

**STATE UNIVERSITY at BUFFALO**  
**SCHOOL of SOCIAL WORK**  
**Trauma Theory and Treatment**  
Summer 2007

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**Course Description:**

This course will provide an introduction of theoretical frameworks on trauma throughout the life span. An overview of types of trauma, the history of traumatology, and the impacts of trauma on the individual, family, and community will be examined. Information on treatment methods and evidence-based practices used to address trauma will be provided. This course offers students the opportunity to be introduced to an overview of the skills necessary to assess and intervene in situations involving trauma. The role of assessing and intervening in situations involving trauma will be examined from several theoretical perspectives.

**Course Objectives:**

1. Define and delineate at least two theories or conceptual frameworks to understand trauma.
2. Understand and explain the components of a comprehensive trauma assessment, taking into consideration the differential impact trauma may have on individuals, families, groups, and communities.
3. Identify risk and protective factors for trauma-related mental health and physical problems experienced by children and adults.
4. Analyze individual, family, community, and cultural factors related to trauma and resilience.
5. Demonstrate knowledge of evidence based and/or best practice interventions used in the treatment of trauma.
6. Identify cultural and socio-economic issues as they apply to assessment and treatment of individuals, families, groups, and communities impacted by trauma.

**Required Text:** Resick, P.A. (2001). *Stress and Trauma*. Philadelphia, Pennsylvania: Psychology Press, LTD.

*Additional readings will be assigned or located in Course Reserve.*

### **Course Format/ Attendance:**

Course content will be presented through readings, lectures, discussion, case studies, small group exercises as well as seminars. The class is intended to be a forum for critical thinking and the active exchange of ideas. It is expected that all students will come to class having read the assigned materials and be prepared. As adult learners and members of the professional social work community, we learn best from engaging interactively with our colleagues around issues of mutual concern and interest. Therefore, to enhance the teaching/learning environment, attendance at class and participation in classroom activities is expected and grades will be assigned accordingly. In the event that you are unable to attend class, it is necessary that you inform the instructor before class. The UB School of Social Work attendance policy, in its entirety, can be found under Course Documents on the Blackboard site. Occasional absences will occur and some are unpredictable. Justifiable absences from class are:

- a) religious observance
- b) illness documented by physician or other appropriate health care professional
- c) conflicts with University sanctioned activities
- d) public emergencies
- e) documented personal or family emergencies
- f) Academic Integrity and Honesty:

You are responsible for the academic integrity and honest representation of your work. Presenting another person's work as your own, inappropriate citation, or failing to cite will result in a reduction in grade for the particular assignment, a failure for that assignment, or a failure for the course. If the instructor believes an act of academic dishonesty has been committed (e.g., inappropriate citation or failing to cite), the student will receive sanction in accordance with the policies and procedures described in the University's Academic Integrity Policy.

Students with disabilities who require special accommodations should inform the instructor of specific requirements immediately. *Students with special needs must register with the University's Disability Services Office (on-line at <http://www.student.affairs.buffalo.edu/ods/>) in order to receive accommodations for physical and learning disabilities.*

**HIPAA ALERT!!!! In line with the new HIPAA regulations concerning protected health information, it is important that you understand that any case information you present from your work, will need to be de-identified. What this means is that any information that would allow someone to know who the person was needs to be changed or eliminated. This includes obvious things like names and birth dates but may also contain other information that is so unique to the person that it will allow for identification, including diagnosis, race/ethnicity, or gender. If diagnosis, race/ethnicity, or gender is directly related to the case presentation it can be included if you are confident it will not allow for identification.**

## Grading Policy

In assigning grades, it is assumed that excellence is the standard as befits a Master's level program. If all assignments meet that standard, students may expect a grade of B. An A will be awarded for work that is **outstanding** in that it exceeds that standard by providing an innovative perspective, it adds to the instructor's knowledge or it is of comparable quality to that of seasoned professionals.

All assignments must be submitted to the instructor at the beginning of class on the assigned date as noted in the course outline. Late assignments automatically drop to an A- before being evaluated on the assignment guidelines. Should you be unable to meet the due date, you must discuss this with the instructor before (not during) the class session on that day. You will be expected to discuss and determine a new date for submission of the assignment with the instructor. It will be determined at the time of the discussion what grade you can anticipate starting out with for the late assignment. A grade of **Incomplete** will be given only in extenuating circumstances and in accordance with University policy.

The following is the grading scale for this course:

Point Range	Grade
95-100	A
90-94	A-
85-89	B+
80-84	B
75-79	B-
70-74	C+
65-69	C
60-64	D
59 or below	F

## Course Assignments:

### Assignment # 1 (20%) Labs

Six (5) labs will be assigned. The total of 4 lab scores(5 pts. each) will count toward your final grade. **Two labs will be required** 6/1(blackboard) & 7/13(blackboard). Students will then select two more labs to complete of the remaining three. Dates of labs are 6/5(take-home), 6/13(blackboard), 7/18(take-home). Take home labs are given on date listed and due the following week. Blackboard labs will be posted at least one week prior to due date.

### Assignment #2 (35%) Research Paper

Pick a potentially trauma related problem.

Review the literature regarding a specific social problem or issue related to trauma. Write a 10 - 12 page paper. You must include the following:

- 1.) provide an overview of the trauma-related problem, issue or condition; include definitions, incidence and prevalence data, history of the problem, issue or condition
- 2.) discuss the impact of the problem, issue or condition at the micro, mezzo, and macro level
- 3.) discuss evidence based or best practice intervention strategies used to address this problem, issue or condition
- 4.) discuss how the intervention strategies are culturally sensitive to the population served

The paper must be in APA format and use a minimum of 8 current (1994+) references, the majority of which must be journal articles. This paper will be incorporated in your presentation for assignment #3. Your paper is **due June 27th**. Please provide me with your topic choice by week 3 (**June 6th**).

### Assignment #3 (35%) Oral Presentation

Based on the topic selected for assignment #2, in a 60 minute presentation student will provide the following:

- an overview of the social problem, issue or condition
- discussion of the impact of the problem, issue or condition at the micro, mezzo, and macro level
- discussion of evidence based or best practice intervention strategies used to address this problem, issue or condition
- discussion of one specific intervention utilized for the target population

#### **To be handed out on day of presentation:**

- 1.) An outline of the presentation
- 2.) a brief explanation(2 paragraphs) of the intervention chosen
- 3.) a reference list from assignment # 2
- 4.) a resource packet focusing on the identified problem, issue or condition

*Students will select presentation dates by week 3 (June 6th). The instructor may change the presentation time depending on the number of students presenting in a given class session.*

## Course Outline

DATE	TOPIC	READINGS
5/23/07	<p>Course introduction and overview</p> <p>Defining trauma</p> <p>Trauma symptomatology</p>	<p>Resick, P., Chapter 1</p> <p>Review the following websites:</p> <p><a href="http://www.sidran.org/trauma.html">www.sidran.org/trauma.html</a></p> <p><a href="http://www.trauma-pages.com">www.trauma-pages.com</a></p> <p><a href="http://www.childtrauma.com/lx.html">www.childtrauma.com/lx.html</a></p> <p><a href="http://drdansiegel.com/">drdansiegel.com/</a></p>
5/30/07	<p>History of Trauma</p> <p>The stress response continuum</p> <p>Prevalence of trauma-related disorders</p> <p>Comorbidity</p>	<p>Briere, J. &amp; Spinazzola, J. (2005). <i>Phenomenology and psychological assessment of complex posttraumatic states.</i> (on reserve)</p> <p>Greenwald, R. (2005). <i>Understanding trauma.</i> (on reserve)</p> <p>Herman, J. (1997). <i>A forgotten history.</i> (on reserve)</p> <p>Resick, P., Chapter 2</p> <p>Trauma Dictionary. (on reserve)</p>
6/06/07	<p>Post Traumatic Stress Disorder in adults and children</p> <p>Clinical assessment of trauma</p> <p>Assessment</p> <p>Focus on psychological risk factors</p>	<p>Cohen, J., et.al., (2006). <i>Assessment strategies for traumatized children.</i> (on reserve)</p> <p>Foa, E., et.al. (2000). <i>Effective treatments for PTSD, Diagnosis and assessment</i> (on reserve)</p> <p>Greenwald, R. (2005). <i>Trauma-Informed Psychological Assessment.</i></p> <p>Resick, P., Chapter 5 &amp; 6</p> <p>*See assessment tools on reserve</p>
6/13/07	<p>Review of psychological theories to explain trauma and stress reactions</p> <p>**Paper/presentation preparation with partner</p>	<p>Resick, P., Chapter 3</p>

<p><b>6/20/07</b></p>	<p>Review of biological/medical theories related to trauma and stress</p> <p>Trauma Resolution Methods</p> <p>Eye-Movement Desensitization Reprocessing</p> <p><b>**Dr. Nancy Smyth- guest lecture</b></p>	<p>Resick, P., Chapter 4 &amp; 7</p> <p>Perry, B. (1995). <i>Trauma, neurobiology, brain.</i> <b>(on reserve)</b></p> <p>van der Kolk, B. (1994). <i>The body keeps the score.</i> <b>(on reserve)</b></p> <p>Shapiro,F. (2001). <i>EMDR, Background.</i> <b>(on reserve)</b></p>
<p><b>6/27/07</b></p>	<p>Trauma Resolution Methods</p> <p>Prolonged Exposure</p> <p>Trauma Focused Cognitive Behavioral Therapy</p> <p>Cognitive Processing Therapy</p> <p>Crisis Intervention</p> <p><b>**Tara Hughes, LCSW- guest lecture</b></p>	<p>Ross, C. (2000). <i>General principles of the trauma model.</i> <b>(on reserve)</b></p> <p>Foa, E.(2002).<i>Prolonged Exposure Manul..</i> <b>(on reserve)</b></p> <p>Roberts, A. (2000). <i>Crisis theory and crisis intervention.</i></p>
<p><b>7/04/07</b></p>	<p>HOLIDAY</p>	
<p><b>7/11/07</b></p>	<p>Trauma and Resiliency</p>	<p>Kumpfer, K. (1999). <i>The resilience framework.</i> <b>(on reserve)</b></p> <p><a href="http://www.resilienceproject.org">www.resilienceproject.org</a></p>
<p><b>7/18/07</b></p>	<p>Student Presentations</p>	
<p><b>7/25/07</b></p>	<p>Student Presentations</p>	

## Recommended Readings and Web Resources:

### Recommended Readings:

- Foa, E.B., Keane, T.M. & Friedman, M.J. (2000). *Effective Treatments for PTSD: Practice Guidelines from the International Society for Traumatic Stress Studies*. New York, New York: The Guildford Press
- Glantz, M.D. & Johnson, J. L. (1999). *Resilience and Development: Positive Life Adaptations*. New York, New York: Kluwer Academic/Plenum Publishers.
- Greenwald, Ricky (2005). *Child Trauma Handbook: A Guide for Helping Trauma-Exposed Children and Adolescents*. Binghamton, New York: The Haworth Reference Press
- Haggerty, R.J., Sherrod, L.R., Garmezy, N. & Rutter, M. (1996). *Stress, Risk, and Resilience in Children and Adolescents: Processes, Mechanisms and Interventions*. New York, New York: Cambridge University Press.
- Najavits, L.M. (2002). *Seeking Safety: A Treatment Manual for PTSD and Substance Abuse*. New York, New York: The Guilford Press.
- Ross, C.A.. (2000). *The Trauma Model: A Solution to the Problem of Comorbidity In Psychiatry*. Richardson, Texas: Manitou Communications.
- Ungar, M. (2004). *Nurturing Hidden Resilience in Troubled Youth*. Toronto, Canada: University of Toronto Press Incorporated.

### Articles:

- Austin, A. M., Macgowan, M. J., & Wagner, E. F. (2005). Effective family-based interventions for adolescents with substance use problems: a systematic review. *Research on Social Work Practice, 15*, 67-83.
- Boyden, J. & Mann, G. (2005). Children's risk, resilience, and coping in extreme situations. In M. Ungar (Ed.), *Handbook for Working with Children and Youth: Pathways to Resilience Across Cultures and Contexts* (pp.3-26). Thousand Oaks, CA: Sage Publications, Inc.
- Dulmus, C. N. & Wodarski, J. S. (1997). Prevention of childhood mental disorders: A literature review reflecting hope and a vision for the future. *Human Sciences Press, 181-198*.
- Fraser, M.W., Richman, J.M., & Galinsky, M.J. (1999). Risk, protection, and resilience: Toward a conceptual framework for social work practice. *Social Work Research, 23*, 131-144.
- Kaplan, H. B. (1999). Toward an understanding of resilience: a critical review of definitions and models. In Glantz & Johnson (Ed). *Resilience and Development: Positive Life Adaptations* (pp. 17-83). New York: Academic/Plenum Publishers.
- Kumpfer, K. L. (1999). Factors and processes contributing to resilience: The resilience framework. In Glantz & Johnson (Ed). *Resilience and Development: Positive Life Adaptations* (pp. 179-224). New York: Academic/Plenum Publishers.

Ungar, M. & Liebenberg, L. (2005). The international resilience project: A mixed methods approach to the study of resilience across cultures. In M. Ungar (Ed.), *Handbook for Working with Children and Youth: Pathways to Resilience Across Cultures and Contexts* (pp. 211-226). Thousand Oaks, CA: Sage Publications, Inc.

### **Web Resources:**

<http://www.trauma-pages.com/articles.php>

<http://www.childtrauma.com/lx.html>

<http://drdansiegel.com/>

<http://www.ncptsd.org>

[http://www.ncsnet.org/nccts/nav.do?pid=hom\\_main](http://www.ncsnet.org/nccts/nav.do?pid=hom_main)

<http://www.search-institute.org>

<http://www.sidran.org/trauma.html>

<http://www.trauma-pages.com>

<http://www.resilienceproject.org>

<http://www.wpspublish.com/Inetpub4/index.htm>

<http://istss.org/publications/jts.htm>