

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

**ASSESSMENT AND TREATMENT OF TRAUMATIZED  
POPULATIONS**

<b>Course Number:</b>	SW 393R9	<b>Instructor's name:</b>	Julie Speir
<b>Unique Number:</b>	63400	<b>Office Number:</b>	n/a
<b>Semester:</b>	Fall 2014	<b>Office Phone:</b>	512-735-2118
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<b>Meeting Time/Place:</b>	Thu 2:30-5pm Room 2.122	<b>Office Hours:</b>	Thu after class

**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 supported 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, role playing, group activities, case studies and student presentations. Students will be expected to have done the assigned readings before class; consequently, there will be a brief quiz at the start of some class sessions on the assigned readings for that session as well as the emphasized concepts of the preceding class sessions.

### IV. Texts

#### Required

Rubin, A., and D. W. Springer (Eds.) (2010). *Treatment of Traumatized Adults and Children. The Clinician's Guide to Evidence-Based Practice*. Hoboken, NJ: John Wiley and Sons.

### V. Grading

50 points	Cumulative quiz percentage
20 points	Team papers based on team videos
10 points	Certificate for completing the free online training course in trauma-focused cognitive behavioral therapy available at <a href="http://www.tfcbt.musc.edu">http://www.tfcbt.musc.edu</a> Deadline for submission: Final class session
10 points	Individual paper/project on choice of subjects – cultural issues in treating trauma, specific trauma interventions, gender issues/considerations in treating trauma, new research, etc
10 points	Class participation (This involves attendance, arriving on time, and not leaving early. It also involves participation in class role-plays, contributions to class discussions that reflect advance reading of the assigned readings, as well as informed and thoughtful comments on videos and role plays.)
Extra Credit	10 points of extra credit for certificate showing you completed a free online training course offered by the National Crime Victims Research and Treatment Center and the Medical University of South Carolina. <b>Helping-Heroes</b> is an 8-hour training course for mental health professionals working with firefighters and other first responders who have problems with work-related trauma stress. The course content involves exposure and behavioral activation therapies that have strong empirical support for their efficacy with this population. <b>Helping-Heroes</b> was developed with funding from the Department of Homeland Security/Federal Emergency Management Agency and with support and consultation from the National Fallen Firefighters Foundation and the Firefighter Support Team of the Charleston-Dorchester Mental Health Center. A total of 8 hours of professional continuing education credit is awarded after completing the full course. The course can be accessed at <a href="https://helping-heroes.org">https://helping-heroes.org</a> Deadline for submission: Final class session.

Each of the grading components as well as the overall course grade will be determined in the following manner:

<b>94.0 and Above</b>	<b>A</b>
<b>90.0 to 93.999</b>	<b>A-</b>
<b>87.0 to 89.999</b>	<b>B+</b>
<b>84.0 to 86.999</b>	<b>B</b>
<b>80.0 to 83.999</b>	<b>B-</b>
<b>77.0 to 79.999</b>	<b>C+</b>
<b>74.0 to 76.999</b>	<b>C</b>
<b>70.0 to 73.999</b>	<b>C-</b>
<b>67.0 to 69.999</b>	<b>D+</b>
<b>64.0 to 66.999</b>	<b>D</b>
<b>60.0 to 63.999</b>	<b>D-</b>
<b>Below 60.0</b>	<b>F</b>

## **VI. Team Papers/Videos**

Teams will consist of 3 members. Each team member will make a video of approximately 10 minutes in which they role-play the therapist, with another team member role-playing the client. Each video/role-play should illustrate one of the following:

- Exposure therapy skills either building the Exposure hierarchy with a client or processing the trauma narrative
- Cognitive processing therapy skills identifying unhelpful thoughts and employing cognitive restructuring
- TFEBT psychoeducation or treatment skills

Each team will be responsible for making its own videos outside of class. From among the videos it makes, each team should select the **one video** that best illustrates either the most skillful therapist performance or the least skillful one. When presenting the segment to the class, the team should tell the class in advance whether it is going to demonstrate a good performance or a problematic one. The video presented to the class should **only be a 5 minute clip** of the original video. After showing the video, the team should tell the class what it was about the video that was so good or so problematic, and why.

The team is also required to submit a **brief written critique of the 5 minute video/role-play that is shown in class, that lists in bulleted format the main strengths and main weaknesses of the therapist's performance.** The grade for the paper will be based on the degree to which the team's written critique accurately identifies the main strengths and main weaknesses of the therapist's performance.

THE QUALITY OF THE THERAPIST'S PERFORMANCE WILL NOT INFLUENCE THE PAPER GRADE, AS LONG AS IT MATCHES THE NATURE OF THE CRITIQUE. THAT IS, A POOR PERFORMANCE (IN THE JUDGMENT OF THE INSTRUCTORS) COUPLED WITH A VERY NEGATIVE CRITICAL APPRAISAL WILL GET A HIGHER GRADE THAN A STRONG PERFORMANCE COUPLED WITH A NEGATIVE CRITICAL APPRAISAL OR A POOR PERFORMANCE COUPLED WITH A POSITIVE APPRAISAL.

## **VII. Individual projects**

Each student will select a topic related to the course and do a brief research project & report to be presented to the class; brief means 5 minutes describing a specific intervention used in treating trauma, a gender issue, a cultural issue, a controversial issue in treatment of trauma, special issues around specific populations, new research, interesting articles, cool websites, a great book, etc – this should be something of interest that isn't being covered in class already or that adds to something covered in class; any reliable source will do – this is informal, so no specific format

## **VIII. 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.

## **IX. 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/](http://www.utexas.edu/student/cmhc/).

## **X. 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.

**Additional messages from the University:**

**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 professor expects students to act as 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 professor 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, but 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 online at [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 Web Site of the Student Judicial Services, Office of the Dean of Students (<http://deanofstudents.utexas.edu/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 professor at the beginning of the semester so that needed accommodations can be discussed. The student should remind the professor 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 professor 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 professor will give the student an opportunity to complete the missed work within a reasonable time after the absence.**

**USE OF E-MAIL 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 e-mail address. Students should check their e-mail 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 e-mail address at <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 professor 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). Call 512-232-5050 or visit <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:

- **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.**
- **If you require assistance to evacuate, inform the professor in writing during the first week of class.**
- **In the event of an evacuation, follow the professor’s instructions.**
- **Do not re-enter a building unless you are given instructions by the Austin Fire Department, the UT Austin Police Department, or the Fire Prevention Services office.**



**Annual Sue Fairbanks Lecture in Psychoanalytic Knowledge**

**Friday, October 10th**

**1-4pm**

**Utopia Theater**

**"In Case of Emergency, Sit Still, Do Nothing and Listen: Psychoanalysis and Urgent Demand"**

**Gilbert Cole, Ph.D. , LCSW**

**The practice of psychoanalysis may seem to most people to be ill-suited to an emergency. But it is important to be clear about what we have in mind when we talk about emergencies and the feeling of urgent demand they can place on the person who seeks to intervene. This presentation will explore this sense of emergency and how a psychoanalytic approach aids the clinician when they are confronted by urgent demand.**

## **XI. Course Schedule**

<b>Date</b>	<b>Topics</b>	<b>Readings</b>
August 28	<p>Introduction to course</p> <p>Overview of trauma</p> <p>Secondary trauma/self-care</p> <p>Case study</p>	<p>Rubin &amp; Springer: Ch. 1 and pp. 71-88</p> <p>Herman, "A Healing Relationship"</p> <p>Units 1 &amp; 2 materials on Canvas</p>
September 4	<p>Assessment</p> <p>Developing a therapeutic alliance</p> <p>Neurobiology of trauma</p> <p>Case study</p>	<p>Unit 3 materials on Canvas</p> <p>Taylor, S. (2006). "Neurobiology for the Cognitive-Behavioral Therapist." Ch. 4 of <i>Clinician's Guide to PTSD: A Cognitive-Behavioral Approach</i>. Guilford, p. 56-72.</p> <p>Ford, J.D. (2009). "Neurobiological and Developmental Research: Clinical Implications." In C. A. Courtois &amp; J.D. Ford, <i>Treating Complex Traumatic Stress Disorders: An Evidence-Based Guide</i>. Guilford, pp. 31-58.</p>
September 11	<p>Crisis Intervention/suicide</p> <p>Disaster Response</p> <p>Safety</p> <p>Anxiety Reduction/self-regulation</p> <p>Pharmacology &amp; trauma</p> <p>Case study</p>	<p>Units 4 &amp; 5 materials on Canvas</p>

September 18	<p>Quiz #1 in small groups</p> <p>The Healing Process</p> <p>At a glance approaches to treating trauma</p> <p>Human Development &amp; trauma</p> <p>Case Study</p>	Unit 6 materials in Canvas
September 25	<p>Special Issues in trauma</p> <p>Cognitive Restructuring</p> <p>Schema therapy</p> <p>Case study</p>	<p>Units 7 &amp; 8 materials in Canvas</p> <p>Cloitre, M. &amp; Rosenberg, A. (2006).  “Sexual Revictimization: Risk Factors and Prevention.” In V. M. Follette &amp; J. I. Ruzek, Cognitive-Behavioral Therapies for Trauma, Guilford, pp. 321-361.</p> <p>Rubin &amp; Springer, Ch. 3</p>
October 2	<p>Quiz #2 individually</p> <p>Exposure therapy</p> <p>Narrative therapy</p> <p>Case study</p>	<p>Rubin &amp; Springer, Ch. 2</p> <p>Unit 9 materials in Canvas</p>
October 9	<p>EMDR</p> <p>Hypnosis</p> <p>Case study</p>	<p>Rubin &amp; Springer, Ch. 5-6</p> <p>Unit 10 materials in Canvas</p>
October 16	<p>TFCBT online training in lieu of class at:  <a href="http://www.tfcbt.musc.edu/">http://www.tfcbt.musc.edu/</a></p>	Rubin & Springer, Ch. 4

October 23	<p>Quiz #3 in small groups</p> <p>Guest Speaker: Lindsey Humphrey – Play therapy</p> <p>Art therapy</p> <p>Case study</p>	Unit 13 materials in Canvas
October 30	<p>DBT</p> <p>ACT</p> <p>Case study</p> <p>Individual projects</p>	<p>Unit 11 materials in Canvas</p> <p>Becker &amp; Zayfert, (2001). “Integrating DBT-Based Techniques and Concepts to Facilitate Exposure Treatment for PTSD,” <i>Cognitive and Behavioral Practice</i>, 8, 107-122.</p> <p>Wagner, A. W. &amp; Linehan, M. M. (2006). “Applications of Dialectical Behavior Therapy to PTSD and Related Problems.” In V. M. Follette &amp; J. I. Ruzek, <i>Cognitive-Behavioral Therapies for Trauma</i>, Guilford, pp. 117-145.</p> <p><u>Walser, R. D. &amp; Hayes, S. C. (2006). “Acceptance and Commitment Therapy in the Treatment of PTSD.” In V. M. Follette &amp; J. I. Ruzek, (Eds.), <i>Cognitive-Behavioral Therapies for Trauma</i>, Guilford, pp. 146-172.</u></p>
November 6	<p>Physiological trauma</p> <p>Sensorimotor therapy</p> <p>Somatic Experiencing</p> <p>Case study</p> <p>More individual projects</p>	<p>Unit 12 materials in Canvas</p> <p>Fisher, J. &amp; Ogden, P. (2009). “Sensorimotor Psychotherapy.” In C. A. Courtois &amp; J.D. Ford, <i>Treating Complex Traumatic Stress Disorders: An Evidence-Based Guide</i>. Guilford, pp. 312-328.</p>
November 13	<p>Quiz #4</p> <p>Group videos</p>	

November 20	Group videos	
December 4	Group videos Forgiveness Course evaluation	