

**THE UNIVERSITY OF TEXAS AT AUSTIN
SCHOOL OF SOCIAL WORK**

**ASSESSMENT AND TREATMENT OF TRAUMATIZED
POPULATIONS**

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|----------------------------|------------------------------------|---------------------------|---------------------------|
| Course Number: | N393R9 | Instructor's name: | Allen Rubin |
| Unique Number: | 96130 | Office Number: | 3.130E |
| Semester: | Summer 2008 | Office Phone: | 471-9218 |
| | | E-mail | arubin@mail.utexas.edu |
| Meeting Time/Place: | T, TH 1:30-4:00PM Room 2.112 | Office Hours: | T, Th: 4:00 PM-5:30 PM |

I. Course Description

The course is designed as an advanced clinical selective for graduate students in the School of Social Work who wish to increase knowledge and skills for practice with traumatized populations. Students will develop a working understanding of traumatized populations from diverse backgrounds, affirming and respecting their strengths and differences. This course is grounded in the identification, analysis, and implementation of empirically-based intervention strategies. It will focus on skill building and will include multiple perspectives in the advanced application of theories, models and skills utilized in varying treatment modalities, with emphasis placed at the micro and mezzo levels of practice. The framework of the course is based on social work values and the ethical decision-making process, as illuminated by the NASW Code of Ethics.

II. Course Objectives

At the end of this course students will:

1. develop assessment skills for the diagnosis of posttraumatic stress disorder (PTSD) as well as the impact of trauma on other disorders;
2. demonstrate understanding and skills in the core components of the treatment of trauma, such as treatment stages, psychoeducation, the therapeutic relationship, and safety and arousal reduction techniques;
3. describe the key features distinguishing alternative evidence-based treatment approaches for trauma-related symptoms;
4. demonstrate skills in at least one trauma treatment modality;
5. demonstrate evaluation skills by accurately appraising how well others evince skills in at least one trauma treatment modality;
6. identify steps practitioners can take to prevent or ameliorate their own vicarious/secondary trauma;
7. demonstrate the ability to adapt intervention models and strategies to reflect an understanding of persons from diverse backgrounds, including (but not limited to) race, ethnicity, culture, class, gender, sexual orientation, religion/spirituality, physical or mental ability, developmental level, age, and national origin;
8. demonstrate the ability to tailor and integrate clinical interventions based on the context in which they are delivered; and
9. demonstrate advanced knowledge of social work values and ethical decision-making processes as they relate to ethical dilemmas in clinical intervention with traumatized adults and children.

III. Teaching Methods

Instruction methods will include informal lectures (questions and comments are encouraged), guest speakers, viewing and discussing video presentations of therapy sessions illustrating alternative treatment modalities, class discussions, class exercises and role playing and student presentations.

IV. Texts

Required

Zayfert, C. & Becker, C. B. (2007). *Cognitive-Behavioral Therapy for PTSD: A Case Formulation Approach*. New York: The Guilford Press.

V. Grading

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|--------------|---|
| 30 points | Team Project #1 (book report and presentation) |
| 30 points | Team Project #2 |
| 30 points | Team Project #3 |
| 10 points | Class participation (This involves attendance, arriving on time, and not leaving early. It also involves participation in class experiential exercises, contributions to class discussions that reflect advance reading of the assigned readings, as well as informed and thoughtful comments on videos, role plays and student presentations.) |
| Extra Credit | Five points of extra credit will be granted by submitting evidence of having completed the free online training course in trauma-focused cognitive behavioral therapy available at www.musc.edu/tfcbt . Deadline for submission: Last class of the semester on July 29 th . Ten points of extra credit can be earned by doing imaginal exposure home practice completing the Imaginal Exposure Home Practice Record as described below in Team Project #2. |

Individuals can earn the extra credit points and the class participation points, but all team project grades will be based on the instructor's evaluation of the overall team performance, with all team members receiving the same grade. Each of the grading components as well as the overall course grade will be determined in the following manner:

Accumulated Points and Grading Scale

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|------------------|
| 100 - 94 = A |
| 93 - 90 = A- |
| 89 - 87 = B+ |
| 86 - 84 = B |
| 83 - 80 = B- |
| 79 - 77 = C+ |
| 76 - 74 = C |
| 73 - 70 = C- |
| 69 - 67 = D+ |
| 66 - 64 = D |
| 63 - 60 = D- |
| 59 and below = F |

VI. Team Projects

Students will form semester-long teams of 5- 6 students per team. Each team will produce three projects, to be graded as described above. Some work on the projects can be done in class, but some work will be required outside of class, as well. The three projects are described below.

Team Project # 1 (30% of grade due in class on date of class presentation)

The team will select one of the books listed below. Each team member will read the book. The team will then present a written and an oral in-class report of the book. The report should include the following components:

1. A summary of the book's contents, with an emphasis on content that the team found particularly useful but which was not sufficiently covered in the main required course textbook or in prior in-class content. (About 1-2 written pages double-spaced, and only about 2-3 minutes of oral presentation.)
2. An in-depth description of the most useful practice technique in the book, including a visual display of one or more aspects of that technique. (About 5-10 written pages double-spaced, and about 10 minutes of oral presentation.)

Book Report Options:

CBT:

Follette, V. M. & Ruzek, J. I. (Eds.) (2006) *Cognitive-Behavioral Therapies for Trauma* (2nd ed.). New York: The Guilford Press.

Taylor, S. (2006). *Clinician's Guide to PTSD: A Cognitive Behavioral Approach*. New York: The Guilford Press

TF-CBT for children:

Cohen, J. A., Mannarino, A. P. & Deblinger, E. (2006). *Treating Trauma and Traumatic Grief in Children and Adolescents*. New York: The Guilford Press

Prolonged exposure therapy:

Foa, E. B. & Rothbaum, B. O. (1998). *Treating the Trauma of Rape: Cognitive-Behavioral Therapy for PTSD*. New York: The Guilford Press.

EMDR:

Shapiro, F. (2001). *Eye Movement Desensitization and Reprocessing* (2nd ed.). New York: The Guilford Press.

Feminist with emphasis on therapeutic alliance:

Herman, J.L. (1997). *Trauma and Recovery*. Basic Books.

Child welfare:

Webb, N. B. (2006). *Working with Traumatized Youth in Child Welfare*. New York: The Guilford Press.

Play therapy:

Reddy, L.A., Files-Hall, T.M., & Shaefer, C.E. (Eds). (2005). *Empirically based play interventions for children*. Washington, DC: American Psychological Association.

Eclectic with children:

Greenwald, R. (2005). *Child Trauma Handbook: A guide for helping trauma-exposed children and adolescents*. Haworth Press, Inc.

Team Project # 2 (30% of grade due in class on July 29th or earlier)

One or more students on each team will provide a trauma-related problem based on their own experience or of someone they know (not revealing their identity) for the team to focus on for this project and the next. (For example, fear of dogs stemming from having been bitten by a dog, fear of public speaking, fear of my research course, or some alternative that they are comfortable sharing regarding themselves or someone they know, including perhaps a client from their field placement.) The team will prepare a portfolio of materials based on the Zayfert & Becker text, including:

1. Case Formulation (excluding name or other info that should not be identified)
2. At least one relevant list (triggers, etc.) from pp. 75-77 of Zayfert & Becker
3. A hierarchy for exposure
4. A "Ways I Avoid Worksheet" (from p. 110 of Zayfert & Becker)
5. A Cognitive Restructuring Worksheet (from Ch. 8 of Zayfert & Becker)

Regardless of how many or which students provide the above problem(s), there will be one overall team grade for this project. However, individual students can earn up to 10 points of extra credit by doing imaginal exposure home practice regarding the problem they identified for themselves and completing the Imaginal Exposure Home Practice Record.

Team Project # 3 (30% of grade)

The team selects one videotape (approximately 30 minutes long) to present to the class, accompanied by a team paper that critically appraises the strengths and weaknesses of the therapist's performance in the video. The video should consist of a session in which one team member role-plays the therapist, and one team member role-plays the client. The role-play should illustrate one of the therapeutic approaches studied in this course or in the team's book review. Each team will be responsible for making their own videotape outside of class. Different pairs of team members can make different videos, and then the team can choose one to present. The selection can be of a video in which various therapist mistakes were made or one in which the team thinks the therapist did an outstanding job. Or it can be somewhere in between. There will be no grading penalty for selecting a mistake-filled video as long as the team clarifies that the tape was selected to illustrate such mistakes. The quality of the therapist's performance will NOT influence the team grade. Instead, the grade for the video will be based on the following criteria:

1. The technical aspects of the video (clear picture and sound, etc.)
2. Whether it illustrates important therapist dos or don'ts that the class can learn from
3. The comprehensiveness, clarity and accuracy of the team's appraisal of the therapist's performance, including strengths (if any) and needed improvements (if any), as presented in class and in the team paper accompanying the video.

Each video should contain the following three components in the following order:

- a. A very brief introduction to the class regarding the attributes and trauma of the imaginary client and a brief specification of the therapeutic approach demonstrated in the video and why that approach was chosen.
- b. A brief assessment interview (about 5 minutes) that displays both relationship skills and asking the right assessment questions.
- c. A brief role-play application of one of the therapeutic modalities studied in this course (about 15-20 minutes)

The team paper accompanying the videotape must be submitted during the class session in which the video is presented. The paper should be approximately several pages in length, double-spaced. Each paper should appraise only the therapist's performance including strengths (if any) and needed improvements (if any) – not the client's performance.

VII. Class Policies

Students are expected to attend all classes and to be prepared to participate orally and in a thoughtful manner that demonstrates that the assigned readings have been read carefully **prior to class**. Failure to regularly attend the class and demonstrate through exercises and discussions that one has comprehended the readings will be considered in assigning the final grade. Students are responsible for any material missed due to absences. Student feedback is welcome. Students are also encouraged to provide feedback during office hours, by phone, by e-mail, and by appointment if they desire.

Except in the case of extreme emergencies, and then only with the permission of the professor, **late assignments will not be accepted without penalty**. If accepted, late assignments will be assessed point penalties at the rate of four (4) points each day late. If the due date is a problem, then the student should see the professor and negotiate another due date well in advance.

The university recommends that instructors specify policies on scholastic dishonesty. In this course, scholastic dishonesty may result in a grade of an F in the course and a report to the MSSW Program Committee and the Office of Graduate Studies. While I do not anticipate scholastic dishonesty occurring, for further information, the student may refer to the Web Site of the Student Judicial Services, Office of the Dean of Students (<http://deanofstudents.utexas.edu/sjs/academicintegrity.html>).

Any student with a documented disability (physical or cognitive) who requires academic accommodations should contact the Services for Students with Disabilities area of the Office of the Dean of Students at 471-6259 (voice) or 471-4641 (TTY for users who are deaf or hard of hearing) as soon as possible to request an official letter outlining authorized accommodations.

VIII. Abreactions

Most of us have experienced varying degrees of trauma in our lives. Some students understandably may have abreactions – based on prior traumas – as they participate in this course. If so, they are encouraged to inform the instructor of this difficulty. Although the instructor can be responsive and supportive regarding the student's participation in course assignments and activities, students should understand that it is not ethically appropriate for the instructor to engage in a dual role involving a therapeutic relationship with the student. If therapy or counseling is needed, students can contact a service provider of their choosing, including the UT Counseling Center at 471-3515 or online at www.utexas.edu/student/cmhc/.

IX. Course and Instructor Evaluation

Students will have the opportunity to express their perceptions of the quality of the course and instruction at the end of the semester by participating in the University's Course Instructor Survey.

X. Course Schedule

| Date | Topics | Readings |
|---------|---|--|
| June 5 | Introduction to course; Overview of trauma and trauma treatment. | |
| June 10 | Overview of trauma and trauma treatment continued; Steps practitioners can take to prevent or ameliorate their own vicarious/secondary trauma | <u>Required</u> Zayfert & Becker, Chs. 1-2 Zimering et al. (2003). "Secondary Traumatization in Mental Health Care Providers" <u>Recommended</u> Shea, M.T. & Zlotnick, C. (2002) "Understanding and Treating PTSD: Introduction," <i>Journal of Clinical Psychology</i> , 58 (8), 869-875. Solomon, S.D. & Johnson, D.M. (2002). "Psychosocial Treatment of Posttraumatic Stress Disorder: A Practice-Friendly Review of Outcome Research," <i>Journal of Clinical Psychology</i> , 58 (8), 947-959. |
| June 12 | Assessment and treatment planning | <u>Required</u> Zayfert & Becker, Ch. 3 |

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| June 17 | The therapeutic relationship (In-class video) | <u>Required</u> Zayfert & Becker, Ch. 4 |
| June 19 | Anxiety management techniques, psychoeducation, and the beginning of treatment | <u>Required</u> Zayfert & Becker, Chs. 5-6 |
| June 24 | Imaginal and in vivo exposure | <u>Required</u> Zayfert & Becker, Ch. 7 |
| June 26 | Cognitive restructuring (In-class video) | <u>Required</u> Zayfert & Becker, Ch. 8 |
| July 1 | EMDR (In-class video) | <u>Required</u> Shapiro, F. & Maxfield, L. (2002). "Eye Movement Desensitization and Reprocessing (EMDR): Information Processing in the Treatment of Trauma. <i>Journal of Clinical Psychology</i> , 58 (8), 933-946). |
| July 3 | Team Project Day – In lieu of class, teams work on one or more of their project presentations. Instructor available for consultation during class and office hours. | |
| July 8-10 | Team Book Report Presentations Team written book report due in class at time of presentation | |
| July 15-29 | Team Project #3 presentations; Course evaluation | Student team videos and accompanying papers should be submitted in class at time of presentation. |