

Counseling for Grief, Loss, and Trauma (CPSY 291)

Santa Clara University
Department of Counseling Psychology
Winter, 2014

Instructor: David B. Feldman, Ph.D.
Office: 408-554-4462

Office Hours: TBA
To make an appointment,
just see or call me.

E-mail: dbfeldman@scu.edu

Readings: *The Helper's Journey* (D. G. Larson), *The End-of-Life Handbook* (D. B. Feldman), and additional readings (available in PDF format through <http://camino.instructure.com>). See the last page of this syllabus for a bibliography of all the readings.

Objectives: A first objective is for you to gain an understanding of the effects of trauma, grief, loss, and life-threatening illness on individuals, both negative effects as well as aspects of human resilience. A second objective is for you to understand how to assess and diagnose trauma and grief-related conditions, including PTSD and complicated grief. A third objective is for you to be familiar with common, evidence-based treatment approaches for trauma and grief-related conditions. A last objective is for you to explore your own personal reactions to trauma and loss, particularly with regard to how it might influence your work with clients.

Grades: Course grades will be based on four reflection journal entries, a paper, and a symposium presentation. There will also be a grade for class participation.

	<u>% Worth</u>
Journal	25%
Paper	35%
Symposium Presentation	15%
Class Participation	25%

It is important for students to turn in work in a timely manner. It is understandable, however, that unforeseen circumstances such as illness, bereavement, or tragedy may prevent a student from completing an assignment on time. If this happens to you, please notify me ahead of time (if possible), or at the earliest possible time. I'm more than willing to work with you. Normally this means that you will have one week to make up the work. Unfortunately, it is my policy *not* to accept assignments for full credit that are turned in late due to travel plans, vacation plans, etc.—it would be unfair to the rest of the class. In cases of travel, vacation, and other preventable/foreseeable circumstances, my policy is to deduct 20 percentage points from major assignments for each day late. If you have any questions or concerns that you may miss a deadline, please talk to me as soon as possible.

Final Paper: During this course, we will cover a wide variety of topics related to trauma, grief, and life-threatening illness. This paper is designed to provide you with a forum to further explore a topic of interest to you. It is a formal literature review paper that will make use of sources from the library. The paper should be 8-10 pages (maximum), double-spaced. It paper should be an academic and well-organized presentation of your research on virtually any topic of your choice, as long as it is related to the course. Research work for the paper must go beyond the readings for the course and should include at least 6-8 additional references from professional sources (professional books, book chapters in edited volumes, or journal articles). Please cite references using APA style. It can also include interviews with professionals working with clients and families facing grief, life-threatening illness, or trauma. *Important: Please okay your topic with the professor by the 7th week of class! Because this paper will involve library research, you may need to use interlibrary loan; as such, students are advised to begin research on their paper no later than the 7th week of class.*

Research Symposium Presentation: A “symposium” is a panel of experts that present on different aspects of a related topic. Our symposium will take place the last day of the course and will provide an opportunity for students to learn from one another. The topic of your symposium presentation should be the same as your paper, but it will have to be much shorter due to time constraints. As such, you should “zoom in” on the most important or interesting aspects of your work. Presentations should be from 4-5 minutes in length. The presentation should be the kind you would make if you were invited to speak on this topic to a community or professional group. You may use note cards to prompt you, but please do not read your paper. Because of time limitations, we won’t have enough time for everyone to load PowerPoint slides. So, please develop 1-page handout to pass out in class. The handout should have the title of your presentation at the top and include: (1) a bulleted list of any key ideas or information that you think would be helpful to other professionals seeking to learn about your topic, and (2) a list of your favorite references on your topic, maybe the top four or five. My hope is for everyone to walk away from the course with a packet of these useful 1-page sheets (who knows when you might need them in your practice!).

Reflection Journal: We will be talking about some potentially emotionally difficult and thought-provoking topics over the course of the quarter. To encourage and help you to further reflect on these issues in the time between class meetings, four times during the quarter you will be asked to write 2-page reflection journals (double spaced). Each of these four journals will have a different set of questions to consider (see the “Questions for the Reflection Journals” sheet for guidance). As journals will include personal material, they will not be graded. Instead, journals will be marked with a check if turned in, and a check-plus if discussion of the material and personal insights is done especially well. I encourage you to share as deeply as you feel comfortable. However, please note that I will *not* follow up on the reflections to give you privacy to share without feeling that you have to discuss further. If you want to talk to me about something personal, please feel free to see me in person. There will be four entries total. A check-plus = 25 points, a check = 20 points. So, if you get a check-plus on all four, that equals 100 points. If a journal is turned in late, normally half-credit is given.

Class Participation: Because this class is a combination of lecture and seminar, it is essential that each of us attend every meeting. Lecture is certainly important, but I believe that the “meeting of the minds” that occurs through questions and discussion is *far* more important. Participation is not graded by the amount you speak in class, but by your presence and active engagement (even if simply engaged listening!). If you need to miss class, please call me beforehand so we can review materials that will be missed. More than one absence will result in losing half of your class participation points.

Disability Accommodations: Any student who has a disability that may prevent him or her from fully demonstrating his or her abilities should contact the instructor immediately. To request academic accommodations for a disability, students also must contact Disability Resources, (408) 554-4111; TTY (408) 554-5445. Students must provide documentation of a disability to Disability Resources to receive accommodations. I am more than happy to make any reasonable accommodations.

Class/Reading Schedule

<u>Date</u>	<u>Topic</u>	<u>Reading</u>
1/6	Introduction to trauma and loss; Diagnostic issues in trauma and loss; Multicultural issues.	Larson Ch 1
1/13	The effects of trauma (cognitive, affective, and biological); Epidemiology of trauma; Self-care for the therapist. **Journal 1 Due**	Larson Ch 2, 5 "PTSD Basics", "Rebuilding Shattered Assumptions"
1/20	The treatment of trauma: Healing a shattered worldview; Focus on exposure-based therapy approaches.	"Theoretical Frameworks", "Intro to Prolonged Exposure", "PE Protocol Outline"
1/27	Continue discussion of the treatment of trauma. The EMDR controversy.	"EMDR Taking a Closer Look", "Is EMDR an Exposure Therapy?", "EMDR Meta-analysis"
2/3	Palliative care and hospice: Definitions and systems of care; family issues at the end-of-life; Multicultural issues. **Journal 2 Due**	Feldman Ch 7, 8, "Roles of Psychologists", "Cultural Differences in EOL Care"
2/10	Working with patients at the end of life. Focus on working with people facing traumatic health conditions.	Feldman Ch 5, 6, "Dark Cloud of Unknowing", "PTSD at the EOL"
2/17	Grief and bereavement; distinguishing normal grief from traumatic/complicated grief; the grief counseling controversy. **Journal 3 Due**	Feldman Ch 12, Larson Ch 6, "The Nature of Grief", "Best Practices in Grief Counseling", "The Bright Side of Grief Counseling"
2/24	The treatment of complicated grief.	"Prolonged Grief Disorder", "IPT for Grief", "CGT as New Treatment Approach"
3/3	Posttraumatic growth and resiliency. Guiding clients toward resiliency after trauma and loss. **Journal 4 Due**	"Positive Lessons of Loss", "Expert Companions", "Can we Facilitate Post-Traumatic Growth?"
3/10	NO CLASS!!!! PROFESSOR AT A CONFERENCE.	
3/17	**Research Symposium** **Paper Due**	

Reference of Required Course Texts:

Feldman, D. B., & Lasher, S. A., Jr. (2008). *The end-of-life handbook: A compassionate guide to connecting with and caring for a dying loved one*. Oakland, CA: New Harbinger Publications.

Larson, D. G. (1993). *The helper's journey: Working with people facing grief, loss, and life-threatening illness*. Champaign, IL: Research Press.

References for Required Course Readings

Note: Many optional/recommended readings on Camino are not listed here to conserve space.

“PTSD Basics”

Department of Veterans Affairs National Center for PTSD (2012). PTSD Basics. Retrieved from <http://www.ntis.gov/pdf/ptsdbasicstext.pdf>.

“Research on PTSD”

Schnurr, P. P., Friedman, M. J., & Bernardy, N. C. (2002). Research on posttraumatic stress disorder: epidemiology, pathophysiology, and assessment. *In Session: Psychotherapy in Practice*, 58, 877-889.

“Rebuilding Shattered Assumptions”

Janoff-Bulman, R. (1999). Rebuilding shattered assumptions after traumatic events. In C. R. Snyder (Ed.), *Coping: The psychology of what works* (pp. 305-322). New York: Oxford.

“Theoretical Frameworks”

González-Prendes, A. A., & Resko, S. M. (2012). Theoretical Frameworks: Cognitive-behavioral therapy. In S. Ringel & J. R. Brandell (Eds.), *Trauma: Contemporary directions in theory, practice, and research* (pp. 14-40). New York: Sage.

“Intro to Prolonged Exposure”, Chapter 1 from:

Foa, E., Hembree, E. A., & Rothbaum, B. O. (2007). *Prolonged exposure therapy for PTSD: Emotional processing of traumatic experiences therapist guide*. New York: Oxford.

“PE Protocol Outline”

Prolonged exposure protocol. (2012). Retrieved from <http://depts.washington.edu/.../PE%20Protocol%20with%20details.pdf>.

“EMDR Taking a Closer Look”

Lilienfeld, S. O., & Arkowitz, H. (2008). EMDR: Taking a closer look. *Scientific American: Body*, December. Retrieved from <http://www.scientificamerican.com/article.cfm?id=emdr-taking-a-closer-look>.

“Is EMDR an Exposure Therapy?”

Rogers, S., & Silver, S. M. (2002). Is EMDR an exposure therapy? A review of treatment protocols. *Journal of Clinical Psychology*, 58, 43-59.

“EMDR Meta-analysis”

Davidson, P. R., & Parker, K. C. H. (2001). Eye Movement Desensitization and Reprocessing (EMDR): A meta-analysis. *Journal of Consulting and Clinical Psychology*, 69, 305-316.

“Dark Cloud of Unknowing”, Chapter 1 from:

Cantor, R. C. (1978). *And a time to live: Toward emotional well-being during the crisis of cancer*. New York: Harper and Row.

“PTSD at the EOL”

Feldman, D. B. (2011). Posttraumatic stress disorder at the end of life: Extant research and proposed psychosocial treatment approach. *Palliative and Supportive Care*, 9, 407-418.

“Roles for Psychologists”

Haley, W. E., Larson, D. G., Kasl-Godley, J., Neimeyer, R., & Kwilosz, D. (2003). Roles for psychologists in end-of-life care: Emerging models of practice. *Professional Psychology: Research and Practice*, 34, 626-633.

“The Nature of Grief”

Hansson, R. O., & Stroebe, M. S. (2007). The nature of grief. In R. O. Hansson & M. S. Stroebe (Eds.), *Bereavement in late life: Coping, adaptation, and developmental influences* (pp. 9-24). Washington, DC: APA.

“Best Practices in Grief Counseling”

Altmaier, E. M. (2011). Best practices in counseling grief and loss: Finding benefit from trauma. *Journal of Mental Health Counseling*, 33, 33-45.

“The Bright Side of Grief Counseling”

Larson, D. G., & Hoyt, W. T. (2007). The bright side of grief counseling: Deconstructing the new pessimism. In K. J. Doka (Ed.), *Living with grief: Before and after the death* (pp. 157-174). Washington, D.C.: Hospice Foundation of America.

“Prolonged Grief Disorder”

Craig, L. (2010). Prolonged Grief Disorder. *Oncology Nursing Forum*, 37, 401-406.

“IPT for Grief”, Chapter 6 from:

Hinrichsen, G. A., & Clougherty, K. F. (2006). *Interpersonal psychotherapy for depressed older adults*. Washington, D.C.: APA

“CGT as New Treatment Approach”

Wetherel, J. L. (2012). Complicated grief therapy as a new treatment approach. *Dialogues in Clinical Neuroscience*, 14, 159-166.

“Positive Lessons of Loss”

Calhoun, L. G., & Tedeschi, R. G. (2001). Posttraumatic growth: The positive lessons of loss. In R. A. Neimeyer (Ed.), *Meaning reconstruction & the experience of loss* (pp. 157-172). Washington, D.C.: APA.

“Expert Companions”

Tedeschi, R. G., & Calhoun, L. G. (2009). Expert companions: Posttraumatic growth in clinical practice. In L. G. Calhoun & R. G. Tedeschi (Eds.), *Handbook of Posttraumatic Growth* (pp. 291-310). Mahwah, NJ: Lawrence Erlbaum.

“Can we Facilitate Posttraumatic Growth?”

Tedeschi, R. G., & McNally, R. J. (2011). Can we facilitate posttraumatic growth in combat veterans? *American Psychologist*, 66, 19-24.