I. **INSTRUCTOR:** Lori Daniels, Ph.D., LCSW  
   **E-mail:** lori.daniels@va.gov or lorizdisc@gmail.com  
   **Phone:** 503-688-5361 (Portland Vet Center); cell: 808-216-6575

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 and how traumatic stress can impact on the aging process among older adults. 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 various types of PTSD treatment options. Finally, we will review issues affecting therapists working with trauma populations and self-care strategies to prevent compassion fatigue.

IV. **LEARNING OBJECTIVES of CPSY 548**
   1. Understand and describe the breadth 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.*


   **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

5/10/13: What is Trauma? (vs Assumptions of Safety)
Topic: Overview and discussion of psychological trauma and victim populations; self-care from the beginning.


View: “In Their Boots- Angie’s Story” Nat’l Center for PTSD web-site.

II- Understanding PTSD

5/17/13: 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

5/24/13: What is PTSD (Part 2)? (Guest lecturer: Suzanne Best, Ph.D.)
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

5/31/13: 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:


Assignment 1 (Due 6/14/13):**

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

6/07/13: 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
• Article about aging with PTSD; maybe M. Friedman’s chapter
6/14/13: Trauma and Loss

**Assignment 1 due**

Topic: Traumatic grief and associated conditions


View: Complicated Grief with Katherine Shear, M.D., on her site; downloaded for free "complicated grief"

III- Crisis Intervention and PTSD Treatment

6/21/13: Crisis 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*

6/28/13: Cognitive-Behavioral Therapies for Trauma-related Conditions

Topic: CBT-based Coping Strategies for Traumatic Stress Symptoms

Before Class Reading:

- DBT Marsha Linehan
- CPT P. Resick

7/05/13: Treatments for PTSD: Exposure-based interventions

Topic: Introduction to exposure-based treatments for PTSD, including guilt processing and nightmare therapy

Before Class Reading:
• Daniels, LR (2013). Traumatic nightmares as a call to action

7/12/13: 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:


*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.