



# LEWIS-CLARK STATE COLLEGE

SW492-60 Treatment of Complex Trauma

Term: Fall 2022

3 Semester Hours

Instructor: Lauren Nichols

Phone 208-792-2261

Email [laurenn@lcsc.edu](mailto:laurenn@lcsc.edu)

Expedition Hall 21

Office hours Friday 11 – noon, and by appointment

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## Social Work Program Mission Statement

### Program’s Mission Statement:

The mission of the Social Work program at Lewis-Clark State College is to prepare students for entry-level generalist practice within their chosen community. Our program is dedicated to meeting students’ needs by providing in-person and online delivery options to promote success for all students. We are committed to the preparation of professional Social Workers by enhancing cognitive and affective processes, and instilling knowledge, skills, and values to serve the needs of individuals, families, groups, communities, and organizations.

The Program relies on a liberal arts foundation and draws on person-in-environment and strengths-based perspectives. Through courses, internships, and student service activities the program prepares graduates to:

- Provide competent services to promote social and economic justice and advocate for human rights.
- Acknowledge the importance of human relationships and value the dignity and worth of the person.
- Practice respectfully with diverse populations, understanding the importance of enhancing the quality of life for all persons, locally and globally.
- Practice from a set of ethical principles inherent to the Social Work profession, including the recognition that professional development is a life-long learning process.
- Practice with integrity as professional Social Workers.
- Engage in meaningful scientific inquiry and program evaluation.

(Revised February 2022)

### Course Description

The course will 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 and consider culturally-informed practices. Students will also learn the basics of working with complex trauma through experiential exercises and personal skills practice. Students will explore how their own lived experiences and biases may impact their therapeutic

work those who have experienced complex trauma. The nature of this course requires self-analysis and to that degree self-disclosure. This is inherent in learning the skills necessary to provide ethical treatment to others. You are not, however, required to reveal any specific details of your life, but may choose to use the aspects of your life that you are comfortable working with.

### Course Objectives

The purpose of this course is to prepare the student for trauma-informed practice with individuals who have experienced complex trauma. During this course, you will:

1. Study the history of trauma studies and the complex trauma diagnoses;
2. Discuss therapies used in treating complex trauma including somatic therapies, parts therapies, and the tri-phasic models;
3. Practice skills used in these therapies; and
4. Discuss the primary controversies in the area of trauma studies.

### Purpose of the course in the Program

This course provides students with an overview of the treatments for complex trauma preparing them to better understand individuals who have experienced complex trauma and to enter graduate programs in clinical social work. This course also supports the Council on Social Work Education's conviction that "trauma-informed practice [is] an [important] component of social work education and provides competency information and tools to prepare future social workers for today's specialized practice demands." This course is primarily a practice course in which students will integrate theories and skills through weekly practices.

### EPAS competencies and core objectives

The Council on Social Work Education sets educational standards for all accredited social work programs. The 2015 Educational and Policy Accreditation Standards (EPAS) established 9 Core Competencies that social work students are expected to meet upon graduation from an accredited BSW Program. As a result of the focus on competency-based education, the faculty has identified within the LCSC curriculum where the Core Competencies and Practice Behaviors are addressed and measured. In senior seminar, during the course of the full year, students will demonstrate an understanding of each of the core competencies as outlined below. Please note that the Practice Behaviors are linked to the Course Objectives and Assignments.

- ◆ Competency 1: Demonstrate Ethical and Professional Behavior. Social Workers:
  - make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context (1.1);
  - use reflections and self-regulation to manage personal values and maintain professionalism in practice situations (1.2).
- ◆ Competency 2: Engage Diversity and Difference in practice. Social Workers:

- apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels (2.1);
  - apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies (2.3).
- ◆ Competency 4: Engage in Practice-informed Research and Research-informed Practice.  
Social workers:
- apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings (4.2); and
  - use and translate research evidence to inform and improve practice, policy, and service delivery (4.3).
- ◆ Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities.  
Social workers:
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies (6.1); and
  - use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies (6.2).

### Texts and Required Reading

Dana, D. (2018). *The polyvagal theory in therapy*. W.W. Norton and Co.

Early, J. (2009). *Self-therapy*. Pattern Systems.

Rothschild, B. (2017). *The body remembers volume 2: Revolutionizing trauma treatment*. Norton.

Schwartz, R. and Sweezy, M. (2020). *Internal family systems therapy*. Guildford Press.

Weiss, B. J., (2013). *Self-therapy workbook: An exercise book for the IFS process*. Pattern System Books, Larkspur, CA.

And other readings as assigned on Canvas.

### Teaching methods/Class climate

This course is primarily a practice course during which students will practice skills learned through readings and video viewings. Analysis of this work in weekly journals will allow the student the opportunity to practice critical thinking and self-awareness.

There will be times during this course when societal “isms” or prejudicial attitudes and discriminatory practices are examined. Because of our commitment to social and economic

justice, we are open to hearing all views and all perspectives will be carefully examined. Students are expected to be respectful of the opinions of others while at the same time striving to attain the ideals of social justice.

### Grade Rubric

Assignment	Points
Journals/Skills practice (14) 50 points each	700 points
Zoom meetings (3 required, 100 points each)	300 points
Total possible points	1,000

### Grading Scale

93 – 100% = A  
 90 – 92.9% = A-  
 87 – 89.9% = B+  
 83 – 86.9% = B  
 80 – 82.9% = B-  
 77 – 79.9% = C+  
 73 – 76.9% = C  
 70 – 72.9% = C-  
 67 – 69.9% = D+  
 60 – 66.9% = D  
 59% & below = F

*Students in the Social Work Program will need to earn a grade of at least C.*

### Academic Honesty and Plagiarism

Part of the mission of Lewis-Clark State College is to educate students to be ethical. Students share with the faculty the responsibility for academic honesty and integrity. The college expects its students to do their own academic work. In addition, it expects active participation and equitable contributions of students involved in group assignments. Violation of the Academic Integrity Statement, in whole or part, could result in an “F” grade for the course. The following acts of academic dishonesty are not acceptable:

- Cheating: using or attempting to use unauthorized materials, information, or study aids in any academic exercise (e.g., an exam).
- Fabrication: unauthorized falsification or invention of any information or citation in an academic exercise (e.g., a paper reference).

- Plagiarism: representing the words or ideas of another as one’s own in any academic exercise (e.g., failing to cite references appropriately or taking verbatim from another source).
- Facilitating academic dishonesty: helping or attempting to help another to commit academic dishonesty (e.g., allowing another to copy from your test or use your work).

*In addition to action by the professor, all incidents may be reported to Student Affairs.*

### Professional Writing Standards

The written assignments for this course are all in journal or essay format. There is no formal research paper, however, work submitted to this professor should be prepared at a college standard of professional editing. Therefore, allow sufficient preparation time for proofreading and correction to typos, misspellings, and grammatical errors.

The reason for this expectation is that professionals are often judged based upon the quality of their written work. Carelessness in spelling and editing suggests that there will also be mistakes in the substance of the work. Therefore, written work, which has excessive misspellings and other editing problems, will be graded down on this basis alone.

The instructor reserves the right to waive one or more of the policies listed above in rare, but special circumstances.

### Tentative Schedule

As this is a practice course the schedule below is tentative. The professor reserves the right to change weekly activities if it better meets the needs of students.

Week	Date	Activity	Assignments due
Week 1		Polyvagal Theory	Week 1 Critical Analysis due
Week 2		Polyvagal Theory	Week 2 Critical Analysis due
Week 3		Component Based Therapies/adjunct therapies	Week 3 Critical Analysis due
Week 4		Internal Family Systems	Week 4 Critical Analysis due
Week 5		Internal Family Systems	Week 5 Critical Analysis due
Week 6		Internal Family Systems	Week 6 Critical Analysis due
Week 7		Internal Family Systems	Week 7 Critical Analysis due
Week 8		Internal Family Systems	Week 8 Critical Analysis due
Week 9		Internal Family Systems	Week 9 Critical Analysis due

Week 10		Polyvagal Theory	Week 10 Critical Analysis due
Week 11		Polyvagal Theory	Week 11 Critical Analysis due
Week 12		Trauma treatment	Week 12 Critical Analysis due
Week 13		Trauma treatment	Week 13 Critical Analysis due
Week 14		Trauma treatment	Week 14 Critical Analysis due
Week 15		Trauma treatment	Week 15 Critical Analysis due
Week 16		No final exam	

## Descriptive Material Regarding Assignments

### Critical Analyses (14 submissions – 50 points each)

You will complete a critical analysis of each week’s work. This may include a journal about the material read, a discussion board with your peers, or an analysis of practice skills. See Canvas for weekly instructions.

### Group Meetings (100 points each)

You will meet 3 times during the semester with the instructor and other class members to discuss how the theories are used. There will be multiple meetings scheduled at a variety of times. Please make time for these important learning experiences.

### Final Exam Policy

There will be no final exam.