

# UNIVERSITY OF MICHIGAN

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## School of Social Work

SW 790 - 007 – Advanced Skills in Interpersonal Practice  
*Current Treatments for Trauma Survivors*

Mondays: 11/5, 11/12, 11/19, 11/26 & 12/3 from 6-9pm  
East Hall Room 1096

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### **Course Description:**

This mini-course is a primer on assessment and treatment for psychological trauma. It will cover a diagnostic understanding of trauma's effects on brain, mind, body, attachment, and larger systems. Attention will be given to the way that discrimination, communities, and systems perpetuate trauma. A primary aim of the course is to offer a cursory overview of the 3 stages of trauma treatment with examples from a variety of psychotherapy modalities.

The course will be delivered in five 3-hour sessions on the dates and times listed above.

### **Course Objectives:**

Each participant in the course can expect to leave with an enhanced ability to engage in trauma-sensitive assessments, to understand the impact of trauma across the lifespan, to implement trauma-informed interventions, and to build resilience for secondary traumatic stress.

Upon completion of the course, students will be able to:

- 1) Describe the effects of trauma on individuals across variety of domains: psychological, social, and physical
- 2) Describe the basics of the neurobiology of trauma
- 3) Use measures and skills to assess for trauma
- 4) Describe in detail components of the 3 stages of trauma interventions
- 5) Describe the impact of trauma on larger systems: communities and regions
- 6) Make sound judgments on when and how to choose and implement trauma interventions
- 7) Decide how to engage in future trauma-informed training
- 8) Engage in adequate self-care when dealing with traumatized clients

## **Attendance:**

Attendance at the complete mini-course is required for a satisfactory grade.

## **Grading:**

This course is graded on a satisfactory/unsatisfactory basis and will be based on both participation (especially around readings) and assignment completion. All students are expected to actively participate in class.

## **Assignments:**

All assigned readings, supplementary readings, and details on assignments can be found on Canvas.

1. Readings plus summaries (2 points for each day, 10 points total)
2. Listening assignment (20 points)

## **Readings**

Complete a half-page, single spaced summary of each reading and upload to Canvas prior to class time for each respective week. The summary should include a gloss of basic information covered plus personal reactions. All readings are in Canvas under “Files.”

Day One: 11/5/17

Laura van Dernoot Lipsky: *Trauma Stewardship*: Chapter 4: “The 16 Warning Signs of Trauma Exposure Response.”

Day Two: 11/12/17

APA DSM-V Stressor- and Trauma-Related Disorders

Day Three: 11/19/17

Judith Herman: *Trauma and Recovery (2<sup>nd</sup> edition)*: Chapter 8: “Safety”

Day Four: 11/26/17

Judith Herman: *Trauma and Recovery (2<sup>nd</sup> edition)*: Chapter 9: “Remembrance and Mourning”

Day Five: 12/3/17

Judith Herman: *Trauma and Recovery (2<sup>nd</sup> edition)*: Chapter 10: “Reconnection”

## **Listening Assignment:**

Pick 1 podcast from the list below. Do one, 2-page (single-spaced) bullet-pointed summary of the main points for your classmates. These podcasts are in the Canvas Media Gallery. If you need help deciding on a focus, feel free to contact me via email.

- Belleruth Naperstak Trauma Guided Imagery Part 1
- Belleruth Naperstak Trauma Guided Imagery Part 2
- Bessel van der Kolk Brain and Trauma Part 1
- Bessel van der Kolk Brain and Trauma Part 2
- Dan Siegel on Trauma 2014
- Dan Siegel on Trauma 2017
- David Grand Trauma and Brainspotting 2014
- Judith Herman on Complex PTSD 2017
- Kathy Steele on Trauma and Dissociation
- Laura van Dernoot Lipsky Secondary Stress
- Laurel Parnell Trauma and EMDR
- Linda Graham on Post-Traumatic Growth (pick at least 2)
- On Being excerpts: pick 2
- Pat Ogden Trauma and Sensorimotor Psychotherapy Part 1
- Pat Ogden Trauma and Sensorimotor Psychotherapy Part 2
- Peter Levine Trauma and Somatic Experiencing 2014
- Richard Schwartz trauma and Internal Family Systems (IFS)
- Ruth Lanius neurobiology of trauma part 1
- Ruth Lanius neurobiology of trauma part 2
- Sebern Fisher trauma and neurofeedback 2014
- Stephen Porges trauma and polyvagal theory part 1
- Stephen Porges trauma and polyvagal theory part 2
- Sue Johnson trauma and couples therapy part 1
- Sue Johnson trauma and couples therapy part 2

## **Outline of class content**

### Day 1

- Resourcing the therapist (Part I)
- Introductions
- Syllabus and logistics
- Reactions to readings for today
- Understanding Trauma
- Assessment (Part I)
- Trauma therapy basics
- Resourcing the therapist (Exercise 2)

### Day 2

- Resourcing the therapist (Exercise 3)
- Reactions to readings for today
- Assessment, Part 2
- Recovery from Psychological Trauma, Stage 1: Resourcing the Client

### Day 3

- Resourcing the therapist (Exercise 4)
- Reactions to readings for today
- Recovery from Psychological Trauma, Stage 2: Trauma processing
- “Times and places:” when, and under what circumstances do we do trauma work?

### Day 4

- Resourcing the therapist (Exercise 5)
- Reactions to readings for today
- Recovery from Psychological Trauma, Stage 3: Reintegration

### Day 5

- Reactions to readings for today
- “Trauma-informed care” movements
- Developmental trauma and the Disorders of Extreme Stress Not Otherwise Specified (DESNOS) diagnosis proposals
- The Adverse Childhood Experiences (ACE) study
- The effects of trauma on larger systems (with focus on marginalized or oppressed populations)
- Review of trauma modalities
- Trauma and technology
- Accessing support in working with traumatized clients
- Next steps in your training

### **\*Important note about safety**

I am dedicated to creating a space in this class that feels safe and contained for all students. The study of trauma can be quite rewarding, but also can be very challenging. Some students may feel disturbed or vicariously traumatized by some of the discussions. We will avoid going into details related to traumatic accounts. However, it would be hard to understand the nature of trauma without honoring some of the atrocities that have occurred historically, and continue to occur today. Also, many of us have experienced trauma in our own lives. The content of this course could also bring up emotions and memories related to your own experiences.

If at any point you experience anything disturbing and feel overwhelmed by it, please feel free to leave the room to regulate yourself and/or let me know at any time that this has come up for you. This is a normal phenomenon when we start understanding trauma; we want to take it seriously and allow it to contribute to, and not detract from, your experience in this course.

### **Accommodations for Students with Disabilities:**

If you need an accommodation for a disability, please let me know. We can work with the office of Services for Students with Disabilities (SSD) to help us determine appropriate accommodations. Any information you provide is private and confidential and will be treated as such. For more information, please contact the Services for Students with Disabilities Office at G664 Haven Hall (734) 764-3000, (734) 615-4461 (TDD), (734) 619-6661 (VP) or email [ssdoffice@umich.edu](mailto:ssdoffice@umich.edu)

### **Safety & Emergency Preparedness:**

In the event of an emergency, dial 9-1-1 from any cell phone or campus phone.

All University of Michigan students, faculty and staff are required to familiarize themselves with emergency procedures and protocols for both inside and outside of the classroom. In the event of possible building closure (i.e. severe weather conditions, public health notices, etc.) you may contact (734)764-SSWB(7793) for up-to-date School closure information.

Be Prepared. Familiarize yourself with the emergency card posted next to the phone in every classroom/meeting room. Review the information on the emergency evacuation sign (located nearest the door) and locate at least (2) emergency exits nearest the classroom. Each SSW classroom is equipped with door locks. Pressing the button, located on the door handle, to lock the door from within the room.

If you are concerned about your ability to exit the building in the case of an emergency, contact the Office of Student Services and/or email [ssw-ADA compliance@umich.edu](mailto:ssw-ADA_compliance@umich.edu).

Office of Student Services  
School of Social Work | Room 1748  
[734-936-0961](tel:734-936-0961)

For more information view the annual Campus Safety Statement at <http://www.dpss.umich.edu/>  
Register for UM Emergency Alerts at: <http://www.dpss.umich.edu/emergency-management/alert/>  
Report a hate crime or bias-related incident at: <https://expectrespect.umich.edu/topic/report-incident>