

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

SW530 - Seminar in Clinical Social Work: Treatment of Trauma

Course Outline
Spring 2007

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TEXTS:

Wilson, Freidman, Lindy (2004). Treating Psychological Trauma and PTSD. Guilford Press.

Herman, J. (1997). Trauma and Recovery. Basic Books.

Johnson, S. (2004). Emotionally Focused Couple Therapy with Trauma Survivors. Guilford Press.

GRADING SCALE

- A (95-100) Outstanding/Superior: Exceptional performance that consistently exceed expectations
- B+ (90-94) Above average: student consistently meets and occasionally exceeds normal expectations
- B (85-89) Average: Student consistently meets normal expectations for the course
- C+ (80-84) Below average: There is unevenness in grasping course content. Student is inconsistent in meeting normal expectations for the course
- C (70-76) Poor: There is lack of understanding of course content; doesn't meet course expectations
- F (69-below) Very Poor: There is lack of attendance or incomplete assignments. Course expectations not met.

To complete the course successfully all students must complete and receive a passing grade for each assignment. **Students who are taking this class S/N must earn at least 70 points in order to receive a grade of S.**

ASSIGNMENTS

1. TRAUMA SKILLS DEVELOPMENT

There will be several skills development simulations in order to increase your understanding and ability to do each trauma intervention. Detailed handouts will be passed out in class for each skill. Skills development is 40% of the final grade.

2. IN DEPTH CASE STUDY

I will provide you with case data of a person who has experienced PTSD. You will assess and diagnose the problem and apply the 3 Phase Trauma Treatment Model learned in class to this case. A detailed handout will be passed out in class. This is 30% of the grade.

3. GROUP PROJECT PRESENTATIONS: SPECIAL TRAUMA POPULATIONS

This assignment gives you the opportunity to understand in greater depth an area of your interest: 1) identify your trauma area of interest 2) do a search to find two practice relevant articles that increase your knowledge in your area of interest 3) write a summary and critique of your articles, and highlight what you found helpful for your

practice. You will also study a specific treatment manual or protocol in your area of interest. This assignment is 30% of the grade.

COURSE EXPECTATIONS OF INSTRUCTOR

The instructor will use a variety of instructional methods including mini-lectures, interactive exercises, videos, transparencies, guest speakers to reach students with a variety of learning styles. The instructor will provide structure for sessions through clarifying objectives, facilitating discussion focusing on critical assessment of issues, providing appropriate summaries and linkages to preceding and subsequent content. Student assignments will include clear expectations and opportunities for student selection of most appropriate alternatives. Performance evaluation will be based on objective criteria (where available), and will include identifications of strengths and areas for improvement.

COURSE EXPECTATIONS FOR STUDENTS

Students are required to attend and to participate in all class sessions, unless they have notified and received permission from the instructor in advance. Since this is a methods course, participation is very important: students who miss more than three classes will not meet the minimum standards for receiving a passing grade in this course.

- **Students are required to participate actively in all class exercises and to meet all responsibilities associated with group projects, particularly those negotiated in task group contracts.**
- **Students are required to complete all assigned readings before coming to class (with the exception of readings assigned for class session 1); and to complete and submit assignments on time within the guidelines provided.**
- Assignments are to be typed, double-spaced, and use inclusive language. Students should use the Publication Manual of the American Psychological Association, (4th edition), as a guide for writing papers and citing sources. (The instructor will give general instructions in class for citing primary source materials.)
- Students will be expected to have access to the Internet and to use resources on the World Wide Web as directed in this course.
- Students are expected to use the University libraries and other sources for research purposes.
- Students are expected to offer the instructor clear, constructive, feedback on the class.
- Submission of work that is not one's own will result in a failing grade and could result in expulsion from the program.
- All students are expected to complete the online course evaluation available at the end of the semester.
- Students are expected to turn off cell phones and pagers while the class is in session.

GRADE DISTRIBUTION AND ASSIGNMENT WEIGHTING

In this course, students do not earn additional grade points for attendance/participation. However, students are required to attend and to participate in all class sessions, unless they have notified and received permission from the instructor in advance. Participation is very important: students who miss more than 3 classes will not meet the minimum standards for passing the course.

COMPLETING ASSIGNMENTS AND INCOMPLETES

Assignments are due in class on the date assigned. While incompletes are discouraged the instructor recognizes that sometimes factors prevent a student from completing a course on time. Those who are unable to complete the course on time must negotiate an incomplete with the instructor pursuant to College of Social Work policy.

POLICY ON THE USE OF STUDENT PAPERS

Faculty members may not retain copies of student papers to use for their own research without the express permission of the student and without appropriate acknowledgment. At times the instructor may ask students for a "clean" copy of their papers to use as sample papers for students in future classes. If students agree, they will be asked to sign a form indicating that they have freely given the instructor permission to use their paper as a sample paper. Students also have the right to refuse without fear of reprisals.

Course Outline

Class Session 1 & 2

Topics: Diagnostic Skills for Trauma
Impact of Trauma on Neurobiology
Current Theory, Research and Models for Understanding Trauma

Readings:

Trauma and Recovery

Chapter 1: A Forgotten History

Chapter 2: Terror

Treating Psychological Trauma & PTSD

Chapter 1: Treatment Goals for PTSD

Chapter 2: A holistic Approach to Healing Trauma & PTSD

Class Session 3 & 4

Topics: Stages of Trauma Treatment
Assessment
Enhancing Self-Capacities of Clients
Behavioral analysis of trauma: symptoms and triggers
Use of trauma measures
Treatment formulation and plan

Readings:

Trauma and Recovery

Chapter 3: Disconnection

Chapter 4: Captivity

Treating Psychological Trauma & PTSD

Chapter 3: An Overview of Clinical Considerations & Principles in Treatment of PTSD

Chapter 4: Allostatic versus Empirical Perspectives on Pharmacology

Class Session 5, 6, 7, 8

Topics: CBT
Exposure and desensitization
Stress Inoculation Training
EMDR
Thought Field Therapy
Family education and support

Readings:

Trauma and Recovery

Chapter 5: Child Abuse

Chapter 6: A New Diagnosis

Treating Psychological Trauma & PTSD

Chapter 6: Acute Posttraumatic Interventions

Chapter 7: Cognitive-behavioral Approaches to PTSD

Class Session 9

Topics: Regulation

Schemas

Co-morbidity

Readings:

Treating Psychological Trauma & PTSD

Chapter 9: Treatment of Persons with Complex PTSD and other Trauma-Related Disruptions of the Self

*add citation J. Briere papers

Class Session 10

Topics: Healing in Attachment Relationships

Assessment

Readings:

Emotionally Focused Couple Therapy with Trauma Survivors

Chapter 1: Healing Connections

Chapter 2: Trauma and Its Aftermath

Attachment and Trauma

Assessment

Class Session 11

Topics: Interventions with Traumatized Couples**Readings:**

Emotionally Focused Couple Therapy with Trauma Survivors

Chapter: 5 Interventions

Chapter: 6 Couple Therapy to Create a Secure Base for the Treatment of Trauma

Chapter: 7: Defeating an Anxiety Disorder and Marital Distress

Class Session 12

Topics: Healing Trauma and Relationships

Readings:

Emotionally Focused Couple Therapy with Trauma Survivors

Chapter 8: Trauma of Physical Illness

Chapter 9: Couple Therapy with Combat Veterans

Chapter 10: Relationship Traumas: Attachment Injuries in Close Relationships

Chapter 11: Therapists Who Deal with Dragons

Class Session 13 & 14

Topics: Group Presentations

Readings:

Trauma and Recovery

Chapter 7: A Healing Relationship

Chapter 8: Safety

Chapter 9: Remembrance and Mourning

Treating Psychological Trauma & PTSD

Chapter 10: Dual Diagnosis and Treatment of PTSD

Chapter 11: Cross-Cultural Treatment of PTSD

Chapter 12: Treatment Methods for Childhood Trauma

Chapter 13: Treatment of PTSD in Families and Groups

Chapter 14: Treatment of PTSD in Persons with Severe Mental Illness

Chapter 17: Respecting the Trauma Membrane: Above All, Do No Harm.