



EXTENDED CAMPUS

COLLEGE *of* PROFESSIONAL
and CONTINUING STUDIES

HR 5623-101: Post-Traumatic Stress Disorder

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 15 – 17 & 22 – 24, 2018

Location: OCCE, Norman, Oklahoma. Classes are held at the Thurman White Forum Building of OCCE, 1704 Asp Avenue.

Hours: Friday 5:30-9:30 p.m.; Saturday 8:30 a.m.-4:30 p.m.; Sunday 1:00-5:00 p.m.

Last day to enroll or drop without penalty: May 17, 2018

Site Director:

Email: apnorman@ou.edu. Phone: 405-325-3333.

Professor Contact Information:

Course Professor: Dr. Katie Allen

Mailing Address: Physical Sciences Building, Room 702
Norman, OK 73019

Telephone Number: (405) 325-2402 HR (Office)
(806) 438-0663 Cell (Between the hours of 9am – 6pm)

E-mail Address: kallen@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, or by appointment. Textbook(s) and Instructional

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@fhg.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. Follette, V., & Ruzek, J. (Eds.) (2007). *Cognitive-behavioral therapies for trauma* (2nd ed.). New York: Guilford. ISBN 9781593855888.
2. Van Winkle, C. (2010). *Soft spots: A marine's memoir of combat and post-traumatic stress disorder*. New York: St. Martin's Press. ISBN 9780312602963.

3. Materials posted on the OU Canvas learning management system: Access Canvas at <https://canvas.ou.edu>, enter your OU NetID and password, and select course to access material. If you require assistance with Canvas, please click on the Help icon. You can search the Canvas guides, chat with Canvas support, or contact OU IT.

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:

Class Participation & Attendance -Due Each Class - 20 Points

Prior to the first class session, students should have read the book, *Soft Spots* as well as the first half of the textbook *Cognitive-Behavior Therapies for Trauma*. The second half of the textbook may also be read in advance but will primarily be discussed during the second weekend of class. The class is based upon an interactive learning model and requires active participation by students during discussion and critical thinking formats.

You will get as much out of this course as you put into it. **Thus, participation will comprise a substantial amount of your grade and will require you to actively participate in all components of the course.** Participation includes active involvement in discussion, role-plays, case studies, group work, etc. Points will be deducted for inattention, disrespect, getting off-task, lack of effort, lack of prompt attendance, or not completing assignments, tasks, discussions, etc. Please expect to participate in experiential and/or group activities and “think tanks” on a daily basis.

Paper #1: *Soft Spots* - Due the First Class Meeting – 20 Points

This paper will be in conjunction with the Van Winkle book, *Soft Spots*. Van Winkle is a combat war veteran. You will also have had to read your text, *Cognitive-Behavioral Therapist for Trauma* to complete this paper. There are two parts to the first written assignment.

Part One is a reflection of the war veteran’s experience with PTSD. In **3 – 4 pages**, students will reflect upon questions such as: What surprised you about reading a real account of PTSD? What symptoms or triggers did you find interesting? As a future clinician, what implications does PTSD have on our profession, particularly after being recent war and so many service men and women coming home from combat? What things did you find encouraging and/or particularly disturbing? What are the challenges he will continue to face?

Part Two will require you to put on your “clinician hat” and utilize the text, *Cognitive-Behavioral Therapies for Trauma* to evaluate this soldier’s PTSD from a clinical perspective. In **3 – 4 pages**, you will apply the approaches, interventions, and strategies you learned about from the cognitive-behavioral text to create a retrospective case study. You will include a description of recommended assessments and interventions for Van Winkle. What steps would you follow in treating him, and what reactions or outcomes would you expect? You will need two references and citations other than your textbook. These should come from scholarly, peer-reviewed books and journal articles (do not use non-peer reviewed online materials such as websites).

Paper 1 will be a total of 6 – 8 pages and due the first class meeting. Your paper must be written in APA format. You should use a standard size (12 point) Times Roman font. Use 1” margins on all sides. Use a separate cover sheet containing the author’s name, title of the course, and the date (omit abstract).

Include your references on a reference page. Please number your pages and turn the paper in to the appropriate dropbox on Canvas. For assistance, please refer to the APA Publication Manual or the OU Writing Center. You can also utilize the Purdue Online Writing Lab: <https://owl.english.purdue.edu/owl/>.

Paper #2: Trauma Interview and Presentation - Due the First Saturday – 20 Points

This paper will require students to interview someone that has experienced a real-life trauma or serious crisis (**note: This person does not have to have PTSD**). You may use family members if you would like to. This individual can utilize a pseudonym if he or she wants to remain anonymous. Your interview will entail a thorough social history as well as a history of the trauma and current triggers. Also include questions regarding if treatment was sought out, what kind of treatment occurred (e.g., EMDR, cognitive-behavioral, inpatient, outpatient, etc.), if treatment was effective and in what ways did it help, and current and/or future challenges the individual faces. Students should get a clear picture of what the individual experienced and the ways in which the trauma has affected his or her life. Trauma does not always lead to PTSD. For this interview you may chose an individual who has experienced trauma **whether or not** it resulted in PTSD).

Paper:

- **Part 1:** Students will write a brief (**minimum** of 3 pages) summary of your findings This should include information regarding who you interviewed, what the trauma was, what the general themes you discovered, and a discussion of the answers to your interview questions.
- **Appendix 1:** Along with the Part 1 will be two appendices. The first appendix should be your structured interview questions along with the interviewee’s responses (**minimum** of one page in length). Examples of questions are provided later in the syllabus. This will be a bullet list of questions and paraphrased responses.
- **Appendix 2:** The second appendix should be documentation of your thoughts and feelings about the assignment, analyzing what you learned about yourself in the process and what you learned about trauma. You can also reflect on what you learned in setting up, conducting, and processing the interview (**minimum** of two pages in length). **Thus, your paper, with the appendices, should be a minimum of six pages:**
 - **Part 1:** Three pages which summarize your findings;
 - **Appendix 1:** One page of interview questions & paraphrased responses
 - **Appendix 2:** Two pages of self-analysis concerning what you learned as a result of the assignment.
- This paper should also be written in APA format. Type your paper using double-spacing and 12-point font. Use headings to divide up your sections. These can read, “Discussion,” “Interview Questions,” and “Self-Analysis.” Use a cover sheet for your paper which lists your name, the course number and title, and the date. Please turn your paper into the appropriate dropbox on Canvas by the deadline! **More information for this assignment is listed at the end of the syllabus!**

Presentation:

You will then provide a brief oral presentation on your findings during the first weekend of class. The presentation should be approximately ten minutes. Presentations are informal and do not require visual aids.

Team Presentation - Due the Second Saturday – 20 Points

On the first night of class, students will be assigned to pairs or teams. For the group presentations, each team will be asked to select a specialized population from the text, *Cognitive-Behavior Therapies for Trauma*. Using a **minimum of 4 references** (1 can be our text), students will: Define and explain the population and the specific implications related to being members of that population; discuss assessment; address key components or special considerations of the population; discuss treatment options. In addition, you must engage the class in some manner during your presentation!

Teams will make an oral presentation on the selected population during the final Saturday of the course. Time allotted for the presentations will be 45 minutes to one hour. Evaluations will be based upon the creativity and the competence of the presentation. Each team should prepare a very detailed outline of the presentation. Each team should prepare enough copies of the outline for the instructor and all class members. Each member of the team should present. You are expected to utilize visual aids (power point, DVD's, etc.) and the professor will make presentation equipment available to you. **You will be given some class time to work on your team presentations.** More detailed information regarding team presentations will be provided in class.

Final Exam - Due the Last Class Session – 20 Points

The final exam will cover all materials covered in class. That is all texts, readings, lectures, discussions, and video/film presentations. The final exam will occur on the last class session.

Grading

This is a letter graded course: A, B, C, D, or F. Grading scale: A=90-100, B=80-89, C=70-79, D=60-69, F=59% and below. The course grade will be comprised of the following:

Assignments	Due Date	Points
Participation & Attendance	All Class Sessions	20
Paper #1	First Night of Class, June 15, 2018	20
Paper #2 & Presentation	First Saturday of Class, June 16, 2018	20
Team Presentation	Second Saturday of Class, June 23, 2018	20
Final	Last Class Session, June 24, 2018	20

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.

Trauma Interview & Presentation

Assignment Overview

This activity is meant to give you insight into the struggles faced by victims of trauma and crisis. As potential future practitioners, you will work with victims of trauma. Though this interview is not meant to be a therapeutic trauma interview (we will look at one of these in class), it will allow you to begin to understand the process of working with individuals who have experienced trauma. You will interview someone who has experienced a real-life trauma or crisis. **This person does not have to be diagnosed with PTSD.** Traumatic events can be a number of things. **Some examples are:** Natural disaster, serious accident or injury, combat, sudden life-threatening illness, accidental death of a close friend or family member, being attacked with a weapon, being attacked without a weapon but with the intent to kill or seriously injure, being a victim or witness to physical violence, sexual abuse, rape or attempted rape, aggravated assault.

Note: Interview papers & presentations can be done without revealing the identities of the persons interviewed. You may use a pseudonym in your paper and presentation if the individual prefers. Also note that talking about trauma and crisis may be difficult. You may want to begin by telling the individual that they can stop or take a break if the interview becomes too difficult at any time.

Directions Part 1:

Interview a person who has experienced a trauma. After the interview, you will write a summary of your findings. This summary should include a description of who you interviewed, what trauma occurred, what themes you uncovered from his/her life and trauma, and other interesting findings uncovered from your interview. **Page length: Three pages minimum.**

Directions Appendix 1:

You will write your questions and the person's responses to your questions in bullet format in approximately 1 page, single-spaced is fine for this portion of the assignment, 12-point font. **Page Length: 1 page minimum.**

For Example:

Question 1: "Pat, what type of treatment, if any, did you seek out to help get through this trauma?"

Response 1: At first Pat did nothing. She decided to deal with the trauma of the Moore tornado herself. After many sleepless nights and turning to alcohol to self-medicate, she realized that this was too much for her to handle alone. Pat then sought out talk therapy and anxiety medication.

Interview Questions

You may ask your own questions if you choose, but some ideas of prompts are listed below:

- Demographic Information (name, age, education level)
- What were some events leading up to the trauma (enlisted in military, some verbal abuse began leading to physical abuse, natural disaster, etc.)?
- What was the process of getting through the trauma?
- Did he/she have any feelings of guilt, anger, etc. after the trauma and how much have those feelings been present?
- What things helped (yoga, meditation, moving cities, etc.)?
- How is his/her support system?
- What triggers does he/she still have?
- Was treatment sought out and what kind (cognitive-behavioral, outpatient, inpatient, etc.)?
- If, so was it effective?

- What challenges do they face now in regards to life after the trauma?
- Do they anticipate any future challenges?
- What would they say to others who have experienced trauma?
- What would they say is important for future mental health professionals who may work with trauma victims to know?

Directions Appendix 2:

Write your response and reaction to the interview in **approximately 2 pages**, double-spaced, 12-point font. You should answer the following types of questions:

- After interviewing this person, what did you learn about coping with trauma?
- What did you learn from the perspective of a future clinician?
- What surprised you to learn?
- Make sure you then include a conclusion paragraph that is written appropriately and is a summation of the included subject matter.

Presentation Requirement:

Students will give a brief, informal, **10-minute talk** about their interviews. Students will describe what they learned about the individual and the process of coping with trauma as well as their reaction to what they learned (i.e., what surprised you, what did you learn as a future clinician, etc.).

Grading and Due Dates:

This assignment will be a total of 6 pages minimum and due the first Saturday of the class. This assignment is worth 20 points (15 for the Paper and 5 points for the Presentation). Late papers are subject to a one letter grade deduction per day. Your paper should be written in APA format. You should use a standard size (12 point) Times Roman font. Use 1” margins on all sides. Include your references on a reference page (If utilized. No references other than your text required). Please number your pages and turn the paper in as a stapled document. For assistance, please refer to the APA Publication Manual or the OU Writing Center. You can also utilize the Purdue Online Writing Lab: <https://owl.english.purdue.edu/owl/>.

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

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 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

Katie Allen, PhD, LPC-S

Education

- 2004 B.A. Double Major: Psychology and Philosophy, Texas Tech University
- 2006 M.A. Humanities; Duke University
- 2010 PhD Counselor Education, Texas Tech University

Current Positions

- Assistant Professor, Department of Human Relations since 2013
- Advanced Programs Professor since 2014
- Licensed Professional Counselor & Supervisor (#4829), State of Oklahoma since 2012
- Past Clinical Director & Therapist, Cedar Ridge Psychiatric Hospital & Residential Treatment Center, May 2011 – August 2013.

Frequently Taught Advanced Programs Courses

- HR 5100 Posttraumatic Stress Disorder
- HR 5563 Career Counseling
- HR 5113: Professional Orientation to Counseling

Major Areas of Teaching and Research Interest

- At-risk children and adolescents
- Gifted youth
- Ethical issues related to counselors
- Career counseling implications and interventions
- Anxiety and academic performance
- Anxiety and Intelligence
- Counselor supervision
- Online issues: Learning online, teaching online, and cyberbullying

Representative Publications and Presentations

- Allen, K. R., & Bradley, L. (in press). Career counseling with juvenile offenders: Effects on self-efficacy and career maturity. *Journal of Addictions & Offender Counseling*.
- Allen, K. R., & Bradley, L. (2015). *Career counseling with juvenile offenders: Effects on self-efficacy and career maturity*. Paper accepted for presentation at the American Counseling Association 2015 Conference in Orlando, FL.
- Allen, K. R. (2014). *Career counseling implications for juvenile offenders*. Paper presented at the 2014 Zarrow Mental Health Symposium in Tulsa, OK.
- Allen, K. R. (2014). *Living gifted: Mental health implications for our brightest youth*. Presented to the Central Oklahoma Mensa 2014 spring meeting in Moore, Oklahoma.
- Bradley, L., Hendricks, R., Whiting, P., & Rhode, K. (2010). Overview of counselor supervision. In L. Bradley & N. Ladane (Eds.), *Counselor supervision: Principles, process and practice* (4th ed.). Philadelphia, PA: Taylor and Frances.
- Rhode, K. (2008). "Serving Gifted Learners beyond the traditional classroom: A guide to alternative programs and services," VanTassel-Baska, J. L. (Ed.). (2007), *Roepers Review*, 30, 70 – 71.
- Rhode, K. *Career Interests of Juvenile Offenders: Where Intervention Should Begin* Paper accepted for presentation at the 2012 American Counseling association Annual Conference in San Francisco, CA.
- Rhode, K. *The Effect of Career Counseling on the Self-Efficacy and Career Maturity of Residential Juvenile Offenders*. Presented at the 2011 American Counseling Association Annual Conference in New Orleans, LA.

- Berg, R., Rhode, K., Hennington, C., Johnston, G., & Merriman, J. (2010). *Interventions Addressing Self Harm for Children and Adolescents in State Custody*. Presented at the 2010 American Counseling Association Annual Conference in Pittsburg, PA.
- Rhode, K., Hennington, C., Berg, R., & Berry, J. (2009). *Boundary Issues in Counselor Education: The Faculty-Student Relationship*. Presented at the 2009 Texas Counseling Association Annual Conference in Dallas, TX.

Major Professional Affiliations

- American Counseling Association
- Oklahoma Counseling Association
- Leadership Oklahoma: Loyal Class VII