

# CPSY 590-02 Trauma Psychology in Clinical Practice

## Syllabus & Schedule—Fall, 2011

### I. INSTRUCTOR:

Suzanne Best, Ph.D.

**e-mail:** [suzanne@suzannebestphd.com](mailto:suzanne@suzannebestphd.com)      **Phone:** 503-430-4071

### II. CREDIT HOURS: 3

### III. BRIEF COURSE DESCRIPTION

Students will develop a foundation for assessing and treating post-trauma reactions in adults, along with a broad overview of trauma responses in children. We will begin by discussing the diagnostic definition of traumatic events and the assessment of trauma history. Next we will review the various measures of PTSD and learn to conduct a PTSD assessment interview. This will be followed by in-depth instruction on trauma-related issues such as sleep disturbance, disaster mental health, and the biological basis of PTSD. Finally, we will discuss the theoretical basis and practice techniques of evidence-based treatments for PTSD

### IV. OBJECTIVES

- 1- Understand and describe the breadth of traumatic events and variety of victim populations
- 2- Assess trauma history and discriminate between stressful and traumatic events
- 3- Describe and assess PTSD symptomatology and comorbidities
- 4- Provide psychoeducation and basic symptom management strategies to traumatized clients
- 5- Understand and discuss various evidence-based treatments for PTSD
- 6- Develop an In vivo exposure hierarchy and implement in vivo treatment
- 7- Provide psychoeducation and rationale for exposure therapy
- 8- 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.

Zayfert, Claudia & Black Becker, Carolyn (2007). Cognitive-Behavioral Therapy for PTSD: A Case Formulation Approach (Guides to Individualized Evidence-Based Treatment)

## ***Additional Readings and Resources***

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

### **VI. COURSE REQUIREMENTS**

Students are expected to attend class\*, complete readings, participate in discussions, complete writing assignments, and conduct in-class role playing. 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%  
In-class Assignment= 25%

### **VIII. COURSE SCHEDULE**

#### **I- Introduction**

#### **9/07/11: Introduction- What is trauma psychology?**

Topic: Overview and discussion of psychological trauma and victim populations

#### **II- Diagnoses and Assessment of PTSD**

#### **9/14/11: Assessing Trauma**

Topic: PTSD Criterion A (DSM-IV) and measures designed to assess lifetime trauma history

#### Before class readings:

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

Weathers, FW & Keane, TM (2007). The Criterion A problem revisited: Controversies and challenges in defining and measuring psychological trauma. *Journal of Traumatic Stress, Vol. 20(2), pp. 107-121.*

*Assessment instruments distributed in class*

#### **9/21/11: What is PTSD?**

Topic: PTSD Symptom Clusters, Development, and Course

#### Before Class Readings:

Resick, P & Miller, M (2009). Posttraumatic Stress Disorder: Anxiety or Traumatic Stress Disorder? *Journal of Traumatic Stress, Vol. 22(5), pp. 384-390.*

## **9/28/11: Diagnosing PTSD**

Topic: Overview of PTSD self-report measures and training on design and administration of the Clinician Administered PTSD Scale (CAPS)

### Before Class Reading

Zayfert, Claudia & Black Becker, Carolyn (2007). Cognitive-Behavioral Therapy for PTSD: A Case Formulation Approach, *Chapter 3*.

*Assessment instruments to be distributed in class*

### Assignment 1 (Due 10/19):

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

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

## **10/05/11: PTSD: A Complex Disorder**

Topic: Complex PTSD, Comorbidities, and Barriers to Treatment

### Before Class Reading:

Cloitre, M, et al. (2009). A Developmental Approach to Complex PTSD: Childhood and Adult Cumulative Trauma as Predictors of Symptom Complexity

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

*GUEST: CHRIS*

### **III- Treatment**

## **10/12/11: 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>

### **10/19/11: Treating Traumatized Children**

Topic: Developmental impact of trauma and overview of child trauma treatments

#### Before Class Reading:

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

Additional readings TBA

*Due: Assignment 1*

### **10/26/11: Disaster Mental Health and Acute Stress Reactions**

Topic: Working with disaster victims and first responders. Review and practice of early intervention techniques for treating acute stress and preventing PTSD.

#### Before Class Reading:

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

Additional readings TBA

### **11/02/11: Trauma-related Nightmares and Sleep Disturbance**

Topics: Sleep Disturbance, Sleep Hygiene, and Using Nightmares as a Source of Healing

Guest Lecturer: Lori Daniels, Ph.D.

#### Before Class Reading:

Zayfert, Claudia & Black Becker, Carolyn (2007). Cognitive-Behavioral Therapy for PTSD: A Case Formulation Approach, *p. 210*.

Additional readings TBA

## **11/09/11: Cognitive Behavioral Therapy for PTSD**

Topics: Introduction to evidence-based CBT interventions for PTSD

### Before Class Reading:

Zayfert, Claudia & Black Becker, Carolyn (2007). Cognitive-Behavioral Therapy for PTSD: A Case Formulation Approach, *Chapter 1, pp. 1-3; Chapter 2; Chapter 9, pp. 205 – 222.*

## **11/16/11: Core Beliefs and Cognitive Restructuring**

Topic: Trauma's impact on view of self and others; cognitive technique for addressing trauma-related beliefs

### Before Class Reading:

Holmes, Grey, & Young (2005). Intrusive Images and Hotspots of trauma memories in PTSD: An exploratory investigation of emotions and cognitive themes. *Journal of Behavior Therapy and Experimental Psychiatry (36), pp. 3-17.*

Zayfert, Claudia & Black Becker, Carolyn (2007). Cognitive-Behavioral Therapy for PTSD: A Case Formulation Approach, *Chapter 8.*

GUEST: LISA

## **11/23/11: Thanksgiving Break**

### Reading:

Zayfert, Claudia & Black Becker, Carolyn (2007). Cognitive-Behavioral Therapy for PTSD: A Case Formulation Approach, *Chapter 5.*

## **11/30/11: Exposure-based Treatments for PTSD**

Topic: Theoretical foundations of exposure therapies. Review and practice of exposure-based techniques- In vivo exposure treatments

### Before Class Reading:

Zayfert, Claudia & Black Becker, Carolyn (2007). Cognitive-Behavioral Therapy for PTSD: A Case Formulation Approach, *Chapter 1, pp. 4-8; Chapter 6.*

## **12/07/11: Exposure-based Treatments for PTSD (part 2)**

Topic: Review and practice of exposure-based techniques- Imaginal exposure treatments and cognitive restructuring

### Before Class Reading:

Zayfert, Claudia & Black Becker, Carolyn (2007). Cognitive-Behavioral Therapy for PTSD: A Case Formulation Approach, *Chapters 7 & 8*.

In-Class Final:

Role-play providing psychoeducation of PTSD and rationale for exposure treatment

**12/14/11: Vicarious Traumatization, Compassion Fatigue and Posttraumatic Growth**

Topic: 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.*