

The University of Tennessee College of Social Work

SW 530 Treatment of Trauma
3 credit hours
Spring, 2009

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

Instructor: Lee Norton, Ph.D., L.C.S.W Phone: 615-300-8684
Class Time: Thursdays, 1:00-3:00 E-mail:leenorton@earthlink.net
Office Hours: Thursdays, 12:00-1:00

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.utk.csw.edu)

Honor Statement

As 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, 2008*).

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 Office of Disability Services at 2222 Dunford Hall (865-974-6087). This will ensure that you are properly registered for services.

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 intervention 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 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 disorder and posttraumatic stress disorders. Approximately six million people in the United States are diagnosed with PTSD. Social workers need to be trained to serve those persons experiencing traumatic 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*

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.)*

Course Mission: The dramatic impact of overwhelming events precedes written history. It is eloquently depicted in *The Iliad* and *The Odyssey*. It has been referred to over the years as hysteria, shell shock, physioneurosis, soldier's heart, railway spine, battered women's syndrome, and, since 1980, posttraumatic stress. The mission of this course is to examine the history of the study of trauma, the causes and continuum of effects of overwhelming events, risk and resilience factors associated with traumatic stress reactions, the most effective means of treating different types of traumatic stress reactions, and the ethical necessity that the field of social work to ensure that the proper diagnosis of traumatic stress reactions is integral to undergraduate and graduate curricula, internship programs, and all areas of social work practice.

Required Text:

van der Kolk, A., McFarlane, A., Weisaeth, L. (eds.). (1996). *Traumatic stress: The effects of overwhelming experiences on mind, body and society*. NY: The Guilford Press.

Supplemental Texts (on-line):

Herman, J. (1992). *Trauma and recovery. The aftermath of violence - from domestic abuse to political terror*. NY: Basicbooks.

Figley, C. (1989). *Helping traumatized families*. San Francisco: Jossey-Bass.

Grading:

Midterm exam	30%
Final exam	30%
Attendance and participation	10%
Final paper	30%

Paper

Students will select an area of trauma from the following:

History of the study and treatment of trauma

Combat trauma

Domestic violence trauma

Child sexual abuse trauma

Torture/captivity trauma

Betrayal/relational trauma

Natural disasters (hurricanes, floods, fires, tsunamis, etc.)

Accidental injuries (car accidents, industrial accidents, etc.)

Diagnoses of chronic or terminal illness trauma

Medical trauma (surgeries, invasive procedures, anesthetics)

Other topics as approved by instructor

Students will write a 10-page paper with no less than 15 references written in APA style. Each paper must include the following:

- ❖ Clear, concise introduction stating the relevance of the problem to social work, the purpose of the paper, and the questions it will address and attempt to answer. (10 pts)
- ❖ History of the problem, including how it has been conceived and examined since becoming an identified problem (this is inherent if the subject of the paper is the history of the study of trauma) (15 pts)
- ❖ The dynamics of the trauma, as informed by neurophysiological, and developmental (cognitive, attachment, emotional and personality) theories (20 pts)
- ❖ Effective evidence-based treatments, including outcome study data (20 pts)
- ❖ Conclusions about the current status of the problem or issue based on existing data (10 pts.)
- ❖ Needs for continued research (5 pts)
- ❖ A personal statement regarding your opinions, ideas, suggestions and learning outcomes regarding the study of this topic.
- ❖ A comprehensive, detailed statement about the ethical necessity that all social work practitioners possess basic competency in the assessment and treatment of traumatic stress reactions . (5 pts) (Competency #2)

In addition to the above, grammar, spelling, sentence construction, transitions, completion of thoughts and ideas, and bases and cogency of conclusions will be graded. (10pts) Papers below a grade of 80 will be returned for corrections and revisions. The final grade will be based on the added points from these revisions.

A = 94-100
B+ = 89-93
B = 82-88
C+ = 74-81
C = 70-73

Class Agenda:

<i>Date</i>	<i>Topic</i>
Jan. 8	The Forgotten History of Trauma Ch. 3 (Van der Kolk, et al., text) <i>History of Trauma Psychiatry</i> Ch. 1 (Judith Herman, online) <i>A Forgotten History</i>
Jan. 15	Definitions: Stress, Distress, & Traumatic Stress Ch. 4 (Van der Kolk, et al., text) <i>Stress versus Traumatic Stress</i> Ch. 6 (Van der Kolk, et al., text) <i>The Classification of Posttraumatic Stress Disorder</i> DSM-IV-TR pp. 463-472 <i>Anxiety Disorders</i>
Jan. 22	PTSD: Psychological Effects Ch. 2 (Judith Herman, online) <i>Terror</i> Ch. 3 pp. 51-56 (Judith Herman, online) <i>Disconnection</i>
Jan. 29	PTSD: Psychological Effects (Cont'd) Ch. 5 (Judith Herman, online) <i>Child Abuse</i> Ch. 14 (Judith Herman, online) <i>Traumatic Stress in Childhood and Adolescence</i>
Feb. 5	PTSD: Biological Correlates Ch. 9 (Van der Kolk, et al., text) <i>The Complexity of</i>

Adaptation to Trauma
Ch. 10 (Van der Kolk, et al., text) *The Body Keeps the Score*

Feb. 12 **Risk & Resilience**
Ch. 8 (Van der Kolk, et al., text) *Resilience, Vulnerability, and the Course of Posttraumatic Reactions*
Ch. 3 pp. 57-73 (Judy Herman, online) *Disconnection*

Feb. 19 **Clinical Assessment with Diverse Groups and At-Risk Populations: Trauma Recovery Scale (Gentry), Dissociative Regression Scale (Tinnin), Toronto Alexithymia Scale, Symptom Checklist-45, Impact of Events Scale (Horowitz), Dissociative Experiences Scale (Carlson, et al), and the Clinical Administered PTSD Scale (CAPS)**
Ch. 11 (Van der Kolk, et al., text) *Assessment of Posttraumatic Stress Disorder in Clinical and Research Settings*

Feb. 26 MID-TERM EXAM! Multiple choice, true/false, and short-answer questions to assess the student's understanding of and ability to apply concepts presented in the readings, class lecture, and class discussion pertaining to: the historical study of trauma, definitions and classifications of trauma, the psychological, biological effects of trauma, risk and resilience factors associated with vulnerability to and inoculation from trauma, evidence-based means of assessing the presence and severity of traumatic stress reactions, including in at-risk populations. (100 pts. Total) Covers competencies #1, 2, 3, and 7

March 5 **Introduction & Overview to Trauma Treatment**
Ch. 18 (Van der Kolk, et al., text) *A General Approach to Treatment of Posttraumatic Stress*

- Disorder*
Ch. 21 (Van der Kolk text) Acute Treatments
- March 12 **Treatment: Cognitive Behavioral & Exposure Models**
Ch. 22 (Van der Kolk, et al., text) Cognitive-Behavioral Therapy for Posttraumatic Stress Disorder
- March 19 SPRING BREAK!
- March 26 **Treatment: Psychodynamic Therapy & EMDR**
Ch. 24 (Van der Kolk, et al., text) Psychoanalytic Psychotherapy of Posttraumatic Stress Disorder
- April 2 **Treatment: Instinctual Trauma Response Model & the Use of Art Therapy**
Gantt, L., Tinnin, L. (2007). Intensive trauma therapy of PTSD and dissociation: An outcome study. *The Arts in Psychotherapy*, 34(1), pp. 69-80. (online)
- April 9 **Prevention**
Ch. 19 (Van der Kolk, et al., text) *Prevention of Posttraumatic Stress: Consultation, Training, & Early Treatment*
Ch. 20 (Van der Kolk, et al., text) *Acute Preventive Interventions*
- April 16 **Cultural Implications of Posttraumatic Stress Disorder**
Ch. 17 (Van der Kolk, et al., text) *Trauma in Cultural Perspective*
- April 23 **Generational Transmission of Traumatic Stress Disorders and the Role of the Family in Prevention and Treatment**
Ch. 2: How Families Cope with Trauma
Ch. 3: Empowering Families
(in, *Helping traumatized families*, on-line text)

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April 30

FINAL EXAM. Cumulative exam consisting of true/false, multiple choice, short answer and matching questions to assess student's understanding of and ability to apply concepts covered in class readings, lectures, class discussions and class activities. Concepts covered in this exam will include: the historical, study of trauma, definitions and classifications of trauma, the psychological and neurobiological effects of trauma, risk and resilience factors associated with vulnerability to and inoculation from trauma, the means of assessing the presence and severity of traumatic stress reactions, the mechanisms and relative efficacy of the treatment models presented in readings (psychodynamic and exposure models, including CBT, ITR model, EMDR, art therapy), lecture and class discussions, strategies and inherent factors associated with the prevention of trauma, the intergenerational transmission of traumatic stress reactions, and the cultural implications of traumatic stress disorders. (100 pts total) Covers competencies #1, 2, 3, 4, 5, 6, 7.