

**THE UNIVERSITY OF TENNESSEE, KNOXVILLE
COLLEGE OF SOCIAL WORK**

**SW 533 - Treatment of Trauma
Summer 2019
Section 301
(3 credit hours)**

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

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Office Hours: By appointment.

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). Students are also expected to sign and adhere to the Social Work Field Placement Code of Conduct.

Honor Statement: An essential feature of The University of Tennessee is a commitment to maintaining an atmosphere of intellectual integrity and academic honesty. As a student of the University, I pledge that I will neither knowingly give nor receive any inappropriate assistance in academic work, thus affirming my own personal commitment to honor and integrity. (*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

If you need course adaptations or accommodations because of a documented disability, or if you have emergency information to share, please contact The University of Tennessee, Knoxville Student Disability Services office at 100 Dunford Hall (865-974-6087). This will 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. Council on Social Work (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, ethnicity, gender, gender expression, gender identity, immigration status, marital status, national origin, political ideology, race, religion, 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.

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.

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.

Course Competencies: By the completion of this course, students (through course activities, assignments, and/or exams) are expected to be able to:

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.)
- Required Texts:** The following books/resources are **required** for the course and may be purchased from the usual book sellers:

Breire, J. and Scott, C. (2014). *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.

There are additional required readings that will be available on the course website. Due to the nature of the course, the instructor reserves the right to add or amend readings as needed. New readings and amendments will also be available on the course website.

Course Policies: Please review the policies below regarding summer courses and the online education format that will be followed this semester.

Summer Courses

Please be aware that this is a one session summer course, and as such, moves at an accelerated rate. The same amount of material covered in a 14-week semester will be covered in a 5-week semester. As a result, you will have more readings and more assignments due in a shorter time than you do in the fall and spring full semesters. Review the course outline and assignments thoroughly prior to class to ensure that you can complete the work in this course.

Online Education 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 that the learner structure their time to ensure that all course readings are completed by the class for which they are assigned. It should also be noted that due to the lack of actual in-class time, the reading requirements are often larger than those of a face to face class. This course is completely asynchronous meaning that the requirements can be completed any time during the scheduled week. Typically, this will consist of viewing a PowerPoint presentation, completing readings, viewing videos, and/or completing an assignment (quiz, discussion board, reflection paper, etc.).

As an Online student you have agreed to the following:

In order to fully participate in the online courses offered through the Online MSSW program, I have agreed to have and maintain over the course of my time in the program the following Internet connectivity, equipment, and learning environment:

- Broadband Internet access (DSL, cable, U-verse, or fiber)
- Desktop or laptop computer with a (built-in or add-on) web camera
- Headset with microphone
- PC minimal requirements - 3 GHz processor, 2 GB RAM, OS: Windows Vista or newer
- Macintosh minimal requirements - Intel processor with 2 GB or more of RAM and OS X 10.9 or newer
- Video camera for recording digital video and audio (this may be a camera built into your computer, but also may be helpful if it is not)
- A dedicated workspace for your coursework that is private and will be free from interruptions, especially during live online lectures

- I will attend all synchronous class sessions as scheduled

I have certified that I have the following information technology skills:

- Word processing skills, e.g. Microsoft Word (or comparable program with ability to export to MS Word)
- Presentation software skills, e.g. Microsoft PowerPoint (or comparable program with ability to export to MS PowerPoint)
- Ability to create, edit, upload, and download document and video files
- Ability to search online professional literature databases and download articles

Course Requirements and Grading

Your grade in this course is based on:

Quizzes 30%
Reflection papers 20%
Case conceptualization 20%
Demonstration video 30%

Quiz #1: This quiz covers the theoretical approaches used to develop trauma interventions, their empirical support, and using the evidence-based practice process to identify the most appropriate model.

Quiz #2: This quiz covers trauma assessment.

Quiz #3: This quiz covers trauma interventions.

Quiz #4: This quiz focuses on the development and application of culturally-relevant treatment plans and evaluation of practice.

Quiz #5: This quiz focuses on ethical dilemmas in trauma treatment and psychobiology.

Weekly Quizzes open each week on Thursdays 8AM and remain open until the due date and time. You may complete the weeks' quiz at any time during this time frame but make sure you plan to complete it in one sitting. Canvas does not allow multiple attempts or opening a quiz after you've closed/complete it.

All Quizzes and Assignments are due on Wednesdays in this short summer course, so students have the maximum amount of time each week to complete the assignments and weekly quizzes.

Reflection papers:

Safety plan – Develop a personal safety plan based on the guidelines described on the Blackboard course site. This assignment is intended to explore your previous experiences with trauma, anticipate triggers, address the possibility of countertransference, and create a plan for self-care. Please only share what you feel comfortable sharing regarding personal information and see the directions on the Blackboard course site.

Psychoeducation – Using the research literature, develop one psychoeducation handout that may be used in your work with clients who have experienced a specific type of trauma. For example, survivors of a natural disaster, grief associated with the loss of a pet, or witness to violence.

Emotional processing – Complete the "homework" assignment as described on page 176 of your text. You may use a personal example, a client experience (making sure to protect privacy), or an example from the character of your case conceptualization assignment that on a scale from one to ten of intensity, with ten being the worst possible memory, registers as a level of 2 or 4. Write from your client's point of view, or your own if you are using a personal example. Do not attempt to process a severe traumatic memory for this assignment. Write a brief summary of your experience.

Mindfulness – Choose any one mindfulness activity described in your text or supplemental articles, implement the activity for at least one week in your daily life, and create a script that can be utilized by a client.

Case conceptualization: Develop a case conceptualization *as the treating social worker* on a person in one of the recommended movies (full list will be on the Canvas 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 affected by the trauma, to include effects on relationships, interpersonal skills, behaviors, emotional reactions, cognitive patterns, health issues, etc. Include a description of which evidence-based intervention(s) you believe would be the most appropriate for this person. A full description of the format will be on the Canvas course site.

Demonstration video: Develop a 15-20 minute video that demonstrates your ability to effectively engage a client in implementing one of the interventions discussed during the course. You may choose one of the interventions from the reflection papers or another one from your own research. You will upload the private video to You Tube according to the instructions provided in the course Canvas site.

Grading

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 = (75-79) Poor: There is lack of understanding of course content. Student does not meet course expectations.

F = (74-Below) Very Poor: There is a lack of attendance or incomplete assignments. Course expectations are not met.

Late Assignments

Late assignments will not be accepted for credit without prior authorization of the course instructor.

Course Outline Date Topic/Assigned readings

Week #1: 5/30-6/5 (Thursday-Wednesday)

Readings:

Briere & Scott Chapter 1-2: What is trauma? The Effects of Trauma?

Briere & Scott Chapter 3-5: Assessing Trauma and Posttraumatic Outcomes; Central Issues in Trauma Treatment; Psychoeducation

Dane, B. (2002). Duty to inform: Preparing social work students to understand vicarious traumatization. *Journal of Teaching in Social Work*, 22(3-4), 3-20.

Bell, H., Kulkarni, S., & Dalton, L. (2003). Organizational prevention of vicarious trauma. *Families in Society*, 84(4), 463-470.

Adams, S. A., & Riggs, S. A. (2008). An exploratory study of vicarious trauma among therapist trainees. *Training and Education in Professional Psychology*, 2(1), 26.

Reflection paper #1 Safety Planning due by 6/5 Midnight CST- Weekly assignments are due on Wednesday s at Midnight CST.

Quiz #1 due by 6/5 Midnight CST-due Wednesday by Midnight CST.

Week 2: 6/6-6/12 (Thursday-Wednesday)

Readings:

Briere & Scott Chapter 6: Distress Reduction and Affect Regulation Training

Clinician-Administered PTSD Scale (CAPS)

Van der Kolk, B. A. (2009). Developmental trauma disorder: towards a rational diagnosis for chronically traumatized children]. *Praxis Der Kinderpsychologie Und Kinderpsychiatrie*, 58(8), 572.

Pearlman, L. A., & Courtois, C. A. (2005). Clinical applications of the attachment framework: Relational treatment of complex trauma. *Journal of Traumatic Stress*, 18(5), 449-459.

Hofmann, S. G., Sawyer, A. T., Fang, A., & Asnaani, A. (2012). Emotion dysregulation model of mood and anxiety disorders. *Depression and anxiety*, 29(5), 409-416.

Van der Kolk, B. A., Roth, S., Pelcovitz, D., Sunday, S., & Spinazzola, J. (2005). Disorders of extreme stress: The empirical foundation of a complex adaptation to trauma. *Journal of traumatic stress*, 18(5), 389-399.

Reflection paper #2 Psychoeducation due by 6/ 12 Midnight CST

Quiz #2 due by 6/12 Midnight CST

Week 3: 6/13-6/19 (Thursday-Wednesday)

Readings:

Briere & Scott Chapter 7: Cognitive Interventions

Briere & Scott Chapter 8: Emotional Processing

Briere & Scott Chapter 9: Increasing Identity and Relational Functioning

Spinazzola, J., Blaustein, M., & van der Kolk, B. A. (2005). Posttraumatic stress disorder treatment outcome research: the study of unrepresentative samples? *Journal of Traumatic Stress*, 18(5), 425-436.

Reflection paper #3 Emotional Processing due by 6/19 Midnight CST

Quiz #3 due by 6/19 Midnight CST

Week 4: 6/20-6/26 (Thursday-Wednesday)

Readings:

Briere & Scott Chapter 10: Mindfulness in Trauma Treatment
Kabat-Zinn parts I-V (see videos on BB as well)
DBT readings on Canvas

Reflection paper Mindfulness due by 6/26 Midnight CST
Quiz #4 Due by 6/26 Midnight CST

Week 5: 6/27-7/3 (Thursday-Wednesday)

Psychobiology and psychopharmacology; Ethical considerations

Readings:

Briere & Scott Chapter 12: Psychobiology and Psychopharmacology of Trauma

Cook, F., Ciorciari, J., Varker, T., & Devilly, G. J. (2009). Changes in long term neural connectivity following psychological trauma. *Clinical Neurophysiology*, 120(2), 309-314.

Felitti, V. J. (2002). The relationship of adverse childhood experiences to adult health: Turning gold into lead. *Zeitschrift fur Psychosomatische Medizin und Psychotherapie*, 48(4), 359-369.

Case conceptualization due by Midnight CST 7/3
Quiz # 5 due by Midnight CST 7/3
Demonstration video due by Midnight CST on 7/3