

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

**ASSESSMENT AND TREATMENT OF TRAUMATIZED
POPULATIONS**

Course Number:	SW 393R	Instructors' names:	Allen Rubin Julie Speir
Unique Number:	62010	Office Number:	3.130E
Semester:	Fall 2011	Office Phone:	471-9218
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Meeting Time/Place:	Thursday 2:30-5:30 Room 2.122	Office Hours:	Tuesday, 4:00-5:30 and by appointment

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 and role playing and student presentations.

IV. Required Texts

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.

Courtois, C. A., and J. D. Ford (Eds.) (2009). *Treating Complex Traumatic Stress Disorders: An Evidence-Based Guide*. New York: The Guilford Press.

V. Grading

15 points	Quiz #1
15 points	Quiz #2
10 points	Quiz #3
20 points	Team Video Presentation #1 (on developing a therapeutic alliance and exposure hierarchy) and critique of video (oral and written)
20 points	Team Video Presentation #2 (on TFEBT or cognitive restructuring) and critique of video (oral and written)
10 points	Certificate for completing the free online training course in trauma-focused cognitive behavioral therapy available at http://www.tfcbt.musc.edu/ Deadline for submission: Nov. 3rd. (This deadline is necessary so that students will be adequately prepared for the second quiz and to start working on their video presentations. If the certificate is submitted after this date, 1 point will be subtracted for every week after Nov. 3rd.)
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.)

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

Accumulated Points and Grading Scale

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 Videos

Each team will make two videos, as follows

Video #1: Approximately 10-15 minutes in which one team member role-plays the therapist, and one team member role-plays the client. The role-plays should illustrate the following:

- Relationship/therapeutic alliance skills
- Developing an exposure hierarchy

Video #2: Approximately 15 minutes in which one team member role-plays the therapist, and one team member role-plays the therapist. If the team chooses to demonstrate cognitive restructuring, the other team member role-plays an adult client. If the team chooses to demonstrate TFCBT, the other team member role-plays a child client.

Each team will be responsible for making its own videos/DVDs outside of class. The videos should include talking by both the client and therapist, but the emphasis should be on the therapist's skills. The bulk of video time should NOT be spent on hearing from the client, only. From among the videos it makes, each team should select the ones that best illustrate the most skillful therapist performances. The selected videos will be presented to the class. Before playing each video in class, the team should give the class a very brief introduction regarding the attributes and trauma of the imaginary client. After the video, the team should present a brief written critique of the video that identifies the main strengths and main weaknesses of the therapist's performance. The grade for the videos will be based on the following criteria:

1. The technical aspects of the videos (clear picture and sound, etc.)
2. The quality of the therapist's performance.
3. The degree to which the team's written and orally presented brief critique of the video accurately identifies the main strengths and main weaknesses of the therapist'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
August 25-Sept 1	Introduction to course; Overview of trauma; Differentiating issues in various types of trauma; Neurological impact of trauma; secondary/vicarious trauma and therapist self-care.	Rubin & Springer: Ch. 1 Courtois & Ford: Ch. 1, 2, 10 <u>Recommended:</u> Zimering et al. (2003). “Secondary Traumatization in Mental Health Care Providers”

Sept. 8	Assessment; Developing a therapeutic alliance; Generic elements of the healing process; Things to cover with all clients in the first session; Using language of possibility/seeding in early sessions.	Rubin & Springer: pp. 73-88 Courtois & Ford: Ch. 5-6, 9 Herman, "A Healing Relationship"
Sept. 15-22	Overview of various approaches to treating trauma and how to integrate them into therapy; Anxiety management techniques; Psychoeducation; Exposure therapy; Sensorimotor therapy In-class student role plays on developing a therapeutic alliance and exposure hierarchies	Rubin & Springer, Ch. 2 Courtois & Ford: Ch. 4, 15; also pp. 441-452.
Sept. 29	Quiz #1 (first 20 minutes of class) on above material Crisis intervention In-class student role plays on developing a therapeutic alliance and exposure hierarchies	National Center for PTSD, "Psychological First Aid"
Oct. 6	10-15 minute Team Videos on developing a therapeutic alliance and exposure hierarchy	
Oct. 13	Cognitive Restructuring; Helping clients uncover positive and negative core schemas In-class student role plays on cognitive restructuring	Rubin & Springer, Ch. 3 Courtois & Ford, Ch. 12
Oct. 20	TFCBT online training in lieu of class at: http://www.tfcbt.musc.edu/	Rubin & Springer, Ch. 4 Courtois & Ford: Ch. 3

Oct. 27	EMDR (Shapiro video) In-class student role plays on TFEBT or cognitive restructuring	Rubin & Springer, Ch. 5-6
Nov. 3	Quiz #2 (first 20 minutes of class) on material covered from Sept. 29 through Nov. 3 DBT; Treating complex PTSD Guest Speaker: Penny Kruger	Courtois & Ford: Chs. 11, 13, 14 Becker & Zayfert, (2001). "Integrating DBT-Based Techniques and Concepts to Facilitate Exposure Treatment for PTSD," Cognitive and Behavioral Practice, 8, 107-122.
Nov. 10	War-related trauma treatment; Assessing and treating Iraq and Afghanistan war vets. Guest speakers from the PTSD Team at the Central Texas Veterans Health Care System	Watch You Tube Videos at: http://www.youtube.com/watch?v=tpbIkOSYOFU&feature=channel http://www.youtube.com/watch?v=T-b7A1nsUYM&feature=related
Nov. 17- Dec. 1	Quiz #3 (first 10 minutes of class) on material covered from Nov. 3 through Nov. 10 15 minute Team Videos on TFEBT (child) or cognitive restructuring (adult) Course Evaluation	