PART II

ZIEGLER: CH. 7 AND 8

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**March 1st/WEEK #7**

Readings

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

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**March 8th/WEEK #8: NO CLASS- COMPS WEEK- You can do this!**

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**March 15th Week #9: NO CLASS- SPRING BREAK (3/12-3/16)**

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**March 22nd Week # 10:**

Readings:

BRIERE CASE EXAMPLES

BRIERE AND SCOTT: CH. 9

ZIEGLER: CH. 9

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**March 29th/WEEK #11: Emotional Processing Assignment Due**

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.

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**April 5th/ WEEK #12:**

Readings:  
BRIERE AND SCOTT: CH 9  
ZIEGLER: CH. 11

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**Apr 12th/ WEEK #13:**

Readings:  
BRIERE AND SCOTT: CH. 11 AND 12

ZIEGLER: CH. 1, 2, AND 3.

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**April 19th/WEEK #14: Case Conceptualization Due**

Readings located on Canvas

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