



EXTENDED CAMPUS

COLLEGE of PROFESSIONAL
and CONTINUING STUDIES

HR 5623-223: Post Traumatic Stress Disorder

Course Description:

From the course catalogue: “Concentrates on what constitutes post-traumatic stress, its assessment, diagnosis, and therapeutic intervention. Cover different sources of post-traumatic stress, as well as different methods of evidence- based treatment modalities. Special populations are also addressed.”

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.

Given the Covid19 situation, we will not meet in the classroom. Instead, we will use Zoom to meet on the indicated dates and times. I will send you a link after I setup the Zoom meetings. Please keep an eye on CANVAS for updates and news. All OU students can download Zoom for free. So, if you do not have Zoom already, please install it on your computer.

Class Dates, Location and Hours:

Class format has changed COVID-19 travel restrictions.

Dates: May 12 – 25, 2020

Location: Wiesbaden, Germany. See Site Director for classroom site.

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: April 13, 2020

Site Director:

Email: apwiesbaden@ou.edu. Phone: 0611-143-548-1309; DSN 548-1309.

Professor Contact Information:

Course Professor: Chad V. Johnson, PhD

Mailing Address: OU, Schusterman Center

4502 E 41st St

Tulsa, OK 74135

Telephone Number: (918) 660-3377

Email Address: cvjohnson@ou.edu

Professor availability: The professor will be available via email 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 Bookstore Website at <https://ou.textbookx.com/institutional/index.php>. There is no longer a physical bookstore, the store will remain, but textbooks will not be stocked. The website has book selling, renting, buying, returning, and order tracking capabilities. If you need help with an order, or if you have any questions contact the toll-free phone at 1-(855)-790-6637, agents are available from 9a – 5p (EST) Monday – Friday. For more

information or questions about textbooks, feel free to contact apsyllabi@ou.edu. Text prices are available online

1. van der Kolk, B. (2015). *The Body Keeps Score: Brain, mind, and body in the healing of trauma*. NY: Viking. ISBN-13: 978-0143127741
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 system: Access Canvas at <http://canvas.ou.edu>. Enter your OU NetID (4+4) and password and select course to access material.

Recommended Textbooks:

1. Herman, J. L. (2015). *Trauma and recovery (Revised ed.)*. New York: Basic Books. ISBN-13: 978-0465061716
2. Walser, R.D. (2007). *Acceptance & Commitment Therapy for the treatment of post-traumatic stress disorder & trauma-related problems*. Oakland, CA: New Harbinger Publications. ISBN-13: 978-1-60882-333-8
3. Williams, M.B., & Poijula, S. (2013). *The PTSD workbook: Simple, effective techniques for overcoming traumatic stress symptoms*. Oakland, CA: New Harbinger. ISBN-13: 978-1608827039

Recommended Reference Text:

1. American Psychological Association (2010). *Publication manual of the APA (6th ed.)*. Washington, DC: Author. ISBN 9781433805615.

Course Objectives:

- To understand the presentation, symptomology, and experience of trauma.
- To understand the neurobiology of trauma and its affects on the body.
- To develop knowledge and skills in a number of treatment modalities used with individuals suffering from trauma and PTSD.
- To develop a knowledge base for working with special populations.

Instructional Strategies:

A variety of methods will be utilized in this course. Students will be assigned outside reading related to the topic for discussion in class. Students will be expected to come to class prepared to discuss information and ideas presented in the assigned readings and to integrate supplemental information offered by the instructor. This course will be taught primarily in a seminar-style format, with emphasis on discussion of the readings and their applicability to work as a counselor. Students will also be asked to apply the readings through discussion of case material and diagnostic situations. The primary mode of learning will be reading/reflection, discussion, presentations, written assignments, and group activities.

Note on laptops, phones, and PDAs: Due to the increasing amount of problems associated with laptop computers, phones, PDAs, etc. distracting from classroom instruction and the fact that research shows learning/retention is dramatically increased when students are strongly recommended to actively listen and write (by hand!) notes for class, I encourage students NOT to use of laptops, phones, PDAs, recording devices, etc. during instruction time. Have them turned off and stored. If you are on-call for work or have a family crisis/emergency you may have them set on vibrate, but please leave the classroom to take any calls. If you choose to use them I request you be respectful of your fellow students and they may only be used for activities related to class (e.g., taking notes, reviewing articles, course website, etc.).

Assignments, Grading and Due Dates:

Paper 1: “The Body Keeps The Score”

Your paper should be typed, 8-10 pages, double-spaced, 12-point font, and 1-inch margins (APA format) and cite at least **two other scholarly references**.

Part I

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, 8-10 pages, double-spaced, 12-point font, and 1-inch margins (APA format) and cite at least **two other scholarly references**.

Part I

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? Compare and contrast somatic-focused (or “bottoms-up”) approaches (e.g. Somatic Experiencing, Sensorimotor, EMDR, yoga/meditation, etc.) with conventional therapy approaches (e.g., CBT, Exposure therapy, psychodynamic, “top-down” approaches).

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, **May 31, 2020**

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. Assignments are expected by the due date and reflect professionalism responsibility and accountability. Final grades will be assigned by percentage of total points:

A	100-90%
B	89-80%
C	79-70%
D	69-60%
F	59-00%

Assignments	Due Date	Points
Attendance/Participation	All Class Sessions	10
Paper #1	First Night of Class	30
Paper #2	2 weeks after final class, June 8, 2020	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.

Requirements for Assignments:

All assignments should be written using the 6th edition of the *APA Publication Manual* (APA, 2010) including a cover page and reference list (but no abstract is necessary) using Times New Roman 12-point font. Grading will be based upon the substantive content and the quality of the student's writing in all assignments, including discussion board postings (see **Grading Rubric** below). Substantive content includes following instructions for the content of the assignment. Quality of writing covers clarity of expression and organization, appropriate use of and citation of references within the text and in reference lists at the end of the paper using APA format. Academic writing style, use of inclusive language, and correct grammar, spelling, and punctuation will be included in the grade determination. Do not rely exclusively on the spell check feature of your word processor, which will not pick up errors such as homonyms, such as “principle” and “principal,” or homophones such as the correct use of “its” and “it’s.” Spelling, grammar, and punctuation will be taken into consideration in grading.

I have included a handout of APA essentials on Canvas, but it is not a substitute for reading and following the publication manual--particularly chapters 1 "Writing for Behavioral and Social Sciences" and 3 "Writing Clearly and Concisely." Discussion board assignments should be clearly and concisely written, but APA-style is not essential (do reference properly, however).

A note on plagiarism: Be aware that all your papers when put in the **Assignment** box are automatically submitted to turnitin.com, a plagiarism database that scans your paper and adds it to the database to be used for future searches. The scan gives a percentage for how much of a paper is found in other sources and gives links to those other sources as evidence. Please cite and paraphrase your material appropriately (see Writing Resources).

Grading Rubric for Papers:

Performance element	Unacceptable	Acceptable	Excellent
Literature Support	<ol style="list-style-type: none"> 1. Absence of literature support for ideas and topics. 2. Lacks knowledge of counter evidence and literature. 3. Argumentative, reactionary, defensive; limited awareness of audience and purpose. 	<ol style="list-style-type: none"> 1. Refers to few literary sources to support ideas. 2. Minimal knowledge of counter evidence. 3. Attempts to establish purpose. 	<ol style="list-style-type: none"> 1. Writing supported by scholarly literature. 2. Displays substantive knowledge of alternative views and counter evidence to ideas. 3. Maintains clear focus; evidence of distinctive voice and/or appropriate professional tone.
Development Of argument	<ol style="list-style-type: none"> 1. Ideas not supported by details. 2. No evidence of analytical thinking, reflection or insight. 3. Only one perspective presented on the issue. 	<ol style="list-style-type: none"> 1. Ideas loosely supported. 2. Minimal idea development; repetitious details. 3. Dichotomous, two-part, “either-or” thinking. 	<ol style="list-style-type: none"> 1. Ideas supported by details. 2. Evidence of analysis, reflection and insight. 3. Multiple perspectives on the issues.

Performance element	Unacceptable	Acceptable	Excellent
Grammatical Structure; language	<ol style="list-style-type: none"> 1. Several errors in grammar, spelling, punctuation, capitalization. 2. Incorrect and/or ineffective word usage and phrasing, lack of sentence structure. 3. No paragraph development or transitions. 	<ol style="list-style-type: none"> 1. Few grammatical errors. 2. Some simplistic language, awkward sentence structure. 3. Some paragraph development. 	<ol style="list-style-type: none"> 1. No grammatical errors. 2. Precise, rich language, variety of sentence structure & length. 3. Well-developed paragraphs; clear transitions and logical flow.
APA style Formatting	<ol style="list-style-type: none"> 1. Numerous errors in citations within text body and reference list. 2. Lack of citations (plagiarism). 3. No cover; no running head. 4. No attempt at APA style formatting. 	<ol style="list-style-type: none"> 1. Few errors in citations. 2. Cover page, running head, numbering with few errors. 3. Attempts APA style formatting. 	<ol style="list-style-type: none"> 1. Proper citation within text body and reference list. 2. Proper cover page and running head. 3. Scholarly writing in APA-style.
Grade	C-F	B	A

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

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.
- Jan 2009 – present Clinical Assistant Professor, University of Oklahoma-College of Medicine, Department of Psychiatry, Schusterman Center, Tulsa, OK
- Dec 2006 – present Instructor, OU-Extended Campus, University of Oklahoma, OUTREACH, Tulsa, OK
- Dec 2008 – Present Private Practice, Tulsa, OK.

Frequently Taught Advanced Programs Courses

- HR 5463 Counseling Skills in Human Relations
- HR 5623 Post-Traumatic Stress Disorder
- HR 5003 Theoretical Foundations of Human Relations
- HR 5453 Ethical Issues in HR Counseling
- HR 5483 Diagnosis in HR 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

Representative Publications and Presentations

Books/ Monographs

- Johnson, C.V., & Friedman, H. (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.) (2014). *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.) (2014). *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.) (2014). *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.*

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)