

**GRADUATE SCHOOL OF APPLIED AND PROFESSIONAL PSYCHOLOGY
INTEGRATIVE PERSPECTIVES ON TRAUMA**

**18:821:605
SPRING 2024
Mondays 2:15-5:00pm
Room Smithers 200**

Professor: Tanya C. Saraiya, Ph.D.

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Ms. Singal is a 2nd year doctoral student and NIH-funded predoctoral fellow who is providing 3 hours of assistance per week to class. She will assist with the Canvas website, grading, answering emails, and with some teaching. Ms. Singal previously took the Integrated Perspectives on Trauma class in Spring 2023 and is currently working in a laboratory focused on trauma and substance use treatment. Please CC her on any course emails.

Course Description: This doctoral-level course is designed to introduce students to the field of psychological trauma and posttraumatic stress disorder (PTSD). Students will become knowledgeable in identifying and understanding trauma, understanding how trauma impacts the individual and collective, diagnosis and assessment of PTSD, and a review of evidence-based treatments for trauma-related disorders and PTSD. Throughout the semester, the course will emphasize the sociodemographic and cultural factors which implicate risk of trauma exposure and trauma-related symptoms, and the unique relevance of the therapeutic relationship to working with trauma and subsequent diagnostic presentations.

Course Objectives:

1. Review and evaluate conceptual frameworks for understanding trauma, including their applicability to diverse clinical populations.
2. Describe the concepts of trauma, resilience, complex trauma, posttraumatic growth, and posttraumatic stress disorder (PTSD).
3. Describe the neurobiological, cognitive, emotional, and behavioral reactions to trauma and stress.
4. Demonstrate skill in screening for and assessing trauma exposure, PTSD, and other trauma- and stressor-related disorders.
5. Demonstrate knowledge in formulating case conceptualizations and treatment plans for adults with trauma-related disorders.
6. Demonstrate knowledge of the theoretical foundations of trauma-focused treatments and introductory skills in implementing interventions for adults with trauma-related disorders.

APA Core Competencies/Profession Wide Competencies: Individual and cultural diversity; Evidence-based assessment; Evidence-based intervention; Research; Professional values, attitudes, and behaviors; Communication and interpersonal skills

Resources:

- International Society for Traumatic Stress Studies: <http://www.istss.org/>

- National Center for PTSD: <https://www.ptsd.va.gov/>
- The International Society for the Study of Trauma and Dissociation: <http://www.isst-d.org>

Recommended Texts:

- Briere, J. & Scott, C. (2015). Principles of trauma therapy: A guide to symptoms, evaluation, and treatment (DSM-5 update; 2nd ed.). Sage Publications, Inc.
- Courtois, C.A. & Ford, J.D. (2013). *Treatment of complex trauma: A sequenced, relationship-based approach*. New York: Guilford Press.
- Foa, E. Hembree, E., & Rothbaum, B. (2007). *Prolonged exposure therapy for PTSD: Emotional processing of traumatic experiences therapist guide, Therapist Guide*. London, UK: Oxford University Press, Inc.
- Friedman, M.J., Keane, T.M., Resick, P.A. (2nd edition). (Eds). (2014). *Handbook of PTSD: Science and practice*. New York: Guilford Press.
- Herman, J. L. (2015 reprint). Trauma and recovery: The aftermath of violence—From domestic abuse to political terror. New York, NY: Basic Books. ISBN-13: 978-0465061716.
 - *Highly recommended
- Resick, P. & Monson, C. M., & Chard, K. M. (2016), *Cognitive processing therapy for PTSD: A Comprehensive Treatment Manual*. New York: Guilford Press.
- Siegel, D.J. & Solomon, M. (Eds). (2003). *Healing trauma: Attachment, mind, body and brain*. New York: W.W. Norton.

Assignments:

1. Attendance and Participation (20 points)

Class attendance and participation are required. While formal attendance will not be taken, your presence in class and your active participation in discussions and activities is a requirement for this course. There are individual differences in extroversion, comfort with speaking out loud, and assertiveness. Participation is evaluated on quality not quantity of one's contribution. For unavoidable absences, please notify me as early as possible.

2. Group Presentations (20 points)

Being a trauma clinician is in many ways being an activist, and part of that is knowing the controversies and areas for this field to continue to grow. In groups of 3-4 students, develop a class presentation that describes and analyzes a controversy in the field of trauma/PTSD psychology or psychiatry. You can pick something in the news/media that is trauma/PTSD related as well. This will require doing research, reviewing the literature, and synthesizing the findings on both sides of the controversy. Presentations should be 30-45 minutes (approximately 10-15 minutes per presenter) after which we will engage in Q&A with class about the topic. While video material may be used, it is not required. Prior approval is required for topics – see the course schedule for approval due dates:

Examples of Controversial Topics in the Field of Trauma Psychology

- What are the pros and cons of the legal reporting (i.e., rape kits, retelling the trauma right after it happened, enduring questioning) of sexual assault?
- Is the diagnosis of PTSD sufficient to capture the full range of trauma reactions or do we need another diagnosis called Complex PTSD? What are the pros and cons of including another diagnosis of Complex PTSD in the DSM?
- Is the system of incarceration in the USA traumatizing and what other systems could be put in place?
- Is it possible to neglect or abuse an unborn child/fetus?
- Should individuals with PTSD who engage in acts of violence or destruction be responsible for their actions? Why or why not?

- Should racial trauma (or any other trauma not in DSM-5, such as adverse childhood experiences) be included as a Criterion A event DSM-5? Why or why not?
- What's psychologically the most beneficial for a child? Family preservation or removal of the child from home when abuse or neglect is verified?
- What are the impacts of various laws on trauma survivors (e.g., mandatory reporting, Title IX, immigration laws, victims bill of rights)
- What are the pros and cons of using psychedelic drugs to treat PTSD?
- Is medical marijuana in the use of PTSD treatment beneficial or potentially harmful?
- Is media exposure a form of trauma? Why or why not?
- Is climate change or natural disaster a form of trauma? To what extent and how?

3. Final Paper (40 points):

For the final paper, students may choose to focus on either a research or clinical topic. Papers will be submitted to TurnItIn.Com to reduce plagiarism and use of AI technologies. Prior approval is required for topics – see the course schedule for approval due dates:

- Research Paper: It would be impossible to adequately address all the issues relevant to trauma psychology in one semester. As such, class time will provide a broad overview of a range of issues relevant to research and practice in trauma psychology. A research paper will serve to help students explore specific areas of interest in more depth. Students may choose any topic relevant to the course. Each paper should be no more than 15 double-spaced pages in length, including references.
- Case Conceptualization and Treatment Plan: Students may choose to create a formal case conceptualization and treatment plan for a client (real or fictional) following the empirical treatments covered in the course. The formal write-up should include presenting problems, official diagnoses, background on the client, hypothesized mechanisms of action which then inform plan of treatment, and any other clinical material that is useful (i.e., interactions in therapy). Literature covering theoretical perspectives and treatment models relevant to the case should be integrated into the paper. Each paper should be no more than 15 double-spaced pages in length, including any references.

Grading:

Attendance & Class Participation	25%
Group Presentation	25%
Final Paper	50%

Rubric/Scale

94-100	A
90-93	A-
87-89	B+
84-86	B
80-83	B-
77-79	C+
74-76	C
70-73	C-
68-69	D+
64-67	D
61-63	D-
Below 60	F

Formatting: Unless otherwise noted, formal written work should use 12-point font, 1-inch margins, double-spaced, and should use APA formatting. See:

- <http://apastyle.apa.org/>

Academic Integrity: Work submitted for this course must be your own. You are responsible for knowing and conforming to all professional and university standards. See: <http://academicintegrity.rutgers.edu/students.shtml>

Electronic Etiquette: Please refrain from texting or checking your phone/social media while in class. If you have an emergency, you may step out of the class to make a call.

Students with Disabilities: Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: <https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: <https://ods.rutgers.edu/students/registration-form>

Statement on Academic Integrity: The University's academic integrity policy, to which this class will adhere, can be reviewed at: <http://academicintegrity.rutgers.edu/academic-integrity-at-rutgers/>

Names and Pronouns: Class rosters are provided to the instructor with the student's legal name. Of course, I will gladly honor your request to address you by an alternate name or pronoun. Please let me know so that I may make appropriate changes to my records.

Respect for Diversity: Class will maintain a respect for differing points of view with tolerance and acceptance. It is my intent that students from all diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that the students bring to this class be viewed as a resource, strength, and benefit. It is my intent to present materials and activities that are respectful of diversity. Suggestions are encouraged and appreciated.

Important Note About Discussing Trauma: Many students may have experienced trauma or know others who have been exposed to traumatic events. All students should discuss course topics respectfully and empathically. No one should feel pressured to discuss their own experiences with trauma, and those who choose to share their experiences should consider appropriate and professional ways to self-disclose. At times this semester we will be discussing topics that may be distressing to some students. If you suspect that specific material is likely to be emotionally challenging for you, I'd be happy to discuss concerns you may have before the topic comes up in class. Likewise, if you wish to discuss your personal reactions to course material with the class or with me individually, I welcome such discussions as an appropriate part of our classwork.

COURSE SCHEDULE

Note: Schedule may be subject to change.

#	Date	Topic	Readings Due Before Class
1	1/22	<ul style="list-style-type: none"> • Introduction • Syllabus • What is Trauma? 	<p>APA Handbook of Trauma Psychology, Volume 1: Chapter 1: Historical Context of Trauma (Figley et al., 2017)</p> <p>APA Handbook of Trauma Psychology, Volume 1: Chapter 2: Defining Trauma (Dalenberg, Straus, & Carlson, 2017)</p>
2	1/29	<ul style="list-style-type: none"> • Responses to Trauma • Posttraumatic Stress Disorder (PTSD) • Mandatory Reporting 	<p>Bonnano (2004)</p> <p>Holmes et al. (2016)</p>
3	2/5	<ul style="list-style-type: none"> • Neurobiology of Traumatic Stress • Intergenerational Trauma 	<p>Lehrner & Yehuda (2018)</p>
4	2/12	<ul style="list-style-type: none"> • Social Determinants of Health in Trauma Exposure • Trauma-Informed Care 	<p>Helms (2010)</p>
	2/19	Class Cancelled for Clinical Interview Day	
5	2/26	<ul style="list-style-type: none"> • Childhood trauma and adverse childhood experiences • Assessment of Trauma and PTSD 	<p>Bernard et al. (2020)</p> <p>Saakvitne et al. (2017)</p> <p><i>*GROUP TOPICS DUE BEFORE CLASS*</i></p>
6	3/4	<ul style="list-style-type: none"> • Becoming a Trauma Therapist • Psychodynamic approaches to trauma treatment 	<p>Ferenczi (1988)</p> <p>Winnicott (1974)</p>
	3/11	Spring Break - No class	
7	3/18	<ul style="list-style-type: none"> • Emotional Processing Theory • Prolonged Exposure, Written Exposure Therapy, and Eye Movement and Desensitization and Reprocessing Therapy 	<p>Foa & Kozak (1986)</p>
8	3/25	<ul style="list-style-type: none"> • Group Presentations 	<p>Prepare for group presentations</p>
9	4/1	<ul style="list-style-type: none"> • Translational Conceptualizations of Trauma and Trauma Treatment by Dr. Alex Rothbaum • Dissociation and Depersonalization 	<p>Lanius et al. (2010)</p>

10	4/8	<ul style="list-style-type: none"> • Cognitive Theory and Cognitive Processing Therapy (CPT) • Trauma Focused Cognitive Behavioral Therapy (TF-CBT) 	Metzger et al. (2021) Podcast: https://www.thisamericanlife.org/682/transcript
11	4/15	<ul style="list-style-type: none"> • Couples and Family-based Approaches to Trauma/PTSD • Cognitive Behavioral Conjoint Therapy (CBCT) for PTSD 	Monson et al. (2017) <i>*FINAL TOPICS DUE BEFORE CLASS*</i>
12	4/22	<ul style="list-style-type: none"> • Acceptance and Mindfulness techniques • The Role of Spirituality • Common Comorbidities with PTSD 	Laifer et al. (2017)
13	4/29	<ul style="list-style-type: none"> • The Social Components of Trauma: Relationships, Shame, Guilt, and Trust • Complex PTSD treatment 	Saraiya et al. (2016)
15	5/6	<ul style="list-style-type: none"> • Posttraumatic growth and resilience • Secondary Traumatization • SIRS Evaluation 	Final Papers due 5/5 by midnight 12:00 AM

Bibliography

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- Bonanno G. A. (2004). Loss, trauma, and human resilience: have we underestimated the human capacity to thrive after extremely aversive events?. *The American psychologist*, 59(1), 20–28. <https://doi.org/10.1037/0003-066X.59.1.20>
- Dalenberg, C. J., Straus, E., & Carlson, E. B. (2017). Defining trauma. In S. N. Gold (Ed.), *APA Handbook of Trauma Psychology: Foundations in Knowledge* (pp. 15–33). American Psychological Association. <https://doi.org/10.1037/0000019-002>
- Ferenczi, S. (1988). The confusion of tongues between the adults and the child. *Contemporary Psychoanalysis*, (24) 196-206.
- Figley, C. R., Ellis, A. E., Reuther, B. T., & Gold, S. N. (2017). The study of trauma: A historical overview. In S. N. Gold (Ed.), *APA Handbook of Trauma Psychology: Foundations in Knowledge* (pp. 1–11). American Psychological Association. <https://doi.org/10.1037/0000019-001>
- Foa, E. B., & Kozak, M. J. (1986). Emotional processing of fear: Exposure to corrective information. *Psychological Bulletin*, 99(1), 20–35. <https://doi.org/10.1037/0033-2909.99.1.20>
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- Laifer, A. L., Wirth, K. A., & Lang, A. J. (2017). Mindfulness and acceptance and commitment therapy in the treatment of trauma. In S. N. Gold (Ed.), *APA handbook of trauma psychology: Trauma practice* (pp. 253–273). American Psychological Association. <https://doi.org/10.1037/0000020-012>
- Lanius, R. A., Vermetten, E., Loewenstein, R. J., Brand, B., Schmahl, C., Bremner, J. D., & Spiegel, D. (2010). Emotion modulation in PTSD: Clinical and neurobiological evidence for a dissociative subtype. *The American Journal of Psychiatry*, 167(6), 640–647. <https://doi.org/10.1176/appi.ajp.2009.09081168>
- Lehrner, A., & Yehuda, R. (2018). Cultural trauma and epigenetic inheritance. *Development and psychopathology*, 30(5), 1763–1777. <https://doi.org/10.1017/S0954579418001153>
- Monson, C. M., Wagner, A. C., Fredman, S. J., Macdonald, A., & Pukay-Martin, N. D. (2017). Couple and family therapy for traumatic stress conditions. In S. N. Gold (Ed.), *APA handbook of trauma psychology: Trauma practice* (pp. 449–466). American Psychological Association. <https://doi.org/10.1037/0000020-021>
- Saakvitne, K. (2017). Relational Theory: The Cornerstone of Integrative Trauma Practice. In S. N. Gold (Ed.), *APA Handbook of Trauma Psychology: Foundations in Knowledge* (pp. 117–142). American Psychological Association. <https://doi.org/10.1037/0000020-006>
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