Handling Trauma in Counseling
Psychology 470.001 & Psychology 679.001
Fall 2013

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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:


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

Components of the Grade: Points Possible
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 each 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.”

Accommodations. 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:**


**Resources:**
- National Center for PTSD: [http://www.ncptsd.va.gov](http://www.ncptsd.va.gov)
- The International Society for the Study of Trauma and Dissociation: [http://www.isst-d.org](http://www.isst-d.org)
- David Baldwin’s Trauma Pages: [http://www.trauma-pages.com/](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


9/11 Effects of Childhood Sexual Abuse


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).


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


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


Skim:

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:

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


**10/30 Treating Traumatized Children**  
*Topic: Developmental impact of trauma and overview of child trauma treatments*


**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.)


**11/13 The societal impact of trauma**

**Treatment Project Due**


**11/20 The Impact of War and Genocide**  
*Speaker: Mr. Rubin Sztajer (Holocaust camp survivor)*


**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.

Skim:

Skim:

Use as a reference. Just skim this:

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

**TURN IN READING NOTES THROUGH BLACKBOARD prior to class today**


12/18 Final