

Toronto Centre For Psychotherapy And Counselling Education
TCP 5202 Trauma and Psychotherapy
Summer Intercession
Five Days, 8:30 am – 4:30 pm
Instructor: TBD

COURSE DESCRIPTION

This one-semester graduate level course (36 academic course credit hours) examines the topic of trauma and its impact on psychotherapy. Areas of study include the neurobiology of trauma, evidence based treatment models for trauma, assessment and treatment planning with traumatized clients, and the impact of trauma on attachment and relationships. Students will also learn methods and skills to utilize when working with traumatized clients. The concept of safe and effective use of self (SEUS) will be addressed as students reflect on trauma in their own life and the impact that it has on their practice of psychotherapy. This course will be of interest to students preparing for registration in the College of Registered Psychotherapists of Ontario.

COURSE FORMAT

The class will meet daily for five days from 8:30 am to 4:30 pm. The course format will consist of the following: class presentations, skills development, discussions of readings, practice therapy sessions and theory scenarios.

COURSE OUTCOMES

As students consider the topic of trauma, they will:

- Define the various kinds of categories of trauma
- Develop a basic understanding of the neurobiology of trauma
- Understand the signs and symptoms of trauma
- Understand the processes of dissociation and numbing
- Learn to identify and assess traumatized clients
- Describe some key strategies and principles for working with clients impacted by trauma
- Understand the importance of trauma informed care
- Develop an understanding of the impacts of trauma on attachment and relationships
- Learn to use a strengths based approach in working with traumatized clients
- Learn to help clients develop emotional self-regulation skills
- Learn to recognize the impact of trauma in their own life and the potential impacts of their own trauma history on their practice of psychotherapy.
- Understand the role and importance of the psychotherapeutic relationship in the healing of trauma

RELATIONSHIP TO CURRICULUM

This is an optional course for students pursuing a certificate in psychotherapy from the Toronto Centre for Psychotherapy and Counselling Education (TCPCE).

PREREQUISITES

The pre-requisite for this course is the successful completion of the TCPCE Year One program.

REQUIRED READING

Black, C. (2018) *Unspoken Legacy: Addressing the Impact of Trauma and Addiction Within The Family*. Central Recovery Press: Las Vegas

Rothschild, B. (2011) *Trauma Essentials: The Go-To Guide*. WW Norton: NY.

ASSIGNMENTS

Assignment #1 (30%) DUE: Class 5 Date TBA

This assignment is an 8 - 10 page reflection paper with applicable references cited. The student is asked to discuss their own personal trauma history. The paper may include any kind of trauma experienced. Please select 1 or 2 traumatic experiences and address the following questions:

- How has (have) this (these) traumatic experience(s) changed my life?
- How has (have) this (these) traumatic experience(s) impacted the way I view myself, and my world?
- How does (do) this (these) traumatic experience(s) affect my practice as a psychotherapist?
- What safeguards have I put in place to insure the Safe and Effective Use Of Self in my clinical work with regard to my trauma history?

Assignment #2 (30%) DUE: One month after the completion of the intercession course. Date TBA

This assignment involves a 10-page paper with references cited. The student is asked to select several recently published peer-reviewed journal articles (within 5 years) on a topic of interest in the field of trauma or traumatology. The student will review the material contained in the articles critically and discuss the findings / conclusions of the journal articles. The student will also discuss how this new research information will be helpful to him / her in the practice of psychotherapy.

Practice Psychotherapy (30%)

Practice psychotherapy sessions provide an opportunity for students to participate experientially as therapists, observers, and clients on a rotational basis. Where possible topics related to trauma will be included in practice sessions. Confidentiality and SEUS is essential throughout and

following the practice therapy sessions. Assessment is based on the student's ability, where possible depending on client issue presented, to integrate an awareness of the theory component of the week into the practice therapy. Students are expected to participate fully in the practice psychotherapy sessions, whether in the role of client, therapist or observer. Students are expected to integrate the feedback received from all participants to inform their future practice. Throughout the course students will participate in the following ways:

Student Therapist: The student will function in the role of the student therapist for the practice session(s). The session length will be 25-30 minutes. Following the session, the student therapist will verbally assess their own performance in the session and respond to questions from observers. The feedback component of each session will be approximately 30 min in length. More detailed instructions about the feedback format will be given in class.

Student Client: The student will function in the role of the client for a practice session. While this exercise is somewhat artificial, as it is being done in a classroom setting, it is **NOT** role – play. The client is to choose and discuss an issue that is real to them and pertinent to their lives. Where possible, students are asked to incorporate the topics of “small t traumas” into sessions. Students are to take care of themselves and choose issues that they are comfortable talking about in the class.

Observers: When the student is not in either the student therapist or student client role they will function as observers. Students will keep track of the session as it progresses. At the end of the session they will engage in meaningful discussion with to the student therapist. Students are expected to provide feedback and ask questions relevant to the session observed.

Class participation and attendance (10%)

Class participation and attendance are central components of this course. As this is a one week intercession course, students must attend all 5 days of the course in order to pass the course.

ASSIGNMENT STYLE GUIDE

APA Style Guide, 6th Edition.

LATE SUBMISSIONS / EXTENSIONS

Students are expected to submit assignments on their due dates. If a student is unable to meet an assignment deadline, they are required to request an extension from the instructor prior to the assignment due date. Extensions granted by the instructor will be no more than 1- 2 weeks.

GRADING

TCPCE courses use the following system of grading.

Grading System

A+	(90-100)
A	(85-89)
A-	(80-84)
B+	(77-79)
B	(73-76)
B-	(70-72)
Failure	

CONFIDENTIALITY AGREEMENT

Early in the course, the issues related to confidentiality will be discussed. This will be most relevant to the in course training, practice therapy segments of the classes. Students will agree that they will not discuss any confidential or identifying information shared in class with others. Once this confidentiality agreement is discussed in class and verbally agreed to by the student, it will be understood that the student will comply with this agreement. Failure to comply will be considered ethical misconduct and will result in an incomplete grade for the course.

If, during practice therapy or group supervision, a student becomes aware of the identity of the client being discussed or presented, the student will recuse themselves from the class session for that portion of the class and then return when the case presentation is concluded.

ACADEMIC INTEGRITY AND POLICIES

Unless otherwise stated, the course follows established policies with respect to academic integrity and misconduct. The student is required to know these guidelines. Students are cautioned that in addition to a failure in the course, a student may be suspended or expelled from the program for cheating and the offence may appear on one's transcript.

Plagiarism. Students submitting written material in courses are expected to provide full citation of sources of both words and ideas. Direct quotations should be placed within quotation marks or indented as per the APA Style Guide. Failure to document borrowed material constitutes plagiarism, which is a serious breach of academic and professional ethics.

SUGGESTED ADDITIONAL RESOURCE READINGS

Briere, J. (2014) *Principles of Trauma Therapy: A Guide To Symptoms*. Sage Publications: LA.

Curran, L. (2013). *101 Trauma-Informed Interventions: Activities, Exercises and Assignments to Move the client and Therapy Forward*. Premier Publishing and Media: Washington DC.

Matsakis, A. (2014). *Loving Someone With PTSD*. New Harbinger Publications, Inc

COURSE SCHEDULE

Date	Topics
Day 1	<p>Introduction To Trauma – What Is Trauma, Types Of Trauma</p> <p>The Neurobiology Of Trauma</p> <p>Trauma - Symptoms and Impact</p>
Day 2	<p>Identifying and Assessing Trauma</p> <p>The Impact Of Trauma On Affect Regulation</p> <p>Importance of Psychotherapeutic Relationship in Trauma Healing</p>
Day 3	<p>Evidence-Based Treatment Models For Trauma</p> <p>De-pathologizing Clients: A Strengths-Based Approach – Trauma Informed Care</p>
Week 4	<p>Trauma And The Challenges Of Attachment</p> <p>Client Self-Regulation skills</p> <p>Dissociation and Numbing</p>
Day 5	<p>Critical Incident Stress Debriefing</p> <p>Vicarious Trauma and Compassion Fatigue</p>
Due: Assignment # 1	

**RELATIONSHIP TO CRPO ENTRY-TO-PRACTICE COMPETENCIES
FOR REGISTERED PSYCHOTHERAPISTS**

CRPO Entry-To-Practice Competencies		Addressed In Psychopathology Course
1. Foundations		
1.1 Integrate a theory of human psychological functioning		
b	Integrate knowledge of contextual and systemic factors that facilitate or impair human functioning.	As students consider the various topics related to trauma in this course, they will come to understand trauma as a contextual factor contributing to human functioning.
1.2 Work within a framework based upon established psychotherapeutic theory		
b	Integrate knowledge of how human problems develop, from the viewpoint of the therapist's theoretical orientation.	As students become more familiar with the topic of trauma, they will learn how traumatic experiences contribute to the creation of the human problems seen in psychotherapy. Students will integrate this knowledge into their working theoretical orientation.
c	Identify circumstances where therapy is contraindicated	Students will learn how to identify which clients would benefit from therapy at various stages of their healing from trauma. They will also learn when therapy is contraindicated.
d	Recognize the benefits, limitations, and contraindications of differing psychotherapeutic approaches.	As students consider the various evidence based treatment approaches in working with trauma, they will come to understand the benefits, limitations and contraindications of the different approaches.
f	Integrate a theory of change consistent with the therapist's theoretical orientation.	Students will learn the stages of healing from trauma and how to recognize when a client moves through those stages. Students will identify the changes that take place in those stages.
g	Integrate knowledge of the impact of trauma on psychological functioning.	This course addresses the impact of trauma on psychological functioning. This is addressed as a component of many of the topics discussed.
1.3 Integrate knowledge of comparative psychotherapy relevant to practice		
b	Recognize the range of psychotherapy practised within the province of Ontario.	Students will learn about the various evidence based methods of psychotherapy for trauma treatment currently practised in Ontario.
c	Integrate knowledge of psychopathology	Students will learn about the integration of their previous knowledge of psychopathology with the trauma history of their clients.
d	Recognize the major diagnostic categories in current use.	As each topic related to trauma is presented, students will learn about the current major diagnostic categories in the DSM that are relevant to clients who have experienced trauma.
e	Recognize the major classes of psychoactive drugs and their effects.	Since there is no specific class of psychoactive drugs used to treat trauma, this topic will only be presented peripherally. (eg drugs used to treat mood disorders will be reference when discussing how depression can arise in traumatized clients.)
1.4 Integrate awareness of self in relation to professional role		
a	Integrate knowledge of the impact of the therapist's self on the therapeutic process.	Students will write a paper discussing their own trauma history and how this impacts their practice of psychotherapy.
c	Recognize the cognitive, emotional and behavioural	As the student considers his or her own trauma history in

	patterns of the therapist that may influence therapeutic relationship.	the written paper, he or she will become more aware of patterns of behaviour related to that history. The discussion of these will take place during the class sessions.
d	Recognize instances where the therapist's life experiences may enhance or compromise therapeutic effectiveness.	Students will write a paper about their own trauma history and consider how this affects their practice of psychotherapy. They will address what steps they will take to ensure SEUS in their practice.
1.5 Integrate knowledge of human and cultural diversity		
b	Recognize how oppression, power and social injustice may affect the client and also the therapeutic process.	There are several forms of trauma that involve power and control and social justice. The student will learn how these issues relevant to trauma affect the client and the therapeutic process.
d	Recognize barriers that may affect access to therapeutic services.	Many traumatized people come from marginalized groups of society. These trauma survivors may not have access to psychotherapeutic services due to constraints that they have little control over. The student will learn what these primary barriers are.
2. Collegial & Interprofessional Relationships		
2.1 Use effective professional communication		
a	Use clear and concise written communication.	Students are required to write both a research and reflection papers during this course. They are required to demonstrate clear graduate level writing skills.
b	Use clear and concise oral communication.	Students will practice good oral communication skills during class discussions and also during the in course training / practice therapy sessions.
c	Use clear and concise electronic communication.	Students will practice clear and concise electronic communication skills in their communication with the instructor and also with their student peers.
d	Communicate in a manner appropriate to the recipient.	Students engage in communication with each other and with the instructor during the class presentations and discussion. As our student body and instructors come from a variety of ethnic, cultural and gender groups, the student will learn to adopt communication methods appropriate to the recipients.
e	Use effective listening skills.	Students are expected to demonstrate effective listening skills during the class presentations and discussions.
f	Differentiate fact from opinion.	As each of the topics are presented, students will learn to differentiate the facts of the theory from their own personal opinions and biases.
2.2 Maintain effective relationships		
a	Show respect to others.	Students are expected to show respect to each other and the instructors during the class presentations and discussions.
c	Recognize and address conflict in a constructive manner.	While conflict will not normally expected in this course, should conflict arise, it will be dealt with by the instructor in a constructive manner as a model for the students to follow.
d	Demonstrate personal and professional integrity.	Students will demonstrate their personal and professional integrity in their oral and written communication with each other in all aspects of the course. They will also demonstrate personal integrity by

		submitting written assignments as required and by following the guidelines of academic integrity in those assignments.
2.3 Contribute to a collaborative and productive atmosphere		
b	Create and sustain working relationships with colleagues of diverse socio- cultural identities	Our students come from a variety of diverse socio – cultural identities. In the formation of student peer groups during this course, students will learn to create and sustain working relationships with a variety of people.
3. Professional Responsibilities		
3.3 Maintain self-care and level of health necessary for responsible therapy		
a	Maintain personal physical, psychological, cognitive and emotional fitness to practice.	Students are introduced to the concepts of vicarious trauma and compassion fatigue. They will learn that prevention of these are important to the fitness required to practice psychotherapy.
b	Build and use a personal and professional support network.	In the class cohort interactions, students begin to develop a professional support network that may continue even after their training is complete. Students learn the importance of having solid support systems in place.
3.5 Obtain clinical supervision or consultation		
c	Protect client privacy and confidentiality, making disclosure only where permitted or required.	Students are required to agree to hold private and confidential and not discuss outside of the class any personal or identifying information shared during this course.
4. Therapeutic Process		
4.2 Establish and maintain core conditions for therapy		
1	Demonstrate dependability.	Students are expected to attend classes regularly and to be on time. They are also expected to complete written assignments on time as scheduled. All of these activities contribute to the student learning / demonstrating dependability.
4.3 Ensure safe and effective use of self in the therapeutic relationship		
a	Demonstrate awareness of the impact of the therapist's subjective context on the therapeutic process.	Students will discuss their own trauma history in a written paper giving special attention to how this history might affect the practice of SEUS in psychotherapy.
b	Recognize the impact of power dynamics within the therapeutic relationship.	Issues of power and control are a focus in this trauma course. This is specifically relevant to some forms of traumatic experiences. As students consider this issue, they will also learn that power and control is a factor in the therapeutic relationship.
4.4 Conduct an appropriate risk assessment		
a	Assess for specific risks as indicated.	Students will learn to identify if their clients who have experienced trauma at living in an “at risk” situation.
b	Develop safety plans with clients at risk.	One form of trauma is that which arises in domestic or other kinds of violence, when discussing this kind of trauma, the concept of safety planning will be discussed.
4.5 Structure and facilitate the therapeutic process		
f	Recognize a variety of assessment approaches	As students consider the evidence based treatment models presented in the class, they will develop a toolkit

		of assessment approaches to utilize with their clients.
g	Formulate an assessment.	As we discuss the topic of trauma, in this course, students will gain knowledge of how trauma must be factored in to any assessment process.
r	Identify contextual influences.	Since trauma is a contextual issue faced by many clients, students will learn to identify this issue as one of the many contextual issues faced by clients.
4.6 Refer Client		
b	Identify situations in which referral or specialized treatment may benefit the client, or be required.	When a client is severely traumatized, a specialized treatment program may be warranted. Students will learn what specialized treatment might assist a client experiencing the effects of trauma. This is the first step which can then lead to the making of a referral.
5 Professional Literature & Applied Research		
5.1 Remain current with professional literature		
a	Read current professional literature relevant to practice area.	Students are required to prepare written assignments which require them to read current professional literature pertaining to the topic of the assignment.
b	Access information from a variety of current sources.	Students are encouraged to access information from a variety of books, journals and online publications.
c	Analyze information critically.	In the research for assignments, students learn to analyze the information gained critically. They learn what information is solid and sound and what information is based on biased opinion.
d	Determine the applicability of information to particular clinical situations.	As students learn about the topic of trauma and the relevant current research, they will come to understand how this information is applicable to their clinical situations.
e	Apply knowledge gathered to enhance practice.	Students are in the process of developing a toolkit from which to draw in their psychotherapeutic practice. The knowledge gained in this course will be part of their toolkit to be utilized as necessary in their practice.
f	Remain current with developments in foundational areas.	The various presenters in this course are up to date with the relevant literature in their field. They present from their up to date knowledge of the areas being presented.
Use research findings to inform clinical practice.		
b	Determine the applicability of research findings to particular clinical situations	Students will learn to apply the current research and literature read to their clients who have experienced trauma.
c	Analyze research findings critically.	In the research paper for this course, students are required to critically analyze the journal articles read.
d	Apply knowledge gathered to enhance practice.	Students will integrate the knowledge gathered in their research into their toolkit for practice.