



College of Education and Human Development

Hawai'i School of Professional Psychology

PP-8950-01-7 Psychology of Trauma & Recovery

Behavioral Science Building, 101, Thurs 5:45—8:45 PM | Credits: 3 | Section: 1 | Term: Fall 2026

Instructor Information

Instructor	Lawrie Ignacio, PsyD, MA
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Phone	(808) 739.4849 (office)
Office Location	Brogan 130
Office Hours	Mondays 2-3 PM; Tuesdays 8-9 AM; Thursdays 3-4 PM; Fridays by appointment

Communication

The professor can be reached by email or phone, with email response times expected within 48 hours M–F. In-person meetings are always an option, so please let the professor know if you'd prefer an in-person meeting.

School & Department

School	Hawai'i School of Professional Psychology
Location	Kieffer Hall #6
Phone	(808) 440-4206
Questions	Contact your instructor or the Program Coordinator

Course Description & Materials

Catalog Description

This course is one of the Special Topics elective courses designed to offer students specialized training in more specific areas. This course on the Psychology of Trauma and Recovery explores the psychological impact of trauma and the processes of recovery through clinical and research-based perspectives. Students will examine the multifaceted effects of trauma, as well as evidence-based approaches to resilience and healing from trauma.

Course Snapshot

Modality	Face-to-Face
Meeting Location	Kieffer 6
Meeting Days/Times	Thursdays, 5:45—8:45 PM
Time Commitment	This is a three-credit hour course requiring 135 clock hours of student engagement, per the official CUH Credit Hour Policy. Students enrolled in this doctoral-level course are anticipated to spend a minimum of 45 hours in class. The additional 90+ hours outside of classes are anticipated to equal 2-4 hours per week on course readings and class preparation, and

	2-4 hours per week of work on future assignments (e.g., presentations, projects, papers, exams).
Required Textbooks	Briere, J. N., & Scott, C. (2014). <i>Principles of trauma therapy</i> (2nd ed.). SAGE Publications. Herman, J. L. (2022). <i>Trauma and recovery: The aftermath of violence—from domestic abuse to political terror</i>. Basic Books. van der Kolk, B.A. (2015). <i>The body keeps the score: Brain, mind, and body in the healing of trauma</i>. Penguin Books.
Required Readings	Brewin, C. R., Atwoli, L., Bisson, J. I., Galea, S., Koenen, K., & Lewis-Fernández, R. (2025). Post- traumatic stress disorder: Evolving conceptualization and evidence and future research directions. <i>World Psychiatry</i>, 24(1), 52-80. Bryant-Davis, T. (2019). The cultural context of trauma recovery: Considering the posttraumatic stress disorder practice guideline and intersectionality. <i>Psychotherapy</i>, 56(3), 400–408. Hamer, R., Bestel, N., & Mackelprang, J. L. (2024). Dissociative symptoms in complex posttraumatic stress disorder: A systematic review. <i>Journal of Trauma & Dissociation</i>, 25(2), 232–247. Hartung, J. (2010). Tapping in: A step-by-step guide to activating your healing resources through bilateral stimulation. <i>Journal of EMDR Practice and Research</i>, 4(2), 96. Hoppen, T. H., Meiser-Stedman, R., Kip, A., Birkeland, M. S., and Morina, N. (2024). The efficacy of psychological interventions for adult post-traumatic stress disorder following exposure to single versus multiple traumatic events. Ignacio, L. & Taylor, G. (2025). Self-meaning based therapy: An integrative model of psychotherapy. <i>The Journal of Humanistic Psychology</i>, Article Online First. Milligan T., Smolenski, D., Lara-Ruiz, J., Kelber, M.S. (2025). Loss of PTSD diagnosis in response to evidence-based treatments: A systematic review and meta-analysis. <i>JAMA Psychiatry</i>, 82(7), 718–727. Nejadghaderi, S. A., Mousavi, S. E., Fazlollahi, A., Asghari, K. M., & Garfin, D. R. (2024). The efficacy of yoga for posttraumatic stress disorder: A systematic review and meta-analysis of randomized controlled trials. <i>Psychiatry Research</i>, 340, 1-14. Zaleski, K. L., Johnson, D. K., & Klein, J. T. (2016). Grounding Judith Herman's trauma theory within interpersonal neuroscience and evidence-based practice modalities for trauma treatment. <i>Smith College Studies in Social Work</i>, 86(4), 377-393.
Required Technology	A laptop will be required in order to complete courses in the Clinical Psychology program. The laptop should have current operating systems, a current antivirus program, a document program (e.g., Word), a presentation program (e.g., PowerPoint), and Adobe Acrobat. It should have a standard web browser, and students should have an internet or broadband connection with speed and connectivity to support internet

	searches and video conferencing. Most courses are paperless, but a printer/scanner may also be required.
Canvas	Course materials, announcements, and grades are posted to Canvas (chaminade.instructure.com).

Learning Outcomes

Program Learning Outcomes (PLOs)

The Hawai'i School of Professional Psychology at Chaminade University of Honolulu's clinical psychology doctoral program's aim is to educate and train students employing a practitioner-scholar model so that they will be able to function effectively as clinical psychologists. To ensure that students are adequately prepared, the curriculum is designed to provide for the meaningful integration of psychological science, theory, and clinical practice. The clinical psychology program at the Hawai'i School of Professional Psychology is designed to emphasize the development of knowledge, skills, and attitudes essential in the training of health service psychologists who are committed to the ethical provision of quality, evidence-based services to diverse populations and who are able to apply multiple theoretical perspectives to clinical issues.

The Hawai'i School of Professional Psychology at Chaminade University of Honolulu's clinical psychology doctoral program subscribes to the American Psychological Association (APA) Standards of Accreditation. As such, students are expected to establish an identity in and orientation to health service psychology by acquiring the necessary discipline-specific knowledge and profession-wide competencies. Upon completion of the PSYD degree in clinical psychology, students will be able to:

1. Apply ethical and legal standards relevant to the practice of clinical psychology, including professional ethics that guide professional behavior.
2. Apply professional communication and interpersonal skills, to include the utilization of clear, informed, and well-integrated communication, as well as effective interpersonal skills across settings.
3. Apply professional values and attitudes across settings, including self-reflective practice and openness to supervision and feedback.
4. Apply awareness of individual and cultural diversity, including knowledge of theoretical models and diversity research that serve to guide the application of diversity competence.
5. Articulate and integrate the history and systems of psychology as well as the basic areas in scientific psychology, including affective, biological, cognitive, developmental, psychopharmacological, and sociocultural aspects of behavior.
6. Conduct science in psychology, applying psychometrics, statistical analyses, and quantitative and qualitative research methods.
7. Competently perform psychological assessments, including the ability to administer, interpret, integrate, and convey results of psychological tests.
8. Competently perform clinical interventions, including case formulation, theoretical conceptualization, developing and applying evidence-based treatment plans, and evaluating treatment effectiveness in work with clients.
9. Apply knowledge of consultation models and practices, including interprofessional and interdisciplinary skills in consultative services.
10. Articulate supervision models and practices, including areas of ethics and potential conflicts.
11. Apply the Marianist values, through acts of community service, justice, and peace.

Course Learning Outcomes (CLOs)

1. Students will analyze and contrast core theoretical frameworks of trauma as demonstrated in course discussions and written assignments. (Competency 8)
2. Students will critically review selected professional, theoretical, and research literature related to prevalent issues in working with trauma and trauma recovery, and to examine their implications for clinical practice. (Competency 8)

3. Students will demonstrate applications and interventions of trauma recovery via course assignments and role-plays. (Competency 1, 2, 8)
4. Students will critically evaluate the role of culture, power, and systemic factors in trauma and healing as demonstrated in course discussion and assignments. (Competency 4)
5. Students will demonstrate knowledge of the ethical and legal issues associated with the treatment of trauma via course assignments and evaluations. (Competency 1)

Marianist Values

An education in the Marianist Tradition is marked by five principles. Reflect on how this course relates to one or more:

1. Education for formation in faith.
2. Provide an integral, quality education.
3. Educate in family spirit.
4. Educate for service, justice and peace, and integrity of creation.
5. Educate for adaptation and change.

Native Hawaiian Values

Education is central to both Marianist and Native Hawaiian culture — both seek transformative, value-centered learning that serves the marginalized. This is reflected in the ‘Ōlelo No‘eau (Hawaiian proverbs) below:

1. Educate for Formation in Faith (Mana): E ola au i ke akua (‘Ōlelo No‘eau 364) — May I live by God.
2. Provide an Integral, Quality Education (Na‘auao): Lawe i ka ma‘alea a kū‘ono‘ono (‘Ōlelo No‘eau 1957) — Acquire skill and make it deep.
3. Educate in Family Spirit (‘Ohana): ‘Ike aku, ‘ike mai, kōkua aku kōkua mai (‘Ōlelo No‘eau 1200) — Recognize others, be recognized, help others, be helped.
4. Educate for Service, Justice and Peace (Aloha): Ka lama kū o ka no‘eau (‘Ōlelo No‘eau 1430) — Education is the standing torch of wisdom.
5. Educate for Adaptation and Change (Aina): ‘A‘ohe pau ka ‘ike i ka hālau ho‘okahi (‘Ōlelo No‘eau 203) — All knowledge is not taught in the same school.

Alignment of Course Learning Outcomes

CLO alignment is displayed in the CLO section above.

Attendance & In-Class Participation

Attendance Policy

Students are expected to regularly attend all courses for which they are registered. Student should notify their instructors when illness or other extenuating circumstances prevent them from attending class, and they should make arrangements to obtain missed information and complete missed assignments. It is the instructor's prerogative to modify deadlines of course requirements accordingly. Any student who stops attending a course without officially withdrawing may receive a failing grade. Students may be automatically withdrawn from the class or receive a failing grade if there are three or more absences in a 16-week term. With the condensed nature of the 8-week terms, missing class one day (e.g., 6-hours of class) would be equivalent to two absences in a 16-week term.

Students with disabilities who have obtained accommodations from the Chaminade University of Honolulu ADA Coordinator may be considered for an exception when the accommodation does not materially alter the attainment of the learning outcomes. Federal regulations require continued attendance for continuing payment of financial aid. When illness or personal reasons necessitate continued absence, the student should communicate first with the instructor to review options. Anyone who stops attending a course without an official withdrawal may receive a failing grade or be withdrawn by the instructor at the instructor's discretion.

In-Class Participation Expectations

Active, respectful engagement is essential. Students are expected to come prepared and contribute meaningfully to discussions, activities, and collaborative work.

Course Requirements and Activities

Attendance and Participation (10 points)	Students are expected to attend every class, arrive on time, complete all assigned readings, actively participate in class discussions, complete all in-class assignments, and behave appropriately and professionally at all times. Five (5) points total will be awarded for the course if the preceding is fulfilled, and points will be deducted accordingly. More than two unexcused absences may require additional work and may result being dropped from the course.
Trauma-Informed Self-Care Plan (10 points)	<i>Trauma-informed self-care</i> is the practice of intentionally maintaining and enhancing our physical, emotional, psychological, and relational well-being while acknowledging the impact of trauma—personal or vicarious—on our body and mind. It emphasizes safety, empowerment, choice, and cultural responsiveness, and integrates strategies that prevent traumatization, re-traumatization, support resilience, and foster regulation of the nervous system (SAMHSA, 2014; SAMHSA, 2025). Given the material that will be presented, discussed, learned about, and worked with in this course, students will be required to develop a personalized trauma-informed self-care plan designed specifically for recognizing and addressing the emotional, cognitive, and physiological effects that may come with learning about trauma.
Trauma Clinical Decision Labs (2) (10 points each)	Students will participate in brief, in-class small-group exercises using evolving trauma cases. As new information is revealed, students will determine what they understand, what they need to know, what they would do next, and what they would not do yet, with emphasis on trauma-informed clinical judgment, safety, treatment readiness, and ethical decision-making.
Trauma Clinical Treatment Labs (2) (10 points each)	Students work in pairs or groups of three with a complex trauma case and develop an individualized, trauma-informed treatment plan drawing from trauma-based treatments and interventions covered in the course.
Culture, Power & Trauma Case Conference Project (20 points)	This small-group project asks students to critically examine how culture, identity, power, social location, historical context, and systemic conditions shape the experience, meaning, expression, and recovery from trauma. Students will work in pairs or groups of three and will be provided with a trauma case and an initial clinical formulation that intentionally emphasizes individual psychological factors while omitting or underdeveloping important cultural, contextual, historical, and/or systemic dimensions of the client's experience. Out of this project students will present the case in a Case Conference style format. Further details will be provided by the Professor.
Integrative Trauma Case Paper (20 points)	Students will develop a comprehensive formulation and treatment plan for a complex trauma case, integrating trauma theory, research, cultural and systemic considerations, evidence-based interventions, and ethical considerations. Emphasis will be placed on translating trauma knowledge into thoughtful, individualized clinical practice.

Course Policies

Late Work	Late work is not accepted unless approved by the instructor. Contact your instructor regarding arrangements and the impact on your final grade.
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Make-Up Work	There is no make-up work allowed for this course.
Extra Credit	Unless otherwise specified, there is no extra credit for this course.
Incomplete Grade	The issuance of an “I” is at the discretion of the instructor. Grade deductions for late work may be imposed. The incomplete grade may be assigned to a student who has successfully completed a majority of the work of the course and who has an unavoidable and compelling reason why the remainder of the work cannot be completed on schedule. A contract with the instructor must be drawn up, with the instructor indicating the due date of the remaining assignments (up to 30 days).
Syllabus Changes	The instructor reserves the right to modify this syllabus. Changes will be announced in class and posted to Canvas.
Cell phones, tablets, and laptops	Out of consideration for your classmates, please set your cell phone to silent mode during class. Students are required to bring laptops or tablets to class as the instructor will assign online activities and readings that will require the use of a laptop or tablet. Laptops and tablets should not be misused, such as checking distracting websites. Use your best judgment and respect your classmates and instructor.
Professionalism with class topics and discussions	It is anticipated that in the course of students' graduate education in clinical psychology, they will have emotional reactions to class topics and discussions. Recognizing, understanding, and managing one's internal states is an integral part of one's professional responsibility. In the event that affective reactions become overwhelming, students are expected to manage their reactivity as they would as a practicing professional, subsequently discussing it with professors/supervisors and seeking informal and/or formal support. Similarly, it is the student's responsibility to notify the professor of potential issues, so they can address them (e.g., using the correct pronouns, pronouncing names/words correctly, awareness of triggering content). Self-disclosure is considered voluntary and at the discretion of the student. Additionally, it is expected that peers be mindful and respectful of disclosures of others, keeping shared information confidential.
Use of course information, content, and materials	Unless expressed in writing via a university accommodation, all course information, content, and materials in any medium (including but not limited to notes, slides, recordings, electronic files, and verbal discussions and presentations) are prohibited from being intentionally or unintentionally shared (or allowed to be accessed), distributed, published, uploaded, or reproduced in any form, as they are reserved for the private use by the student registered for the course. Any audio and/or visual recordings (including pictures) are prohibited unless prior written permission from the instructor is granted, and permission is limited to individual and temporary use (i.e., recordings are not to be shared/reproduced, recordings must be deleted at the end of the term).
APA writing style	Unless otherwise instructed, all course submissions should follow the Publication Manual of the American Psychological Association, 7th Edition format. The faculty at the Hawai'i School of Professional Psychology at Chaminade University of Honolulu is dedicated to providing a learning environment that supports scholarly and ethical writing, free from academic dishonesty and plagiarism. This includes the proper and appropriate referencing of all sources. Your course assignments may be submitted to an online authenticity resource (e.g., Turnitin), which helps students and instructors detect potential cases of academic dishonesty.
Use of AI in this course	The program needs to evaluate a student's competency in all academic and practice areas (including writing skills and critical thinking). Therefore, using artificial intelligence (AI) and automated writing tools is not permitted for program submissions and will be considered academic dishonesty.

Final Grades

Final grades for this course are calculated according to the table below.

Project/Assignment	Point Value
Attendance and Participation	10
Trauma-Informed Self-Care Plan	10
Trauma Clinical Decision Labs (2) (10 points each)	20
Trauma Clinical Treatment Labs (2) (10 points each)	20
Culture, Power & Trauma Case Conference Project	20
Integrative Trauma Case Paper	20
Total	100

Final grades are submitted to Self-Service (selfservice.chaminade.edu):

Grade	Grade point equivalents (and grading scale values). Final scores $\geq .5$ will be rounded up
A	4.00 (93-100)
A-	3.67 (90-92)
B+	3.33 (87-89)
B	3.00 (83-86)
B-	2.67 (80-82)
C	2.00 (70-79); Fail – No credit given
F	0.00 (≤ 69); Fail – No credit given

Important Information

Academic Honesty

Academic honesty is an essential aspect of all learning, scholarship, and research. It is one of the values regarded most highly by academic communities throughout the world. Violations of the principle of academic honesty are extremely serious and will not be tolerated.

Students are responsible for promoting academic honesty at Chaminade by not participating in any act of dishonesty and by reporting any incidence of academic dishonesty to an instructor or to a University official. Academic dishonesty may include theft of records or examinations, alteration of grades, plagiarism, **and unauthorized and/or undisclosed AI usage**, in addition to more obvious dishonesty. See catalog section *Student Use of Artificial Intelligence in Academic Work* for further information.

Questions of academic dishonesty in a particular class are first reviewed by the instructor, who must make a report with recommendations to the Director of the Academic College. Punishment for academic dishonesty will be determined by the instructor, Director, and the Dean of Academic

College and may include an “F” grade for the work in question, an “F” grade for the course, academic notice, or dismissal from the University.

AI (Artificial Intelligence) Statement

Chaminade University recognizes the increasing role of artificial intelligence (AI) technologies in academic and professional environments. AI encompasses, but is not limited to, generative AI platforms, automated writing or content generation software, coding assistants, and similar tools. Students must ensure all submitted work genuinely reflects their knowledge and effort. Using AI to produce or significantly complete graded assignments, exams or other academic tasks – defined as use that substitutes for or substantially replaces a student’s own analysis, reasoning or written expression – without explicit instructor approval is considered academic misconduct and will be dealt with according to the University’s Academic Honesty Policy.

If an instructor has reasonable grounds to question whether submitted work genuinely reflects a student’s own knowledge, authorship, or mastery of course material — or whether it meets the course’s expectations for AI use — the instructor may require the student to provide additional or alternative evidence of authorship and content mastery. Such evidence may include drafts, notes, revision history, source materials, process explanations, oral discussion, in class work, or completion of an alternative assessment. A student’s refusal or inability to provide such evidence may be considered, along with other available information, in evaluating whether the work meets course requirements and stated learning outcomes. Instructors will not rely solely on AI detection software or other automated tools in making grading or academic integrity determinations. Such determinations will be based on the totality of the available information and handled in accordance with applicable University policies and procedures. See the catalog section *Student Use of Artificial Intelligence in Academic Work* for further information.

Title IX and Nondiscrimination

Chaminade University of Honolulu is committed to providing a learning, working and living environment that promotes the dignity of all people, inclusivity and mutual respect and is free of all forms of sex discrimination and gender-based violence, including sexual assault, sexual harassment, gender-based harassment, domestic violence, dating violence, and stalking. As a member of the University faculty, I am required to immediately report any incident of sex discrimination or gender-based violence to the campus Title IX Coordinator. For pregnant and parenting students, I am also obligated to provide you with similar resources for support and protections available to you. My goal is to make sure that you are aware of the range of options available to you and have access to the resources and support you need. Contact information and reporting options: chaminade.edu/titleix/nondiscrimination/. File a report via the [Campus Incident Report Form](#).

Nondiscrimination Policy and Notice of Nondiscrimination

The university is committed to comply with all State and Federal statutes, rules, and regulations which prohibit discrimination. The university is committed to a policy of nondiscrimination on the basis of race, sex, gender identity and expression, age, religion, color, national origin (including shared ancestry and ethnic characteristics), ancestry, citizenship, disability, genetic information, marital status, breastfeeding, arrest and court record (except as permissible under State law), sexual orientation, or status as a covered veteran. Inquiries about Title IX or general Civil Rights concerns may be referred to the University’s Title IX Coordinator, the U.S. Department of Education’s Office for

Civil Rights, or both and contact information may be found [HERE](#). *On-campus Confidential Resources may also be found here at [CAMPUS CONFIDENTIAL RESOURCES](#).*

The University's Nondiscrimination Policy and Grievance Procedures can be located on the University webpage at: <https://chaminade.edu/compliance/title-ix-nondiscrimination-policies-procedures/>.

To report information about conduct that may constitute sex discrimination or make a complaint of sex discrimination under Title IX, please refer to the [Campus Incident Report form](#). Chaminade University of Honolulu prohibits sex discrimination in any education program or activity that it operates.

The NOTICE of NONDISCRIMINATION can be found here: [Notice of Nondiscrimination](#).

Student with Disabilities Statement- Kōkua 'Ike

Accessibility Services recognizes disability as a valued aspect of diversity and ensures equal access to the educational environment in accordance with Section 504 of the Rehabilitation Act; the Americans with Disabilities Act, as amended; and the principles and professional standards of the Association on Higher Education and Disability. Access is supported through reasonable accommodations and referrals to campus and community resources. Appointments with the Accessibility Services Coordinator are available through Stellic at <https://chaminade.stellic.com> and may be held virtually or in person. Drop-in appointments are also welcome. Students seeking support must meet with the Accessibility Services Coordinator as early as possible, even if they are unsure whether they have appropriate documentation of their disability or its impacts. The Accessibility Services Coordinator prioritizes listening to student's experiences and will discuss any documentation needs during the initial intake meeting. Students may seek support at any time.

Learn more at <https://chaminade.edu/ada-accommodations>

Assessment of Student Work

Chaminade University may use student work anonymously to assess achievement of course, program, and institutional learning outcomes as part of ongoing quality improvement efforts.

Campus Resources & Support Services

The following resources are available to all Chaminade students. Reach out early — these services exist to support your success.

Resource	Description	Contact / Website
Accessibility Services (Kōkua 'Ike)	Accommodations under Section 504 and ADA. Contact early — appointments via Stellic, virtual or in person.	ada@chaminade.edu chaminade.edu/ada-accommodations
Tutoring & Academic Coaching (Kōkua 'Ike)	Tutoring and Academic Coaching Services support students' progression toward their academic, personal, and professional goals with clarity and intention. Services include individualized support in English, math, nursing, sciences, and social sciences, as well as guidance in developing goals and study strategies.	chaminade.edu/tutoring-academic-coaching-services
Career Services	Career Services supports students throughout their career journeys. Services include	chaminade.edu/career-services

Resource	Description	Contact / Website
	individualized job search strategy coaching, resume reviews, job interview coaching, and access to career-related resources and opportunities.	
Basic Needs Resources	Support for food insecurity, housing instability, and other basic needs.	chaminade.edu/basic-needs/
Title IX / Nondiscrimination	Reporting and support for sex discrimination and gender-based violence. Campus Incident Report Form available online.	chaminade.edu/titleix/resources-and-support/
Hazing Prevention	Confidential support, crisis intervention, and reporting for any type of abuse including hazing.	hazingpreventionnetwork.org/athlete-helpline/
Campus Safety / SafeSwords	Security escort service for anyone who feels unsafe walking alone on campus at any time of day. Call security and a professional will escort you to your destination.	chaminade.edu/student-life/security/campus-safeswords-program/
CUH Alert Emergency Notification	Emergency text system. Register your cell number via the Chaminade portal and confirm the text to complete enrollment.	chaminade.edu

Weekly Course Schedule

Note: The instructor reserves the right to modify this schedule. Changes will be announced in class and posted to Canvas.

Week #	Date	Topics	Readings Due	Assignments Due
1	8/27	Welcome and Orientation to Course Introductions Safety and Resourcing The History and Rediscovery of Trauma Video: "How the Body Keeps the Score" van der Kolk https://www.youtube.com/watch?v=iTefkqYQz8g	Herman, Ch. 1 van der Kolk, Chs. 1-3	
2	9/3	The Landscape of Trauma Documentary: "The Wisdom of Trauma" by Gabor Mate https://thewisdomoftrauma.com	Principles of Trauma, Ch. 1 Herman, Chs. 2-6 Brewin et al., 2025 Milligan et al., 2025	Trauma-Informed Self-Care Plan
3	9/10	The Brain on Trauma Video: "Your Reality Narrows After Trauma" van der Kolk	van der Kolk, Chs. 4-6 Principles of Trauma, Ch. 14	Clinical Decision Lab 1

Week #	Date	Topics	Readings Due	Assignments Due
		https://www.youtube.com/watch?v=IMsAmWA7so0 - Video: “Three Ways Trauma Can Change the Brain” van der Kolk https://www.youtube.com/watch?v=6sZFq2K363A - Optional: Trauma Research Foundation, “The Signature Series with Bessel van der Kolk” https://traumaresearchfoundation.org/product/the-signature-series-with-dr-bessel-van-der-kolk/	Zaleski, Johnson & Klein, 2016	
4	9/17	The Effects of Trauma: The Minds of Children Introduction to Self-Meaning Based Therapy®’s Developmental Model	van der Kolk, Chs. 7-9 Ignacio & Taylor, 2025	Clinical Decision Lab 2
5	9/24	The Effects of Trauma: Dissociation in Complex PTSD Documentary: We Are Jeni	Hamer, Bestel & Mackelprang, 2024	
6	10/1	Recovery from Trauma: Central Issues Trauma Assessment & Therapy Essentials - The International Trauma Questionnaire (Self-Report) https://novopsych.com/assessments/diagnosis/international-trauma-questionnaire-itq/ - Video: “Trauma Therapy Essentials” Judith Herman https://www.youtube.com/watch?v=iKsBZjSSNT0 - Video: “Complex Trauma is not the same as PTSD” Judith Herman https://www.youtube.com/watch?v=XtOqbaGkqS4	Principles of Trauma, Ch. 3 Herman, Ch. 7-8	Clinical Treatment Lab 1
7	10/8	Recovery from Trauma Video: “Trauma Rewires Your Brain: Here’s How to Heal It” van der Kolk https://www.youtube.com/watch?v=Zobj5juTfF8	Herman, Chs. 9-10 van der Kolk, Chs. 13-14 Nejadghaderi, S. A., et al. (2024)	

Week #	Date	Topics	Readings Due	Assignments Due
8	10/15	Recovery from Trauma	Principles of Trauma, Chs. 6, 8, 11 Herman, Ch. 11 Hoppen, T. H., et al. (2024)	<i>Clinical Treatment Lab 2</i>
9	10/22	Recovery from Trauma Video: "6 Ways to Heal Trauma Without Medication" van der Kolk https://www.youtube.com/watch?v=ZoZT8-Hql64	van der Kolk, Chs. 16-20 Bryant-Davis, T. (2019)	
10	10/29	Recovery from Trauma: EMDR	van der Kolk, Ch. 15	<i>Culture, Power & Trauma Case Conference Project</i>
11	11/5	Recovery from Trauma: Self-Meaning Based Therapy	SMBT White Paper	
12	11/12	Guest Speaker		
13	11/19	Guest Speaker		<i>Integrated Trauma Case Paper</i>
14	11/26	 THANKSGIVING HOLIDAY		
15	12/10	Review Course and Wrap Up		