

*General Course Information for PSY679:
Psychology of Trauma
1608 Term
August 2016*

*M & W 5:30 -10pm August 1, 3, 8, 10, 15, 17,
22, 24, and Saturday August 27, 2016*

Course: PSY679 - Psychology of Trauma (EDITION 2)

Textbook: For the correct edition of the textbook assigned to a specific class, go to: <http://www.nutextdirect.com>

Course Description: This course is an examination of trauma with a focus on the sources of trauma and the distinctions between them. Relational violence is studied as a specific example of trauma. An emphasis is placed on empirically-based assessment and intervention of the different trauma-related disorders. Crisis counseling and multi-disciplinary treatment is also covered.

Course Learning Outcomes:

- Differentiate between the various sources of trauma and the implications for treatment.
- Assess various responses to trauma, using relational violence as an example, from the resilience, recovery, and medical models.
- Compare and contrast the different forms of relational violence and the implications for treatment.
- Formulate a differential diagnosis based on the symptoms and diagnostic criteria for Acute Stress Disorder and Post-Traumatic Disorder.
- Develop a treatment plan for trauma resulting from different forms of relational violence.
- Assess the potential outcomes of the major forms of trauma-related disorders.
- Integrate the process of recovery with community based resources for support, for example Victims of Violent Crimes and various other support groups.
- Assess the need for referral for medical evaluation.
- Discuss the application of crisis intervention techniques with clients.
- Formulate an inter-disciplinary treatment approach to clients in crisis or who have experienced a traumatic event.

- Discuss the role and needs of first-responders in the treatment of trauma.
- SUGGESTED SUPPLEMENTAL READINGS:

Major Articles on Trauma by Expert Bessel VanderKolk <http://www.traumacenter.org/products/publications.php>

Comprehensive bibliography of the works of John Briere
<http://johnbriere.com/articles.htm>

Brown, Laura *Working With Men Survivors of Trauma and Abuse*
Gil, E. 1996. *Treating Abused Adolescents.*

Forward, S. *Toxic Parents*

Frankl, V. *Man's Search for Meaning*

Masterson, J. *Treatment of the Borderline.*

Meichenbaum, Donald *Roadmaps to Resiliency*

Collin Ross DDIS <http://www.rossinst.com/ddis.html>

Siegel, D. *Healing Trauma: Attachment, Mind Body and Brain*

Stolorow, Robert, *Psychoanalytic Treatment: An intersubjective Approach*

Stolorow, Robert, *World, Affectivity, Trauma, Heidegger and Post-Cartesian Psychoanalysis*

Stolorow, Robert, *Trauma and Human Existence*
IVAT.com

Specified Program Learning Outcomes:

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- Analyze core psychological concepts that underpin counseling, psychotherapy, and mental health counseling.
- Apply a working knowledge of a range of topics important to mental health practice including (but not limited to) psychopharmacology, addictive and compulsive disorders, structured psychological assessment, relational violence, gender and sexuality, and trauma/crisis.
- Apply norms and principles of public mental health work including (but not limited to) case management, collaborative treatment, evidence-based practice, strength-based model, resiliency, and recovery-oriented care to work with clients.
- Apply related therapeutic interventions with diverse clients using a variety of psychotherapeutic models.
- Assess and diagnose psychological distress and/or impairment, mental disorders, and problems in living in diverse individuals and systems within various mental health settings.
- Critically evaluate the controversies and regions of theoretical uncertainty within the current systems of mental health care.
- Demonstrate core psychological concepts and therapeutic skills that underpin counseling, psychotherapy, and mental health counseling.
- Demonstrate mastery of the core competencies required of all helping relationships.

- Establish professional relationships with diverse clients that provide the evidence-based relational conditions for therapeutic change.
- Evaluate psychological distress and/or impairment, mental disorders, and problems in living in diverse individuals and systems within various mental health settings.
- Integrate professional and personal development through self-reflection and personal psychotherapy, emphasizing personal capacities such as self-awareness, integrity, sensitivity, flexibility, insight, compassion, imagination, and personal presence.
- Understand norms and principles of public mental health work including (but not limited to) case management, collaborative treatment, evidence-based practice, strength-based model, resiliency, and recovery-oriented care to work with clients.

Students with Disabilities:

Students seeking special accommodations due to a disability must submit an application with supporting documentation, as explained under this subject heading in the General Catalog. Instructors are required to provide such accommodations if they receive written notification from the University.

Writing Across the Curriculum:

Students are expected to demonstrate writing skills in describing, analyzing and evaluating ideas and experiences. Written reports and research papers must follow specific standards regarding citations of an author's work within the text and references at the end of the paper. Students are encouraged to use the services of the University's Writing Center when preparing materials.

The following website provides information on APA, MLA, and other writing and citation styles that may be required for term papers and the like:

<http://nu.libguides.com/citations>

National University Library:

National University Library supports academic rigor and student academic success by providing access to scholarly books and journals both electronically and in hard copy. Print materials may be accessed at the Library in San Diego or through document delivery for online and regional students. Librarians are available to provide training, reference assistance, and mentoring at the San Diego Library and virtually for online or regional students. Please take advantage of Library resources:

URL: <http://www.nu.edu/library>.

Contact the Library:

- RefDesk@nu.edu
- (858) 541-7900 (direct line)
- 1-866-NU ACCESS x7900 (toll free)

Use the Library Training Tools (on the Library Homepage) for additional

help

- Recorded class presentations
- Tutorials & Guides (APA/MLA, Peer-Review, and more)

Plagiarism:

Plagiarism is the presentation of someone else's ideas or work as one's own. Students must give credit for any information that is not either the result of original research or common knowledge. If a student borrows ideas or information from another author, he/she must acknowledge the author in the body of the text and on the reference page. Students found plagiarizing are subject to the penalties outlined in the Policies and Procedures section of the University Catalog, which may include a failing grade for the work in question or for the entire course. The following is one of many websites that provide helpful information concerning plagiarism for both students and faculty:

<http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml>

Ethics:

Ethical behavior in the classroom is required of every student. The course will identify ethical policies and practices relevant to course topics.

Technology:

Students are expected to be competent in using current technology appropriate for this discipline. Such technology may include word processing, spreadsheet, and presentation software. Use of the internet and e-mail may also be required.

Diversity:

Learning to work with and value diversity is essential in every class. Students are expected to exhibit an appreciation for multinational and gender diversity in the classroom.

Civility:

As a diverse community of learners, students must strive to work together in a setting of civility, tolerance, and respect for each other and for the instructor. Rules of classroom behavior (which apply to online as well as onsite courses) include but are not limited to the following:

- Conflicting opinions among members of a class are to be respected and responded to in a professional manner.
- Side conversations or other distracting behaviors are not to be engaged in during lectures, class discussions or presentations

There are to be no offensive comments, language, or gestures

- **A NOTE REGARDING THE STUDY OF TRAUMA AND SELF CARE:**

Few if any people have been unaffected by traumatic events either directly or indirectly. While the prevalence of PTSD in response to traumatic

events is relatively small, residual effects of trauma are quite common. In the field of psychology, many are drawn to the study in part in an effort to transform the self and transcend personal traumatic experiences. The therapist who treats trauma encounters a particular aspect of human experience which can create negative effects on the therapist due to vicarious exposure effects. Self-care and awareness of the effects, taking pre-emptive measures to minimize these effects is essential, and will be addressed throughout the course. It is recommended that individuals with reactions to the subject matter of this course remain vigilant to their fluctuating needs for self care and take appropriate course of action to attend to these needs.

Experiencing strong emotional or physiological responses to the subject matter of trauma is not necessarily an indication that you are not capable of working with traumatized individuals, rather it is a sign that indicates a need to attend to heightened responsivity.

While vicarious traumatization is a concern when working with this population, it is important to consider as well the positive transformative experiences gained by working with traumatized individuals. This will also be addressed in this course.

Mindful approach to the material as a student would encourage the need to be aware of your own idiomatic response to material, and be cognizant of the power to project this. We will talk more about this, but there will be considerable attention paid to the uses of attunement and therapeutic resonance as well as awareness of projection distortions in working with this special population.

***IF YOU ENCOUNTER DIFFICULTIES DEALING WITH THE CONTENT IN THIS COURSE, PLEASE CONTACT ME TO DISCUSS THE BEST APPROACH TO ASSISTING YOU IN SELF CARE AND IN THE SUCCESSFUL COMPLETION OF THE COURSE.**

Evaluation & Attendance: Due to the intensive nature of this course, you will be expected to attend *all* scheduled classes and remain for the full time period. If you are planning to miss more than two scheduled classes or any exam date, you should reconsider taking the course at a later date. *Please Note:* This class will involve some degree of self-exploration and interpersonal learning. We will talk more fully about the guidelines for self-disclosure and the expectations at the second class meeting.

Grading Scale: Grades are calculated based on the total points earned, and are assigned on the basis of full completion of requirements for the assignment. Higher values are assigned to those papers and assignments which demonstrate *exceptional and outstanding skills and mastery of the material*, and which *express this mastery in a particularly articulate, creative and well developed manner*. Final Grade Scale is as follows:

A+	169-175
A	163-168
A-	157-162
B+	151-156
B	145-150
B-	139-144
C+	133-138
C	127-132
C-	121-126
D+	115-120
D	109-114
D-	103-108
F	102-0

Quizzes (2):	60pts
Reflective Analysis(2)	10pts
Integrative Paper:	20pts
Final Examination:	55pts
Signature Assignment:	15pts
CLINICAL DEMONSTRATION:	15pts
TOTAL POINTS POSSIBLE:	175 pts

Exercises and role plays: These exercises will vary in nature and may include discussions dyad work, journal entry or role-play, emphasizing application of course concepts. This course emphasizes experiential role-play formats to learn necessary skills under the guidance of the instructor.

Each student will participate as therapist in at least 1 role play in the course.

The Signature Assignment of Counseling Competency Rating Scale will be graded by the instructor in response to role play conduct.

Quizzes: There will be two 30 question multiple choice/true false quizzes given, in order to assess comprehension of course material and to provide the student with a sample of the testing format to be expected on the final exam.

Reflective Analysis: Students will submit two reflective analysis papers two page minimum in which they reflect on their own Intersubjective experiences of course material as it relates to personal narrative. This should include integration of conceptual and theoretical awareness gained in the course as it influences the current narrative examination.

Please be thoughtful and contemplative of material in a manner expected of a graduate student. These are an opportunity to further discuss and integrate material, process personal self growth during the course in a reflective manner, and discuss issues pertaining to what you are learning which are interesting, confusing, changed your thinking, or spurred new thoughts. This is not the time to tell me your burger was cold on the way to class, or how frustrated you are with the tuition rates, etc. It should be related to personal growth and academic learning outcomes. You can tell me all about your burger dilemma on a class break period, and I will listen. I won't award any points, but I will listen.

INTEGRATIVE PAPER: A basic requirement of the course is the submission of an integrative paper based on at least *two* of the numerous theories presented throughout the course. These theories are listed in the text. Students will describe a case vignette and apply each of the two selected theoretical approaches to a simulated treatment of the case. The paper should articulate the following: (1) key concepts of the approach, (2) view of the role of the counselor in this context; (3) role of patient (4) key developmental tasks and therapeutic goals (5) techniques and methods and A handout will be provided containing more detailed requirements. Generally, the paper is approximately 8 to 10 pages in length. A hand out will be provided.

SIGNATURE ASSIGNMENT: _____

FINAL EXAMINATION: The Exam is multiple choice, true/false and brief essay. Materials for the exam will be drawn from the text, lectures, and presentations. A study guide and detailed reading list will be provided. There will be

NO MAKE-UP EXAMS. DUE DATES ON ALL ASSIGNMENTS AND EXAMS ARE NON-NEGOTIABLE. There are no extensions possible.

COURSE OUTLINE/SCHEDULE:

***Chapters in bold are new material. Chapters not in bold are introduced in previous weeks and continued to be covered.**

T 08/01 Introduction: What is Trauma? The Effects and Essential Issues in the Treatment of Trauma
Clarissa Pinkola Estes' Trauma Protocol

READINGS:

Briere: Intro and Chapter **1 -3**
Family Violence (FV) Chapter **1 & Ch 2** pages 46-57

TH 08/03 CLASS ACTIVITY TBA

READINGS:

Briere: Chapter **4**
FV Chapter **6**

T 08/08 Effects of Trauma Identifying the signs. When Trauma isn't Traumatic/ Associated DSM- 5 disorders
Van der Kolk's Model

READINGS:

Briere: Ch **2, 5**
FV: Ch **3 & 4**

TH 08/10 Child Abuse & Neglect
Expressive and Play therapy applications and Assessment approaches

The non-leading interview
The Work of Eliana Gil with teens

Briere Ch **6, 7**
FV Ch **CH 6**
Due Date Reflective !

T 08/15 Sexual Abuse and Trauma in Children and Adults

Neurologically Informed work with Trauma; Treatment implications

Briere's Self Psychology Complex Treatment Model

Briere : **8,9, 12**

FV: **7 & 8**

Quiz # 1

TH 08/17 Treating Acute Trauma; Grief and Loss;

More Expressive Therapy methods

Stolorow and the Intersubjective Model:

Importance of Relational Dwelling

Briere Ch 9, **10, 11, 12**

FV: Ch **10**

SAT 08/22 Mindfulness, Self Psychology Model and Regulation

The battered spouse – abusive relationships and stalking

Quiz # 2

Briere Ch 8, 9 10

FV Ch **11**

Due Date: Reflective 2

T 08/24 Therapist Self Care and Countertransference in Trauma Work

Briere Ch **13**

FV Ch **12**

Due Date Integrative Paper

Briere Ch 8, 9, 10 13

FV: Ch 11 & **12**

Integrative Paper Due

SAT 08/27 FINAL EXAM