

UNIVERSITY OF MICHIGAN

School of Social Work

SW 701-001 – Current Treatments for Trauma Survivors

Mondays: 11/2, 11/9, 11/16, 11/30 and 12/7 from 5-8pm

Zoom (online only)

1 credit hour

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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 start 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/COVID-No Record basis and will be based on both participation (especially around readings/video) and assignment completion. Attendance at all classes plus completion of all assignments is required for a satisfactory grade. All students are expected to actively participate in class.

Design:

The class format includes lecture, small and large group discussion, video examples and demonstration.

Intensive Focus on Privilege, Oppression, Diversity and Social Justice (PODS):

This course will support students' developing a vision of social justice, learning to recognize and reduce mechanisms that support oppression and injustice in practice. Students will work toward strengthening critical consciousness, self-knowledge and self-awareness to facilitate PODS learning. As stated above, attention will be given to the way that discrimination, communities, and systems perpetuate trauma.

Assignments:

All assigned reading and media with details on assignments can be found on Canvas.

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

Weekly readings and videos:

Complete a one-page, double-spaced summary of each reading (for Day 1, one-page for all of the videos together) and upload to Canvas prior to class time for each respective week. See the assignments section on Canvas for details on each assignment and to access the content.

Day One: 11/2/20

- Intergenerational trauma (4 minutes): <https://www.youtube.com/watch?v=vlqx8EYvRbQ>
- Adverse Childhood Experiences (ACES) (16 minutes):
<https://www.youtube.com/watch?v=95ovIJ3dsNk>
- ACES Impact on brain, body and behavior (6 minutes):
<https://www.youtube.com/watch?v=W-8jTTIsJ7Q>
- Trauma and epigenetics (6 minutes):
<https://www.youtube.com/watch?v=zV9sya4F5KQ&t=185s>

Day Two: 11/9/20

- APA DSM-V Stressor- and Trauma-Related Disorders

Day Three: 11/16/20

- Judith Herman: *Trauma and Recovery* (2nd edition): Chapter 8: “Safety”

Day Four: 11/30/20

- Judith Herman: *Trauma and Recovery* (2nd edition): Chapter 9: “Remembrance and Mourning”

Day Five: 12/7/20

- Judith Herman: *Trauma and Recovery* (2nd 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 Parts 1 and 2
- Bessel van der Kolk Brain and Trauma Parts 1 and 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 Parnel Trauma and EMDR
- Linda Graham on Post-Traumatic Growth (pick at least 2)
- On Being excerpts: pick 2
- Pat Ogden Trauma and Sensorimotor Psychotherapy Parts 1 and 2
- Peter Levine Trauma and Somatic Experiencing 2014
- Richard Schwartz trauma and Internal Family Systems (IFS)
- Ruth Lanius neurobiology of trauma Parts 1 and 2
- Sebern Fisher trauma and neurofeedback 2014
- Stephen Porges trauma and polyvagal theory Parts 1 and 2
- Sue Johnson trauma and couples therapy Parts 1 and 2
- Rachel Yehuda on trauma and epigenetics

Outline of class content

Day 1

- Introductions
- Syllabus and logistics
- Understanding trauma: big picture (intergenerational/historical trauma, ACES, trauma and poverty)
- Trauma: definition and effects on the brain
- Trauma therapy overview

Day 2

- Trauma assessment
- “Times and places:” when, and under what circumstances do we do trauma work?
- Review of trauma modalities

Day 3

- Recovery from Psychological Trauma, Stage 1: Resourcing the Client

Day 4

- Recovery from Psychological Trauma, Stage 2: Trauma processing

Day 5

- Recovery from Psychological Trauma, Stage 3: Reintegration
- 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.

Class Recording and Course Materials

I will be recording all of the full group portions of the Zoom meetings to post on Canvas for reference by students. On days when classes are recorded, students will be notified a recording is occurring. Class recordings and course materials may not be reproduced, sold, published or distributed to others, in whole or in part, without the written consent of the instructor.

Health-Related Class Absences

You are encouraged to seek appropriate medical attention for treatment. School of Social Work students who miss class due to illness of any kind will be given opportunities to access course materials online or provided with alternative learning opportunities. Please notify me by email about your absence as soon as practical, so that I can make accommodations. Please note that documentation (a doctor's note) for medical excuses is *not* required.

Additional School and University policies, information and resources are available here: <https://ssw.umich.edu/standard-policies-information-resources>. They include:

- *Safety and emergency preparedness*
- *Mental health and well-being*
- *Teaching evaluations*
- *Proper use of names and pronouns*
- *Accommodations for students with disabilities*
- *Religious/spiritual observances*
- *Military deployment*
- *Writing skills and expectations*
- *Academic integrity and plagiarism*