

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

**ASSESSMENT AND TREATMENT OF TRAUMATIZED  
POPULATIONS**

<b>Course Number:</b>	SW 393R	<b>Instructors' names:</b>	Allen Rubin Julie Speir
<b>Unique Number:</b>	94915	<b>Office Number:</b>	3.130E
<b>Semester:</b>	Summer 2011	<b>Office Phone:</b>	471-9218
		<b>E-mail</b>	arubin@mail.utexas.edu
<b>Meeting Time/Place:</b>	M, W 8:30-11:00 AM Room 2.122	<b>Office Hours:</b>	T, TH 4:30 PM-5:30 PM 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

20 points	Quiz #1
20 points	Quiz #2
20 points	Quiz #3
20 points	Team Video Presentation 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 <a href="http://www.tfcbt.musc.edu/">http://www.tfcbt.musc.edu/</a> Deadline for submission: <b>July 6th. (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 1 to 5 day block after July 6<sup>th</sup>.</b>
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 a video of approximately 15-20 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
- TFCBT skills of the therapist
- Cognitive restructuring skills of the therapist.

Each team will be responsible for making its own video/DVD outside of class. The video 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 one that best illustrates the most skillful therapist performance. The selected video will be presented to the class. Before playing the 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 video will be based on the following criteria:

1. The technical aspects of the video (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/](http://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**

<b>Date</b>	<b>Topics</b>	<b>Readings</b>
June 6-8	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”
June 13-15	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”
June 20	Quiz #1 (first 20 minutes of class) on above material  Overview of various approaches to treating trauma and how to integrate them into therapy; Anxiety management techniques; Psychoeducation; Exposure therapy	Rubin & Springer, Ch. 2 Courtois & Ford: Ch. 4

June 22	Cognitive Restructuring; Helping clients uncover positive and negative core schemas	Rubin & Springer, Ch. 3 Courtois & Ford, Ch. 12
June 27	Crisis intervention  Guest Speakers: Laura Dannenmaier & Sharon Wills	National Center for PTSD, "Psychological First Aid"
June 29	TFCBT online training in lieu of class at:  <a href="http://www.tfcbt.musc.edu/">http://www.tfcbt.musc.edu/</a>	Rubin & Springer, Ch. 4 Courtois & Ford: Ch. 3
July 6	Quiz #2 (first 20 minutes of class) on material covered from June 20 through June 29.  EMDR	Rubin & Springer, Ch. 5-6
July 11	DBT; Treating complex PTSD  Guest Speaker: Penny Kruger	Courtois & Ford: Chs. 11, 13, 14  Follette et al. "Mindfulness and Trauma: Implications for Treatment"
July 13	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:  <a href="http://www.youtube.com/watch?v=tpbIkOSYOFU&amp;feature=channel">http://www.youtube.com/watch?v=tpbIkOSYOFU&amp;feature=channel</a>  <a href="http://www.youtube.com/watch?v=T-b7A1nsUYM&amp;feature=related">http://www.youtube.com/watch?v=T-b7A1nsUYM&amp;feature=related</a>

July 18	Sensorimotor therapy, Hypnotherapy/guided meditation for changing an internal state; Other approaches when treating clients with complex PTSD and comorbidity.	Courtois & Ford: Chs. 15; also pp. 441-452.
July 20	Quiz #3 (first 20 minutes of class) on material covered from July 6 through July 18.  Presentations of team videos	
July 25	Continuation of team video presentations  Course evaluation	