

**Fall 2010**  
**CALIFORNIA STATE UNIVERSITY, FRESNO**  
**COLLEGE OF HEALTH AND HUMAN SERVICES**  
**DEPARTMENT OF SOCIAL WORK EDUCATION**  
**WEBSITE: [www.csufresno.edu/socialwork](http://www.csufresno.edu/socialwork)**

**Instructor: Herman Barretto, LCSW**  
**Office: 559-487-5660; Cell: 974-5668**  
**Email: [hbarretto@csufresno.edu](mailto:hbarretto@csufresno.edu)**  
**Office Hours: Prior to and After Class**

**ADVANCED PRACTICE SEMINAR ON TRAUMA AND ABUSE**  
**SOCIAL WORK 277 (3 UNITS)**  
**NG 112; Thursdays: 1800-2050**

**Course Syllabus and Outline**

**Fall 2010**

# Advanced Practice Seminar on Trauma and Abuse

## SWRK277

**Herman Barretto, LCSW, ACSW, Instructor**  
**Fall 2010**

**6:00pm - 7:15pm**

I. Introduction and Overview

A. How to contact instructor:

Phone (work): 559-487-5660

Cell: 559-974-5668

E-mail: [hbarretto@csufresno.edu](mailto:hbarretto@csufresno.edu)

Office: NG 112

Hours: Prior to and After Class

B. Why study Trauma?

Class Introduction and Sharing

C. Overview of Course

1. Goals and Class Attendance
2. Weekly Take Homes
3. Reading Journal- SOAP or DAP Format
4. Community Interview- Due November 16, 2010
5. Final Exam- Due Tuesday, December 14, 2010
6. Privacy and Confidentiality (**Please sign the form**)
7. Speakers and Content

**7:15pm-8:30pm**

II. Trauma Myths and Realities (Class Exercise)

III. The Historical Context of Trauma (Part One)

A. The Central Dialectic: The Will to Deny vs. The Will to Proclaim

B. Denial and Blaming the Victim: Individual/Family/Community/Society/History

C. Early Historical Descriptions and the Development of PTSD Awareness

D. Hysteria, Shell Shock, and Feminism

E. Societal and Individual Meaning, Distortions, and Behaviors in Reactions to Trauma

**From: Herman Barretto, LCSW, ACSW, Instructor**  
**Advanced Practice Seminar on Trauma and Abuse, SWRK 277 – Fall 2010**  
**Office Phone: 559-487-5660 or Cell: 559-974-5668**  
**E-Mail Address: [hbarretto@csufresno.edu](mailto:hbarretto@csufresno.edu)**

### **GUIDELINES FOR STUDENT PROJECT: COMMUNITY INTERVIEW**

1. Make an outline of general questions to ask. Refer to the outline as you interview, but make the atmosphere as much like an open-ended conversation as possible, rather than like a verbal questionnaire or test. Explain the assignment, and assure your respondent that only you and your instructor will be reading the document you produce as a result of the assignment.
2. Ask the person you are interviewing for about 1 ½ to 2 hours of his/her time, but take longer if you need it. Be respectful of the person's reactions, and offer to take a break, or resume at a later time, or to stop the process if it feels too painful.
3. Ask about life before the trauma – “What was your life like before the war/accident/family crises, etc?”
4. Ask about the traumatic event itself.  
What happened? Tell me about it. What were the best parts? What were the worst parts? Who was there? Who was absent? Ask about the context – time of day, of year, what kind of day it was, what was going on with you or your family then, etc.?  
Before the interview, review for yourself the diagnoses of Acute Stress Reaction and Post-traumatic Stress Disorder, in the DSM-IV-TR, and ask about how the person experienced the traumatic event – dissociative symptoms, body symptoms, subjective feelings of anxiety, terror, anger, etc, intrusive reliving or nightmares soon after the event. Make a reference checklist for yourself, if needed, for your own use during the interview(s).
5. Ask about lingering effects of the event. In formulating questions, review and make a checklist of Post-traumatic Stress Disorder (DSM-IV) symptoms and Complex Post-traumatic Stress Disorder Symptoms (Herman). Ask about reliving, memories, withdrawal, isolation, emotional numbing, hyperarousal, loss of meaning, foreshortened future, etc. Look for additional “co-morbid” problems that may have been exacerbated or caused by the trauma – depression, anxiety, substance abuse, interpersonal problems, hostility, etc. **DO NOT USE CLINICAL DIAGNOSTIC TERMS, BUT PUT THE QUESTIONS IN DOWN-TO-EARTH LANGUAGE.**
6. Explore the question, “How has trauma affected/changed your life?” Don't forget to explore positive, as well as negative effects.
7. How does the individual feel he/she has coped, both positively and negatively, with the effects of the trauma? Is there anything he/she wishes he/she could have done differently?
8. Did the person get therapy of any kind? What was or was not helpful about it? What other experiences were or were not helpful in overcoming the trauma?
9. Explore the role of spirituality and meaning in the person's life, before and after the trauma.
10. Write up your interview, including your summary of the experiences, your diagnosis. Do you think that the person had Acute Stress Disorder during the days or month after the trauma? Does the person have PTSD now, or some of the symptoms without the entire clinical pictures? Describe your assessment and prognosis. What did you learn from the experience about trauma, its effects, and its treatment? How did doing the interview affect you personally and professionally? ( **Hint: Follow the grading key when you write your narrative!** )

**SWRK 277 Trauma and Abuse  
Trauma Community Interview**

**Grading Key  
Fall 2010**

Name \_\_\_\_\_

	<b>Attained</b>	<b>Points Possible</b>
1. Life before the trauma		10
2. Description of trauma experience		15
3. Short and long-term effects		15
4. Assessment in terms of DSM-IV-TR {Use the 5 Axis Format)		20
5. Coping methods – positive and negative	15	
6. Integration of meaning and spirituality	10	
7. Analysis of professional and other “helping” responses from others	10	
8. Personal effects of assignment	5	
9. Integration of class material and references	10	
10. Writing/grammar/editing	10	
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TOTAL		120

**Point Equivalents**

A= 108-120

B= 96-107

C= 84-95

D= 72-83

F= Below 72

**SWRK 277  
Fall 2010**



**Take Home Assignment # 2**  
**(due 9/7/2010)**

1. Think back on your reactions to the terrorist attacks of September 11, 2001 **OR** your reactions to the crisis wrought by Hurricane Katrina **OR** the Fires in California **OR** an accident you've observed or lived through. How do they illustrate normal and/or acute stress reactions to trauma?
2. Review case descriptions: "Memories," "Sniper," and "Eyewitness." Compare the descriptions of symptoms and reactions with the diagnoses of Post-traumatic Stress Disorder and Acute Stress Disorder. Diagnose all three on all five axes of DSM-IV-TR.

Axis I  
Axis II  
Axis III  
Axis IV  
Axis V



**Take Home Assignment #4**  
**(due 9/21/2010)**

Process Recording: In **DAP** (Discussion, Assessment, Plan) or  
**SOAP** (Subjective, Objective, Assessment, Plan) format,  
record your observations (content & context) and response to the speaker.

**(D)** Identify one of the panel members (by name, age, & ethnicity) and write a process note for the session. What the individual/couple discussed (content & context), what you observed ( D or S/O).

**(A)** What preliminary diagnosis and/or diagnoses would you subscribe per **DSM-IV-TR (5 AXIS)** including a **MSE**, medical problems, stressors, and general functioning (A).

**(P)** What would be your treatment objective at the next session? What long range goals would you include (e.g. Couples TX.; family TX.; or group TX.;) and with whom would you consult?(P).

**Take Home Assignment#5**  
**(due on 9/28/2010)**

**PSYCHOBIOLOGY OF TRAUMA**

1. What is meant by the interrelatedness of all systems?
2. How are catecholamine, corticosteroid, serotonin, and endogenous opioid levels altered in PTSD? What are the results in terms of how a person functions?
3. What does research show about children's memory and learning disturbances due to trauma?
4. What are the roles of the amygdala, hippocampus, and Broca's area in the brain, and how are they altered in PTSD sufferers? What is meant by the "marked lateralization" of the brains of PTSD sufferers?

**Take Home Assignment #6**  
**(due 10/5/2010)**

Process Recording: In **DAP** (Discussion, Assessment, Plan) or  
**SOAP** (Subjective, Objective, Assessment, Plan) format,  
record your observations (content & context) and response to the speaker.

**(D)** Discuss the holocaust survivors' presentation (MSE, Content & Context); what the individual discussed and what you observed (Discussion or S/O),

**(A)** What preliminary diagnosis and/or diagnoses would you subscribe per DSM-IV-TR (5 Axis) including a MSE, medical problems, stressors, and general functioning (Assessment), and

**(P)** What would be your treatment objective at the next session (Plan)?

**Take Home Assignment #7**  
**(due 10/19/2010)**

Process Recording: **In DAP** (Discussion, Assessment, Plan) or  
SOAP (Subjective, Objective, Assessment, Plan) format,  
record your observations (content & context) and response to the speaker.

**(D)** Discuss the South East Asian Trauma Survivor's Presentation ( Content & Context); what the individual discussed, what you observed (D, S/O)

**(A)** What preliminary diagnosis and/or diagnoses would you subscribe per DSM-IV-TR (5 Axis) including a brief MSE and medical problems, stressors, and general functioning(A), and

**(P)** What would be your treatment objective at the next session (P)?

**Fall 2010**

**Take Home Assignment #8  
(due 10/26/2010)**

Discuss some of the factors that help to prevent PTSD from developing in a trauma survivor and factors that help to resist the consequences of ongoing exposure to traumatic events.

**SWRK 277**

**Fall 2010**

**Take Home Assignment #9  
(due 11/2/2010)**

**(PLEASE NOTE : COMMUNITY INTERVIEWS ARE DUE 11-16-2010)**

Please journal your response to our speaker. What are some of your thoughts, feelings, and reactions? Please keep your reflections anonymous. Thank you!

**WRK 277**

**Fall 2010**

**Take Home Assignment #10**  
**(due 11/9/2010)**

Briefly discuss the importance of memory research in the treatment of PTSD.

**SWRK 277**

**Take Home Assignment #11**  
**(due 11/23/09)**

**Critical Incident Stress Debriefing**  
**(CISD)**

You are a social worker at a Crisis Center when you are called to a school where several students were victims of a shooting by a fellow classmate. The EMT personnel and police have already secured the area and provided assistance to the wounded. Several students who were not wounded are gathered in a room crying and in shock. You are asked to provide an opportunity to debrief their experience.

1. What steps would you take?
2. What symptoms would you be concerned about?
3. What diagnosis or diagnoses would you likely ascribe?
4. What follow-up plans would you make?
5. What referrals would you recommend?

**Take Home Assignment #12**  
(due 11/30/2010)

Please provide a clinical observation per DSM-IV-TR criteria and format (5 AXIS); MSE; and an immediate treatment plan to the following case:

The client is a 32-year-old legal secretary who is referred to you for a brief clinical impression. The client has a history of alcohol use which includes frequenting nightclubs and establishing brief relationships with the men she meets. The client tends to initially idealize these men but, then, quickly finds fault with them.

The client had a tumultuous childhood, growing up in a family where both parents worked, abused alcohol and drugs, and often did not meet the basic needs of the client. The client's mother never established a loving relationship with the client and she frequently abused the client.

The client does not like to be alone and has had a history of suicidal ideations with a couple of attempts (drug overdose while inebriated). The client tends to spend her money on items she does not need; is easily irritated even when seemingly in a good mood; does not feel that her life is worth living but easily is angered by attempts or gestures to help her, to the point of physical fights with her peers. The client complains of feeling empty and lost, has had several crying spells these past two weeks, has not had an appetite, is unable to sleep, and has been fatigued. The client is facing an eviction notice, too.

**Advanced Practice Seminar on Trauma and Abuse**  
**WEEKLY READING JOURNALS**  
Two Per Week

Two of the required readings must be read each week and commented on in the Reading Journal. The idea of the journal is **NOT** to summarize the article, but rather to critically think about it. Each journal is worth 5 points.

In **DAP** (Discussion, Assessment, Plan) or **SOAP** (Subjective, Objective, Assessment, Plan) format, please think critically and reflect accordingly.

In **D** or **S/O**: Briefly discuss the hypothesis/hypotheses and the particular subject group that is addressed. What key insights did you garner from the article? What was the author's motivation to write the article?

In **A**: Discuss how the article affected you. Do you agree or disagree with the author(s)? What do you think the author(s) leaves out? Do you recognize any DSM-IV-TR diagnosis/diagnoses?

In **P**: How would you plan to use this article/information in your practice as a social worker?

**Please turn in journal entries  
each of the following weeks:**

<b>8/31</b>	<b>10/19</b>
<b>9/7</b>	<b>10/26</b>
<b>9/14</b>	<b>11/2</b>
<b>9/21</b>	<b>11/9</b>
<b>9/28</b>	<b>11/16</b>
<b>10/5</b>	<b>11/23</b>

**Please turn in the homework assignments  
on the following weeks:**

<b>8/31</b>	<b>10/19</b>
<b>9/7</b>	<b>10/26</b>
<b>9/14</b>	<b>11/2</b>
<b>9/21</b>	<b>11/9</b>
<b>9/28</b>	<b>11/23</b>
<b>10/5</b>	<b>11/30</b>

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**24 JOURNAL ENTRIES FOR  
120 POINTS / 25% OF GRADE**

**12 TAKE HOME ASSIGNMENTS FOR  
120 POINTS / 25% OF GRADE**

**COMMUNITY INTERVIEWS DUE ON 11/16/2009 -120 POINTS**  
**FINAL EXAM DUE ON 12/14/2009 AT 6:00 PM - 120 POINTS**

**SOCIAL WORK 277 - Fall of 2010**

**Class III – The Traumatic Stress Response  
Complex PTSD, Traumatic Brain Injury  
PTSD Diagnosis & Working Schematic**

(6-7:45 PM)

- I. “Nuts & Bolts”: Add/Drop; P&C; Attendance; Questions
- II. Diagnosing, using DSM-IV-TR
- III. Acute Stress Disorder
- IV. Post Traumatic Stress Disorder
- V. Complex PTSD
- VI. PTSD Schematic
- VII Comorbidity: Depression; Anxiety; Substance Abuse; Dissociative Disorders; Personality Disorders; Learning Disorders; Dementia; Amnesic Disorders; Somatoform Disorders; Eating Disorders; and Financial, Gambling; Relationship, Spiritual, Occupational Problems

(7:45-8-30PM)

- VIII Experiential Class Exercise in Case Diagnoses (3)

# **Class V – PSYCHOBIOLOGY OF TRAUMA & PSYCHOTROPIC INTERVENTIONS**

6:00-7:00 P.M.

- I. THE INTERRELATED SYSTEMS OF THE BRAIN**
  - A. Brainstem and hypothalamus
  - B. Limbic system
  - C. Neocortex
  - D. Interrelatedness of all systems
- II. PSYCHOBIOLOGICAL SYMPTOMATOLOGY OF PTSD**
  - A. Physiological Arousal
  - B. Loss of emotions as signals
- III. PSYCHOPHYSIOLOGICAL EFFECTS (ABNORMALITIES) OF TRAUMA**
  - A. Conditioned responses to specific stimuli
  - B. Hyperarousal to intense but neutral stimuli (loss of stimulus discrimination)
    - 1. ASR – exaggerated startle responses
    - 2. ERP – event related potential
- IV. NEUROHORMONAL EFFECTS OF TRAUMA**
  - A. Background: Neurohormones and their roles in the stress response
    - 1. Glucocorticoid and catecholamines
    - 2. Serotonin
  - B. Specific neuroendocrine Abnormalities in PTSD
    - 1. Catecholamines
    - 2. Corticosteroids
    - 3. Serotonin
    - 4. Endogenous Opioids
- V. DEVELOPMENTAL LEVEL AND THE PSYCHOBIOLOGICAL EFFECTS OF TRAUMA**
  - A. Research with traumatized children
  - B. Trauma, neurohormones and memory consolidation
- VI. TRAUMA AND THE CENTRAL NERVOUS SYSTEM**
  - A. Structures and functions of the limbic system and neocortex
    - 1. Amygdala
    - 2. Hippocampus
    - 3. Broca's area
  - B. Specific limbic system abnormalities in PTSD
    - C. Lateralization
    - D. "Emotional memory may be forever"

7:00 – 8:30 P.M.

- VII. PSYCHOTROPIC INTERVENTIONS**
  - Guest Speaker: VA Psychiatrist**

**ADVANCED PRACTICE SEMINAR ON TRAUMA AND ABUSE**

# SOCIAL WORK 277 – COURSE OUTLINE

## Fall 2010, Tuesdays 1800-2050

**Instructor:** Herman Barretto, LCSW; ACSW  
**Phone Numbers:** CSUF – 559-278-3992 (Messages Only)  
**Work – 559-487-5660**  
**Cell – 559-974-5668**  
**E-Mail:** [hbarretto@csufresno.edu](mailto:hbarretto@csufresno.edu)  
**Office Hours:** Prior & After Class [NG 112]

- |   |   |
|---|---|
| <p><b>Class I</b>      <b>Tuesday, August 24, 2010</b> (Preface)<br/>         Introduction; Privacy &amp; Confidentiality; and Overview of the Course<br/>         The Historical Context of Trauma- Part I</p>   | <p><b>Assignment Due Dates:</b></p>                                   |
| <p><b>Class II</b>      <b>Tuesday, August 31, 2010</b> (Chs. 2 &amp; 3)<br/>         Recent History and Current Examples of Trauma- Part II<br/>         DSM-IV-TR Diagnostic Criteria for PTSD and ASD</p>  | <p><b>T.H.A. 1 and</b><br/> <b>Reading Journals 1&amp;2 Due</b></p>   |
| <p><b>Class III</b>      <b>Tuesday, September 7, 2010</b> (Chs. 1, 4, &amp; 6)<br/>         The Traumatic Stress Response, Complex PTSD, Traumatic Brain Injury<br/>         Post Traumatic Stress Disorder (PTSD) – A Working Schematic</p>                     | <p><b>T.H.A. 2 and</b><br/> <b>Reading Journals 3&amp;4 Due</b></p>   |
| <p><b>Class IV</b>      <b>Tuesday, September 14, 2010</b> (Chs. 5 &amp; 22)<br/>         Combat Trauma &amp; Treatment Options – A Working Schematic<br/>         Class Speakers: Vet Center Client Panel</p>  | <p><b>T.H.A. 3 and</b><br/> <b>Reading Journals 5&amp;6 Due</b></p>   |
| <p><b>Class V</b>      <b>Tuesday, September 21, 2010</b> (Chs. 10 &amp; 23)<br/>         The Psychobiology of Trauma and Psychotropic Interventions<br/>         Class Speaker: VA Psychiatrist</p>  | <p><b>T.H.A. 4 and</b><br/> <b>Reading Journals 7&amp;8 Due</b></p>   |
| <p><b>Class VI</b>      <b>Tuesday, September 28, 2010</b> (Chs. 7 &amp; 11)<br/>         Variety of and Responses to Trauma; Differential Diagnosis<br/>         and Comorbidity of PTSD with Other Disorders<br/>         Class Speaker: Holocaust Survivor</p> | <p><b>T.H.A. 5 and</b><br/> <b>Reading Journals 9&amp;10 Due</b></p>  |
| <p><b>Class VII</b>      <b>Tuesday, October 5, 2010</b> (Chs. 8 &amp; 17)<br/>         Trauma in Displaced Populations – Resilience<br/>         Class Speaker: South East Asian Trauma Survivor</p>   | <p><b>T.H.A. 6 and</b><br/> <b>Reading Journals 11&amp;12 Due</b></p> |
| <p><b>Class VIII</b>      <b>Tuesday, October 12, 2010</b><br/> <b>Please work on your Community Interviews</b></p>   |   |

**Class IX**      **Tuesday, October 19, 2010 (Ch. 19 & 20)**

**T.H.A. 7 and**

Resistance to and Prevention of Effects of Trauma and Abuse  
Class Speakers: Panel of First Responders

Reading Journals 13&14 Due

**Class X**      **Tuesday, October 26, 2010 (Ch. 14 & 15)**  
Effects of Trauma on Child, Adolescent, and Adult Development  
Class Speaker: Survivor of Multiple Sexual Trauma and DID

T.H.A. 8 and  
Reading Journals 15&16 Due

**Class XI**      **Tuesday, November 2, 2010 (Ch. 12 & 13)**  
Memory Formation; Memory Research and PTSD  
The Cultural Content of Healing; Use of Ritual, Environmental  
Interventions, Cultural Healers, Community Service in Context  
**of Recovery**

T.H.A. 9 and  
Reading Journals 17&18 Due

**Class XII**      **Tuesday, November 9, 2010 (Ch. 9)**  
The Repressed Memory Controversy: Practice Implications for  
Social Workers  
Class Speaker: Therapist who works with Adult Survivors of  
Childhood Sexual Trauma

T.H.A. 10 and  
Reading Journals 19&20 Due

**Class XIII**      **Tuesday, November 16, 2010 (Ch. 16 & 18)**  
Preventing Acute Stress Disorder from becoming PTSD  
Treatment of Trauma Survivors and Stages of Recovery  
Class Speaker: Therapist Working with Crisis Debriefing with  
Law Enforcement and Emergency Personnel

Reading Journals 21&22 Due

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**Note: Community Interviews (120 points) & All Assignments Thus Far Are Due**

**Class XIV**      **Tuesday, November 23, 2010 (Ch. 24)**  
Special Considerations when Treating Children  
Who Have Been Traumatized  
Borderline Personality Disorder and Treatment, Problem Behaviors:  
Self-Mutilation, Suicide, Risk Prevention; HIPAA; P&C; R&R

T.H.A. 11 and  
Reading Journals 23&24 Due

**Class XV**      **Tuesday, November 30, 2010 (Ch. 21)**  
Elder Abuse  
Class Speaker: Elder Abuse Prevention Specialist

T.H.A. 12 Due

**Note: All Reading Journals (120 points) & All Take Home Assignments Due (120 Points)**  
**Take Home Final Exam Handed Out (120 points)**

**Class XVI**      **Tuesday, December 7, 2010 (Ch. 25-Conclusions & Future Directions)**  
Termination of Treatment  
Evaluation of Course

**Class XVII**      **Tuesday, December 14, 2010**  
**Take Home Final Due By 6:00 PM in Room NG 112**

**PRIVACY & CONFIDENTIALITY AGREEMENT**

**WE, THE UNDERSIGNED, AGREE TO MAINTAIN THE PRIVACY AND CONFIDENTIALITY OF ALL MATERIAL SHARED BY CLASS SPEAKERS, ESPECIALLY CLIENTS AND CLIENT SCENARIOS. IN ADDITION, WE AGREE TO RESPECT THE PRIVACY & CONFIDENTIALITY OF ALL MATERIAL SHARED BY THE INSTRUCTOR OR CLASSMATES IN THE COURSE OF CLASS DISCUSSION AND/OR ASSIGNMENTS.**

<b>Signature</b>	<b>Date</b>	<b>Signature</b>	<b>Date</b>
1. _____		16. _____	
2. _____		17. _____	
3. _____		18. _____	
4. _____		19. _____	
5. _____		20. _____	
6. _____		21. _____	
7. _____		22. _____	
8. _____		23. _____	
9. _____		24. _____	
10. _____		25. _____	
11. _____		26. _____	
12. _____		27. _____	
13. _____		28. _____	
14. _____		29. _____	
15. _____		30. _____	