

# THE UNIVERSITY OF TEXAS AT AUSTIN

## SCHOOL OF SOCIAL WORK

Course No.	N393R9	Instructor	Margaret Hill, LCSW
Unique No.	90795	Email	margaret.duval.hill@gmail.com
Semester	Summer 2016	Phone	512.964.2595 7 days a week, 8 am - 10 pm please
Meeting Time	Mon. & Wed. 8:30-11:20	Office	SSW 3.104a (Adjunct office)
Meeting Place	SSW 2.122	Office Hours	Wednesdays after class

### ASSESSMENT AND TREATMENT OF TRAUMATIZED POPULATIONS

#### 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 their knowledge and skills for practice with traumatized persons. Students will develop a working understanding of traumatized populations from diverse backgrounds, affirming and respecting their strengths, differences, and challenges. This course is grounded in the identification, analysis, and implementation of best practices in empirically-supported assessment and 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

By the end of the semester, students will be able to:

1. Be aware of the varying definitions and types of trauma and the prevalence rate in our society;
2. Identify steps practitioners can take to prevent or ameliorate their own vicarious, secondary trauma and that of their colleagues;
3. Understand assessment in support of the diagnosis of posttraumatic stress disorder (PTSD), as well as the impact of trauma on other disorders and on persons without co-occurring disorders;
4. Develop trauma assessment skills using empirically-based assessment approaches and instruments;
5. Demonstrate understanding and skills in the core components of the treatment of trauma, such as treatment stages, psychoeducation, and the therapeutic relationship;
6. Gain practice in using techniques to increase client safety and reduce arousal;
7. Describe the key features distinguishing among several evidence-based treatment approaches for PTSD and trauma-related symptoms;

8. Demonstrate skills in at least one trauma treatment modality;
9. Choose, tailor, and integrate appropriate and evidence-based clinical interventions based on the context in which they are delivered; and
10. 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

This class provides opportunities for development of both theoretical thinking and clinical skills. Learning takes place through a combination of readings, lectures, videos, small group exercises, demonstrations, case studies, role playing, guest speakers, discussion boards and in-class discussions. Each student is expected to contribute as appropriate. Students will be expected to have done the assigned readings before class. *All in-class discussions related to personal values, beliefs, or life experiences will be kept confidential.*

### IV. Texts

Shapiro, R. (2010). *The trauma treatment handbook: Protocols across the spectrum*. New York City, NY: W. W. Norton.

Other readings will be assigned throughout the semester and those are accessible in Canvas if possible, or as hard copies passed out in class.

### V. Course Requirements

The grade for this course will be based on the student's ability to demonstrate knowledge and skills related to trauma assessment and treatment, as well as on the student's degree of *active* involvement in learning (i.e., class readings, informed discussion, and experiential exercises.)

#### ***Reading Response Postings***

**Due: Six of seven various dates (see syllabus)**

**30 points**

On seven occasions, students will complete a short response (about 300 words or 1 double-spaced page of 12 point font) to a set of questions related to the assigned readings. The responses will be submitted through Canvas. The response due dates will be on the day of in-class discussion, before class starts. Each response will be worth a total of five points. Students may complete more than six reading responses, in which case the highest six grades will be counted.

#### ***Discussion Board Postings***

**Due: Six various dates (see syllabus)**

**30 points**

On six occasions, students will complete a short discussion response (about 300 words or 1 double-spaced page of 12 point font) to a set of reflection questions related to topics from in-class discussion or assigned readings. Discussion responses will be submitted through Canvas. The response due dates will be on various dates, before class starts. Each response will be worth a total of five points. Students may complete more than six discussion responses, in which case the highest six grades will be counted.

### **Team or Individual Case Study**

**Due: July 20**

**30 points**

This written assignment may be completed individually or in teams of two. For the team grade, both parties will receive the same grade (for the 25-point paper). In the case in which teammates contribute unequally and are unhappy, the grade may be adjusted individually to reflect each person's contribution.

Students will choose a case from the list on Canvas and sign up. The case is due at the end of the semester, however, much of the paper can be written earlier and students are encouraged to start early.

25 of the 30 points will be awarded based on the paper and the remaining 5 points will be awarded individually based on the quality of each student's feedback to their classmates' case studies.

### **Trauma-Focused CBT Online Training**

**Due: July 27**

**10 points**

There is a free online training course in trauma-focused cognitive behavioral therapy (TFCBT) available at <https://tfcbt.musc.edu/>. This 10-hour course is offered by the Medical University of South Carolina. Print and bring the certificate to class for credit. If you do not complete the entire course, you will be awarded one point for each hour you completed.

## **VI. Course Grading Criteria**

Reading response postings (6 in all)	30
Discussion board postings (6 in all)	30
Case study	30
TFCBT online training	10
<u>TOTAL</u>	<u>100</u>

## **VII. Grading Scale (University-Wide)**

94.0 and above	A	87.0 to 89.999	B+
90.0 to 93.999	A-	84.0 to 86.999	B

80.0 to 83.999	B-	67.0 to 69.999	D+
77.0 to 79.999	C+	64.0 to 66.999	D
74.0 to 76.999	C	60.0 to 63.999	D-
70.0 to 73.999	C-	Below 60.0	F

Please note you will not earn credit for an MSSW course if your final grade falls below a C. You must earn a C or above for credit to be given for the course. Also, MSSW students must maintain an overall B average.

## VIII. Class Policies

### The University of Texas Honor Code

The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the university is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community.

### Professional Conduct in Class

The instructor expects students to act like professionals in class. This means students should arrive on time for class, be prepared to participate in the class discussion, and show respect for one another's opinions. We will not, nor should we, always agree with one another. In this environment we should be exposed to diverse ideas and opinions, and sometime we will not agree with the ideas expressed by others. However, the instructor does require that students engage one another with respect and professionalism.

### Classroom Civility

A course brings together a group of diverse individuals with various backgrounds. Students are influenced and shaped by such factors as ethnicity, gender, sex, physical abilities, religious and political beliefs, national origins, and sexual orientations, among others. We expect to learn from each other in an atmosphere of positive engagement and mutual respect. Social Work deals with complex and controversial issues. These issues may be challenging and uncomfortable, and it would be impossible to offer a substantive classroom experience that did not include potentially difficult conversations relating to challenging issues.

### Unanticipated Distress

Students may experience unexpected and/or distressing reactions to course readings, videos, conversations, and assignments. If so, students are encouraged to inform the instructor. The instructor can be responsive and supportive regarding students' participation in course assignments and activities, and students are responsible for communicating clearly what kind of support is desired. If counseling is needed, students can contact a service provider of their choosing, including the UT Counseling Center at 512-471-3515 or [www.utexas.edu/student/cmhc/](http://www.utexas.edu/student/cmhc/).

### Policy on Social Media and Professional Communication

Public social networks are not private. Even when open only to approved or invited members, users cannot be certain that privacy will exist among the general membership of sites. If social work students choose to participate in such forums, please assume that anything posted can be seen, read, and critiqued. What is said, posted, linked to, commented on, uploaded, subscribed to, etc., can be accessed and archived, posing potential harm to professional reputations and prospective careers.

Social work students who use social media (i.e. Facebook, Twitter, etc.) and other forms of electronic communication (i.e. blogs, etc.) must be mindful of how their communication may be perceived by clients, colleagues, faculty, and others. Social work students are expected to make every effort to minimize material which could be considered inappropriate for a professional social worker in training. Because of this, social work students are advised to manage security settings at their most private levels and avoid posting information/photos or using any language that could jeopardize their professional image. Students are asked to consider the amount of personal information posted on these sites and are obliged to block any client access to involvement in the students' social networks.

Client material should not be referred to in any form of electronic media, including *any* information that might lead to the identification of a client or compromise client confidentiality in *any* way. Additionally, students must critically evaluate any material that is posted regarding community agencies and professional relationships, as certain material could violate the standards set by the School of Social Work, the Texas Code of Conduct for Social Workers, and/or the NASW Code of Ethics. Social work students should consider that they will be representing professional social work practice as well as the University of Texas at Austin School of Social Work program while in the classroom, the university community, and the broader area communities.

### **Policy on Scholastic Dishonesty**

Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Since such dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced. For further information, the student may refer to the Student Judicial Services, Office of the Dean of Students, at [www.utexas.edu/depts/dos/sjs/](http://www.utexas.edu/depts/dos/sjs/).

### **Use of Class Materials**

The materials used in this class, including but not limited to, exams, quizzes, and homework assignments, are copyright protected works. Any unauthorized copying of the class materials is a violation of federal law and may result in disciplinary actions being taken against the student. Additionally, the sharing of class materials without the specific, express approval of the instructor may be a violation of the University's Student Honor Code and an act of academic dishonesty, which could result in further disciplinary action. This includes, among other things, uploading class materials to websites for the purpose of sharing those materials with other current or future students.

### **Documented Disability Statement**

Any student who requires special accommodations must obtain a letter that documents the disability from the Services for Students with Disabilities area of the Division of Diversity and Community Engagement (471-6259 voice or 471-4641 TTY for users who are deaf or hard of hearing). Present the letter to the instructor at the beginning of the semester so that needed accommodations can be discussed. The student should remind the instructor of any testing accommodations no later than five business days before an exam. For more information, visit <http://www.utexas.edu/diversity/ddce/ssd/>.

### **Religious Holidays**

By UT Austin policy, students must notify the instructor of a pending absence at least fourteen days prior to the date of observance of a religious holy day. If the student must miss a class, an examination, a work assignment, or a project in order to observe a religious holy day, the instructor will give the student an opportunity to complete the missed work within a reasonable time after the absence.

### **Use of Email for Official Correspondence to Students**

Email is recognized as an official mode of university correspondence; therefore, students are responsible for reading their email for university and course-related information and announcements. Students are responsible to keep the university informed about changes to their email address. Students should check their email regularly and frequently (daily, but at minimum twice a week) to stay current with university-related communications, some of which may be time-sensitive. Students can find UT Austin's policies and instructions for updating their email address at [www.utexas.edu/its/policies/emailnotify.php](http://www.utexas.edu/its/policies/emailnotify.php).

### **Safety**

As part of professional social work education, students may have assignments that involve working in agency settings and/or the community. As such, these assignments may present some risks. Sound choices and caution may lower risks inherent to the profession. It is the student's responsibility to be aware of and adhere to policies and practices related to agency and/or community safety. Students should notify the instructor regarding any safety concerns.

### **Behavior Concerns Advice Line (BCAL)**

If students are worried about someone who is acting differently, they may use the Behavior Concerns Advice Line to discuss by phone their concerns about another individual's behavior. This service is provided through a partnership among the Office of the Dean of Students, the Counseling and Mental Health Center (CMHC), the Employee Assistance Program (EAP), and The University of Texas Police Department (UTPD) at 512-232-5050 or [www.utexas.edu/safety/bcal](http://www.utexas.edu/safety/bcal).

### **Emergency Evacuation Policy**

Occupants of buildings on the UT Austin campus are required to evacuate and assemble outside when a fire alarm is activated or an announcement is made. Please be aware of the following

policies regarding evacuation. (1) Familiarize yourself with all exit doors of the classroom and the building. Remember that the nearest exit door may not be the one you used when you entered the building. (2) If you require assistance to evacuate, inform the instructor in writing during the first week of class. (3) In the event of an evacuation, follow the instructor's instructions. (4) Do not re-enter a building unless you're given instructions by the Austin Fire Department, the UT Austin Police Department, or the Fire Prevention Services office.

### **Attendance and Participation**

It is important for professional social work practitioners to be punctual and consistent in attendance. Students are also expected to complete assigned readings prior to each class. Class attendance and constructive, thoughtful participation are expected. Short quizzes will be given several times throughout the semester, at the beginning of class, and graded for content and participation. Students are responsible for any material missed during absences.

### **Deadlines**

Social workers are professionals who honor commitments. Students are expected to turn in all required assignments by the beginning of class on the due date. Late assignments will incur a grade penalty, except in case of extreme emergencies, and then only with the permission of the instructor. *Papers will lose 5 points for each day that an assignment is late*, except in extreme emergencies, and the days do include weekend days. If a conflict exists, students must discuss and negotiate another due date well in advance.

### **Scholastic Honesty**

Social work practitioners take responsibility for themselves. Therefore, it is expected that the work handed in will be your own. Scholastic dishonesty, including plagiarism and cheating during exams, violates social work values and will result in consequences to include a grade of F in this course, recommendation for dismissal from the social work program, and a referral to the university's Dean of Student's Office.

### **Students' Role**

Social work practitioners are assertive and function as team members. Therefore, feedback about the course is welcome and the course is viewed as a joint effort between students and the instructor. Students are encouraged to provide feedback online or by phone, during office hours and by appointment. This is your class. Make the most of it!

### **Confidentiality**

There is no requirement that confidential or personal information be openly shared in class. If such information is shared, it is understood that the strictest standards of professional confidentiality will be maintained by all students.

### **Use of Canvas**

The online Canvas system will be used in this class. It is the student's responsibility to obtain access to Canvas and to check regularly for materials. If you have any difficulties, please let the

instructor know immediately. The instructor is responsible for posting the syllabus, readings, assignments, and grades to Canvas in a timely way.


**Alterations to This Syllabus**

The instructor has the right to make changes, additions, and deletions to this syllabus, and will give appropriate advance notice to the students when such changes are made.



## IX. Course Schedule

Date	Topics and Activities	Assignments and Readings
June 6	Introductions Syllabus review Outline of the course Evidence-based v. personal theories Clinician trauma safety and self-care Closing: Learning to breathe	Read syllabus Read Introduction and chapter 1 of “What About You?” Complete My Maintenance Self-Care Worksheet Read one more article of your choice
June 8	Self-care continued What is trauma? Evidence-based assessment of trauma Assessment practice First session demonstration Closing:	Read Chapter 1, Shapiro Read Chapter 1, Rubin & Springer Skim Assessment Tools (add some from Hurley)
June 13	Neurobiology of trauma Trauma and development/attachment Healing alliance and attunement Assessing and treating suicidality Suicidality assessment demonstration Closing:	Post 1 due
June 15	Therapy paradigms Stages in the treatment of trauma Approaches to treating trauma TFCBT Closing:	
June 20	TFCBT Practice Closing:	Post 2 due
June 22	AEDP Closing:	
June 27	AEDP Practice Closing:	Post 3 due
June 29	EMDR and EMDR demonstration Closing:	
July 4	HOLIDAY	Recharge your batteries. 😊

July 6	EMDR Practice Closing:	Post 4 due
July 11	Somatic therapies: Sensorimotor, Somatic Experiencing Closing:	
July 13	No class today TFCBT training at	Post 5 due
July 18	Practice in somatic therapies: Sensorimotor, Somatic Experiencing Closing:	
July 20	Bodywork and yoga approaches Bodywork practice Closing:	Post 6 due Case Studies due
July 25	Mindfulness approaches Mindfulness practice Closing:	
July 27	Last day - no final exam  Finish team role-play videos Turn in TFCBT and extra credit materials Course evaluation Closing:	Post 7 due

## X. Readings

Many general social work/therapy/psychology journals have excellent coverage of topics related to trauma. In addition, governmental and non-profit organizations such as the Veterans Administration and EMDR International Association publish useful materials. Here is a partial list of journals that focus primarily on trauma.

Australasian Journal of Disaster and Trauma Studies	Journal of Loss and Trauma
Child Abuse & Neglect	Journal of Trauma & Dissociation
Child Abuse Review	Journal of Trauma Management & Outcomes
Child Maltreatment	Journal of Traumatic Stress
European Journal of Psychotraumatology	Partner Abuse
Family & Intimate Partner Violence Quarterly	Psychology of Violence
Journal of Aggression, Conflict and Peace Research	Sexual Abuse: A Journal of Research and Treatment
Journal of Aggression, Maltreatment & Trauma	Psychological Trauma: Theory, Research, Practice, and Policy
Journal of Child & Adolescent Trauma	Trauma, Violence, & Abuse
Journal of Child Sexual Abuse	Traumatology
Journal of Family Violence	Victims & Offenders
Journal of Interpersonal Violence	Violence Against Women
	Violence and Victims

Required readings appear on the course list. Here is the full citation for those readings, as well as for other items of interest for continued education.

The Body Remembers Babette Rothschild  
In An Unspoken Voice Peter Levine  
The Body Keeps Score Bessel van der Kolk  
Traumatic Stress Bessel van der Kolk  
Somatic Experiencing Peter Levine  
Trauma and the Body Ogden et al  
Creative Interventions with Traumatized Children K. Malchiodi & B. Perry  
The Boy Who Was Raised as a Dog Bruce Perry  
Seeking Safety Najavits  
You Can Heal Your Life Louise Hay  
Quick Steps to Resolving Trauma Bill O'Hanlon  
The Courage to Heal (and Workbook) Laura Davis  
8 Keys to Safe Trauma Recovery Babette Rothschild  
A Terrible Thing Happened (for children) Holmes et al  
The Lost Boy Dave Pelzer  
A Child Called It Dave Pelzer  
Trauma & Recovery Judith Herman  
Black & Blue Anna Quindlen

Trauma Stewardship Lipsky & Burk  
Service Delivery for Vulnerable Populations Estrine, et al

#### Combat-Related Trauma:

On Killing Dave Grossman  
Soul Repair Brock & Lettini  
On Combat Dave Grossman  
Once a Warrior, Always a Warrior Charles Hoge

#### The Brain:

Change Your Brain Change Your Life Daniel Amen  
Mindcoach D. Amen  
Mindsight Dan Siegel  
The Developing Mind Dan Siegel  
The Biology of Belief Bruce Lipton  
A General Theory of Love Lewis, et al  
My Stroke of Insight Jill Bolte Taylor  
The Believing Brian Michael Shermer

#### Parenting/Development/Children & Adolescents:

Brainstorm Dan Siegel  
Windows to Our Children Violet Oaklander  
Driven To Distraction Hallowell & Ratey  
The Whole-Brain Child Dan Siegel  
Putting on the Brakes Quinn & Stern  
Taking Charge of ADHD Barkley  
Touchpoints Brazelton  
Parenting From the Inside Out Dan Siegel  
Growing Up Again: Parenting Ourselves, Parenting Our Children Clarke & Dawson  
Trauma-Proofing Your Kids Peter Levine  
Grounded for Life L. F. Tracy  
How to Talk So Kids Will Listen Faber et al  
How to Behave and Why Munro Leaf  
Play Therapy Dee Ray

#### Relationships:

The 7 Principles for Making Marriage Work Gottman  
The Relationship Cure Gottman  
The 5 Love Languages Chapman  
Keeping the Love You Find Harville Hendrix  
Divorce Busting Michelle Weiner Davis  
The Dance of Intimacy Harriet Lerner  
For Each Other Lonnie Barbach  
For Yourself Lonnie Barbach

General Therapy subjects:

The Gift of Therapy Irvin Yalom  
The Elements of Counseling Meier & Davis  
The Bipolar Disorder Survival Guide David Miklowitz  
Wherever You Go, There You Are Kabat-Zinn  
Meditation for Beginners Jack Kornfield  
The New People Making Virginia Satir  
Loving What Is Byron Katie  
Divorce Book for Parents Lansky  
Feeling Good David Burns  
The Dance of Anger Harriet Lerner  
I Don't Want to Talk About It Terrence Real  
Boundaries Anne Katherine  
Codependent No More Melody Beattie  
Crazy Like Us Ethan Watters  
Stop Walking on Eggshells Mason Kreger  
Daring Greatly Brene Brown  
Man's Search For Meaning Viktor Frankl  
Life Without ED Schaefer & Rutledge  
Out of the Blue O'Hanlon  
Calming Your Anxious Mind Brantley  
Anatomy of an Epidemic Robert Whitaker  
Motivational Interviewing Miller & Rollnick

Friedman, E. (2008). *Myth of a shiksa*. New York, NY: Church Publishing. [Chapters 3 and 9 available on the class website.]