

**Handling Trauma in Counseling
Psychology 470.001 & Psychology 679.001
Fall 2013**

Dr. Bethany Brand
Office: LA 3151
Phone: (410)704 -3067
Email: bbrand@towson.edu

Office Hours: Mondays 5-6 pm and Wednesdays 11:30-12 and 2:30-3:30. Other days and times are available upon request. If you intend to come for office hours, please notify me by email in advance, especially around registration time when my office hours get very busy.

Course Objectives:

The purpose of this course is to provide theoretical understanding of the impact of psychological trauma and maltreatment. Students will become familiar with the impact and nature of a wide variety of traumas. Students will participate in group discussions about the psychological disorders, interpersonal difficulties, and neurophysiological alterations associated with trauma. In preparation for these and later discussions, students will read case accounts of traumatized individuals, original professional journal articles, and classic texts written by trauma experts, and watch documentaries about trauma. We will broaden our focus to the impact of trauma on society by studying the economic and social costs of trauma. We will learn about empirically based treatments and discuss treatment planning for trauma survivors with acute as well as complex PTSD. To enhance our understanding of the impact of trauma, we will have guest speakers who are trauma survivors.

Course Readings:

Herman, J. (1997). *Trauma and recovery*. New York: Basic Books. ISBN-10: 0465087302

Perry, B. & Szalavitz, M. (2006). *The Boy Who Was Raised as a Dog*. New York: Wiley. ISBN 0465056539

Course Objectives: The following objectives have been identified as critical to understanding the impact of trauma and its treatment. They are consistent with the learning goals and outcomes of an undergraduate major in psychology, according to the American Psychological Association. The specific learning goals identified by the American Psychological Association's Board of Educational Affairs are noted in parenthesis after each objective.

1. Describe the symptoms, behavioral patterns, and underlying psychological and biological changes associated with child and adult psychopathology that are associated with trauma as identified in the Diagnostic and Statistical Manual for Mental Disorders-IV (APA Learning Goal 1: Theory and Content of Psychology).
2. Explain how the trauma related disorders have been conceptualized and treated over history (APA Learning Goal 1: Theory and Content of Psychology).
3. Encourage students to think critically about how cultural, historical and individual differences influence how individuals and society respond to trauma (Learning Goal 3: Thinking Skills in Psychology; Learning Goal 8: Sociocultural and International Awareness).
4. Develop students' awareness of the broad-ranging influence of trauma across history and cultures (Learning Goal 3: Thinking Skills in Psychology; Learning Goal 8: Sociocultural and International Awareness).

5. Help students build tolerance and understanding of those with trauma related difficulties through careful, balanced discussion of both the deficits and strengths of those afflicted by trauma-related conditions. (Learning Goal 5: Values in Psychology).

Grading:

Your grade will be determined by the number of points you earn in the semester out of a total possible of 500 points. Class participation will be a strong factor in determining borderline grades for the class. If you are going to be late or miss a class, I expect that you will notify me ahead of time by calling me or telling me in class the week before.

The exams will be a combination of essays and short answers. Graduate students' projects will be graded in one group using a higher standard than will the undergraduates, who will be compared and graded within their own group. Furthermore, undergraduates will be able to consult their notes (not books) during exams. I adhere to the University's policy on cheating and plagiarism. This course may be repeated only once without the prior permission of the Academic Standards Committee.

- A = 460-500 points
- B = 419-459 points
- C = 378-418 points
- D = 337-377 points
- F = less than 336

<u>Components of the Grade:</u>	<u>Points Possible</u>
Midterm	100 points
Final	100 points
Reading notes – 2 sets, each worth 50 points	100 points
Assessment project	100 points
Treatment project	100 points
	500 points

Assignments:

Information about the Assessment and Treatment Projects will be discussed in class. Graduate students' projects will be graded in one group using a higher standard than will the undergraduates, who will be compared and graded within their own group.

Reading notes: You will need to turn in electronic copies of your notes from each week's readings at two points in the semester through Blackboard. These notes will be graded on a basis of full credit (50 points each of the two times), partial credit (25 points for each of the two times; if some readings are not well noted), or no credit (more than one reading is missing or two or more are poorly noted)

Emergency Statement (TU Office of the Provost)

In the event of a University-wide emergency or severe weather, classes, deadlines and grading schemes are subject to change. In such a case, I will attempt to communicate with you via e-mail. For more general information about any emergency situation, please refer to the Towson University website and the TU Text Alert System.

Influenza Policy Statement (TU Office of the Provost): "Students should not attend classes or other university events from the onset of flu-like symptoms until at least 24 hours after the fever subsides without the use of fever reducing medications. Such absences will be considered excused absences; however, students are responsible for the material covered during the period of their absence."

Accomodations. If you need accommodation due to a disability, please make an appointment to see me, and bring a statement from Disability Support Services (4-2638) authorizing your accommodation.

Academic Honesty. All class members are to follow the fundamental principles of academic integrity outlined in the Code of Student Rights, Responsibilities, and Conduct. The Policy on Academic Misconduct appears in the Code and in the Schedule of Classes. The basic principle is that students take

credit only for the ideas and efforts that are their own. Any act of academic dishonesty will place you in jeopardy of the most severe form of sanction by Towson University - expulsion from the University. Included among dishonest behaviors in an academic setting are cheating (using or attempting to use unauthorized assistance, materials, information, or study aids in an academic exercise), fabrication (falsifying or inventing information in an academic exercise), plagiarism (adopting or reproducing of ideas, words, or statements of another person without appropriate acknowledgment), interference (stealing, changing, destroying, or impeding another student's work), and facilitating (intentionally or knowingly helping or attempting to help another student commit an act of academic misconduct). Examples of plagiarism include using more than five words in a row that are not one's own used without citing the author; quoting an author's work extensively with proper citation but with little critique or synthesis in the student's own words; slightly changing the words an author used and attempting to pass them off as one's own words.

Recommended Readings:

Briere, J. (2011). *Trauma Symptom Inventory – 2: Professional Manual*. Lutz, Florida: PAR, Inc.

Briere, J., & Scott, C. (2006). *Principles of trauma therapy: A guide to symptoms, evaluation, and treatment*. Thousand Oaks, CA: Sage.

Brown, L. (2008). *Cultural Competence in Trauma Therapy: Beyond the Flashback*. American Psychological Association.

Courtois, C. A. (2010). Healing the incest wound: Adult survivors in therapy. Rev. Ed. New York: W. W. Norton & Company.

Courtois, D. A. & Ford, J. D. (2009). Treating complex traumatic stress disorders: An evidence-based guide. New York: Guilford Press.

Dalenberg, C.J. (2000). *Countertransference and the treatment of trauma*. Washington, DC: American Psychological Association.

Foa, E., Keane, T., and Friedman, M. & Cohen, J. (Eds.) (2009). *Effective Treatments for PTSD*. The Guilford Press: New York.

Freyd, J. J. (1996). Betrayal-trauma: The logic of forgetting childhood abuse. Cambridge, MA: Harvard University Press.

International Society for the Study of Trauma and Dissociation. (2011). Chu, J.A., Dell, P.F., Van der Hart, O., Cardeña, E., Barach, P.M., Somer, E., Loewenstein, R.J., Brand, B., et al. Guidelines for treating dissociative identity disorder in adults, 3rd revision. *Journal of Trauma & Dissociation*, 12,115-18. doi: 10.1080/15299732.2011.537248

Rothschild, B. (2003) *The Body Remembers: The Psychophysiology of Trauma and Trauma Treatment*. Norton.

Ogden, P. , Minton, and Pain, C. (2005). Psychological Trauma and the Brain: Towards a Neurobiological Treatment Model. In *Trauma and the Body: A Sensorimotor Approach*.(pp 88-99). W.W. Norton.

Seigel, Daniel. (2003). An Interpersonal Neurobiology of Psychotherapy: The Developing Mind and the Resolution of Trauma. In Marion Solomon and Daniel Seigel (Eds.). *Healing Trauma: Attachment, Mind, Body, and Brain*. (pp 1-56). W.W. Norton & Company, Inc.

Steele, K., Boon, S., & van der Hart, O. (2011). *Coping with trauma-related dissociation: Skills training for patients and therapists*. New York: Norton.

Wilson, J., and Keane, T. (2004). *Assessing Psychological Trauma and PTSD*. (2nd.Ed.). The Guilford Press: New York.

Wilson, John P. (Ed.); Tang, Catherine So-kum (Ed.). (2007) *Cross-cultural assessment of psychological trauma and PTSD*. New York, NY: Springer.

Resources:

-Trauma Division (APA Div. 56):

<http://www.apatraumadivision.org/>

-International Society for Traumatic Stress Studies:

<http://www.istss.org/>

-National Center for PTSD:

<http://www.ncptsd.va.gov>

-The International Society for the Study of Trauma and Dissociation:

<http://www.isst-d.org>

-David Baldwin's Trauma Pages:

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

Class Schedule (subject to change)

8/28 Introduction: What is trauma psychology? What is PTSD?

Topic: Overview and discussion of psychological trauma and victim populations. PTSD Symptom Clusters, Development, and Course

9/4 Effects of Trauma

Herman – Introduction and Ch. 1-5

Brand, B.L. (2003). Women and trauma. *Psychiatric Clinics of North America*, 26, 759-779. doi 10.1016/S0193-953X(03)00034-0

9/11 Effects of Childhood Sexual Abuse

Freyd, J. J., Putnam, F. W., Lyon, T. D., Becker-Blease, K. A., Cheit, R. E., Siegel, N. B., & Pezdek, K. (2005). The science of child sexual abuse. *Science*, 308(5721), doi:10.1126/science.1108066

Trickett, P. K., Noll, J. G., & Putnam, F. W. (2011). The impact of sexual abuse on female development: Lessons from a multigenerational, longitudinal research study. *Development and Psychopathology*, 23(2), 453-476. doi:10.1017/S0954579411000174

Herman Ch. 6

9/18 The Impact of Neglect and Physical Abuse in Childhood

Perry: Chapters 1 – 6, 8 - 9 of *The Boy Who Was Raised as a Dog*

9/25 Introduction to Treating Complex Trauma

Herman Ch. 7 – 11 and Afterward

10/2 Biological Basis and Psychopharmacology of PTSD

Topic: Impact of trauma and PTSD on the brain; pharmacological treatment of PTSD

Loewenstein, Brand et al. (in press). *Psychiatric Times*. (Professor will let you know when this reading is available on Blackboard).

Lanius, R. A., Bluhm, R.L., & Frewen, P.A.. (2011). How understanding the neurobiology of complex post-traumatic stress disorder can inform clinical practice: a social cognitive and affective neuroscience approach. *Acta Psychiatrica Scandinavica*, 124, 331–348. doi: 10.1111/j.1600-0447.2011.01755.x

As a reference only:

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>

10/9 Assessing Trauma's Impact Topic: Assessment of PTSD and other trauma-related difficulties and measures designed to assess lifetime trauma history

TURN IN READING NOTES THROUGH BLACKBOARD prior to class today

Courtois, C. A. (2008). Complex trauma, complex reactions: Assessment and treatment. *Psychological Trauma: Theory, Research, Practice, And Policy*, 5(1), 86-100. doi:10.1037/1942-9681.S.1.86

Read Chapters 2 and 3 and carefully review the cases presented in Ch. 3 (available in Test Library) from:

Briere, J. (2011). *Trauma Symptom Inventory – 2: Professional Manual*. Lutz, Florida: PAR, Inc.

Skim:

Norris, F. H., & Hamblen, J. L. (2004). Standardized Self-Report Measures of Civilian Trauma and PTSD. In J. P. Wilson, T. M. Keane (Eds.), *Assessing psychological trauma and PTSD* (2nd ed.) (pp. 63-102). New York, NY US: Guilford Press.

This is a resource for those who want to work with children; I will not test you on this, so you are not required to thoroughly read this:

Strand, V., Sarmiento, T., & Pasquale, L. (2005). Assessment and screening tools for trauma in children and adolescents: A review. *Trauma, Violence & Abuse*, 6(1), 55-78.

10/16 MIDTERM

10/23 CBT Approaches to Treating Trauma: Core Beliefs, Cognitive Restructuring, and Exposure-based Treatments

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

ASSESSMENT PROJECT DUE

Ponniah, K., & Hollon, S. (2009). Empirically supported psychological treatments for adult acute stress disorder and posttraumatic stress disorder: a review. *Depression and Anxiety*, 26(12), 1086-1109. doi:10.1002/da.20635

Foa, E. B., Hembree, E. A., Cahill, S. P., Rauch, S. M., Riggs, D. S., Feeny, N. C., & Yadin, E. (2005). Randomized trial of prolonged exposure for posttraumatic stress disorder with and without cognitive restructuring: Outcome at academic and community clinics. *Journal of Consulting and Clinical Psychology*, 73(5), 953-964. doi:10.1037/0022-006X.73.5.953

Grey, N., & Holmes, E. A. (2008). "Hotspots" in trauma memories in the treatment of post-traumatic stress disorder: A replication. *Memory, 16*(7), 788-796. doi:10.1080/09658210802266446

10/30 Treating Traumatized Children

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

Silverman, W. K., Ortiz, C. D., Viswesvaran, C., Burns, B. J., Kolko, D. J., Putnam, F. W., & Amaya-Jackson, L. (2008). Evidence-based psychosocial treatments for children and adolescents exposed to traumatic events. *Journal of Clinical Child and Adolescent Psychology, 37*(1), 156-183. doi:10.1080/15374410701818293

11/6 Treating Complex Trauma Clients – Treatment Planning

Brand, Loewenstein et al. (in press). Treatment of Complex Trauma. *Psychiatric Times*. (Professor will notify students when publication proof is available on Blackboard.)

Cloitre, M., Stovall-McClough, K., Noonan, K., Zorbas, P., Cherry, S., Jackson, C. L., & ... Petkova, E. (2010). Treatment for PTSD related to childhood abuse: A randomized controlled trial. *The American Journal of Psychiatry, 167*(8), 915-924. doi:10.1176/appi.ajp.2010.09081247

Levitt, J. T., & Cloitre, M. (2005). A Clinician's Guide to STAIR/MPE: Treatment for PTSD Related to Childhood Abuse. *Cognitive and Behavioral Practice, 12*(1), 40-52. doi:10.1016/S1077-7229(05)80038-0

11/13 The societal impact of trauma

Treatment Project Due

Kessler, R.C. (2000). Posttraumatic stress disorder: The burden to the individual and to society. *Journal of Clinical Psychiatry, 61*, 4-12.

Zielinski, D.S. (2009). Child maltreatment and adult socioeconomic well-being. *Child Abuse & Neglect, 33*, 666-678.

11/20 The Impact of War and Genocide

Speaker: Mr. Rubin Sztajer (Holocaust camp survivor)

Barel, E., Van IJzendoorn, M. H., Sagi-Schwartz, A., & Bakermans-Kranenburg, M. J. (2010). Surviving the Holocaust: A meta-analysis of the long-term sequelae of a genocide. *Psychological Bulletin, 136*(5), 677-698. doi:10.1037/a0020339

Marmar, C. R. (2009). Mental health impact of Afghanistan and Iraq deployment: Meeting the challenge of a new generation of veterans. *Depression and Anxiety, 26*(6), 493-497. doi:10.1002/da.20581

11/27 No class- Thanksgiving break

12/4 Understanding and Treating Dissociative Clients: An overview of the treatment of severe dissociation and complex trauma.

Cathy Rose speaks about surviving mother-daughter incest and her experiences as a woman with complex trauma.

Brand, B.L. & Loewenstein, R.J. (2010). Dissociative disorders: An overview of assessment, phenomenology and treatment. *Psychiatric Times*, 27 (10), 62-69.

Skim:

Brand, B.L., McNary, S.W., Myrick, A.C. , Loewenstein, R.J., Classen, C.C., Lanius, R.A., Pain, C. & Putnam, F.W. (2012). A longitudinal, naturalistic study of dissociative disorder patients treated by community clinicians. *Psychological Trauma: Theory, Research, Practice, & Policy*. doi: 10.1037/a0027654

Skim:

Brand, B.L., Myrick, A.C. , Loewenstein, R.J., Classen, C.C., Lanius, R.A., McNary, S.W., Pain, C. & Putnam, F.W. (2011). A Survey of Practices and Recommended Treatment Interventions Among Expert Therapists Treating Patients with Dissociative Identity Disorder and Dissociative Disorder Not Otherwise Specified. *Psychological Trauma: Theory, Research, Practice, & Policy*. doi:10.1037/a0026487

Use as a reference. Just skim this:

Dalenberg, C. J., Brand, B. L., Gleaves, D. H., Dorahy, M. J., Loewenstein, R. J., Cardeña, E., Frewen, P. A., Carlson, E. B., Spiegel, D. (2012). Evaluation of the Evidence for the Trauma and Fantasy Models of Dissociation. *Psychological Bulletin*. doi: 10.1037/a0027447

12/11 Vicarious Traumatization, Countertransference, and Professional Development Issues as a Trauma Therapist

TURN IN READING NOTES THROUGH BLACKBOARD prior to class today

Dalenberg, C. J. (2004). Maintaining the safe and effective therapeutic relationship in the context of distrust and anger: Countertransference and complex trauma. *Psychotherapy: Theory, Research, Practice, Training*, 41(4), 438-447. doi:10.1037/0033-3204.41.4.438

12/18 Final