### Assessing Military Clients for Trauma and Posttraumatic Stress Disorder



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### **Disclaimer**

The views expressed are those of the presenter(s) and do not necessarily reflect the opinions of the Uniformed Services University of the Health Sciences, the Department of Defense, or the U.S. Government.



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### **Learning Objectives**

- Apply the VA/DOD Guidelines for the Assessment of Trauma and PTSD.
- 2. Discriminate between symptoms of PTSD and other disorders based on the DSM-5.
- Integrate appropriate measures into the screening, diagnostic assessment, and tracking of treatment outcomes in PTSD patients.



### **Purposes of Clinical PTSD Assessment**

- · Differential diagnoses
- · Functional assessment
- Collection of information for case conceptualization
- · Treatment planning
- · Tracking treatment progress/outcome
- · Medical discharge/service connection



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### **Contextualizing Assessment**

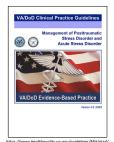
- 1. Assessment is a process
- 2. Clarifying roles
- 3. Informed consent/refusal
- 4. Responding effectively in a crisis
- 5. Acknowledging fallibility
- 6. Countertransference
- 7. Documentation and follow-up
- 8. Framing feedback
- 9. Looking to the future
- 10. Assessing/responding to reactions



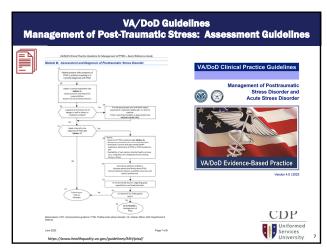
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### Section 1: Assessing Trauma History









# What Is "trauma?" How would you define "trauma?" CDP Uniformed Services Services Services Services a

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### **DSM-5: PTSD Criterion A**

- A. Exposure to actual or threatened death, serious injury, or sexual violence in one (or more) of the following ways:
  - 1. <u>Directly experiencing</u> the traumatic event(s).
  - 2. Witnessing, in person, the event(s) as it occurred to others.
  - 3. <u>Learning</u> that the traumatic event(s) occurred to a close family member or close friend. In cases of actual or threatened death of a family member or friend, the event(s) must have been violent or accidental.
  - Experiencing repeated or <u>extreme exposure to aversive</u> details of the traumatic event(s) (e.g., first responders collecting human remains; police officers repeatedly exposed to details of child abuse).

**Note:** Criterion A4 does not apply to exposure through electronic media, television, movies, or pictures, unless this exposure is work-related.



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### **ICD-11: PTSD Criterion A**

Exposure to an event or situation (either short- or longlasting) of an extremely threatening or horrific nature.

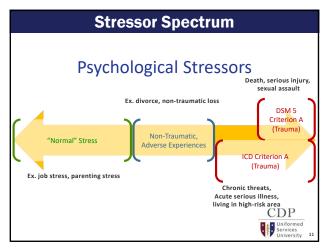
Such events include, but are not limited to:

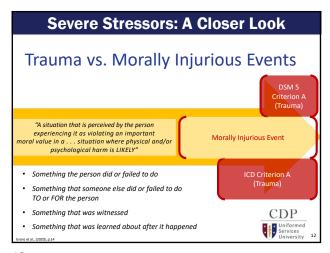
- <u>Directly experiencing</u> natural or human-made disasters, combat, serious accidents, torture, sexual violence, terrorism, assault or acute lifethreatening illness (e.g., a heart attack)
- Witnessing the threatened or actual injury or death of others in a sudden, unexpected, or violent manner
- <u>Learning about</u> the sudden, unexpected or violent death of a loved one.

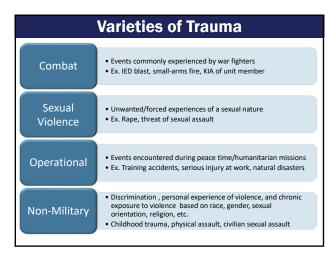
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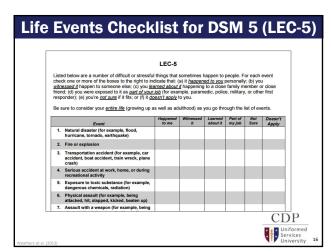
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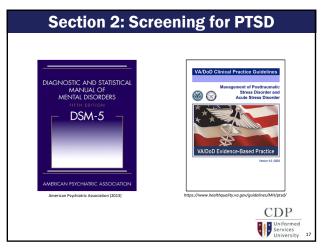


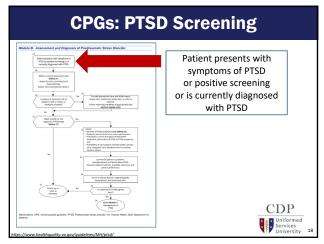


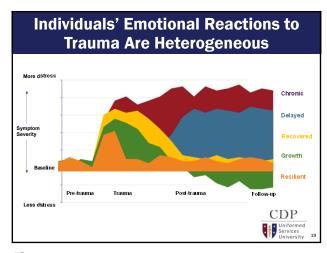


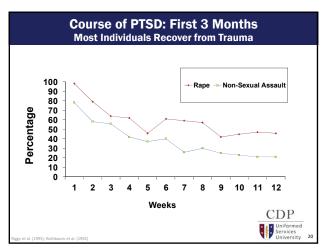
# Tips for Assessing Trauma History Assess readiness for treatment No surprises Express confidence Normalize Contain Praise your client











### **PTSD Screening**

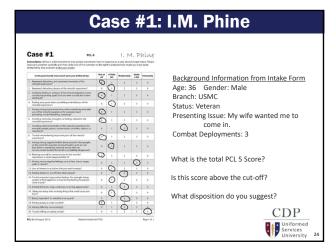
- Typically are brief questionnaires
- Goal: Identify pts that are more likely to have PTSD
- Positive response:
  - does NOT necessarily mean the patient has  $\ensuremath{\mathsf{PTSD}}$
  - suggests MAY have PTSD or trauma-related problems
  - suggests further investigation/assessment of trauma symptoms warranted  $$\operatorname{CDP}$$

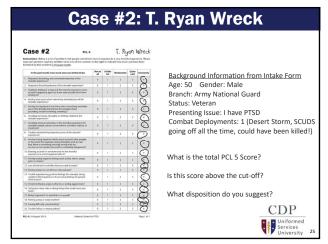
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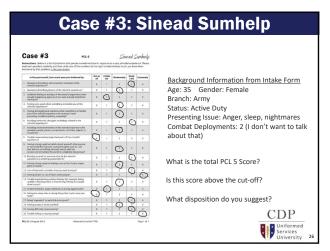
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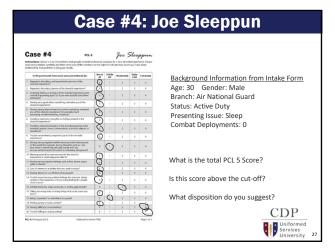
# PCL9 Interesting the specimens are all only primer primery primers with the average manufal construction. The specimens are all only primers primers primers with the average manufal construction. The specimens are all only primers primers primers primers are all only primers primers are all only primers primers. Interesting the specimens are all only primers are

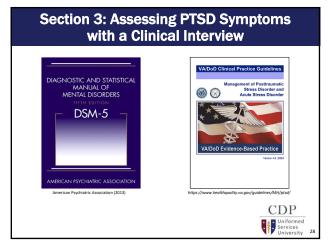
# PCL-5 Scoring and Interpretation Exercise After section, because the second section of the sect

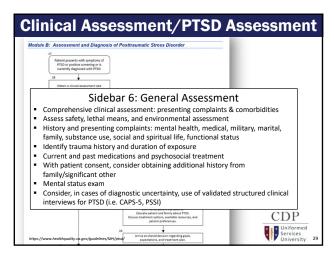


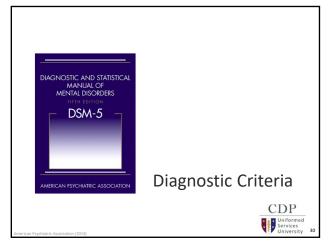


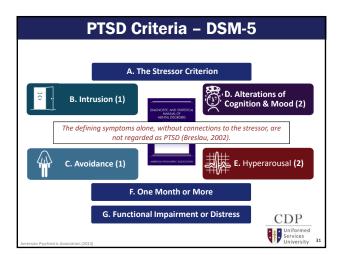


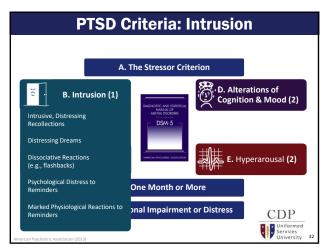


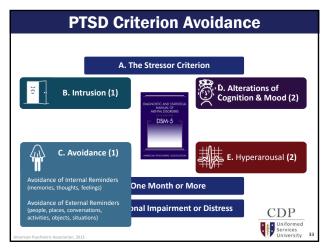


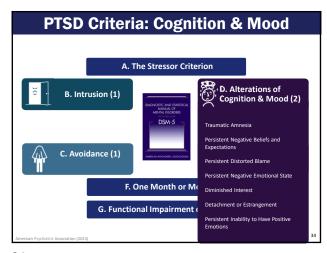


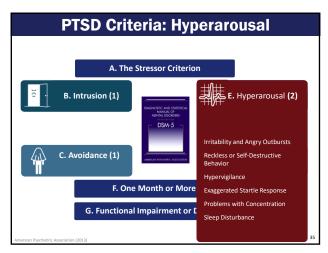


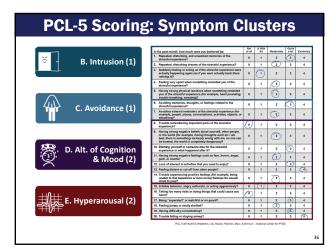








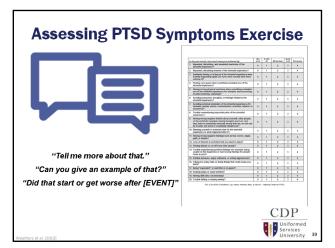


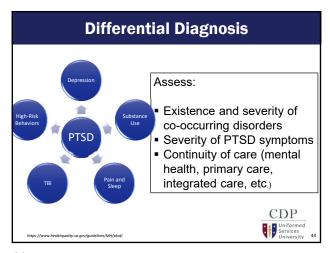


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### **Thoughts About Structured Interviews Pros** Cons Increased diagnostic Less time to gather accuracy for PTSD psychosocial history Only focused on PTSD More nuanced information about symptoms symptoms Clinical relevance? Contrast between client perception and clinical presentation CDP

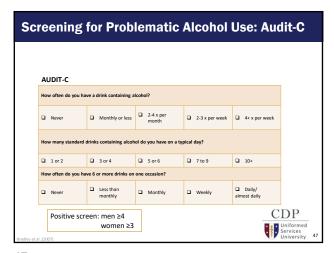
recurring. (Such reactions may occu	flashbacks) in which the individual feels or acts as i ir on a continuum, with the most extreme expressio .) Note: In children, trauma-specific reenactment m	on being a complete loss of	Define Criterio
In the past month, have there bee (EVENT) were <u>actually happening</u>	en times when you <u>suddenly acted</u> or <u>felt</u> as if gagain? Initial Query	Absent     Mild/subthreshold	
	nt than thinking about it or dreaming about it – r ks, when you feel like you're actually back at th ing it.) Prompt as needed to establ	e time	
where you actually are?)	ENT) were happening again? (Are you confused pening? (Do other people notice your behavior? Weening?)	about 4 Extreme / incapacitati	ing
How long does it last?	Assess Intensity		
Circle: Dissociation = Minimal Clearly Pres  How often has this happened in ti  Key rating dimensions = frequency / inter  Moderate = at least 2 X month / dissociative	he past month? #oftimes	— Assess Frequency	у

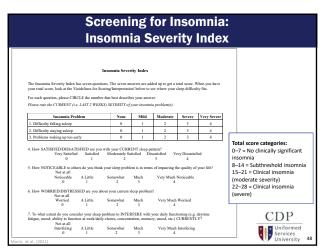


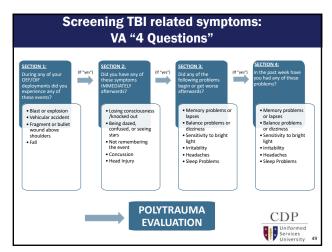


Screening for Depression: PHQ 2				
Patient Health Questionna	aire-2 (PHQ	·-2)		
Over the <u>past 2 weeks</u> , how often have you been bothered by the following problems?	Not at all	Several days	More than half the days	Nearly every day
Little interest or pleasure in doing things	0	1	2	3
Feeling down,     depressed, or hopeless	0	1	2	3

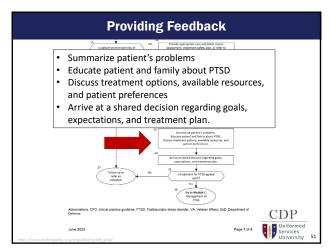
GAD-2  Over the last 2 weeks, how often have you been bothered by the following problems?	Not at all	Several days	More than half the days	Nearly every day
Feeling nervous, anxious or on edge?	0	1	2	3
Not being able to stop or control worrying?	0	1	2	3







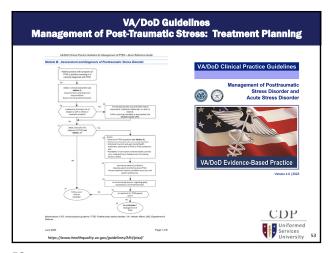




### **Providing Feedback: More than a Label**

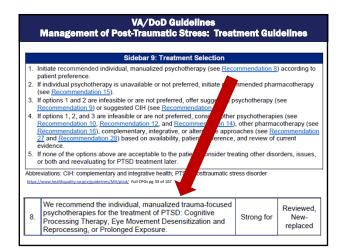
- Feedback is a dynamic process, but following a general structure can be useful
- Several themes seem are important:
  - · focus on information exchange
  - adopt an individualized collaborative partnership paradigm
  - address stigma
  - balance hope with realism
  - recognize the dynamic nature of diagnosis.

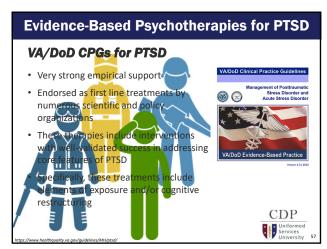


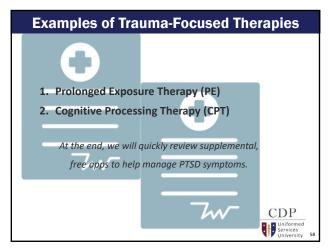


## Collaborative Treatment Planning Enhancing Motivation What is the cost of PTSD? What are the patient's goals? What motivates the patient? Are there barriers to treatment? What resources are available?

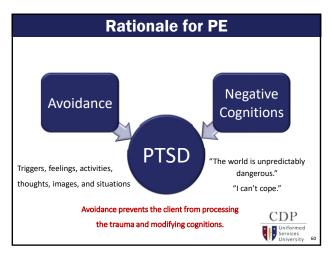


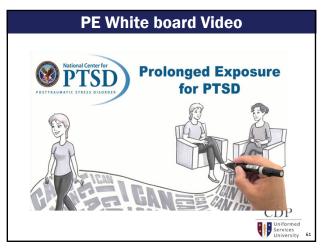






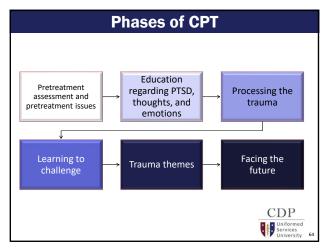
Prolonged Exposure Therapy (PE)					
Approx. 10 sessions	Psychoeducation				
<ul><li>90 minutes each</li><li>Structured</li></ul>	Breathing Retraining				
• Homework	Cognitive Processing				
Taping/recording	Exposure				
Confront, confront, confron	t what you want to avoid!				

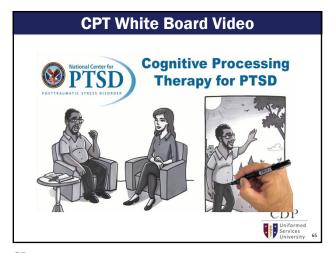






# Cognitive Processing Therapy (CPT) a short-term evidence-based treatment for PTSD a specific protocol that is a form of cognitive behavioral treatment predominantly cognitive and may or may not include a written account can be conducted in groups or individually CDP France Card (2016) Reside. Mannere, & Chard (2016)

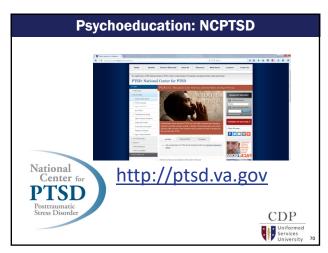


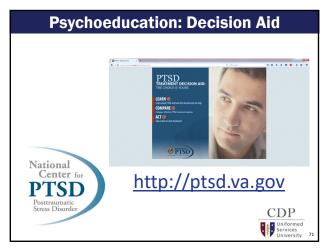


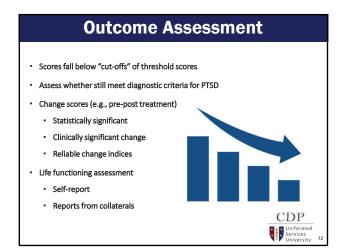














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- Articles by subject matter experts related to deployment psychology, including PTSD, mTBI, depression, and insomnia
- Other resources and information for behavioral health providers
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