



<b>Course title:</b>	<b>Current Treatment for Trauma Survivors</b>	
<b>Course #/term:</b>	SW701, sec 1, winter term, 2021	
<b>Time and place:</b>	Remote, Fri, March 26 and Sat, March 27, 9:00am-5:00pm	
<b>Credit hours:</b>	1	
<b>Prerequisites:</b>	none	
<b>Instructor:</b>	Laura Sanders	
<b>Pronouns:</b>	She/her/hers	
<b>Contact info:</b>	<b>Email:</b> lsanders@umich.edu	<b>Phone:</b> 734-678-4814
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<b>Office hours:</b>	By appt. Please call or email	

**Course Description and Rationale:**

Among adults seeking treatment for behavioral health concerns, including mental health and substance use disorders, the high prevalence of historic trauma and associated Post-traumatic Stress Disorder is increasingly well-established. The results of the significant Adverse Childhood Experiences Study only emphasized further the high cost in negative health outcomes from neglecting to identify and treat the impact of childhood traumatic experiences. This course addresses what social workers can do to effectively address and treat trauma, such an important condition that poses a threat to physical, emotional, and mental health.

Rooted in the theoretical framework of trauma, we will explore the types and conditions of trauma, the effects of traumatic experience on individuals and their relationships across the lifespan, and the current evidence-based and best-practices for treating trauma, from diverse perspectives in the field. We will provide a working understanding of assessment and treatment of Post-traumatic Stress Disorder, including the use of the

PTSD Symptom Checklist (PCL-5). Understanding the neurobiology of traumatic reaction and integrating interventions from various “bottom-up”, or body- and sensation-focused treatments (Sensory-motor, movement, art), and “top-down”, or cognitive and behavioral approaches (CBT, DBT, TREM) are important foci of this course. Emphasis will be placed on the integration of the relational practices and skills fundamental to all effective trauma treatment, and highlight current models practiced with a wide variety of clients. Case examples from the instructor’s years of experience treating trauma with clients will highlight the most significant course content.

**Trigger Warning:**

This course is heavily trauma-informed and focused. If you have experienced adversity in childhood, sexual abuse, assault, or other trauma (as many have) the course will likely bring up painful material and feelings. You may experience a range of emotions throughout the course, and you may feel vulnerable. This material is being presented in class so that you can gain a better understanding of trauma in your future work with clients. Through engagement with your classmates and experiential practice exercises, you will be reflecting on work with clients, but also on your own experiences with trauma or painful events in your history. All your feelings are acceptable, but you will be responsible to manage them as there will not be sufficient follow up for processing painful memories or severe anxiety that might get triggered by the course content. In general, all social workers need to seek support or therapeutic assistance to work through our own recovery so we can be present and effective in working with clients who are in pain. Wounded healers who are aware and have worked toward resilience make some of the best clinical social workers for trauma survivors. Please talk with me, reach out to a friend, or contact University of Michigan’s Counseling and Psychological Services at (734) 764-8312 if you need more support.

**Course Objectives and Competencies:**

From this course students will:

- 1) understand types of trauma and the conditions that create trauma with particular focus on the complex trauma associated with adverse childhood experiences,
- 2) learn the impact of psychological trauma on adult functioning and how to assess Post-traumatic Stress Disorder according to DSM-V criterion and the use of assessment tools,
- 3) learn the neurobiology of trauma and its effects on cognition, concentration, memory, sense of self, and ability to self-regulate and self-soothe arousal, dissociation, and feelings of fear, self-blame, shame, and guilt.
- 4) explore the impacts of betrayal and interpersonal trauma on attachment, development, and relational trust and intimacy in adult survivors,

- 5) learn and practice the critical relational skills necessary to create safety within the therapeutic relationship that serves as the foundation for effective trauma-informed care,
- 6) examine phase-oriented and survivor-centered trauma treatment methods for establishing safety and self-regulation, processing traumatic memory, and reconnecting to a congruent and wholistic sense of self.
- 7) explore the integration of competing methodologies for trauma including bottom-up or body-mind approaches, and top-down or cognitive/behavioral models.
- 8) understand the implications for practice, policy, and social work education in the U.S. for trauma treatment and be able to summarize various theoretical models for treating trauma.

#### **Course Design:**

The course readings, back-ground materials, extra resources, and assignments are organized through a Canvas site. The course is primarily designed in two, all-day (8- hour sessions with some flexibility due to on-line learning limitations) using a variety of instructional modalities including class discussion, video, slide presentation, interactive exercises, lecture, and case examples. Most of the material will be presented synchronously over zoom with some asynchronous expectation.

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#### **Relationship to Four Curricular Themes:**

***Themes of Power, Oppression and Privilege (PODs):*** are addressed through the exploration of trauma on the macro level perpetrated by oppressive systems including war, genocide, colonization, slavery, current law enforcement practices, etc., that create and exacerbate interpersonal experiences of trauma including child abuse and neglect, sexual assault, domestic violence, etc. The impact of worker-client differentials in power and privilege based on culture, ethnicity, race, gender, age, and social class are explored through case examples and readings.

***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, oppression, discrimination, and disenfranchisement that require systemic change and social work advocacy in addition to 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 that prevent trauma and 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: neurobiological and psychological

understanding of trauma reactions and PTSD, brain and the neuroscience of trauma, and trauma treatments—emphasizing integrated evidenced-based and best-practices that can be effectively utilized by social workers to enhance coping, resiliency, and effective trauma processing.

**Course Relationship to Social Work Ethics and Values:**

This course will emphasize treatment of trauma within the context of Social Work ethics and values. The NASW Code of Ethics is integrated into all aspects of the course from understanding the injustices that result in trauma to the ethical engagement with clients. Ethical considerations are addressed in learning how to accurately assess trauma, plan for effective and individualized treatment, enhance cross-cultural effectiveness, and address ethical dilemmas that can present in the treatment process as the integration of treatment methods are considered and practiced. The clinician's awareness of their own history of trauma or adverse experiences and the critical need for them to actively pursue an ongoing, personal recovery process that enhances their relational boundaries and self-care protocols are emphasized. The social worker's self-care is addressed as a critical ethical issue and need and is discussed within the context of treating clients for trauma.

**Accommodations for students with disabilities:**

If you need or desire an accommodation for a disability, please contact me at your earliest convenience. Many aspects of the course can be modified to facilitate participation and progress throughout the mini 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, this information will be treated as private and confidential.

**Biographical sketch of the instructor:**

his course is developed and instructed by Laura Sanders, LMSW: With a master's degree in social work from the University of Michigan, Laura Sanders has been an instructor in U of M's graduate School of Social Work for 25 years and has practiced for over 33 years as an individual, family and group therapist with children, adolescents, and adult clients in the local area. She was originally trained on a NIMH fellowship focused on child sexual abuse trauma and intervention and has since pursued extensive training tracking advances in knowledge and methodology within the field of trauma. She specializes in the integration of trauma-informed methods including cognitive-behavioral models, somatic and sensori-motor psychotherapy that emphasizes self-regulation, and the inclusion of creative interventions using art, movement, metaphor, and animal-assisted activities to process traumatic memory and adapt effective interventions to the unique needs of trauma survivors. Laura is a long-

time community organizer and activist for human rights including those of children, women, TGLBQ people and immigrants. Most recently, she is a co-founder of the Washtenaw Interfaith Coalition for Immigrant Rights (WICIR) a current and active grassroots organization responding to local ICE raids, detainments, and deportations of our immigrant community members, and advocating for immigration reform. She also has recently opened a therapeutic farm where she partners with a variety of animals and engages with nature in treating traumatized clients.

### **Course Requirements:**

**1. Full attendance and class participation:** In class, I ask you to have your cameras on so that you can be seen and fully participate as you would do with your clients. I realize that there are sometimes circumstances that make this difficult so if this is a problem, please discuss the issue with me.

### **2. Readings:**

Book: Burke-Harris, Nadine, *The Deepest Well: Healing the Long-term effects of Childhood Adversity*, First Mariner Books, 2018.

I suggest that you get this book and read it before the course or throughout the term. It is an essential reading for understanding current trauma theory and effects. I realize this is a lot to read for a mini course, so I do not expect you to have it finished by the time of the course. However, I want you to at least begin reading it and incorporate it into your assignment as appropriate.

Please pick three to five article readings or chapters on trauma from the CANVAS site for this course and review before or during the course time, or before you write your paper. Focus on readings that apply to your current work as well as a focus/topic that you are unfamiliar with. Colleen Crane, who last instructed this course collected a wealth of readings that are loosely categorized by topic under “readings”, in “files”. I have also added a folder of readings under “Laura’s additions, w-2021” under the “readings” file.

### **3. Final Assignment DUE Sunday, April 11, by 11:59pm on CANVAS:**

### **Final Assignment:**

Choose one of the following:

- Using **3 of the readings** from the course, write a **four- to five-page paper (double spaced)** discussing a clinical case with a client (or clients) for whom you are currently, or were previously, providing therapy or social work intervention. In your paper, explain how using one or an integration of the concepts and approaches explored during the mini course would be beneficial to treatment. Please include a list of your sources at the end of your paper.

- Using **3 of the readings** from the course, write a **four- to five-page paper (double spaced)** about a trauma or adverse experience that you have personally endured (please make sure it is something that you feel relatively comfortable to risk sharing with me); and explain how an integration of the concepts and treatment approaches explored during the mini-course may have been, or may be helpful to your recovery process. Be specific in how you are, or will begin to pursue your own recovery through a clear treatment and/or self-care plan.
- Using the PCL-5 assessment tool for week or month and one of the PTSD case scenarios under "files" on canvas, practice filling out and scoring the assessment tool from the information provided. Including at **least two readings** from the course, provide rationale for your assessment, and briefly discuss the integration of methods you would use in approaching treatment with your client. **Write a four-page, double-spaced paper and include your completed PCL-5 assessment tool.**
- **Grading:** Grading for the course is satisfactory/unsatisfactory and is based on attendance, participation in class activities, and successful completion of the written assignment.

### **Class Schedule:**

#### **Day 1**

Day one starts with personal introductions and material that introduces the underlying theoretical foundations for the course, current concepts in trauma typology, conditions that create trauma, and understanding and assessing for PTSD. We focus on the brain science and neurobiology of trauma that results in physiological, central nervous-system states of arousal. The relational practice skills imperative to building rapport with complex trauma survivors are examined and validated, and client-centered and phase-oriented approaches to trauma recovery explored.

#### **Day 2**

Day two will focus more on skill development in treating trauma including an interactive practice exercise in compassionate listening and commenting. Skills for building safety, coping and self-regulation are introduced and practiced. The use of cognitive and creative interventions to effectively reach and process trauma are high-lighted through many case examples involving a variety of practice modalities. Integration of cognitive and somatic approaches is finally demonstrated in a video with an adult survivor of complex trauma who is struggling with self-harm. Focus on the critical need for

practitioner self-recovery and creating a self-care plan will help bring the course to a close.

**Recommended Texts for Trauma Treatment:**

- *The Deepest Well: Healing the Long-term effects of Childhood Adversity*, First Mariner Books, 2018, by Nadine Burke Harris
- *Trauma and Recovery: The Aftermath of Violence from Domestic Abuse to Political Terror*, by Judith Herman
- *Clinician's Guide to PTSD: A cognitive behavioral therapy approach*. NY: Guilford. 2006, by Taylor and Steven
- *Invisible Heroes: Survivors of trauma and how they heal*. NY: Bantam. Pages 1-146, 2004, by Naparstek and Belleruth
- *Trauma and the Body*, W.W. Norton and Company, NY. 2006, by Pat Ogden
- *Waking the Tiger: Healing Trauma*, by Peter Levine
- *Prolonged exposure therapy for PTSD: Emotional processing of traumatic experiences—Therapist Guide*. NY: Oxford press. (especially pp 1-36), 2007, by Foa, Hembree and Rothbaum.
- *Mindsight: the new science of personal transformation*. NY: Bantam. (especially pp 145-189), 2010, by Daniel Siegle
- *Unchained Memories*, Basic Books, 1994 by Lenore Terr.
- *Stitches—a memoir*. 2009, Norton Books, by David Small
- *The Body Remembers: The psychophysiology of trauma and trauma treatment*. NY: Norton, 2000 by Babette, Rothschild
- *The brain that changes itself: Stories of personal triumph from the frontiers of brain science*. NY: Penguin, by Norman Doidge
- *Trauma Stewardship*, by Laura Van Dernoot Lipsky

- *Trauma-Focused CBT for Children and Adolescents: Treatment Applications*, by Judith Cohen, Esther Deblinger, Anthony Mannarino
- *Treating Self-Destructive Behaviors in Trauma Survivors*, by Lisa Ferentz
- *The Boy Who Was Raised as a Dog*, by Bruce Perry
- *Posttraumatic Play in Children: What Clinicians Need to Know*. Guilford Press, NY. 2018, by Eliana Gil.
- *Treating Abused Adolescents*, New York: Guilford Press, 1996, by Eliana Gil
- *The Post-Traumatic Stress Disorder Sourcebook*, by Glenn Schiraldi
- *Building the Bonds of Attachment: Awakening Love in the Deeply Troubled Child*, (2017) Jason Aronson, Northvale, NJ, by Daniel Hughes

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*

#### **COVID-19 Statement - Required**

For the safety of all students, faculty, and staff on campus, it is important for each of us to be mindful of safety measures that have been put in place for our protection. By returning to campus, you have acknowledged your responsibility for protecting the collective health of our community. Your participation in this course on an in-person/hybrid basis is conditional upon your adherence to all safety measures mandated by the state of Michigan and the University, including maintaining physical distancing of six feet from others, and properly wearing a face covering in class. Other applicable safety measures may be described in the [Wolverine Culture of Care](#) and the [University's Face Covering Policy for COVID-19](#). Your ability to participate in this course in-person/hybrid may be impacted by failure to comply with campus safety measures. Individuals seeking to request an accommodation related to the face covering requirement under the Americans with Disabilities Act should contact



the [Office for Institutional Equity](#). If you are unable or unwilling to adhere to these safety measures while in a face-to-face class setting, you will be required to participate on a remote basis. I also encourage you to review the [Statement of Student Rights and Responsibilities](#) and the [COVID-related Addendum to the Statement of Student Rights and Responsibilities](#).

#### **Health-Related Class Absences**

Please evaluate your own health status regularly and refrain from attending class and coming to campus if you are ill. 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.

#### **Recording Class**

Audio and video recording of in-class lectures and discussions is prohibited without the advance written permission of the instructor. Students with an approved accommodation from the Office of Services for Students with Disabilities permitting the recording of class meetings must present documentation to the instructor in advance of any recording being done. The instructor reserves the right to disallow recording for a portion of any class time where privacy is a special concern. If the instructor chooses to record a class, they will decide which classes, if any, are recorded, what portion of each class is recorded, and whether a recording is made available on the course management website. On days when classes are recorded, students will be notified in advance that a recording will occur and be provided with an option to opt-out. 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.