



**LEWIS & CLARK COLLEGE
GRADUATE SCHOOL OF EDUCATION AND
COUNSELING**

CPSY 563: Treatment issues: Larger Systems and Trauma

SUMMER 2019

When: 06/29/2019 Sat 09:00AM - 05:30PM & 7/06/2019 Sat 09:00AM - 05:30PM

Where: York 115

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

Office Hours: By appointment

E-Mail: pilarhw@lclark.edu

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. Examine the neurobiological foundations of trauma
2. Gain a critical understanding of the role of social location issues in the assessment and treatment of traumatic stress
3. Understand the DSM V PTSD classification and identify diagnostic criteria
4. Understand the relationship between attachment and traumatic experiences
5. Learn basic trauma interventions
6. Learn somatic exercises (integrated throughout the class)

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.

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 (50 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 – 50 pts - (due 7/6-7/12 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) How are dopamine and opioid circuits related to the limbic system?
- d) How are emotions and the orbitofrontal cortex related?
- e) How are relationship attunement, self-regulation and stress related?
- f) What is the author’s thesis on dislocation and the social roots of addiction?
- g) List and describe in a sentence the elements included in the ecology of healing.

TEXTBOOKS:

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

FINAL GRADING

A = 93-100

B = 83-87

C = 73-77

A- = 90-92
B+ = 88-89

B- = 80-82
C+ = 78-79

C- = 70-72

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

Introduction and course overview.

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

Day 2

Assessment considerations
Interventions