Course title: Current Treatments for Trauma Survivors

Course #/term: SW701.001, Winter 2022

Time and place: Friday/Saturday, 9-5pm, Room: B780 SSWB

Credit hours: 1

Prerequisites: None

Instructor: Colleen E Crane MSW, LMSW

Pronouns: She, her, hers

Contact info:
Email: kennac@umich.edu
Phone: (248) 330-3585

You may expect a response within 24 hours. If sending an email, include “701’ in the subject line.

Office: SW2740

Office hours: By Appointment Only

Course Description

Among adults seeking treatment for behavioral health concerns, including mental health and substance use disorders, the high prevalence of historical trauma and associated PTSD is increasingly well-established. The results of the significant Adverse Childhood Experiences Study only emphasize further the high cost in negative health outcomes of neglecting to identify and treat the impact of childhood traumatic experiences. But what can be done to address this important co-occurring condition that otherwise poses such a threat to physical, emotional and mental health? This training will take participants through the steps of clinical treatment sequence that includes evidence-based best practices, from engagement with understandably ambivalent clients to available, research-based group and individual treatments. Use of the most recent version of the Posttraumatic Stress Disorder Symptom Checklist (PCL-5) for client education, diagnostic assessment, treatment planning considerations, and outcome measurement will be featured. The group work modalities of Seeking Safety and the Trauma Recovery & Empowerment Model (TREM/M-TREM) will be presented, as well as individual therapy approaches including Eye Movement Desensitization & Reprocessing (EMDR), Cognitive Behavioral approaches, and Prolonged Exposure Therapy. Participants will be equipped with information, resources, and beginning skills that can lead to actionable change in the direction of improving the effectiveness of
treatment for PTS/D across various service settings, from community mental health clinics, to substance use disorder treatment programs, to integrated primary care & behavioral health centers.

**Objectives**

1. To understand the prevalence of the incidence of trauma and resulting posttraumatic stress and its impacts on quality of life and level of functioning.

2. To gain an appreciation of the need for intentional and effective engagement and motivational enhancement with trauma survivors who are often untrusting and highly ambivalent about committing to trauma treatment.

3. To learn how to evaluate for problematic posttraumatic stress symptoms as a routine part of assessment in primary care, mental health & substance abuse treatment settings.

4. To gain familiarity with 5 evidence-based treatment interventions with demonstrated efficacy in treating trauma survivors through increasing symptom management skills and/or processing PTSD symptoms to resolution.

**Design**

Lecture, Handouts, Educational Videos, Case scenario presentations, Class discussion.

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

Because privilege, oppression, diversity and social justice are themes pertinent to the effective development and delivery of primary care, mental health, and substance abuse treatment services, class discussions will intentionally include consideration of these themes, within the context of the various class session topics. Negative experiences of oppression and privilege can be among the many circumstances that can lead to traumatic events. Factors contributing to posttraumatic stress symptoms may register differentially among diverse people groups, and consideration of some of these differences will be a necessary part of class discussion, along with an emphasis on cultural humility as an appropriate position from which to learn more about an individual's cultural characteristics that factor into accurate assessment of and effective treatment recommendations for persistent symptoms of posttraumatic stress. Social justice argues for access to effective and culturally appropriate screening, assessment, and treatment for the traumatized individual, without discrimination and regardless of ethnic, socioeconomic, sexual orientation, or other factors.

This course integrates PODS content and skills with a special emphasis on the identification of theories, practice and/or policies that promote social justice, illuminate injustices and are consistent with scientific and professional knowledge. Through the use of a variety of instructional methods, this course will support students developing a vision of social justice, learn to recognize and reduce mechanisms that support oppression and injustice, work toward social justice processes, apply intersectionality and intercultural frameworks and strengthen critical consciousness, self-knowledge and self-awareness to facilitate PODS learning.
**Trauma Reminder 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.

**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 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, the information will be treated as private and confidential.

**COURSE REQUIREMENTS:**

1. Attendance and class participation

2. **Final Assignment DUE MARCH 12th by 11:59pm on CANVAS:**

**FINAL ASSIGNMENT:**

Choose one of the following:

- Using **3 of the readings** from the course, write a **5 page paper (double spaced)** discussing a clinical case that you are or were the treating professional. In your paper, explain how using one of the approaches talked about during the mini course would be beneficial to treatment.

- Using **3 of the readings** from the course, write a **5 page paper (double spaced)** about a trauma that you have personally experienced (please make sure it is something that you would feel comfortable revealing to others); identify how the use of one of the treatments talked about during the mini course may have been or may be helpful to you at the time of the trauma or today.
o Exploring new frontiers in trauma treatment: Write a 5 page paper (double spaced) utilizing at least 3 academic resources either from the course materials or from a library search and write about research being done with Ketamine, MDMA, Psilocybin, LSD or Cannabinoids to treat PTSD.

3. Grading: Grading for the course is satisfactory/unsatisfactory and is based on attendance, participation in class activities, and successful completion of the written assignment.

RECOMMENDED TEXTS:

- 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: Trauma Stewardship by Laura Van Dernoot Lipsky
- Recommended: Trauma-Focused CBT for Children and Adolescents: Treatment Applications, edited by Judith Cohen, Esther Deblinger, Anthony Mannarino
- Recommended: Treating Self-Destructive Behaviors in Trauma Survivors by Lisa Ferentz
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. Focus on the critical need for practitioner self-recovery and creating a self-care plan will help bring the course to a close.

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**

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. Your participation in this course is conditional upon your adherence to all safety measures mandated by the state of Michigan and the University, including properly wearing a face covering in class and compliance with the University COVID-19 Vaccination Policy. Other applicable and additional safety measures may be described in the Campus Maize & Blueprint. Your ability to participate in this course 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 and those seeking an exemption related to the vaccination requirement should submit an exemption request through WolverineAccess. 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.