



JOHN F. KENNEDY UNIVERSITY
GRADUATE SCHOOL OF PROFESSIONAL PSYCHOLOGY
DOCTOR OF PSYCHOLOGY (PSYD) PROGRAM

COURSE SYLLABUS

TRAUMA AND RESILIENCE (**PSD 7309.P3**)

Instructor:	Sandra Mattar, PsyD.	Units:	3
Day:	Tuesday	Room:	TBA
Time:	1-2:30	Grade:	CR/NC

Contact: 925.969.3405 (JFKU Office);
smattar@jfk.edu

JOHN F KENNEDY UNIVERSITY MISSION STATEMENT

The mission of John F. Kennedy University is to provide access to high-quality, innovative educational opportunities that integrate theory and life experience. We inspire personal, professional, and academic growth, and advance the well-being of our diverse local and global communities.

PSYD PROGRAM MISSION STATEMENT

Our Mission is to create a program with a diverse faculty, student body, and curriculum that focuses on training practitioner-scholars who will provide comprehensive and culturally sensitive services to a variety of communities.

COURSE DESCRIPTION

This introductory class provides the student with a comprehensive exploration of the psychological trauma field, including the history and current theories in the field, the nature of trauma (sexual abuse, combat, and natural disasters), how trauma affects individuals and systems, grief reactions, and traumatic stress. Also included in this class, is the exploration of the professional's response to trauma, vicarious traumatization, disenfranchised grief, crisis intervention, comorbid disorders and general treatment

issues. Finally, students have the chance to review evidence-based practices in the trauma field.

A variety of theoretical frameworks are presented, including cognitive, neurobiological, clinical, and socio-cultural (including main controversies surrounding the field of trauma). The instructor uses a culturally-informed perspective to teach the class.

GOALS, OBJECTIVES, AND COMPETENCIES

Objective 2B: [Assessment] Students can assess clinically relevant client characteristics, and use the information gathered to describe, conceptualize, and diagnose within sociopolitical and cultural context.

2B1. [Clinical Interviewing] Students demonstrate the ability to gather and integrate clinically relevant information through clinical interview and active listening.

2B2. [Case Formulation] Students demonstrate the ability to conceptualize a client's presenting problem within theoretical and sociocultural context, and to clearly and effectively communicate that conceptualization to a range of audiences.

Objective 2C: [Intervention] Students can engage in effective, theory-informed, research-based, culturally appropriate activities that promote, restore, sustain, or enhance positive functioning and a sense of well-being in clients through preventive, developmental, or remedial services.

2C1. [Informed Planning] Students demonstrate the ability to plan interventions that reflect an application of theory, a basis in research, and a comprehensive assessment of the client's therapeutic needs within sociocultural context.

Goal 3: Students will demonstrate the personal and professional attributes of multiculturally-competent practitioner-scholars.

Objective 3A: [Awareness] Students recognize, value, and work consciously with individual and cultural differences within intersecting systems.

3A1. [Self-Awareness] Students recognize, articulate, and reflect upon their own world view, biases, values, and assumptions.

3A2. [Other-Awareness] Students demonstrate respectful appreciation for others' cultures and world views.

3A3. [Systemic Awareness] Students actively attend to the dynamics of power, oppression, and privilege in their professional settings, and promote social justice.

COURSE LEARNING OBJECTIVES

After completing this course:

- 1) Students will become familiar with the basic literature on trauma, posttraumatic stress disorder and resilience.

- 2) Students will explore the impact of trauma from a cognitive, neurobiological/physiological, clinical and ecological perspective.
- 3) Students will have a basic working knowledge of trauma and its impact in society, as well as the knowledge of basic strategies for treating trauma victims.
- 4) Students will become familiar with trauma and its comorbid disorders.
- 5) Students will explore cultural factors that affect trauma work, research and conceptualizations, including major controversies in the field.
- 6) Students will examine the most current evidence-based practices in trauma for treating adults, adolescents and children.
- 7) Students will be able to discuss the constraints of current clinical trauma research in its application to multicultural populations.

PREREQUISITES

Only D-2 and D-3 students

REQUIRED READING

Required readings are assigned on a weekly basis. Readings are to be completed BEFORE the Tuesday class.

1. Herman, J.L. (2001). *Trauma and Recovery*. New York: Basic Books
2. van der Kolk, B.A., McFarlane, A.C., and Weisaeth, L., (Eds.) (2007). *Traumatic Stress: The Effect of Overwhelming Experience on Mind, Body, and Society*. Guilford Press: New York.
3. Briere, J. & Scott, C. (2006). *Principles of Trauma Therapy: A Guide to Symptoms, Evaluation and Treatment*. Thousand Oaks: Sage Publications
4. Class reader

Recommended Readings:

- Brown, L. (2008). *Cultural Competence in Trauma Therapy: Beyond the Flashback*. American Psychological Association.
- Drozdek, B & Wilson, J. (Eds) (2007). *Voices of Trauma: Treating Survivors Across Cultures*. Springer.
- Foa, E., Keane, T., and Friedman, M. & Cohen, J. (Eds.) (2009). *Effective Treatments for PTSD*. The Guilford Press: New York.
- Hays, P. (2008). *Addressing cultural complexities in practice*. Washington, DC: American Psychological Association
- Kirmayer, L., Lemelson, R., & Barad, M. (2007). *Understanding Trauma: Integrating Biological, Clinical, and Cultural Perspectives*. Cambridge University Press.

- Kleber, R.F., Figley, C. R., and Gersons, B.P.R. (Eds.) (1995). *Beyond Trauma: Cultural and Societal Dynamics*. New York: Plenum Press
- Marsella, A., Friedman, M., Gerrity, E., and Scurfield, R. (1996). *Ethnocultural Aspects of Posttraumatic Stress Disorder*. American Psychological Association: Washington.
- Nader, K., Dubrow, N., and Stamm, N. (Eds.) (1999). *Honoring Differences: Cultural Issues in the Treatment of Trauma and Loss*. Brunner/Mazel.
- Rotschild, B. (2003) *The Body Remembers: The Psychophysiology of Trauma and Trauma Treatment*. Norton.
- Ogden, Minton, and Pain. (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 & company, Inc.
- 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.
- 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, US: Springer

Resources:

- Dissociation and Trauma articles archive:
<http://boundless.uoregon.edu/digcol/diss/index.html>
- David Baldwin's Trauma Pages:
<http://www.trauma-pages.com/>
- 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>

EVALUATION / GRADING CRITERIA

Credit/No Credit will be awarded according to the following criteria:

- 1) Attendance and lateness
- 2) Participation in class discussion
- 3) Completion of assigned readings
- 4) Successful completion of written assignments

Written Assignments:

Final paper: This research paper will be a brief literature review in which the student focuses in-depth on a specific issue within the traumatic stress field (10-12 typed, double

spaced pages), written in APA format and citing at least 10 scholarly references. Five of these references must be from peer-reviewed journals. You can choose to apply one of the four perspectives emphasized in class: cognitive, neurobiological, clinical, or socio-cultural. Please include a cultural discussion of the advantages and limitations of your approach when applied to multicultural populations. This paper will be presented in class using a PowerPoint format.

ATTENDANCE

If a student must miss a class, the student is responsible for obtaining copies of whatever material was covered in that class. If this is a planned absence it is recommended that the student request that another student pick up any handouts and share any notes taken in class.

It is *strongly* recommended that students be on time for each class that they return promptly after breaks, and that they stay for the entire length of the class. Any class for which the student is gone for more than 15 minutes of the entire class time will be considered absent for that class. Students who miss more than two classes (or the equivalent thereof), without prior arrangements, will not receive credit for the course. Planned absences, for whatever reason, must be registered with the instructor at the beginning of the course or as soon as the student learns of the absence. In this way, delivery of course material for that student can be arranged. Last minute notifications of an absence, when the student was aware of the absence earlier, may not be excused and will count as a regular absence. This, too, may result in the student receiving a *no credit* for the entire course.

ACADEMIC HONESTY

Cheating on tests and/ or plagiarism are grounds for a *no credit* grade and/ or dismissal from the program. The idea here is that the student is attending graduate school to *learn* material to benefit the lives of their clients; *not to simply pass courses*. Any indication of academic dishonesty will initiate a referral to Review and Advisement.

COMMUNICATION DEVICES

Please turn pagers and phones off, or place them on vibrate for the duration of the class. Students are expected to comport themselves professionally throughout the course, and cell phone/ pager disruptions are not professional. This also means that students should refrain from text messaging, working on other assignments, or checking e-mails during class. A student observed engaging in these activities will be reminded the first time. Occurrences thereafter will result in an absence for that day.

REASONABLE ACCOMMODATIONS

Students need to provide the instructor with a letter from the Office of Disability Services (ODS) documenting all necessary accommodations needed to make the class fully accessible. All students who need accommodations must register with the ODS at (925) 969-3447 (e-mail: lnoshay@jfkku.edu). Lisa Noshay Petro will provide the accommodations letter.

INFORMATION LITERACY & LIBRARY COMPETENCE

Students are expected to have *information literacy* as follows: 1) Word processing and email communication competencies (e.g., Microsoft Word and JFKU webmail) and 2) Online JFKU library access and search (e.g., APA PsycINFO, APA Psychology and Behavioral Sciences Collection, APA PsycEXTRA, APA PsycARTICLES, ProQuest, LexisNexis Academic, Wilson Omnifile, etc.). The University offers free information-literacy assistance by appointment at the Academic Support Center Monday through Saturday, Room N367. To schedule an appointment, contact acs@jfkku.edu or call 925-969-3530

Students are expected to have *library competencies* as follows: 1) Online JFKU library access and search (e.g., Book Catalog, APA PsycINFO, APA Psychology and Behavioral Sciences Collection, APA PsycEXTRA, APA PsycARTICLES, ProQuest, LexisNexis Academic, Wilson Omnifile, etc.), 2) Online access to JFKU Libraries' online collections including access to over 18,000 journals and 50 databases, and 3) Library access to books, print journal articles, interlibrary loan items, and reference resources for onsite use and for circulation and delivery to students at any of the JFKU campuses on a weekly basis. The University offers free assistance on literature search and library competency at the Academic Support Center Monday through Saturday, Room N367. To schedule an appointment, contact acs@jfkku.edu or call 925-969-3530

CONFIDENTIALITY

Discussions are often an integral part of any class session. Students should only self-disclose material they feel comfortable sharing within the context of the class. In this profession, information we are given (whether from clients or colleagues) is respected. Please maintain the integrity of classmate communications by keeping these communications confidential.

Important Information: PLEASE READ

Due to the nature of this class, students might have strong emotional/psychological reactions to the course material and /or discussions. Please let the instructor know if you are having a hard time. I will be happy to give you names of therapists that might be of help. Please remember that this is an academic class. Therefore, personal disclosures should be kept at a minimum.

COURSE SCHEDULE

Date	Topic	Readings
Week 1: 10/6/10	Class introduction. Overview of the field of Traumatic Stress Review of expectations and norms	NONE
Week 2: 10/13/10	Adult and Child Responses to Trauma/Violence. PTSD and Acute Stress Disorder. Trauma and Development	Herman: Introduction & Chap. 1 van der Kolk: Chap.1, 2 & 3 Briere & Scott: Chap. 1 Marianne Goodman, & Rachel Yehuda. (2002). The relationship between psychological trauma and borderline personality disorder. <i>Psychiatric Annals</i> , 32(6), 337. Alexandra Cook, Joseph Spinazzola, Julian Ford, Cheryl Lanktree (2005). Complex Trauma in Children and Adolescents. <i>Psychiatric Annals</i> , 35(5), 390-398. Video: Counting the Cost: Lasting Impact of Childhood Trauma
Week 3: 10/20/10	Sexual Abuse & Domestic Violence. The false-memory syndrome debate Dissociation	Herman: Chap. 2 & 3 van der Kolk: Chap.12 Briere & Scott: Chap. 2 & 3 Freyd: "Why Forget"? (chap.4) "Ways of Forgetting" (chap. 5) Videos: True/Not True Divided Memories (Frontline Documentary)

Date	Topic	Readings
Week 4: 10/27/10	Cognitive and Neurobiological Approaches to Trauma	Herman: Chap.5 & 6 van der Kolk: Chap 9 & 10 Briere & Scott: Chap. 11 Freyd: “Testable Predictions” (chap.6) Kirmayer: “Confusion of the Senses: Implications of Ethnocultural Variations in Somatoform and Dissociative Disorders for PTSD” Video: “The Brain: Effects of Childhood Trauma”
Week 5: 11/3/10	Grief Reactions to Trauma Post-Traumatic Stress & Multicultural Populations PTSD and Acculturation	Herman: Chap. 7 Briere & Scott: Chap. 4 & 5 Ibrahim & Ohnishi “Posttraumatic Stress Disorder and the Minority Experience” Video: “And Then There Were None”
Week 6: 11/10/10	Intergenerational Transmission of Trauma Trauma and Resilience	Herman: Chap. 9 & 11 van der Kolk: Chap. 20 & 22 Briere & Scott: Chap. 7 “Trauma in the Family: Perspectives on the Intergenerational Transmission of Violence” -Steven Krugman “Cultural Trauma and Recovery” –Salzman

Date	Topic	Readings
Week 7: 11/17/10	Crisis Intervention, Countertransference & Vicarious Traumatization	Herman: Chap. 8, van der Kolk: Chap. 10 & 13 Briere & Scott: Chap. 6 Murphy & Dillon “Working with People in Crisis” “Vicarious Traumatization: A Framework for Understanding the Psychological Effects of Working with Victims” -McCann & Pearlman “The Role of Ethnocultural Variables in Response to Terrorism” -Walker & Chesnut “Treating Survivors in the Acute Aftermath of Traumatic Events” (Shalev) Video: “When Helping Hurts” (Laurie Ann Pearlman)
Week 8: 11/24/10	Trauma and Substance Abuse Comorbid Disorders	Herman: Chap. 10 van der Kolk: Chap. 17, 18 & 24 Briere & Scott: Chap. 8 & 9 Shevlin, M., Houston, J., Dorahy, M & Adamson, G. (2008). Cumulative traumas and psychosis: An analysis of the national comorbidity survey and the British psychiatric morbidity survey. <i>Schizophrenia Bulletin</i> . Vol. 34, no. 1 pp. 193-199 Briere, J. (2004). Critical Issues in Trauma-Relevant Assessment. <i>Psychological assessment of adult posttraumatic states: Phenomenology, diagnosis, and measurement (2nd ed.)</i> (pp. 83-106). Washington, DC US: American Psychological Association. doi:10.1037/10809-003.
Week 9: 12/1/10	Treatment of Trauma	van der Kolk: Chap. 23 and 25 Briere & Scott: Chap. 10 “Treatment Implications of Altered Affect Regulation and Information Processing Following Child Maltreatment” - Ford
Week 10: 12/8/10	Treatment of Trauma FINAL PAPER DUE	Yadin & Foa “Cognitive-Behavioral Treatments for Posttraumatic Stress Disorder Cohen, Berliner & March “Treatment of Children and Adolescents” Paper presentations (PowerPoint)

Date	Topic	Readings
Week 11: 12/15/10	Treatment of Trauma	Paper presentations (PowerPoint) Wessells, M. (Chap. 11): "Culture, Power, and Community: Intercultural Approaches to Psychosocial Assistance and Healing" -Pakman, M. "The Epistemology of Witnessing: Memory, Testimony, and Ethics in Family Therapy" <i>Family Process</i> , Vol.43, No.2, 2004. "The Limits of Talk"- Wylie

Please note: Additional readings might be distributed in class