



SW790 (Sections 002 and 007)

**S.W. 790 Minicourse
Trauma and Treatment**

**Instructor: Sallie Foley, LMSW
Spring/Summer 2012**

Office Hours: By appointment,

2759 SSWB, Campus Mail

School of Social Work

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Class meets: 790-002 May 30 and June 6 8:30 a.m.-4:30 p.m. (Room 3752 SSWB)

and

790-007 July 11 and July 18; 8:30 a.m.-4:30 p.m. (Room 3752 SSWB)

GENERAL INFORMATION:

In class, you will receive:

1. an extensive syllabus;
2. a bibliography on books and articles about trauma;
3. handouts pertaining to theory and clinical practice.

My office is in room #2759. Please feel free to make appointments with me throughout the semester if you have questions or concerns. I will always be in my office before and after class.

COURSE DESCRIPTION:

This course addresses the theoretical framework of trauma and trauma treatment from a culturally and philosophically diverse perspective. It seeks to provide information about why and how trauma and PTSD occur and how trauma treatment is affected by type of trauma experience, socioeconomic and cultural factors, individual personality and family functioning. Attention is focused on life span development and the meaning of trauma at different ages. Various types of trauma and trauma treatment are discussed from an individual, family, and socio/cultural perspective. The importance of understanding trauma and its relationship to grief and loss will be addressed. Coping and resiliency in surviving and recovering from trauma are explored, emphasizing the diversity of human response and focusing on the significance of social groups in integrating trauma. The formation and practice of rituals, and diversity in religious and spiritual experience as a component of coping with trauma will be discussed. Trauma treatments will be discussed, including treatment immediately after a trauma treatment and treatments occurring later, integrated treatments, and evidenced-based treatments.

COURSE OUTLINE:

This course will begin with an overview of the historical understanding of trauma and trauma treatment in dominant United States culture. Contemporary attitudes about trauma and PTSD will be examined in this context. Significant attention will be placed on understanding the diversity of reactions to trauma within different contexts. The impact of poverty on PTSD, complex PTSD and treating trauma will be discussed as well as the policy decisions that direct funding as it impacts trauma treatment. Explanatory models for treatment will be discussed including: psychodynamic models, attachment models, stress and crisis models, cognitive and behavior models, illness and disease models, sociobiological models, and holistic models and imagery-based models. Current standards of care in social work involvement with traumatized persons will include suggestions for developing centers for comprehensive treatment of trauma. The function of health care systems responding to trauma will be discussed. Gender differences in reactions to trauma and PTSD diagnoses, immigration and cultural impact on trauma response, responses to war and natural disasters will also be discussed. The theory of complicated mourning will be introduced and will be related both to developmental theory and trauma theory. Examples of complicated mourning will be integrated into trauma treatment, including the identification and assessment of symptoms of complicated mourning. Different types of trauma and use of differential treatments will be a theme of the course. Compassion fatigue, secondary traumatization, and burn-out as these impact the social worker will be discussed, as well as ways that professionals can care for themselves. The class will also examine broader cultural implications for living with intergenerational trauma and trauma history, including responses to cultural genocide (both historically and currently). A final exploration into the development of resiliencies at the individual and communal level will be made.

OBJECTIVES:

1. From this minicourse students will gain an understanding of the impact of psychological trauma on adult functioning, learn how to assess impact of trauma on functioning, and to gain skill in treatment of trauma.
2. Students will learn about effects of trauma from both single episode/event trauma and repeated trauma. They will learn DSMIV-TR diagnosis of PTSD, and revisions for complex PTSD, and other trauma designations planned for future DSM.
3. Students will learn the neurobiology of trauma and how trauma can affect cognition, concentration, memory, self-esteem and ability to self-regulate and self soothe. Students will learn the impact of trauma on attachment and development, including impact on survivors of trauma in establishing trust or intimacy with others and the experience of dissociation, numbness, altered states, self-blame, shame, and guilt.
4. From this course, students will learn ways to help survivors of trauma establish safety, self-regulation that leads to feelings of competency, and healthy ways of self-soothing.

5. Students will learn treatment techniques for trauma, including the following:
- Assessment—which will include evaluation of individual strengths, how the individual has coped through different developmental stages, the individual’s coping skills, ways of creating relationships with others and gaining support from others. Self-regulation and self-soothing techniques are evaluated including individual ways of emotion regulation and settling down emotions, ability to stay present in activities, meaning of spirituality or religion, connection to physical body, and impact of shame on individual.
 - Treatment planning-- for individuals affected by both acute trauma (single event) and complex trauma (chronic, childhood, or long-term) will be discussed, deciding priorities for treatment, including long term and short term goals. The following outline, based on the work of Judith Herman and Bessel van der Kolk, will be the basis for defining treatment:
 - Establishment of safety and self-regulation
 - Addressing traumatic memories, including recognition of necessity for integrated treatment techniques
 - Connection in the present—the use of self-regulation and self-soothing to learn to establish and engage in relationships that are reciprocal and mutual
6. Students will understand the implications for practice and policy in the U.S. for trauma treatment and will be able to summarize the different theoretical models for treating trauma.

COURSE DESIGN:

Lecture and class discussion with films to highlight specific topics. Small group discussion on some topics.

RELATIONSHIP TO FOUR CURRICULAR THEMES:

Multiculturalism and Diversity Themes are addressed through the discussion of worker-client differences and power/privilege differentials based on culture, ethnicity, race, gender, age, and social class. Social system and case examples, possible interventions and readings will reflect this theme.

Social Change and Social Justice are addressed through discussion of differences between problems that are responsive to interpersonal practice interventions and those which result from poverty, discrimination and disenfranchisement and require systemic as well as individual interventions.

Promotion and Prevention are addressed through identification of ways to provide early intervention, guidance and advocacy within systems, methods of preventing or mitigating later problems in PTSD and trauma response, and through discussion of

intervention theories and health care and social policies which support adaptive responses to trauma that enhance later adjustment.

Behavioral and Social Sciences Research informs the course, drawing especially on current research in the following areas: neurophysiological understanding of trauma reactions and PTSD, brain and brain functioning, trauma treatments—emphasizing integrated evidenced-based trauma treatments that can be effectively utilized by social workers, and resiliency/coping/adaptation.

COURSE RELATIONSHIP TO SOCIAL WORK ETHICS AND VALUES:

Social work ethics and values will be addressed within the course as they pertain to issues related to working with clients and colleagues. The NASW Code of Ethics will be used to give students direction about these ethical issues. In particular, this course will focus on client issues, such as confidentiality, privacy, rights and prerogatives of clients, the client's best interest, proper and improper relationships with clients, interruption of services, and termination. Issues specific to trauma will be given special attention, such as variations in treatment planning based on individual's needs and dysfunction, therapist ethical decision making, as well as the impact of the therapist's values and reactions to traumatized behavior and adjustment difficulties. In addition, issues that arise when working with colleagues, such as referral, consultation, dispute resolution, and mediation will be discussed. This course will emphasize treatment of trauma within the context of Social Work ethics and values.

COURSE REQUIREMENTS:

1. Good attendance and class participation
2. Reading: Please read all articles and book chapters under "Assigned Readings" at the ctools website. These will be necessary to understand much we discuss in class. **If possible, try to read the Foa, Naperstek, Taylor, Siegel, Rothschild, Kaplow (2 articles), and Schauer and Elbert before class begins.**
3. Completion of take home quiz on neurobiology of trauma. The questions will be taken from the above readings.
4. Final in-class case write-up, emphasizing skill in assessment, evaluation, differential diagnosis, and design of treatment for trauma.

Grading: Grade will be satisfactory or unsatisfactory for the course.

Accommodations for students with disabilities:

If you need or desire an accommodation for a disability, I encourage you to contact me at your earliest convenience. Many aspects of the course can be modified to facilitate participation and progress throughout the course. Resources are available (i.e. services for students with disabilities, adaptive technology computing site, etc.) to make learning more effective for you. To the extent permitted by law, the information will be treated as private and confidential.

Religious Observances:

Please notify me if religious observances conflict with class attendance or due dates for assignments so that we can make appropriate arrangements.

ASSIGNMENTS:

Assignment: Read assigned readings at ctools site

Due: At second class: Take home quiz on ‘Understanding the way brain functions and the neurobiology of trauma’. Open book, open note. Your class notes and your readings outlined above will be your guide through the quiz. Bring quiz including brain drawing to class on second day.

Due: At end of LAST class: The in class worksheet on case write-up, emphasizing skill in assessment, evaluation, differential diagnosis, and design of treatment for trauma.

RECOMMENDED TEXTS—All on reserve at the library:

- Recommended: Taylor, Steven. 2006. *Clinician’s Guide to PTSD: A cognitive behavioral therapy approach*. NY: Guilford.
- Recommended: Naparstek, Belleruth. 2004. *Invisible Heroes: Survivors of trauma and how they heal*. NY: Bantam. Pages 1-146.
- Recommended: Foa, Hembree, & Rothbaum. 2007. *Prolonged exposure therapy for PTSD: Emotional processing o traumatic experiences—Therapist Guide*. NY: Oxford press. (especially pp 1-36).
- Recommended: Siegel. 2010. *Mindsight: T\the new science of personal transformation*. NY: Bantam. (especially pp 145-189).
- Recommended: If you haven’t worked with trauma survivors, David Small’s *Stitches—a memoir*. (2009, Norton Books) is excellent and is very quick to read because it is mostly illustrations based on his childhood.
- Recommended for your purchase some time in the future: Rothschild, Babette. (2000). *The Body Remembers: The psychophysiology of trauma and trauma treatment*. NY: Norton.
- Doidge, Norman. 2007. *The brain that changes itself: Stories of personal triumph from the frontiers of brain science*. NY: Penguin.

For Post graduate participants earning Michigan CE credit:

Objectives Quiz:

1. As a participant, did you learn DSM IV-TR understanding of post-traumatic stress disorder?
2. As a participant, did you gain skill in evaluating two common presenting problems for the survivor of trauma?
3. As a course participant, did you gain skill in developing a treatment plan for the survivor of trauma?
4. As a participant, did you learn two interventions useful in short-term treatment of trauma survivors?