

CPSY 548- Trauma and Crisis Intervention in Counseling

Syllabus & Schedule

I. INSTRUCTOR:

Suzanne Best, Ph.D.

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II. CREDIT HOURS: 2

III. BRIEF COURSE DESCRIPTION

Students will develop a foundation for assessing and treating post-trauma reactions in adults along with an overview of trauma responses in children. We will begin by reviewing the variety of trauma populations followed by in-depth instruction on the mechanism of PTSD development and maintenance and the assessment of post-trauma conditions. Next we will address clinical interventions including disaster mental health and exposure-based treatment. Finally, we will review issues affecting therapists working with trauma populations and self-care strategies to prevent compassion fatigue.

IV. OBJECTIVES

- 1- Understand and describe the breath of traumatic events and victim populations
- 2- Understand and assess PTSD risk factors, symptomatology and comorbidities
- 3- Understand acute traumatic stress reactions and the principles and basic strategies of crisis intervention
- 4- Understand the principles of primary evidence-based treatments for PTSD
- 5- Provide traumatized clients with psychoeducation and basic coping strategies
- 6- Self-assess for vicarious traumatization and utilize self-care strategies

V. READINGS

Required Text

Herman, Judith (1997). Trauma and Recovery. The Aftermath of Violence from Domestic Abuse to Political Terror.

Recommended Texts for Book Review

Gil, E. (2011). Helping Abused and Traumatized Children: Integrating Directive and Nondirective Approaches.

Johnson, S. (2005). Emotionally Focused Couple Therapy with Trauma Survivors: Strengthening Attachment Bonds.

Kubany & Ralston (2008). Treating PTSD in Battered Women: A Step-by-Step Manual for Therapists and Counselors.

Levine, P. (1997). Waking the Tiger: Healing Trauma- The innate capacity to transform overwhelming experience.

Litz, B et al. (2011). Treating PTSD in Military Personnel: A Clinical Handbook.

Monson, C, et al. (2012). Cognitive-Behavioral Conjoint Therapy for PTSD: Harnessing the healing power of relationships.
Najavitz, L (2002). Seeking Safety: A Treatment Manual for PTSD and Substance Abuse
Perry, B. (2006). The Boy Who Was Raised as a Dog.
Rothschild, Babette. (2000). The Body Remembers: The physiology of trauma and trauma treatment.
Zayfert, Claudia & Black Becker, Carolyn (2007). Cognitive-Behavioral Therapy for PTSD: A Case Formulation Approach.

Additional Readings and Resources

Relevant articles and resource links will be made available on-line, through the library, or provided in class

VI. COURSE REQUIREMENTS

Students are expected to attend class*, complete readings, participate in class discussions, present a book review, and complete writing assignment and final exam. Trainings in assessment and specific intervention techniques will require role playing, which may at times be conducted in front of the class.

VII. GRADING

Class Participation = 50%*
Written Assignment = 25%
Final Exam = 25%

*If you have a scheduling conflict that requires you to miss a class, you may do an in-class oral book review. Book suggestions will be provided.

VIII. COURSE SCHEDULE

I- Introduction: Understanding Trauma

1/17/14: What is Trauma?

Topic: Overview and discussion of psychological trauma and victim populations

II- Understanding PTSD

1/24/14: What is PTSD?

Topic: Overview of PTSD symptomatology and assessment

Before Class Readings:

Herman, Judith (1997). Trauma and Recovery. The Aftermath of Violence from Domestic Abuse to Political Terror. *Chapter 6*

Brewin, Lanius, Novac et al. (2009). Reformulating PTSD for DSM-V: Life after Criterion A. *Journal of Traumatic Stress*, Vol. 22, No. 5, pp. 366–373.

Assessment instruments distributed in class

1/31/14: What is PTSD (Part 2)

Topic: PTSD risk factors, development, and course

Before class readings:

Herman, Judith (1997). Trauma and Recovery. The Aftermath of Violence from Domestic Abuse to Political Terror. *Chapter 1*

Pole, N., Gone, J. P., & Kulkarni, M. (2008). Posttraumatic stress disorder among ethnoracial minorities in the United States. *Clinical Psychology: Science and Practice*, 15(1), 35-61.

2/7/14: Biological Basis and Psychopharmacology of PTSD

Topic: Impact of trauma and PTSD on hormonal function and brain structures; pharmacological treatment of PTSD and associated disorders

Before Class Reading:

Arditi-Babchuck, Feldman, & Gilboa-Schechtman (2009). Parasympathetic Reactivity to Recalled Traumatic and Pleasant Events in Trauma-Exposed Individuals. *Journal of Traumatic Stress*, 22(3), pp. 254-257.

National Center for PTSD On-line: Clinician's Guide to Medications for PTSD and Pharmacological Treatment for Acute Stress Reactions: A neurobiological systems approach.

<http://www.ptsd.va.gov/professional/pages/clinicians-guide-to-medications-for-ptsd.asp>

<http://www.ptsd.va.gov/professional/pages/pharmacological-treatment-acute-stress.asp>

Raskind, M.A., Peskind, E.R., Kanter, E.D., Petrie, E.C., Radant, A., Thompson, C.E., McFall, M.M. (2003). Reduction of nightmares and other PTSD symptoms in combat veterans by prazosin: a placebo-controlled study. *American Journal of Psychiatry*, 160(2), 371-3.

Assignment 1 (Due 2/21/14):

Select a specific trauma population and write a 2-4 pg. paper on the impact of trauma on these survivors. This paper must address the following areas:

- 1- Conditions and problems commonly seen in this population
- 2- How PTSD symptoms might be expressed in this population

2/14/14: Trauma and Development

Topic: Developmental impact of trauma and overview of Complex PTSD

Before Class Reading:

Herman, Judith (1997). Trauma and Recovery. The Aftermath of Violence from Domestic Abuse to Political Terror. *Chapter 5*.

Cloitre, M, et al. (2009). A Developmental Approach to Complex PTSD: Childhood and Adult Cumulative Trauma as Predictors of Symptom Complexity. *Journal of Traumatic Stress*, Vol. 22, No. 5, pp. 399–408.

2/21/14: Trauma and Loss

Assignment 1 due

Topic: Traumatic grief and associated conditions

Brown, E.J., & Goodman, R.F. (2005). Childhood Traumatic Grief: An Exploration of the Construct in Children Bereaved on September 11. *Journal of Clinical Child and Adolescent Psychology*, 34 (2), 248-259.

Shear, KM & Smith-Caroff, K (2002). Traumatic Loss and the Syndrome of Complicated Grief. *PTSD Research Quarterly*, 13 (1).

III- Crisis Intervention and PTSD Treatment

2/28/14: Disaster Mental Health and Acute Stress Reactions

Topic: Crisis intervention with disaster victims and first responders. Review and practice of early intervention techniques including Psychological First Aid

Before Class Reading:

Herman, Judith (1997). Trauma and Recovery. The Aftermath of Violence from Domestic Abuse to Political Terror. *Chapter 2*

Sprung, M. (2008). Unwanted intrusive thoughts and cognitive functioning in kindergarten and young school-age children following Hurricane Katrina. *Journal of Clinical Child and Adolescent Psychology*, 37, 575-587.

3/7/14: Cognitive-Behavioral Therapies for Trauma-related Conditions

Topic: CBT-based Coping Strategies for Traumatic Stress Symptoms

Before Class Reading:

Chemtob, C.M., Novaco, R.W., Hamada, R.S., Gross, D.M., & Smith, G. (1997). Anger regulation deficits in combat-related posttraumatic stress disorder. *Journal of Traumatic Stress*, 10(1), 17-35.

Neylan, T.C., Marmar, C.R., Metzler, T. J., Weiss, D.S., Zatzick, D.F., Delucchi, K.L., Schoenfeld, F.B. (1998). Sleep disturbances in the Vietnam generation: findings from a nationally representative sample of male Vietnam veterans. *American Journal of Psychiatry*, 155, 929-933.

3/14/14: Evidence-based Treatments for PTSD

Topic: Introduction to exposure-based treatments for PTSD

Before Class Reading:

Bryant, R, Moulds, M, & Guthrie, R, et al. (2008). A Randomized Controlled Trial of Exposure Therapy and Cognitive Restructuring for PTSD. *Journal of Consulting and Clinical Psychology*, 76 (4), 695-703.

Cohen, J. A., & Mannarino, A. P. (2008). Trauma-focused cognitive behavioural therapy for children and parents. *Child and Adolescent Mental Health*, 13(4), 158-162.

3/21/14: Vicarious Traumatization, Compassion Fatigue and Posttraumatic Growth

Final Exam

Topics: Secondary effects of bearing witness to trauma and caring for PTSD sufferers; Posttraumatic Growth

Before Class Reading:

McCann & Pearlman (2006). Vicarious Traumatization: A framework for understanding the psychological effects of working with victims. *Journal of Traumatic Stress*, Vol. 3(1), pp. 131-149.

Tedeschi & Calhoun (1996). The Posttraumatic Growth Inventory: Measuring the positive legacy of trauma. *Journal of Traumatic Stress*, Vol. 9(3), pp. 455-471.

*** CPSY Departmental Attendance Policy**

Class attendance is expected and required. Any missed class time will be made up by completing extra assignments designed by the instructor. Missing more than ten percent of class time may result in failure to complete the class. This would be 4.5 hours of a 45 hour class (3 credits), 3.0 hours for a 30 hour class (2 credits) or 1.5 hours for a 15 hour class (1 credit.) In case of extreme hardship and also at the discretion of the instructor, a grade of incomplete may be given for an assignment or the entire course. In such cases, the work to be submitted in order to remove the incomplete must be documented appropriately and stated deadlines met. Students are expected to be on time to class and tardiness may be seen as an absence that requires make-up work.