

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

**SW530 - Seminar in Clinical Social Work: Treatment of Trauma**

Course Outline  
Spring 2008

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**TEXTS:**

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

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

Breire, J. (2007). Principles of Trauma Therapy: A Guide to Symptoms, Evaluation and Treatment.

**COURSE DESCRIPTION**

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.

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 will be 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 focuses 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 three credit elective course examines roles, assessments and intervention strategies for social workers in treating acute stress disorder and PTSD in a variety of service settings.

**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 Expectation

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.

## **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 30% 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 40% 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 OUTCOMES**

After successful completion of the course, students will be able to:

- Diagnose Acute stress and PTSD disorders
- Understand the impact of trauma on neurobiological function
- Understand and apply current trauma theory, models and paradigms in practice
- Cope with compassion fatigue
- Use of self to enhance self-capacities of persons with trauma
- Understand the stages of trauma treatment
- Provide a psychosocial and behavioral analysis trauma
- Use trauma measures to monitor and evaluate treatment
- Know the evidence-based treatments and practice guidelines for trauma
- Apply interventions: cognitive-behavioral, exposure, desensitization, stress inoculation training
- Familiar with emerging trauma treatments: EMDR, Thought Field Therapy, Emotional Freedom Technique
- Identify best treatments for specific trauma populations
- Understand the impact of diversity on the development, identification, and treatment of trauma disorders with emphasis on ethnic minorities of color, racism, gender roles, sexism and sexual orientation

## **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.**

## **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.

## **POLICY ON DISABILITIES**

Refer to the Student Handbook

# Course Outline

## Class Session 1 & 2

**Topics:** Diagnostic Skills for Trauma  
Current Theory, Research and Models for Understanding Trauma

### Readings:

*Principles of Trauma Therapy*

Chapter 1: What is Trauma?

Chapter 2: The Effects of Trauma?

*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:** Assessing Trauma

### Readings:

*Principles of Trauma Therapy*

Chapter 3: Assessing Trauma?

Chapter 4: Central Issues in Trauma Treatment

*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

**Topics:** Family Education and Support  
Distress Reduction and Affect Regulation

### Readings:

*Principles of Trauma Therapy*

Chapter 5: Psychoeducation

Chapter 6: Distress Reduction and Affect Regulation

*Trauma and Recovery*

Chapter 5: Child Abuse

## Chapter 6: A New Diagnosis

### **Class Session 7& 8**

**Topics:** Cognitive Interventions and Processing Trauma

**Readings:**

*Principles of Trauma Therapy*

Chapter 7: Cognitive Interventions

Chapter 8: Emotional Processing

*Treating Psychological Trauma & PTSD*

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

### **Class Session 9**

**Topics:** Healing and Relational Functioning

**Readings:**

*Principles of Trauma Therapy*

Chapter 9: Increasing Identity and Relational Functioning

*Trauma and Recovery*

Chapter 7: A Healing Relationship

Chapter 8: Safety

Chapter 9: Remembrance and Mourning

### **Class Session 10**

**Topics:** Treatment of Acute Trauma

**Readings:**

*Principles of Trauma Therapy*

Chapter 10: Treatment Effects of Acute Trauma

*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

### **Class Session 11**

**Topics: Impact of Trauma on Neurobiology and Medication**

**Readings:**

*Principles of Trauma Therapy*

Chapter 11: Biology and Psychopharmacology

*Treating Psychological Trauma & PTSD*

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.

**In Class Case Study Exam Session 12**  
**Group Presentations Sessions 13 & 14**