



Justice Institute of British Columbia COURSE OUTLINE

Course Code: SPE155

Course Title: Complex Traumatic Stress Disorders: Advances in Conceptualization and Evidence-Based Treatments

Prerequisite Courses:

School: School of Community and Social Justice

Division/Academy/Centre: Centre for Counselling and Community Safety

Previous Course Code & Title:

Course First Offered: 2010

# of Credits:	1.0
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Course Description:

Complex traumatic stress disorders develop in the aftermath of chronic cumulative trauma, particularly severe child abuse and neglect. They are also associated with relational insecurity and disorganization in primary attachment relationships that often occur prior to the more overt traumatization. The objective of this course is to provide students with an increased understanding of the nature, diagnosis, and treatment of these conditions and disorders, drawing upon recent clinical consensus and empirical findings. Topics to be covered include: description of the diagnostic criteria for complex traumatic stress disorders (including Developmental Trauma Disorder) in children and adults; preliminary treatment guidelines based on the growing clinical consensus and evidence base; and specific strategies and approaches, especially those directed towards affect regulation, ego-enhancement, symptom stabilization, and the maintenance of the individual's functioning. The importance of the therapeutic relationship to the treatment will be stressed. This overview is based on the presenter's recently published books, *Healing the Incest Wound: Adult Survivors in Therapy*, Revised edition and *Treating Complex Traumatic Stress Disorders: An Evidence Based Guide* co-edited with Dr. Julian Ford.

Course Goal(s):

This course will offer an overview of conceptual advances in defining and understand complex traumatic stress disorders. We will review elements of the traumatic stressor and then common responses from a developmental lifespan perspective. The second part of the course will discuss advances in evidence-based treatments and offer a review of sequencing of treatment and the application of integrative treatment approaches. Focus will also be place on relational dimensions and challenges in treating this population.

Learning Outcomes:

Upon successful completion of this course, the learner will be able to:

1. Identify the aftereffects of chronic cumulative trauma (particularly during childhood) as complex traumatic stress disorders and will be able to identify criteria of these disorders.
2. Describe preliminary treatment guidelines for complex traumatic stress disorders.

3. To identify a variety of evidence-based assessment and treatment strategies and techniques for complex traumatic stress disorders.

Course Topics/Content:

- Types, characteristics and dimensions of complex trauma and complex traumatic stress disorders; diagnostic conceptualizations
- Neurobiological, affect, identity, and interpersonal/relational consequences of complex trauma; modes of presentation for treatment; preliminary and ongoing assessment strategies and instruments.
- Complex trauma, complex treatment; preliminary treatment guidelines and evidence-based treatments for complex traumatic stress disorders; sequencing of treatment; principles and goals of treatment; ethical considerations
- Affect-based relational components of treatment; attachment-based treatment approaches.
- The therapist capacities needed for effective relational treatment; ethical self-care and self-development imperatives.

Text and Resource Materials:**Required:**

- Cloitre, M., Stolbach, B. C., Herman, J. L., van der Kolk, B. A., Pynoos, R., Wang, J. & Petkova, E. (October 2009). A developmental approach to Complex PTSD: Childhood and adult cumulative trauma as predictors of symptom complexity. *Journal of Traumatic Stress*, 22, 5, 399-408.
- Courtois, C. A. (2004). Complex trauma, complex reactions: Assessment and treatment. *Psychotherapy: Theory, Research, Practice, and Training*, 41, 412-425.
- Courtois, C. A. & Ford, J. D. (Eds.). (2009). *Treating complex traumatic stress disorders: An evidence-based guide*. New York: The Guilford Press.
- Ford, J., Courtois, C. A., Van der Hart, O., Nijenhuis, E., & Steele, K., (October, 2005). Treatment of emotional dysregulation. *Journal of Traumatic Stress*, 18, 5.
- Pearlman, L. A., & Courtois, C. A. (2005). Clinical applications of the attachment framework: Relational treatment of complex trauma. *Journal of Traumatic Stress*, 18, 449-460.
- Van der Kolk, B. A. (2005). Developmental trauma disorder. *Psychiatric Annals*, 35, 401-408.
- Van der Kolk, B. A. & Courtois, C. A. (2005). Editorial: Complex developmental trauma. *Journal of Traumatic Stress*, 18, 5, 385-388.

Recommended:

- Briere, J., & Scott, C. (2006). *Principles of trauma therapy: A guide to symptoms, evaluation, and treatment*. Thousand Oaks, CA: Sage.
- Bryant-Davis, T. (2005). *Thriving in the wake of trauma: A multicultural guide*. Westport, CT: Praeger.



Courtois, C. A. (2010). Healing the incest wound: Adult survivors in therapy. Revised Edition. New York: W. W. Norton & Co.

Ford, J. D. (1999). Disorders of extreme stress following war-zone military trauma: Associated features of posttraumatic stress disorder or comorbid but distinct syndromes? *Journal of Consulting and Clinical Psychology*, 67, 3, 3-12.

Ford, J. D. (2009b). *Posttraumatic stress disorder: Scientific and professional dimensions*. Boston: Elsevier, The Academic Press.

Ford, J. D., & Kidd, P. (1998). Early childhood trauma and disorders of extreme stress as predictors of treatment outcome with chronic posttraumatic stress disorder. *Journal of Traumatic Stress*, 11, 4, 743-761.

Paivio, S. C., & Pascual-Leone, A. (2010). *Emotion focused therapy for complex trauma: An integrative approach*. Washington, DC: American Psychological Association.

Course Level:

X	First Year		Second Year		Third Year		Fourth Year
	Other (describe):						

Equivalent Course(s) within the JIBC:

Class Delivery Methods: Some courses are delivered using a range of methods within one class (course section) or alternative methods in different classes. Please outline the most common delivery options used for this course. The total class hours should be the same for each option.

Delivery Methods	Class Option A (Hours)	Class Option B (Hours)	Class Option C (Hours)	Class Option D (Hours)
Classroom/Lecture/Discussion	14.0			
Simulation/Lab	N/A			
Practicum/Fieldwork	N/A			
Online	N/A			
Correspondence	N/A			
Total Class Hours	14.0			

Comments on Delivery Methods:

Course Grading System:

	Letter Grades		Percentage	X	Pass/Fail
	Complete/Incomplete		Attendance Only		

Passing Grade:	Pass
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Evaluation Activities and Weighing:

Final Exam	%	Assignments	%	Project	%	Capstone Project	%
Midterm Exam	%	Portfolio	%	Participation	100%	Other	%
Quizzes/Test	%	Simulations	%	Practicum	%	TOTAL	100%

Comments on Evaluation Activities and Weighing:

100% attendance in all classes.

Active contribution to small and large group discussions and activities.

Other Course Guidelines, Procedures and Comments:

View the Justice Institute of BC Policies listed below at:

<http://www.jibc.ca/studentServices/main/AcademicServices/policies.htm>

Access Policy

Harassment Policy

Prior Learning Assessment Policy

Student Code of Conduct

Academic Appeals Policy

Intellectual Property Rights Policy

Research on Human Subjects: Ethics

Student Records