

Treating Complex Trauma: Theory and Practice

CPSY 309

Santa Clara University

Spring Quarter 2017

Instructor: Ling Lam, Ph.D., MFT

Course: CPSY 309

Unit: 3.0 units

Class Time: Thursdays 1-4pm

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Office hours: Thursdays 4:30-5:30pm

Course Objectives:

This course is designed to provide a comprehensive overview of treatment of complex trauma. Students will be introduced to a variety of clinical perspectives and issues in working with complex trauma utilizing a culturally-informed lens. Students will also learn the basics of working with complex trauma through experiential exercises, session analysis and skills practice. Students will be asked to explore how their own backgrounds, experiences and biases may impact their therapeutic work with complex trauma.

Student Learning Outcomes:

1. Knowledge of working with complex trauma using conceptualization from a variety of clinical perspectives
2. Knowledge of cultural competence when working with complex trauma
3. Knowledge of evidence-based assessment and intervention strategies for complex trauma
4. Knowledge of how attachment theory and neurobiological research inform treatment of complex trauma
5. Familiarity with a set of clinical skills that facilitates effective therapeutic work when

with complex trauma

6. Awareness with the student's own background and biases as they relate to working with complex trauma
7. Emerging awareness of the student's preferred framework of working with complex trauma and the reasons why

Required Texts:

Courtois, C., & Ford, J. (Eds.) (2009). *Treating Complex Traumatic Stress Disorders: Scientific Foundations and Therapeutic Models*. New York, NY: The Guilford Press. (CF09)

Courtois, C., & Ford, J. (2013). *Treatment of Complex Trauma: A Sequenced, Relationship-Based Approach*. New York, NY: The Guilford Press. (CF13)

Course Requirements

Class participation - Please be on time to all classes. Attendance at all classes is mandatory. If you know that you are going to miss a class due to life-changing, unalterable circumstances, please make your best effort to let me know ahead of time. Two missed classes without prior notice will result in an automatic 1 grade reduction of your final grade. As per department policy, more than 2 missed classes will result in failure of the course. Students are expected to participate by coming to class prepared and contributing to verbal in-class discussions, role plays, and other class activities. Also included in class participation is assimilation of course material, your ability to grapple with difficult concepts/issues introduced in class, and your ability to apply the concepts.

* All students must be present at the first class to enroll.

Centering Exercises - from Week 2 to Week 10, each student will present one 5-10 min centering exercise and write up the instructions (with a copy for all students and teacher on that day). Students sign up for the dates and times the first day of class. The Centering Exercise should be one that is appropriate for a group of individuals recovering from trauma. Please feel free to get creative with this exercise. You can make it your own or borrow from an exercise that you have found. This can be guided imagery, mindfulness meditation, physically grounding or centering, movement, creative expression, etc. Trauma sensitive language and directions need to be used.

Journal entries - Keep a journal for the duration of the course. A minimum of three entries are required per week. In this journal, focus on your "triggers", your response to the triggers (cognitive including thoughts and beliefs, emotional including feelings, physiological including musculature and arousal levels, behavioral, relational, as well as tracking your level of awareness or dissociation), your default coping strategies to cope with the stress, and alternative strategies you would like to experiment with to resource and re-regulate yourself. Incorporate skills and practices discussed in class and begin to utilize these to work with your own triggers and modulate your arousal. Reflect on your experiences and efficacy of different strategies for you personally. The journals will be checked for completion and comprehension

of concepts but will not be graded. Journals should be submitted twice in the quarter - in week 5 and week 9. Only paper copies will be accepted.

Research Paper - Select at least 6-8 additional references from professional sources (professional books, book chapters in edited volumes, peer-reviewed journal articles) addressing a particular subject related to complex trauma. Write a scholarly review of the literature. The topic could be a particular approach to working with complex trauma or a specific concern related to complex trauma. The articles must have been written/published within the past 10 years. APA style. 8-10 pages. If you want your paper back with comments, please provide a stamped, self-addressed envelop when you hand in the paper - there will be no exceptions.

Student Evaluation:

1. Class participation (20%)
2. Centering exercises (10%)
3. Journal Entries (40%)
4. Research paper (30%)

Class outline (Subject to change; all readings must be completed before class):

1. week 1 Introduction and Overview of Complex Trauma
Complex Traumatic Stress Reactions and Disorders
Reading: CF13 Ch. 1 and 2; CF09 Ch. 1
2. week 2 Neurobiological and Developmental Aspects of Complex Trauma
ACE Studies
Reading: CF09 Ch. 2
3. week 3 Cultural Competence in Trauma Therapy
Cultural Trauma
Reading: CF09 Ch. 8
4. week 4 Treatment Preparation, Goals and Assessment
Treatment Principles
Reading: CF13 Ch. 3 and 4, (skim CF09 Ch. 5 and 6)
5. week 5 Vicarious Trauma
Addiction and Complex Trauma
Reading: CF09 Ch. 10
Journals (weeks 1 to 5) due
6. week 6 The Therapeutic Relationship in Complex Trauma Treatment
Relational Treatment of Chronic Shame
Reading: CF13 Ch. 9 and 10, CF09 Ch. 9
7. week 7 Phase 1: Safety, Stabilization and Engagement
Assessing and Developing Resources

- Reading: CF13 Ch. 5, CF09 Ch. 4
8. week 8 Phase 2 and 3: Trauma Memory and Emotional Processing
Therapeutic Interventions
Reading: CF13. Ch. 6, any two chapters from CF09 Ch. 11 to Ch. 15
9. week 9 Treating Dissociations
Reading: CF13 Ch.8, CF09 Ch. 7
Journals (weeks 6 to 9) due
10. week 10 Complex Trauma in Couple and Family Therapy
Intergenerational Trauma and Collective Trauma
Reading: CF13 Ch. 7, CF09 Ch. 18 and Ch. 19
Research Paper due

Additional References:

Badenoch, B. (2008). *Being a Brain-Wise Therapist: A Practical Guide to Interpersonal Neurobiology*. New York, NY: W. W. Norton & Co.

Baranowsky, A., & Gentry, E. (2015). *Trauma Practice: Tools for Stabilization and Recovery (Third Edition)*. Boston, MA: Hogrefe Publishing.

Briere, J., & Lanktree, C. (2012). *Treating Complex Trauma in Adolescents and Young Adults*. Thousand Oaks: Sage Publications.

Briere, J., & Scott, C. (2015). *Principles of Trauma Therapy: A Guide to Symptoms, Evaluation, and Treatment (Second Edition, DSM-5 Update)*. Thousand Oaks: Sage Publications.

Brown, L. (2008). *Cultural Competence in Trauma Therapy: Beyond the Flashback*. Washington, DC: American Psychological Association.

Chapman, L. (2014). *Neurobiologically Informed Trauma Therapy with Children and Adolescents*. New York, NY: W. W. Norton & Co.

Chu, J. (2011). *Rebuilding Shattered Lives: Treating Complex PTSD and Dissociative Disorders (Second Edition)*. Hoboken, NJ: John Wiley & Sons, Inc.

Courtois, C., & Ford, J. (Eds.) (2013). *Treating Complex Traumatic Stress Disorders in Children and Adolescents: Scientific Foundations and Therapeutic Models*. New York, NY: The Guilford Press.

Cozolino, L. (2010). *The Neuroscience of Psychotherapy: Healing the Social Brain (2nd Edition)*. New York, NY: W. W. Norton & Co.

Curran, L. (2009). *Trauma Competency: A Clinician's Guide*. Eau Claire, WI: PESI.

Emerson, D. & Hopper, E. (2011). *Overcoming Trauma through Yoga: Reclaiming Your Body*. Berkeley, CA: North Atlantic Books.

Ferentz, L. (2015), *Treating Self-Destructive Behaviors in Trauma Survivors (2nd Edition)*. New York: NY: Routledge.

Follette, V., Briere, J., Rozelle, D., Hopper, J., & Rome, D. (2015). *Mindfulness-Oriented Interventions for Trauma: Integrating Contemplative Practices*. New York, NY: The Guilford Press.

Fosha, D., Siegel, D., & Solomon, M. (2009). *The Healing Power of Emotion: Affective Neuroscience, Development, and Clinical Practice*. New York, NY: W. W. Norton & Co.

Frewen, P., & Lanius, R. (2015). *Healing the Traumatized Self: Consciousness, Neuroscience, Treatment*. New York, NY: W. W. Norton & Co.

Hannah, S. M. (2013). *The Transparent Brain in Couple and Family Therapy: Mindful Integrations with Neuroscience*. New York, NY: Routledge.

Heller, L., & LaPierre, A. (2012). *Healing Developmental Trauma: How Early Trauma Affects Self-Regulation, Self-Image, and the Capacity for Relationship*. Berkeley, CA: North Atlantic Books.

Herman, J. (2015). *Trauma and Recovery: The Aftermath of Violence--From Domestic Abuse to Political Terror*. New York, NY: Basic Books.

Hollander-Goldfein, B., Isserman, N., & Goldenberg, J. (2012). *Transcending Trauma: Survival, Resilience, and Clinical Implications in Survivor Families*. New York, NY: Routledge.

Johnson, S. (2005). *Emotionally Focused Couples Therapy with Trauma Survivors: Strengthening Attachment Bonds*. New York, NY: The Guilford Press.

Kabat-Zinn, J. (2005) *Full Catastrophe Living: Using the Wisdom of Your Body and Mind to Face Stress, Pain and Illness*. New York, NY: Random House.

Kalsched, D. (2013). *Trauma and the Soul: A Psycho-Spiritual Approach to Human Development and Its Interruption*. New York, NY: Taylor & Francis.

Levine, P. (1997). *Waking the Tiger: Healing Trauma*. Berkeley, CA: North Atlantic Books.

Levine, Peter A. (2010). *In An Unspoken Voice: How the Body Releases Trauma and Restores Goodness*. Berkeley, CA: North Atlantic Books.

Linehan, M. (2014). *DBT Skills Training Manual (2nd Edition)*. New York, NY: The Guilford Press.

Mearns, R. (2012). *Borderline Personality Disorder and the Conversational Model: A Clinician's Manual*. New York, NY: W. W. Norton & Co.

Neff, K. (2011). *Self-Compassion: The Proven Power of Being Kind to Yourself*. New York, NY: HarperCollins.

Ogden, P., Minton, K., & Pain, C. (2005) *Trauma and The Body: A Sensorimotor Approach to Psychotherapy*. New York, NY: W. W. Norton & Co.

Ouimette, P., & Read, J. (2014). *Trauma and Substance Abuse: Causes, Consequences, and Treatment of Comorbid Disorders (Second Edition)*. Washington, DC: American Psychological Association.

Paivio, S., & Pascual-Leone, A. (2010). *Emotion-Focused Therapy for Complex Trauma: An Integrative Approach*. Washington, DC: American Psychological Association.

Porges, S. (2011). *The Polyvagal Theory: Neurophysiological Foundations of Emotions, Attachment, Communication, and Self-regulation*. New York, NY: W. W. Norton & Co.

Rothschild, B. (2006). *Help for the Helper: Self-Care Strategies for Managing Burnout and Stress*. New York, NY: W. W. Norton & Co.

Rothschild, B. (2000). *The Body Remembers: The Psychophysiology of Trauma and Trauma Treatment*. New York, NY: W. W. Norton & Co.

Saul, J. (2014). *Collective Trauma, Collective Healing: Promoting Community Resilience in the Aftermath of Disaster*. New York, NY: Routledge.

Scaer, R. (2005). *The Trauma Spectrum: Hidden Wounds and Human Resiliency*. New York, NY: W. W. Norton & Co.

Shamai, M. (2016). *Systemic Interventions for Collective and National Trauma: Theory, Practice and Evaluation*. New York, NY: Routledge.

Shapiro, F. (2001). *Eye Movement Desensitization Reprocessing: Basic Principles and Protocols* (2nd edition). New York, NY: The Guilford Press.

Shapiro, R. (2010). *The Trauma Treatment Handbook: Protocols Across the Spectrum*, New York, NY: W. W. Norton & Co.

Silberg, J. (2012). *The Child Survivor*. New York, NY: Routledge.

Solomon, M. F. & Siegel, D. J. (2003). *Healing Trauma: Attachment, Mind, Body and Brain*. New York: W. W. Norton & Co.

Stanley, S. (2016). *Relational and Body-Centered Practices for Healing Trauma*. New York, NY: Routledge.

Steele, W. & Malchiodi C. (2012). *Trauma-Informed Practices with Children and Adolescents*. New York, NY: Routledge.

Van der Hart, O., Nijenhuis, E., & Steele, K. (2006). *The Haunted Self: Structural Dissociation and the Treatment of Chronic Traumatization*. New York, NY: W. W. Norton & Co.

Van der Hart, O., Steele, K., & Boon, S. (2011). *Coping with Trauma-related Dissociation: Skills Training for Patients and Their Therapists*. New York, NY: W. W. Norton & Co.

Van der Kolk, B. (2014). *The Body Keeps the Score: Brain, Mind and Body in the Healing of Trauma*. New York, NY: Viking.

Van der Kolk, B., McFarlane, A., & Weisaeth L. (2006). *Traumatic Stress: The Effects of Overwhelming Experience on Mind, Body, and Society*. New York, NY: The Guilford Press.

Weiss, H., Johanson, G., & Monda L. (2015). *Hakomi Mindfulness-Centered Somatic Psychotherapy: A Comprehensive Guide to Theory and Practice*. New York, NY: W. W. Norton & Co.