

ASSEMBLIES OF GOD THEOLOGICAL SEMINARY

PCP 643 Sp. Stu: Post-Traumatic Stress
May 31st - June 24th 9:45 AM – 11:45 AM

Melody Palm, Psy.D.
AGTS Office and Voice Mail:
E-Mail mpalm@agts.edu

Summer II, 2005
Phone 417-268-1071

COURSE SYLLABUS

COURSE DESCRIPTION

This is an advanced level study of trauma and its ramifications on the victim and family system. Emphasis is placed on various techniques and treatment modalities used in the field of dealing with traumatized individuals. Special emphasis will be placed on practical skills of intervention as well as developing and implementing an effective therapeutic treatment approach. Cultural implications and existential issues will be of special interest.

OBJECTIVES

This course is designed to enable students:

1. To describe the symptoms of trauma, PTSD and other trauma induced disorders.
2. To make differential diagnosis between the different disorders in accordance with the DSM-IV-TR
3. To demonstrate an understanding of the nature of trauma and its effects on the mind, body, & spiritual organization of the person.
4. To be able to make application of the ramifications of trauma on attachment and organization of self
5. To compare and contrast different treatment modalities and the effectiveness of each
6. To illustrate a comprehensive understanding of the psychophysiology of trauma and trauma treatment
7. To explain the effects of trauma on development, memory and the immune system.
8. To formulate practical responses to assist victims within the context of a faith community.
9. To integrate spiritual and existential issues that are paramount to a victim of a traumatic event.
10. To summarize current treatment approaches into an integrative wholistic approach to treatment of trauma induced disorders.

METHODOLOGY

The course will be a combination of didactic instruction, class discussion, videos, guest lectures, and experiential learning. Role playing and modeling may be part of the course. Discussions of the text, journal readings, and in-class projects will be expected.

REQUIRED TEXTBOOKS

Heitritter, L. and J. Vought. (1989). *Helping Victims of Sexual Abuse: A Sensitive Biblical Guide for Counselors, Victims, and Families*. Minneapolis, MN: Bethany House Publishers

Rothschild, B. (2000). *The Body Remembers: The Psychophysiology of Trauma and Trauma Treatment*. New York: W.W. Norton & Company

Rothschild, B. (2003) *The Body Remembers Casebook: Unifying Methods and Models in the Treatment of Trauma and PTSD*. New York: W.W. Norton & Company

RECOMMENDED BOOKS

American Psychological Association. (2005). *Concise Rules of APA Style. The Official Pocket Style Guide From the American Psychological Association*.

Matsakis, A. (1996). *I Can't Get Over It: A handbook for trauma survivors*. Oakland, CA: New Harbinger Publications, Inc.

Schiraldi, G. R. (2000). *The post-traumatic stress disorder sourcebook: A guide to healing recovery, and growth*. Los Angeles, CA: Lowell House

**For those who desire a more clinical and in depth understanding of trauma, *Effective Treatments for PTSD: Practice Guidelines from the International Society for Traumatic Stress Studies*. (2000) Edited by Foa, E., Keane, T. & Friedman, M. New York: Guilford Press, is recommended.

COURSE REQUIREMENTS

1. **Attendance and Participation:** Daily attendance and active participation in class discussions is encouraged. Class sessions provide opportunities to evaluate theories and techniques and see connections between ideas, for which simply copying someone else's notes is not an equivalent experience. Because each class contains elements of assessment and intervention, that may not be repeated elsewhere, I prefer that you not miss any classes. Serious illness is grounds for an excused absence, as long as you notify the instructor that you will be ill. *Unexcused* absences may result in the reduction of a letter grade. Three tardies count as one unexcused absence.

Student is expected to keep up with daily readings in the text books. A reading schedule will be given out the first day of class.

2. **Development of a personal strategy/approach therapy:** Using the theoretical and practical elements from recent research studies and the material covered in this class, each student is to write a paper that summarizes their present theory and planned method for doing trauma counseling/therapy. Unless you are already engaged in professional counseling, it is understood that this will be a beginning theory/approach, which you will refine as you gain experience. The body of the paper must be 12 to 15 pages in length, written in APA style (5th Edition). Minimum

of 12 resources is required. This **does not** include any of the textbooks. Please balance your resources between journal articles, books, on-line resources, and those found in hard print. Adherence to APA style is mandatory. This will be reflected in your grade.

IMPORTANT: Include in your paper, your beliefs about the nature and ramifications of trauma, resolution of trauma, and incorporation of the experience into one's life schema. Paper should be a synthesis of your personal conceptualization of effective therapy, substantiated by research and tied to a theoretical construct. Paper should be a well thought out, personal, roadmap that indicates to the instructor, how the student will approach trauma therapy. Paper must include: Theory of the conditions necessary to achieve successful resolution of trauma; understanding of the healing process, and how student plans to conduct trauma counseling. Paper needs to be a blend of your personal theory, backed by research and proven methods of intervention. The overriding goal of the paper is to assist you in formulating a work-a-able, results-oriented, approach to trauma counseling. This is intended to be a guiding framework that incorporates ones personality, spiritual emphasis and sound clinical theory and intervention. Grades will be assigned on the basis of overall presentation of material and adherence to APA requirements, which demonstrates an ability to write at the graduate level.

(If you are not a counseling student, and desire to use another writing format, see the instructor.)

PAPER IS DUE FIVE WEEKS FROM LAST DAY OF CLASS—Friday, July 29th 2005 by 3:00 PM.

3. Life Experience: Call a County or a Trial Court (State) and make arrangements to sit through a morning or afternoon session of a 'crime against persons' case. Write a 3-4 page report on your observations of the proceedings, as well as personal reflections and emotions that you experienced.

DUE FOUR WEEKS FROM LAST DAY OF CLASS—Friday, July 22nd, by 3:00

4. Book Critique—Student will submit a two to three paged, typed, doubled- spaced book critique of the text book, *The Body Remembers*, by Babette Rothschild.

This will be DUE: ONE WEEK FROM THE LAST DAY OF CLASS—Friday July 1st.

5. Reflective: Read the three case studies on reserve in the library and write a 1-2 page reflective paper on each case. This is to be a reflection of your thoughts, beliefs and emotions that are surfaced as you read each case. Case #1) *The Rape of Tamar* (II Samuel 13) Due Monday, June 6th. Case #2). *Crime Devastates Life: A Submitted Victim Impact Statement*. Due Monday, June 13th. Case #3) *The Good Samaritan* (Luke 10:25-37) Due Monday June 20th.

6. Creative: (Student is to choose one of the following options and write a 2-3 page interaction paper addressing the following comments.)

A.) Watch the movie: *Lord of the Rings: The Twin Towers*—Watch for manifestations of 'evil'. How does evil manifest itself in the violation of the rights of those being oppressed, violate

natural, moral, or civil law as we know it, and how does it violate one's natural right to well-being and peace. Identify and state 7-8 principles of 'evil' illustrated in the movie. Select one incident of 'evil' and state how justice could have been served in the situation.

or

B.) View the film "Schindler's List" or "Gandhi" How does the difference between "Being" and "Doing" play out in the film? What are some of the obvious, and less obvious, prejudices that promote victimization and trauma in others or keep someone from assisting a victim? What are some of your own prejudice that need to be challenged in preparation for assisting any victim? Reflect on "Ponderable Thoughts from the Good Samaritan Case Study. Select 5-6 and personally reflect on how they intersect with your life.

DUE TWO WEEKS FROM LAST DAY OF CLASS—Friday, July 15th, by 3:00 PM

7. A Final Examination—A final exam will be given over the contents of the textbooks, lecture notes, and videos. Professor reserves the right to give either an in class final on the final day of class or a take home essay final.

GRADING PROCEDURE

Grades will be based on a percentage earned of all points possible. *(Professor reserves the right to alter point totals if course work needs to be adjusted to accommodate class size or other variables.)*

**Assignments will be lower one grade for each day they are late. Professor reserves the right to alter the course requirements and grading procedures if deemed necessary.

SPECIFIC DATA

Prepared by Melody D. Palm, Psy.
Summer, 2005.

