

# 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 Texts***

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

Perry, B. (2006). The Boy Who Was Raised as a Dog.

#### ***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, 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%

## **VIII. COURSE SCHEDULE**

### **I- Introduction: Understanding Trauma**

#### **1/11/13: What is Trauma?**

Topic: Overview and discussion of psychological trauma and victim populations

*View: "In Their Boots- Angie's Story"*

### **II- Understanding PTSD**

#### **1/18/13: What is PTSD?**

Topic: Overview of PTSD symptomatology and assessment measures

#### Before Class Readings:

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

Friedman, Matthew J; Resick, Patricia A; Bryant, Richard A; Brewin, Chris R (Sep 2011). Considering PTSD for DSM-5. *Depression and Anxiety* 28, 9: 750-769.

*Assessment instruments distributed in class*

#### **1/25/13: 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.

*Guest: TBA*

## **2/1/13: 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 2/15):**

Select a specific trauma population and write a 4-6 pg. paper on the issues and challenges of assessing PTSD in these survivors. This paper must address the following areas:

- 1- How each major PTSD symptom cluster might be expressed in this population
- 2- PTSD symptoms or comorbidities that could pose challenges to assessment and treatment
- 3- Tools and strategies you might use to overcome these challenges

## **2/08/13: 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

## **2/15/13: 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).

*View: Complicated Grief with Katherine Shear, M.D.*

## **III- Crisis Intervention and PTSD Treatment**

### **2/22/13: 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.

### **3/1/13: 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.

### **3/8/13: 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.

### **3/15/13: 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.*