



PC 2223 Abuse and Trauma Syllabus

Fall 2024

Tuesdays 1:30 -4:20 PM

Nelson 119

Professor: Sarah Flannery, M.S. (she/her)

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(502) 494-4729 (text preferred)

Zoom: <https://lpts-edu.zoom.us/j/8212573017>

Preferred Method of Communication

Please use my email (sflannery@lpts.edu) to contact me during the semester.

Emails received Monday—Thursday will be returned within 24 hours.

Emails received Friday—Sunday will be returned within 48 hours.

Office Hours

You are invited to email me anytime to schedule time to meet. This course can be challenging in many ways, and I will make myself available to meet with you at any point.

Teaching Philosophy

The best leaders and therapists are those who are willing to look inward. Growth in self-awareness and self-acceptance is a primary goal of this course, and every lecture, discussion, and assignment will take this goal into account. Students who commit to clear communication, demonstrated effort, and the experience personal growth in this class will reap personal and professional benefits. I see professors and students as members of the same team, and as your professor I am deeply invested in your success.

Course Description

This course provides an overview of evidence-based practice for working with survivors of trauma using a systemic and relational lens. In this course, students will explore the nature and meaning of trauma, assessing and identifying trauma, and effective practices for treating trauma. This will include a focus on clinical assessments for trauma, understanding diagnosis and trauma, and relational processes as they apply to assessment, case conceptualization, treatment, and theological understandings of trauma therapy. Through exploring contemporary evidence-based trauma treatment approaches, students will have the opportunity to experience a variety of intervention methods and begin the process of formulating a theologically and personally integrated model of trauma therapy. Concepts discussed in this course will be applied to a variety of contexts and relationships and will include an emphasis on secondary or vicarious trauma and self-care.

Student Learning Outcomes

<u>By the end of the semester, students will:</u>	<u>Student learning outcomes (SLO) & MFT Competencies (MFTC)</u>	<u>Assessment Signature Assignments</u>
Be able to define trauma from a psychological, physiological, social, and theological framework	<p>SLO 1: able to conduct multicultural, evidence-based Marriage and Family Therapy that meets entry-level professional and ethical standards.</p> <p>SLO 5: able to use a theologically informed and clinically appropriate framework to integrate religious and spiritual factors into the practice of MFT.</p> <p>Developmental Competency Component 2: Practice of relational/systemic therapy</p>	Class Participation Course Readings Reflexive exercises Memoir Paper
Be able to discuss trauma's relationship to psychiatric disorders (DSM 5), substance abuse, suicide, relational problems, and other problems in living	<p>SLO 1: see above</p> <p>MFTC 2.1.2: Understand major behavioral health disorders...</p> <p>2.1.3: Understand the clinical needs and implications of persons with comorbid disorders</p> <p>2.1.4: Comprehend...assessment ...appropriate to presenting problem...</p> <p>2.1.5: Understand current models of assessment...</p> <p>3.4.3: Evaluate level of risks, management of risks, crises and emergencies</p>	Class Participation Course Readings Memoir Paper Final Exam
Be able to describe and discuss the neurobiological components of trauma	<p>SLO 1: see above</p> <p>MFTC 1.2.3: see above</p>	Class Participation Course Readings Healing and Renewing Exercises
Be able to assess individuals, couples and families for trauma related problems and complications	<p>SLO 1: see above</p> <p>MFTC 1.2.1: Recognize contextual and systemic dynamics</p> <p>2.1.4: see above</p> <p>2.2.3: Develop hypotheses regarding relationship patterns and their bearing on the presenting problem...</p> <p>2.3.1...Diagnose...systemically and contextually</p>	Class Participation Course Readings Memoir Paper

<p>Demonstrate knowledge of evidence-based models of trauma treatment</p>	<p>SLO 1: see above MFTC 3.1.1: Know which models...are most effective for presenting problems 3.3.5: Manage...therapy toward treatment goals 4.1.1: Comprehend a variety of individual and systemic</p>	<p>Class Participation Course Readings Healing and Renewing Exercises Memoir Paper</p>
<p>Be able to articulate how MFT models can be adapted for work with trauma survivors</p>	<p>SLO 2: demonstrate a broad knowledge of Marriage and Family Therapy theory and be able flexibly to relate theories to evidence-based practice. MFTC 1.2.1: Recognize contextual and systemic dynamics 2.3.1:...Diagnose...systemically and contextually 3.1.1: Know which models...are most effective for presenting problems</p>	<p>Class Participation Course Readings</p>
<p>Be able to discuss vicarious traumatization, compassion fatigue and therapist self-care</p>	<p>SLO 5: able to use a theologically informed and clinically appropriate framework to integrate religious and spiritual factors into the practice of MFT. MFTC 5.4.2: Monitor attitudes...personal issues...to ensure they do not impact therapy adversely or create vulnerability to misconduct 5.5.2: Consult with peers...supervisors if personal issues, attitudes or beliefs threaten to adversely impact work</p>	<p>Class Participation Course Readings Reflexive Writing Person of Therapist Exercise</p>
<p>Multicultural Therapy Definition: Multicultural Therapy, according to D. W. Sue and Torino (2005, p 3) “..can be defined as both a helping role and process that uses modalities and defines goals consistent with the life experiences and cultural values of clients, recognizes client identities to include individual, group, and universal dimensions, advocates the use of universal and culture-specific strategies and roles in the healing process, and balances the importance of individualism and collectivism in the assessment, diagnosis, and treatment of client and client systems.” Multicultural competence as a therapist includes: (1) therapist awareness of personal assumptions, values and biases, (2) understanding the worldview of diverse clients, and (3) facility with appropriate strategies and interventions consistent with the life experiences and values of culturally different clients. (Sue & Sue 2008).</p>		
<p>Evidence-based Practice Definition: EBP is a “...practice-friendly approach to using research to enhance family therapy” (Gehard, 2010, 133). This approach looks to research to help clinicians make decisions in therapy about care for individual clients, couples and families. Evidence-based practice will (1) look to research for information about what treatments are most effective for specific problems, (2) critically examine that research for its validity and applicability to specific cases, and (3) evaluate how effective a selected method is for specific</p>		

clients, couples and families (for example, using the ORS/SRS).

Required Texts

- Buquè, Mariel. (2024). *Breaking the cycle: A guide to healing intergenerational trauma*. Dutton.
- Herman, J. L. (2022). *Trauma and recovery: The aftermath of violence--from domestic abuse to political terror*. Basic Books.
- van Dernoot Lipsky, L. & Burk, C. (2010). *Trauma stewardship: An everyday guide to caring for self while caring for others*. Berrett-Koehler Publishers.

Optional Reading

- Briere, J. & Scott, C. (2015). *Principles of trauma therapy: A guide to symptoms, evaluation and treatment*. Sage Publications.
- Gingrich, H. D. (2013). *Restoring the shattered self: A Christian counselor's guide to complex trauma*. InterVarsity Press.
- Lamb, C. (2020). *Our bodies, their battlefield: War through the lives of women*. Scribner.
- Van der Kolk, B. (2015). *The body keeps the score*. Penguin Books.
- Winfrey, O. & Perry, B. (2021). *What happened to you?* Flatiron Books.

Objectives and Expected Student Learning Outcomes

1. Conceptual frameworks for understanding various responses to traumatic stress.
2. An introduction to some evidence-based approaches for assessing and healing trauma.
3. Models of treatment plans for working with trauma-related symptoms.
4. How age, gender, sexual orientation, race, ethnicity, and religion impact traumatic stress.
5. Systemic and societal factors at work in traumatizing experiences.
6. The rationale for using listening skills and empathy when caring for trauma survivors.
7. Signs of vicarious trauma and the importance of self-care and spiritual practices.

By the end of this course, students should be able to:

- Identify theories for the purpose of analyzing traumatic experiences, including posttraumatic and acute stress disorders.
- Define and differentiate interpersonal trauma (sexual assault, domestic violence, child abuse, and incest) from racial, historical, and other forms of collective trauma.
- Articulate a thoughtful theology of suffering.
- Recognize how intergenerational trauma impacts individuals, couples, families, and communities.
- Examine the relationship between trauma and other forms of historical oppression such as poverty, racism, gender inequality, homophobia, etc.
- Complete a trauma assessment for a client, including genogram, family history, and treatment plan.
- Identify evidence-based approaches to trauma recovery.
- Practice mindfulness and other coping skills that promote trauma recovery.
- Recognize the value of safe relationships in facilitating healing and the role that religious

and community organizations can play in the lives of trauma survivors.

- Developing strategies for preventing, addressing, and managing vicarious traumatization.

Considerations for this Course

It can be challenging and painful to encounter stories of trauma and abuse, and sometimes this class will tap into your unique, personal story. We will regularly explore difficult and sometimes graphic readings, podcasts, and film. If at any time the coursework overwhelms you, it is your right and responsibility to care for yourself. We will pause regularly for breaks throughout the class period, but you may step into the hall for a brief break if needed. Most importantly, *please seek support from a trauma-informed professional* when this happens.

Given that it is inevitable for personal experiences to be engaged by this content, please remember that *class time is not an appropriate forum to process your own traumatic experiences*, and neither your professor nor your colleagues are a substitute for a personal therapist. **You are expected to engage in your own therapeutic work outside of this class.** There will be opportunities to process your own thoughts, feelings, and experiences through specific class discussions and reflection papers. With that in mind, I hope you will come to our first class meeting ready to share your thoughts on confidentiality and trust-retaining expectations for our times together. I aim to create a safe, courageous, respectful class that welcomes diverse perspectives and experiences with thoughtful pacing of the traumatic material.

Grading

I will do my best to post grades within a reasonable timeframe. Extensions for assignment submission can be awarded upon request. Please email me before the assignment deadline whenever possible to request an extension.

Assignment	Points	Due Date
Attendance and Participation (12)	120	Weekly
Healing and Renewing Practices	130	Weekly as assigned
Reflexive Writing (6)	120	Bi-Weekly on Fridays at 11:59pm
Person of the Therapist Exercise	130	October 11 at 11:59pm
Memoir Case Conceptualization	300	Consultation dates as assigned in Oct/Nov; final paper due 11/27
Final Exam	200	TBD (12/11 or 12/12)
TOTAL	1000	

Course Requirements

Only assignments submitted to Canvas will be accepted. No work will be graded if submitted through email or any method other than online submission on Canvas.

1. Class Participation and Attendance

I value and encourage class participation quite highly, and my hope is that each of you will come to class eager to listen, learn, and contribute. No student will be expected or required to share personal information with the class, but you will be expected to share thoughts on readings, cases, and theories in class discussion. Class time will be preparation for the work you are doing and will do in the field, and you can expect a combination of lecture, discussion, and application exercises. To succeed in this course, you must complete assigned readings and participate wholly in the various activities we undertake while taking responsibility for what you desire to gain from this class.

Please keep in mind that physical presence alone does *not* constitute class participation. Participation for each class meeting will be assessed by:

- The frequency and quality of your verbal contributions to class discussions.
- Consistent visual attention to the speaker.
- Use of in-class material in out-of-class assignments.
- The asking of perceptive, respectful, curious questions.
- Open-minded listening and acceptance of the viewpoints of others.
- Documentation of class content through note-taking.

If a student cannot attend a class session due to circumstances outside their control, they should email me before Wednesday at 5pm on the week of the absence (about 24 hours after the missed class meeting). Please provide documentation of your excused absence, such as a doctor's note on letterhead, a funeral program, or an email from a supervisor. In that case I will provide alternative participation strategies. Students who are absent, silent, or disconnected from class meetings may receive a participation score of zero for that day.

Technology may be used for academic purposes related to this class. Electronic devices may be used for taking notes and completing work relevant to this class. Otherwise, technology should be set aside in the same way a therapist would do in session, to focus on the content presented in the moment. If you have an emergency or time-sensitive need to use a cell phone or other device for non-class reasons, please do so briefly and discreetly.

2. Healing and Renewing Exercises

Each class session will begin and end with a healing or renewing experience. Students will sign up to lead one such exercise at the start of one class session during the semester.

Students are encouraged to lead the class in a practice that has been personally renewing for them. This is an opportunity to share an act of self-care that has been meaningful and effective for the student in their own healing journey. They may choose from the list of grounding exercises from Appendix B (page 248) of Buque's book, or they may share a practice they came up with themselves. If tools or accessories are required, the student should provide those; for example, if they want to color, they should bring the coloring supplies and paper, or if they want to utilize music they should bring the song and a speaker.

This exercise should take between 5-10 minutes and must be accommodated to the needs and abilities all class members.

3. Reflexive Writing

At six times throughout the semester, students will submit a 2-page paper based upon a writing prompt relevant to the current topic (double space, 1" margins, 12 point font). These brief assignments do not require a title page or scholarly references, and if those are included they will be in addition to the 2-page expectation. Each paper will focus on a subject covered in class for the purpose of reflexive response, and the prompts will be posted in Canvas. Scholarly sources are appropriate but not required for these writing assignments, as the primary goal is for the student to process their own feelings, needs, thoughts, and reactions regarding the course material. These papers will function much like a personal journal between you and your professor. All submissions will be due on 6 different Fridays (as reflected in the course schedule below) at 11:59pm.

3. Memoir Case Conceptualization

In the first two weeks of the course, students will select a published memoir which they will use to create a case study and conceptualization. A book list is linked on Canvas, and students may add their name next to their selected book in order to claim it. If a student would like to propose a book not on the list, they may email the professor the title of the preferred memoir and their rationale. This assignment will consist of multiple parts:

- Book selection and approval (10 points)
- Consultation with colleagues (40 points)
 - During an assigned class period in September or October, each student will be allowed 10 minutes of class time to share the story of their memoir and submit a minimum of 2 questions to the group. These questions will concern elements of the case conceptualization which the presenter is uncertain about. Another 10 minutes will be dedicated to thoughts and ideas from colleagues. Students will be graded on their knowledgeable telling of the memoir story, the thoughtfulness of the questions they bring for consultation, and their receptivity to colleagues' input.
- Class Presentation (100 points)
 - During an assigned class period in October or November, each student will be allowed 20-25 minutes to present their case conceptualization. That time window

is hard and fast, meaning students will lose significant points for ending before the 20-minute mark or continuing past the 25-minute mark. A professional slide deck is required, and students will be assessed on the content of their slides as well as their spoken professionalism. Classmates will provide written feedback for each presentation.

- The case presentation must include:
 - Trauma Genogram—note identified patient and salient relatives and unions, as well as their relationships, diagnoses, deaths, traumatic events, alcohol/substance abuse, religiosity, etc.
 - Demographic information for identified patient—marital status, employment, sociocultural context, age, gender, sexual orientation, gender identity, ethnicity, race, spirituality, religious affiliation, living situation, history of therapy.
 - Family history—timeline of significant family events.
 - Formulation—as a therapist, describe your understanding of why things are as they are. The description must reflect one or more theoretical perspectives. Incorporate a systemic lens and relational framework in your thinking of the case. Share both short- and long-term therapeutic goals. *Uncertainty or ambivalence in your approach will not result in a reduction in points.*
 - Intervention and plans—share the modality(ies) you will use as a therapist in family therapy with the identified patient and others. Support your chosen modality(ies) with sound rationale that is suited to the experience and demographics of your client. Include needed referrals to other specialists or supports (i.e., Alcoholics Anonymous, physician care, psychiatrist, pastoral counseling, etc.)
 - References in APA format
 - *Note: Participation points for all class members will be based upon class members' attentiveness, respect, and engagement in their colleagues' presentations.*
- Final Paper (150 points)
 - Students will write an 8-10 page (not counting title, abstract, or reference pages) case study (double-spaced, 1" margins, 12pt font) which incorporates all of the elements of the presentation in academic writing, including an introduction, a body with sections separated by bolded headings, and a conclusion. This paper must include at least 10 scholarly citations dated within the past 10 years. At least one full page must be devoted to reflexive discussion of the therapist's own experience of countertransference while becoming acquainted with the characters' stories. **This paper is due at 11:59pm on Wednesday, 11/27.**

4. Person-of-the-Therapist Exercise

Students select a movie from a list on Canvas featuring a story of trauma and/or abuse. While viewing the movie, students are expected to pause as needed to write memos detailing their personal responses to the characters' experiences. Memos must include actual quotes or descriptions of a particular scene, and at least five memos are required for this exercise.

After viewing the movie, the student will incorporate those memos into a one of these formats:

- 4-5 page paper (not including title page)
- 7-10 minute video (uploaded to YouTube or another streaming service and shared as a link)
- 6-10 slide presentation
- 2-3 page infographic

Regardless of the format the student chooses, the production must include:

- Typed or photographed copies of memos taken in the moment.
- Summary of the movie in the student's own words
- Five or more instances of self-of-therapist reflection
- Discussion of the student's own healing journey as they relate to the movie portrayal.
- Discussion of the self-care the student practiced before, during, and after the viewing.

Scholarly references are appropriate but not required for this assignment. This assignment must be submitted on Canvas by **Friday, October 11 at 11:59pm**

Course Policies

Student responsibility- Class attendance is expected. Read the assigned material prior to each class session and come to class prepared to participate in the discussions. You are responsible for all assignments, material presented in class, as well as in the text. Lectures may supplement, highlight, or bring something entirely different from what is included in the text.

Classroom Behavior - Tardiness and early departures are distracting and not appreciated by me as the instructor, nor your fellow classmates. Please avoid these behaviors unless absolutely necessary.

Issues of Privacy and Confidentiality - Given the potentially sensitive nature of the course topics we need a supportive and respectful environment that allows the ability to share viewpoints, experiences, and thoughts. Please do not discuss anything that people share in class with others outside of the class. Be aware that confidentiality is not always guaranteed, and measure your self-disclosure accordingly. Confidentiality is a cornerstone of ethical standards for marriage and family therapists, and I am hopeful that each member will respect the privacy of others. In other words, please exercise confidentiality, any discussion in the class should stay in the class

Late work –Assignments are due at the end of class sessions or at 11:59pm on the due date unless otherwise specified. Due dates for every assignment are provided on the course syllabus and course schedule. There are no make-ups for in-class writing, activities, or the final exam. If you experience extenuating circumstances (e.g., you are hospitalized) that prohibit you from submitting your assignments on time, please let me know. I will evaluate these instances on a case-by-case basis.

Writing guidelines - All assignments should be submitted typed in 12-point font using Times New Roman one-inch margins, and double-spaced. Also, I will be exacting in my expectations for **proper APA formatted citations and reference lists.** Homework assignments assume a certain level of writing skills, and points will be deducted if your writing assignments are difficult to read due to poor writing. If you need assistance with your writing, please visit the LPTS online writing lab, <http://lpts.libguides.com/OWL>, or schedule an appointment with the academic support center (ASC).

All assignments should be completed using APA format 7th edition.

If you have questions, please see the following resources:

American Psychological Association. (2019). *Publication manual of the American Psychological Association*. Washington, DC: American Psychological Association.

Purdue Online Writing Lab:

https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html

Drop/Withdrawal - If you decide to withdraw from this course, you must follow the Registrar’s Office’s specified procedures. A student can change course load during the first two weeks of regular semesters with no notation on their transcript. After the first two weeks, the student may withdraw and receive a WP or WF notation. Withdrawal from a course during the last four weeks of class will result in a failing grade; withdrawal for medical reasons may be an exception. Students seeking a withdraw-medical (WM) must file a formal written request with the Dean of the Seminary no later than 5 p.m. of the last day of classes of the term in which the course is taught. In the case of medical causes, a student who receives a withdraw-medical will be required to submit to the Dean of the Seminary certification from the treating physician or therapist of the student’s ability to resume academic and professional work before being readmitted to classes in the following term or semester.

Grading Scale and Philosophy

A	96.6-100	B	87.6-90.5	C	81.6-83.5
A-	93.6-96.5	B-	85.6-87.5	C-	79.6-81.5
B+	90.6-93.5	C+	83.6-85.5	D	70.6-79.5
F	Below 70.6				

Individuals admitted to graduate study are expected to perform consistently and well in academic work. This is translated into grades in the following way:

1. Basic mastery of the body of knowledge at a level expected in graduate study will earn

scores in the B to B+ range.

2. Grades of A- are granted for work which demonstrates basic mastery of the body of knowledge, and independent thought about the subject matter.
3. Grades of A are granted for work which demonstrates mastery of the required body of knowledge, independent thought about the subject matter, and creative/integrative use of the material, exceptional writing which integrates the material into a student's own system of thought, and/or exceptionally well done or articulate research.
4. Scores C and below do not meet the standard expected for graduate level academic work.

1. Use of Inclusive Language In accordance with seminary policy, students are to use inclusive language in class discussions and in written and oral communication by using language representative of the whole human community in respect to gender, sexual orientation, ethnicity, age, and physical and intellectual capacities. Direct quotations from theological texts and translations of the Bible do not have to be altered to conform to this policy. In your own writing, however, when referring to God, you are encouraged to use a variety of images and metaphors, reflecting the richness of the Bible's images for God. See for further assistance, <http://www.lpts.edu/academics/academicresources/academic-forms/guides-policies-and-handbooks/inclusive-and-expansivelanguage>.

2. Academic Honesty All work turned in to the instructors is expected to be the human work of the student whose name appears on the assignment. Any borrowing of the ideas or the words of others must be acknowledged by quotation marks (where appropriate) and by citation of author and source. Use of another's language or ideas from online resources is included in this policy, and must be attributed to author and source of the work being cited. Failure to do so constitutes plagiarism, and may result in failure of the course. Two occurrences of plagiarism may result in dismissal from the Seminary. Students unfamiliar with issues related to academic honesty can find help from the staff in the Academic Support Center. For the Seminary policy, see The Code of Student Conduct, 6.11; the Student Handbook, p. 19.

3. Special Accommodations Students requiring accommodations for a documented physical or learning disability should be in contact with the Director of the Academic Support Center during the first two weeks of a semester (or before the semester begins) and should speak with the instructor as soon as possible to arrange appropriate adjustments. Students with environmental or other sensitivities that may affect their learning are also encouraged to speak with the instructor.

4. Citation Policy Citations in your papers should follow Seminary standards, which are based on these guides: American Psychological Association. *Publication Manual of the American Psychological Association*. 6th ed. Washington, DC: American Psychological Association, 2010. Turabian, Kate L., Wayne C. Booth, Gregory G. Colomb, and Joseph M. Williams. *A Manual for Writers of Research Papers, Theses, and Dissertations: Chicago Style for Students and Researchers*. 8th ed. Chicago: University of Chicago Press, 2013. *The Chicago Manual of Style*. 16th ed. Chicago: University of Chicago Press, 2010. Copies of these guides are available at the library and in the Academic Support Center.

5. Attendance Policy According to the Seminary catalog, students are expected to attend class meetings regularly. In case of illness or emergency, students are asked to notify the instructor of their planned absence from class, either prior to the session or within 24 hours of the class session. Six or more absences (1/4 of the course) may result in a low or failing grade in the course. **Because we only have**

12 live course meetings, unexcused absences from 4 or more live meetings will result in a failing grade in the course.

Resources for Instruction, Learning, and Technology at LPTS

- To access the Library and its resources, visit: <https://lpts.libguides.com/Research/eBooks>
- To request a library laptop loan, contact the Online Help Desk – library@lpts.edu.
- For general help with campus network access, Outlook (email), contact support@lpts.edu.
- For assistance with Canvas, contact Carolyn Cardwell, ccardwell@lpts.edu
- For assistance with Populi, contact Erin Hamilton, ehamilton@lpts.edu
- For Academic Support for any of your studies, contact the ASC: Beth Herrinton-Hodge at bherrintonhodge@lpts.edu Or Sherry Arconti at sarconti@lpts.edu

Course Schedule, Important Dates, and Assignments

Disclaimer: The following times and topics are subject to change and may shift slightly to foster a more effective learning environment. Nothing will be due earlier than indicated, but some things may be pushed back or eliminated, depending on time. All changes will be announced in class, by email, and posted on Canvas.

Week	Date	Themes and Assignments
1	September 9-15	<p>Introduction and Working Backwards</p> <p>Reading</p> <ul style="list-style-type: none"> • Herman Chapter 7 • Buqué Chapter 1 • van Dernoot Lipsky & Burk Chapter 1 <p>Assignments</p> <p>Reflecting on My Own Generational Agreement: Reflexive Writing due Friday, September 13 at 11:59pm.</p>
2	September 16-22	<p>Trauma Stewardship</p> <p>Reading</p> <ul style="list-style-type: none"> • Herman Chapter 8 • Buqué Chapter 4 • van Dernoot Lipsky & Burk Chapters 2 & 5 <p>Assignments</p> <p>Healing and Renewal Exercise due at the start of class as assigned.</p>
3	September 23-29	<p>Intergenerational Trauma & Abuse</p> <p>Reading</p> <ul style="list-style-type: none"> • Herman Chapter 11 • Buqué Chapters 2 & 5 <p>Assignments</p> <p>Healing and Renewal Exercise due at the start of class as assigned.</p> <p>In-class consultations as assigned on Canvas.</p>

		Moments of Realization (Buqué pgs 58-60): Reflexive Writing due Friday, September 27 at 11:59pm.
4	September 30- October 6	<p>Grief, Lament, and Community</p> <p>Reading (big week)</p> <ul style="list-style-type: none"> • Herman Chapters 9 & 10 • Buqué Chapters 3 & 10 • van Dernoot Lipsky & Burk Chapters 8, 9, 10, 11 & 12 <p>Assignments</p> <p>Healing and Renewal Exercise due at the start of class as assigned.</p> <p>In-class consultations as assigned on Canvas.</p> <p>Acts of Lament: Reflexive Writing due Friday, October 4 at 11:59pm.</p>
5	October 7-13	<p>Trauma Exposure & Assessment</p> <p>Reading</p> <ul style="list-style-type: none"> • Herman Chapter 1 • Buqué Chapter 6 • van Dernoot Lipsky & Burk Chapters 3 & 4 • Chapters 4-6 from <i>Restoring the Shattered Self</i> by Heather Gingrich (posted on Canvas) <p>Assignments</p> <p>Healing and Renewal Exercise due at the start of class as assigned.</p> <p>In-class consultations as assigned on Canvas.</p> <p>Person of the Therapist Exercise due Friday, October 11 at 11:59pm.</p>
6	October 14-20	Research & study week: No class or assignments
7	October 21-27	<p>Complex PTSD</p> <p>Reading</p> <ul style="list-style-type: none"> • Herman Chapter 2

		<ul style="list-style-type: none"> • Buqué Chapter 8 <p>Assignments</p> <p>Healing and Renewal Exercise due at the start of class as assigned.</p> <p>In-class consultations as assigned on Canvas.</p> <p>Spiritual Trauma: Reflexive Writing due Friday, October 25 at 11:59pm.</p>
8	October 28- November 3	<p>Case Presentations</p> <p>Guest Professor: Dr. Lesley Ann Earles</p> <p><i>Sarah Flannery is attending a conference this week. Dr. Earles will facilitate the class and film presentations for the professor to review and grade afterwards.</i></p> <p>Reading</p> <p><i>Catch up on reading this week and prepare case presentations.</i></p> <p>Assignments</p> <p>Healing and Renewal Exercise due at the start of class as assigned.</p> <p>In-class consultations as assigned on Canvas.</p> <p>Case presentations as assigned on Canvas.</p>
9	November 4-10	<p>Collective Trauma</p> <p>Reading</p> <ul style="list-style-type: none"> • Herman Chapter 3 • Buqué Chapter 9 • <i>Articles posted on Canvas</i> <p>Assignments</p> <p>Healing and Renewal Exercise due at the start of class as assigned.</p> <p>Case presentations as assigned on Canvas.</p>

		My Traumatized Groups: Reflexive Writing due Friday, November 8 at 11:59pm.
10	November 11-17	<p>Captivity</p> <p>Reading</p> <ul style="list-style-type: none"> • Herman Chapter 4 • <i>Articles posted on Canvas</i> <p>Assignments</p> <p>Healing and Renewal Exercise due at the start of class as assigned.</p> <p>Case presentations as assigned on Canvas.</p>
11	November 18-24	<p>Childhood Abuse & Neglect</p> <p>Reading</p> <ul style="list-style-type: none"> • Herman Chapter 5 • Buqué Chapter 7 • Chapter 3 from <i>Restoring the Shattered Self</i> by Heather Gingrich, posted on Canvas. <p>Assignments</p> <p>Healing and Renewal Exercise due at the start of class as assigned.</p> <p>Case presentations as assigned on Canvas.</p> <p>The Child Within Me: Reflexive Writing due Friday, November 22 at 11:59pm.</p>
12	November 25-December 1 (Nov 28-29—Thanksgiving Break)	<p>Sexual Violence</p> <p>Reading</p> <ul style="list-style-type: none"> • <i>Articles posted on Canvas, other reading as assigned.</i> <p>Assignments</p> <p>Healing and Renewal Exercise due at the start of class as assigned.</p> <p>Case presentations as assigned on Canvas.</p>

		Memor Case Conceptualization Paper due Tuesday, November 26 at 11:59pm.
13	December 2-8	<p>Healing & Moving Forward</p> <p>Reading</p> <ul style="list-style-type: none"> • Buqué Chapters 11 & 12 • Herman Chapter 6 <p>Assignments</p> <p>Healing and Renewal Exercise due at the start of class as assigned.</p>
14	December 9-12	<p>Research & Study Days December 9 & 10</p> <p>Final Exam TBD (December 11 or 12)</p>