



LEWIS & CLARK COLLEGE
GRADUATE SCHOOL OF EDUCATION AND COUNSELING
CPSY 563: Treatment issues: Larger Systems and Trauma

SUMMER 2013

When: 06/14/2013-06/15/2013 Lecture Friday, Saturday 09:00AM - 06:00PM

Where: York Graduate Center, Room 115

Instructor: Pilar Hernández-Wolfe, Ph.D , LMFT

Office Hours: In summer by appointment

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CATALOG DESCRIPTION

Applications of family systems approach to treatment of families in crisis and transition. Topics include issues such as substance abuse, domestic violence, sexual abuse, trauma and loss, poverty, and chronic illness. A portion of this course emphasizes clinical case conceptualization and treatment planning.

COURSE DESCRIPTION

Traumatic stress occurs in specific social contexts. We interpret war, loss, violence and disasters in ways shaped by our culture, by our society, and by its values and norms. We cope with the effects of traumatic events in ways provided and approved by our surroundings. Therefore, it is essential to approach the study of traumatic stress by integrating the social and clinical dimensions of both in theory and treatment. Given the complexity of today's world, mental health and health care providers as well as school personnel must have basic knowledge and skills to understand and respond to traumatic situations. This course offers an introduction to theoretical and practical knowledge necessary to: (a) understand various views on trauma and trauma intervention, (b) develop awareness of differing cultural responses and needs, and (d) develop intervention skills. The course will limit its introductory scope to human made traumatic events

OBJECTIVES:

Students will be able to:

1. Understand the DSM V PTSD classification and identify diagnostic criteria
2. Examine the neurobiological foundations of trauma
3. Gain a critical understanding of the role of social location issues in the assessment and treatment of traumatic stress.
4. To differentiate the ways in which multiple identities and social context lend meaning to traumatic experiences.

TEACHING METHODS

A variety of teaching methods will be utilized during this course in order to achieve the above objectives. Among those methods will be assigned readings, class discussions, reflecting team exercises and experiential activities, and lectures. Students will watch videos clips and engage in group learning tasks and role play demonstrations.

READINGS:

Readings are to be completed for the day indicated. Students are expected to be prepared to discuss the ideas and concepts discussed in the readings. You are responsible for all of the assigned readings, whether or not they are discussed in class. Please note that there are more readings assigned for some topics than for others.

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 maybe seen as an absence that requires make-up work.

ASSIGNMENTS AND COURSE REQUIREMENTS

ATTENDANCE POLICY

1. Participation (30 pts)

- Full attendance to both days of class is required for a passing grade
- Giving attention to the instructor and/or other students when they are making a presentation.

- Demonstrating ability to recognize and use subtle non-verbal communication cues to assess your impact on your peers and participate in class.
 - Demonstrating ability to be open about discussing the impact of your comments on your peers.
 - Coming to class prepared (having read the assignment for the day)
 - Contributing to in-class discussion based on the topics of discusses and the readings assigned. Contributions may include how you feel about the material but merely articulating your feelings is not sufficient. You are expected to put those feelings in context of your thoughts and analysis of the material.
 - Engaging in group discussions with attention and energy.
 - Asking questions of the instructor and/or other students regarding the material examined in that class.
 - Providing examples to support or challenge the issues talked about in class.
 - Making comments or giving observations about topics in the course, especially those that tie in the classroom material to "real world" problems, or try to integrate the content of the course.
 - Dealing with other students and/or the instructor in a respectful fashion.
 - Active listening. Students will be asked questions related to the course's readings randomly in class by other students and by the instructor. Your participation in small group discussions is also required.
2. **Reading assignment – 35 pts - (due 6/13 at 8:00 am via email). Please write a one paragraph answer (10 lines or less) to the following questions based on “The realm of hungry ghosts”:**
- a) What is the author’s thesis about the relationship between distress and addiction?
 - b) What is your understanding of trauma based on reading chapters 1 to 8?
 - c) If you can identify two traumatic experiences within your family legacy or your own life, what would be your hypotheses about how addictive behavior may be connected to them? (if you do not have an answer, leave blank)
 - d) How are dopamine and opioid circuits related to the limbic system?
 - e) How are emotions and the orbitofrontal cortex related?
 - f) How are relationship attunement, self-regulation and stress related?
 - g) What is the author’s thesis on dislocation and the social roots of addiction?
 - h) List and describe in a sentence the elements included in the ecology of healing.
 - i) Identify a specific aspect of the book that resonated with your own personal experience
 - j) If someone asked you to explain why the professor asked you to read this book for a trauma and larger systems class, what would you say?
3. **Case Assignment 8 pages single space 12 pt font – 35 pts – (due 6/25 via email), in pairs:**

Imagine that you were referred a family who suffered a traumatic experience(s) in their life:

- a) Describe the trauma experience scenario suffered by the family including enough information about the social and community context.
- b) Describe how you would explain to them what a traumatic experience is.
- c) Describe how you would conduct a clinical assessment.
- d) Describe how you would explain to family members the difference between experiencing a traumatic event and the development of Post Traumatic Stress.
- e) Describe how you would explain to family members the Post Traumatic Stress symptoms that one of the family members is experiencing.
- f) Describe how you would explain to family members Secondary Traumatic Stress.
- g) If your case load involved 80% of cases with a variety of traumatic stress features, how would you know that you are developing “*Compassion Fatigue*” ? Think about your own emotional and behavioral reactions to stress. **1 page** (write one separate for each person)

4. **APA format.**

All papers should be typed APA style with all references appropriately cited, must be edited and checked for correct grammar. See <http://owl.english.purdue.edu/owl/section/2/10/>

TEXTBOOKS:

Required:

Mate, G. (2010). *In the realm of hungry ghosts*. Berkley, CA: North Atlantic Books.

Recommended:

Brown, Laura, S. (2008). *Cultural competence in trauma therapy*. Washington DC: APA.

FINAL GRADING

A = 93-100

B = 83-87

C = 73-77

A- = 90-92

B- = 80-82

C- = 70-72

B+ = 88-89

C+ = 78-79

NON-DISCRIMINATION POLICY/SPECIAL ASSISTANCE

Lewis & Clark College adheres to a nondiscriminatory policy with respect to employment, enrollment, and program. The College does not discriminate on the basis of race, color, creed, religion, sex, national origin, age, handicap or disability, sexual orientation, or marital status and has a firm commitment to promote the letter and spirit of all equal opportunity and civil rights laws.

SPECIAL NEEDS/ ACCOMMODATIONS

Please see me individually at the beginning of the semester if you require any special accommodations as a result of a documented disability.

DISCLOSURE OF PERSONAL INFORMATION

The Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE) requires the program to have “established policies for informing applicants and students regarding disclosure of their personal information” (COAMFTE Standard 140.02, 2003). Each student should decide for him/herself what information to disclose. Students are advised to be prudent when making self disclosures. The program cannot guarantee confidentiality of student disclosures given the group environment, although personal comments should be considered private and confidential – and remain only in the classroom – unless an exception to confidentiality applies.

CELL PHONES

Cell phones must be silenced and text messaging is not allowed during class time. If there is an emergency you may exit the class to use your cell.

Some recommendations for maximizing your experience in this course:

- Debriefing: the content of this class may bring back past experiences to your awareness. You may need to have someone to discuss how you feel about the impact of the course’s information in your personal life. Choose a partner with whom you can debrief in between classes, and one week after the last class. If you feel that you need to discuss issues further, please take care of yourself by seeking therapy.
- Relaxation exercise: you will practice a progressive relaxation exercise in class. It is suggested that you practice more with your peers after the class is completed.

COURSE SCHEDULE

Day 1

Trauma, social context and cultural competence
The role of power in trauma and cultural experience
The stress response and the neurobiology of trauma
Compassion fatigue

Introduction and course overview.

Day 2

Basic assessment considerations
Basic interventions