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
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:


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
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<th>Week</th>
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<td>8.</td>
<td>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.</td>
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<td>Week 9: Treating Dissociations. Reading: CF13 Ch. 8, CF09 Ch. 7. Journals (weeks 6 to 9) due.</td>
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<td>10.</td>
<td>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.</td>
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**Additional References:**


