

# The University of Oklahoma

## College of Continuing Education

### Advanced Programs – Course Syllabus

#### Course Title:

Post-Traumatic Stress Disorder

#### Course Number:

HR 5623-222

#### Course Description:

This course is designed to expose students to an in-depth examination of post-traumatic stress. Specifically, this course concentrates on what constitutes post-traumatic stress, its assessment, diagnosis, and therapeutic intervention. The course will cover different sources of post-traumatic stress, as well as different methods of evidence-based treatment modalities. Special populations are also addressed.

#### Class Dates, Location and Hours:

Dates: June 6 – 11, 2017

Location: Classes held at Building 2775, Rooms 10 and 11, Kapaun Air Station on Vogelweh Air Base.

Hours: Tuesday - Friday 6:00-9:30 pm; Saturday and Sunday 8:30 a.m.-4:30 p.m.

Last day to enroll or drop without penalty: May 8, 2017

#### Site Director:

Email: [apramstein@ou.edu](mailto:apramstein@ou.edu). Phone: DSN 480-6807, Civilian 06371-47-6807.

#### Professor Contact Information:

Course Professor: Chad V. Johnson, PhD

Mailing Address: OU, Schusterman Center

4502 E 41<sup>st</sup> St

Tulsa, OK 74135

Telephone Number: (918) 660-3377

Email Address: [cvjohnson@ou.edu](mailto:cvjohnson@ou.edu)

Professor availability: The professor will be available via e-mail to students before and after the class sessions. On-site office hours are half an hour before and after each class session, by appointment.

#### Textbook(s) and Instructional Materials:

Student materials are available at the OU Follett Bookstore located at 1185 Asp Avenue; Norman, OK, and can be ordered online, by phone, by email, or by fax. Ordering online at <http://www.bkstr.com/oklahomastore/home> is strongly recommended – students can track the status of their order within 48 hours. If an order has not been shipped within three days, students can contact the Follett textbook manager by phone (405) 325-3511, (800) 522-0772 (toll-free) or email [0831mgr@fheg.follett.com](mailto:0831mgr@fheg.follett.com). Phone orders (ask for the textbook manager and identify yourself as an Advanced Programs student) can be placed 8 a.m. to 6 p.m. Monday through Thursday; 8 a.m. to 5 p.m. on Friday; 10 a.m. to 4p.m. on Saturday (CST). Summer hours: 9 a.m. to 5 p.m. Monday through Friday (CST). Fax orders can be placed 24 hours a day at (405) 325-7770. Text prices are available online.

1. Herman, J. L. (2015). *Trauma and recovery: The aftermath of violence from domestic abuse to political terror*. New York: Harper Collins. ISBN 9780465061716.
2. Rothschild, B. (2003). *The body remembers casebook: Unifying methods and models in the treatment of trauma and PTSD*. New York: Norton Professional Books. ISBN 9780393704006.

3. Materials posted on the OU Canvas learning management system: Access Canvas at <https://oklahoma.instructure.com/>, enter your OU NetID and password, and select course to access material. Please contact your local Site Director if you require assistance.

Note: Follett is the Advanced Programs contractual textbook provider. Should text changes become necessary after publication of the course syllabus, Advanced Programs will facilitate text returns/refunds only for texts purchased through Follett.

### **Course Objectives:**

1. To learn the definition of acute stress, post-traumatic stress, and post-traumatic stress disorder (PTSD).
2. To identify the symptomatology of post-traumatic stress and PTSD and be able to assess its occurrence in individuals.
3. To develop knowledge and skill in a number of treatment modalities used with individuals suffering from post-traumatic stress and PTSD.
4. To develop a knowledge base for working with special populations.

### **Assignments, Grading and Due Dates:**

#### **Paper 1: “Trauma and Recovery”**

Your paper should be typed, 6-8 pages, double-spaced, 12-point font, and 1-inch margins (APA format) and cite at least **two other scholarly references**.

##### **Part 1**

Describe your experience with trauma—personal, professional, in your family, with colleagues/friends, or otherwise (you do not need to disclose in detail any personal trauma, be safe and appropriate) and how these experiences or knowledge you have may inform your understanding or about trauma (include any biases you may have because of these experiences as well).

##### **Part II**

Outline your top 5 themes from the book and how they will influence your work with trauma survivors. Include a critical analysis (e.g., pros, cons, strengths, weaknesses) to the material/themes.

Your paper is worth **30 points** and is **due to the Canvas drop-box by first night of class**.

#### **Paper 2: “The Body Remembers Casebook”**

Your paper should be typed, 6-8 pages, double-spaced, 12-point font, and 1-inch margins (APA format) and cite at least **two other scholarly references**.

##### **Part 1**

Describe your top-5 themes/principles from the book and how they will inform your work with trauma. What new insights have you learned about trauma? Strengths/Limitations of text? Also, describe your reactions to the emphasis on body-oriented approaches to trauma—what is your reaction to your own embodiment? How aware are you of your body and body-sensations and felt-sense? How are body-oriented approaches advantages over strictly “top-down” approaches to counseling?

##### **Part II**

Describe a case study (real or imagined) in which you apply the approaches and strategies learned from this class to a case of trauma. Be creative. Come up with a case of someone suffering from PTSD and propose a strategy for healing and treatment. What steps would you follow and what reactions and outcomes would you expect?

Your paper is worth **30 points** and is due to the Canvas drop-box two weeks after the last class, **June 25, 2017**.

**Final Exam/Think Tanks**

On the final day of class, you will be assigned a group and given a case study. You will work with your group to diagnose and assess the case, design an intervention or approach to working with the person, and present your ideas to the class for discussion. You should draw upon the course material as well as life experience and knowledge from other courses or settings.

The Think Tank activity is worth **30 points**.

**Participation**

You will begin class with 10 participation points. Points will be subtracted for lateness, absences, or unprofessional behavior.

**Grading:**

This is a letter-graded course: A, B, C, D, or F.

<b>Assignments</b>	<b>Due Date</b>	<b>Points</b>
Attendance/Participation	All Class Sessions	10
Paper #1	First Night of Class	30
Paper #2	2 weeks after final class, <b>June 25, 2017</b>	30
Final Exam/Think Tank	Last Day of Class	30

**Notice:** Failure to meet assignment due dates could result in a grade of I (Incomplete) and may adversely impact Tuition Assistance and/or Financial Aid.

## **POLICIES AND NOTICES**

### **Attendance/Grade Policy**

Attendance and participation in interaction, individual assignments, group exercises, simulations, role playing, etc. are valuable aspects of any course because much of the learning comes from discussions in class with other students. It is expected that you attend all classes and be on time except for excused emergencies.

Excused absences are given for professor mandated activities or legally required activities such as emergencies or military assignments. It is the policy of the University to excuse absences of students that result from religious observances and to provide without penalty for the rescheduling of examinations and additional required class work that may fall on religious holidays. Unavoidable personal emergencies, including (but not limited to) serious illness; delays in getting to class because of accidents, etc.; deaths and funerals, and hazardous road conditions will be excused.

If you are obtaining financial assistance (TA, STAP, FA, VA, Scholarship, etc.) to pay all or part of your tuition cost, you must follow your funding agency/institution's policy regarding "I" (Incomplete) grades unless the timeline is longer than what the University policy allows then you must adhere to the University policy. Students who receive Financial Aid must resolve/complete any "I" (Incomplete) grades by the end of the term or he/she may be placed on "financial aid probation." If the "I" grade is not resolved/completed by the end of the following term, the student's Financial Aid may be suspended making the student ineligible for further Financial Aid.

Students are responsible for meeting the guidelines of Tuition Assistance and Veterans Assistance. See the education counselor at your local education center for a complete description of your TA or VA requirements.

### **Academic Integrity and Student Conduct**

Academic integrity means honesty and responsibility in scholarship. Academic assignments exist to help students learn; grades exist to show how fully this goal is attained. Therefore all work and all grades should result from the student's own understanding and effort.

Academic misconduct is any act which improperly affects the evaluation of a student's academic performance or achievement. Misconduct occurs when the student either knows or reasonably should know that the act constitutes misconduct. Academic misconduct includes: cheating and using unauthorized materials on examinations and other assignments; improper collaboration, submitting the same assignment for different classes (self-plagiarism); fabrication, forgery, alteration of documents, lying, etc...in order to obtain an academic advantage; assisting others in academic misconduct; attempting to commit academic misconduct; destruction of property, hacking, etc...; intimidation and interference with integrity process; and plagiarism. All students should review the Student's Guide to Academic Integrity at [http://integrity.ou.edu/students\\_guide.html](http://integrity.ou.edu/students_guide.html)

Students and faculty each have responsibility for maintaining an appropriate learning environment. All students should review policies regarding student conduct at <http://studentconduct.ou.edu/>

### **Accommodation Statement**

The University of Oklahoma is committed to making its activities as accessible as possible. For accommodations on the basis of disability, please contact your local OU Site Director.

### **Adjustment for Pregnancy/Childbirth-Related Issues**

Should you need modifications or adjustments to your course requirements because of documented pregnancy-related or childbirth-related issues, please contact me as soon as possible to discuss. Generally, modifications will be made where medically necessary and similar in scope to accommodations based on temporary disability. Please see <http://www.ou.edu/content/eoo/faqs/pregnancy-faqs.html>.

## **Title IX Resources**

For any concerns regarding gender-based discrimination, sexual harassment, sexual misconduct, stalking, or intimate partner violence, the University offers a variety of resources, including advocates on-call 24/7, counseling services, mutual no-contact orders, scheduling adjustments, and disciplinary sanctions against the perpetrator. Please contact the Sexual Misconduct Office at [smo@ou.edu](mailto:smo@ou.edu) or (405) 325-2215 (8-5), or the Sexual Assault Response Team at (405) 615 -0013 (24/7) to report an incident. To learn more about Title IX, please visit the Institutional Equity Office's website at <http://www.ou.edu/content/eoo.html>

## **Course Policies**

Advanced Programs policy is to order books in paperback if available. Courses, dates, and professors are subject to change. Please check with your OU Site Director. Students should retain a copy of any assignments that are mailed to the professor for the course. Advanced Programs does not provide duplicating services or office supplies.

Any and all course materials, syllabus, lessons, lectures, etc. are the property of professor teaching the course and the Board of Regents of the University of Oklahoma and are protected under applicable copyright.

For more information about Advanced Programs, visit our website at: <http://www.goou.ou.edu/>

## INSTRUCTOR VITA

**Chad V. Johnson, Ph.D.**

### Education

- Ph.D. Pennsylvania State University; Major: Counseling Psychology (APA-accredited);
- M.A. Trinity University; Major: School Psychology (NASP-approved)
- B.A. *Magna Cum Laude*, Texas A&M University; Major: Psychology; Double Minor: Classical Studies and Philosophy

### Supplemental Education/Study Abroad:

- Minzu University, Beijing, China -Language and Cultural Studies, Summer 1992
- Lanzhou University, Lanzhou, China - Language and Cultural Studies, Summer 1994

### Current Positions

- July 2011 – present Associate Professor, University of Oklahoma, Department of Human Relations, Schusterman Center, Tulsa, OK. Tenured.
- Aug 2006 – 2011 Assistant Professor, University of Oklahoma, Department of Human Relations, Schusterman Center, Tulsa, OK. Tenure-track.
- Aug 2006 – present Project Director, Center of Applied Research for Nonprofit Organizations. University of Oklahoma, Schusterman Center, Tulsa, OK
- Jan 2009 – present Clinical Assistant Professor, University of Oklahoma-College of Medicine, Department of Psychiatry, Schusterman Center, Tulsa, OK
- Dec 2006 – present Instructor, Advanced Programs University of Oklahoma, OUTREACH, Tulsa, OK
- Dec 2008 – Present Private Practice, Tulsa, OK.
- July 2008 – present Faculty Mentor, School of Community Medicine, University of Oklahoma, Tulsa, OK

### Frequently Taught Advanced Programs Courses

- HR 5463 Counseling Skills in Human Relations
- HR 5623 Post-Traumatic Stress Disorder
- HR 5113 Problems of Professional Helpers
- HR 5533 Counseling Approaches in Human Relations
- HR 5003 Theoretical Foundations of Human Relations
- HR 5453 Ethical Issues in HR Counseling
- HR 5970 Spirituality and Counseling

### Major Areas of Teaching and Research Interest

- Psychology and Religion/Spirituality
- Social Justice and Community Based Participatory Research
- Group Psychotherapy
- Humanistic, Existential, and Transpersonal Studies
- Psychotherapy Process and Outcome

### Representative Publications and Presentations

#### Books/ Monographs

- Friedman, H., & Johnson, C.V. (Series Eds.). *The Praeger series on social justice and psychology*. Santa Barbara, CA: Praeger.
- Johnson, C.V., Friedman, H., Diaz, J., Franco, Z., & Nastasi, B. (Eds.) (in press). *The Praeger handbook on social justice and psychology (Volume 1: Fundamental Issues and special populations)*. Santa Barbara, CA: Praeger.

- Johnson, C.V., Friedman, H., Diaz, J., Franco, Z., & Nastasi, B. (Eds.) (in press). *The Praeger handbook on social justice and psychology (Volume 2: Well-being and professional issues)*. Santa Barbara, CA: Praeger.
- Johnson, C.V., Friedman, H., Diaz, J., Franco, Z., & Nastasi, B. (Eds.) (in press). *The Praeger handbook on social justice and psychology (Volume 3: Youth and Disciplines in Psychology)*. Santa Barbara, CA: Praeger.
- Johnson, C.V. (2008). *Psychotherapy with troubled spirits: A study on treatment for religious and spiritual problems*. Saarbrücken, Germany: VDM Publishing House, Ltd.

### Refereed Publications

- Arias, B.J., & Johnson, C.V. (2013). Voices of healing and recovery from childhood sexual abuse. *Journal of Child Sexual Abuse, 22*(6).
- Friedman, H., Krippner, S., Riebel, L., & Johnson, C.V. (2010). Transpersonal and other models of spiritual development. *International Journal for Transpersonal Psychology, 29*(1), 79-94.
- Johnson, C.V., Bartgis, J., Worley, J.A., Hellman, C.M., & Burkhart, R. (2010). Urban Indian Voices: A Community Based Participatory Research Project. *American Indian and Alaska Native Mental Health Research: The Journal of the National Center, 17*(1), 49-70.
- Hellman, C.M., Johnson, C.V., & Dobson, T. (2010). Taking action to stop violence: A study on readiness to change among male batterers. *Journal of Family Violence, 25*(4), 431-438.
- Johnson, C.V. (2009). Reflections on a silent meditation retreat: A beginner's perspective. *International Journal for Transpersonal Psychology, 28*, 134-138.
- Johnson, C.V. (2009). A process-oriented group model for university students: A semi-structured approach. *International Journal of Group Psychotherapy, 59*, 511-528.
- Johnson, C.V., & Friedman, H. (2008). Enlightened or delusional? Differentiating religious, spiritual, and transpersonal experiences from psychopathology. *Journal of Humanistic Psychology, 48*, 505-527.
- Wade, N.G., Johnson, C.V., & Meyer, J.E. (2008). Understanding concerns about interventions to promote forgiveness: A review of the literature. *Psychotherapy: Theory, Research, Practice, Training, 45*, 88-102.
- Johnson, C.V., Hayes, J.A., & Wade, N.G. (2007). Psychotherapy with troubled spirits: A qualitative investigation. *Psychotherapy Research, 17*, 450-460.
- Johnson, C.V., & Hayes, J.A. (2003). Troubled spirits: Prevalence and predictors of religious and spiritual concerns among university students and counseling center clients. *Journal of Counseling Psychology, 50*, 409-419.

### Book Chapters (\*=Peer reviewed for acceptance)

- Friedman, H., Krippner, S., Riebel, L., & Johnson, C.V. (2012). Models of spiritual development. In L. Miller's (Ed.) *The Oxford Handbook of the Psychology of Spirituality*. New York: Oxford University Press.
- Johnson, C.V. (2010). Faith in crisis: Awakening to social justice through religious conflict. In Trotter-Mathison, M., Koch, J. M., Sanger, S. & Skovholt, T. M. (Eds.), *Voices From the Field: Defining Moments in Counselor and Therapist Development* (pp. 139-142). New York: Routledge.\*
- Krippner, S., Friedman, H., & Johnson, C.V. (2010). Indigenous spirituality and psychological healing. In J.H. Ellens (Ed.), *The Healing Power of Spirituality* (Vol. 1) (pp. 122-143). Westport, CT: Praeger Publishers.
- Johnson, C.V. (2008). Awakening social consciousness. In S.S. Fehr (Ed.), *101 Interventions in Group Therapy* (pp. 375-379). Binghamton, NY: Haworth Press.\*

### Representative Honors and Awards Received

- Junior Faculty Summer Fellowship, University of Oklahoma, College of Arts and Sciences, 2010, Award: \$6,000
- Nominee for Social Justice Award, Women's and Gender Studies Program, Center for Social Justice, University of Oklahoma, 2010
- Junior Faculty Summer Fellowship, University of Oklahoma, College of Arts and Sciences, 2008,

Award: \$6,000

- Selected for Inaugural School of Community Medicine Leadership Academy, University of Oklahoma, Schusterman Center Campus, 2008-2009
- Selected for Excellence in Proposals Program, University of Oklahoma, Office of Research, Grant writing mentoring program, 2008
- Nominee for the Council of Counseling Psychology's Training Programs Outstanding Graduate Student Award, 2003

### **Licensure and Certification**

- *Licensed Health Service Psychologist*. State of Oklahoma (Lic. No: 1070)
- *Licensed Psychologist*. State of Iowa (Lic. No: 00996, Inactive)
- *Nationally Certified School Psychologist*. (Cert. No: 31402, 1999-2005, expired)

### **Major Professional Affiliations**

- Psychologists for Social Responsibility
- American Psychological Association
  - APA Division 17: Counseling Psychology
  - APA Division 32: Humanistic Psychology
  - APA Division 49: Group Psychology and Group Psychotherapy
- American Group Psychotherapy Association
- Society for Psychotherapy Research