

PC 3323

Trauma and Spiritual Care Among Historically Marginalized and Oppressed People

Louisville Seminary

June 19-23, 2023

Online via Zoom

Instructor

The Rev. Dr. Nancy Olman

nolman@lpts.edu

revnancyolman@gmail.com

973-615-5557 (text preferred)

Course Description

This course is designed to introduce chaplaincy and ministry students to trauma through a social justice lens. Social, cultural, systemic, and political determinants of trauma will be discussed.

Through exploration of trauma in scripture, in self, systemically, and in patients/clients/parishioners, students will identify different types of trauma, think about trauma theologically, and apply trauma-informed principles to care for trauma survivors. Students will also develop a self-care plan to keep themselves and other caregivers spiritually and emotionally healthy while providing trauma care to others.

COURSE LEARNING OBJECTIVES:

These objectives are in service to the seminary's larger MDiv Student Learning Objectives, as articulated in the 2021-2022 Academic Catalog (see parenthetical references):

- 1) Students will explore the impact of trauma from a neurobiological/physiological, cognitive, clinical, and spiritual perspective. (MDiv SLO 1, SLO2, SLO3)
- 2) Students will explore systemic factors that can cause trauma. (MDiv SLO 4, QEP)
- 3) Students will become familiar with the concepts of trauma, posttraumatic stress disorder and post-traumatic growth. (MDiv SLO 5)
- 4) Students will have a basic working knowledge of trauma and its impact in society, as well as knowledge of basic trauma-informed methods for treating trauma survivors. (MDiv SLO5)
- 5) Students will develop a sensitivity to traumas experienced by historically marginalized and oppressed people, understanding that for many trauma is not a "one and done" acute event but is ongoing and chronic.
- 6) Students will examine the most current evidence-based practices in trauma for treating adults, adolescents and children. (MDiv SLO5)
- 7) Students will understand the importance of self-care and be able to develop a self-care plan for continued spiritual and emotional health. (MDiv SLO5)

Master of Arts in Religion (MAR) Student Outcomes

1. SLO1: Be able to interpret Scripture critically and imaginatively.
2. SLO5: Students will be able to conduct independent critical research and write clearly and convincingly on a topic of biblical, theological, historical, or ethical concern.

Required Readings

Baldwin, J. (2018). *Trauma-Sensitive Theology: Thinking Theologically in the Era of Trauma*. Cascade Books, an Imprint of Wipf and Stock Publishers.

McClintock, K. A. (2022). *Trauma-Informed Pastoral Care: How to Respond When Things Fall Apart*. Fortress Press.

Menakem, R. (2017). *My Grandmother's Hands: Racialized Trauma and the Pathway to Mending Our Hearts and Bodies (Illustrated edition)*. Central Recovery Press.

Shields, M., Kestenbaum, A., & Dunn, L. B. (2015b). Spiritual AIM and the work of the chaplain: A model for assessing spiritual needs and outcomes in relationship. *Palliative and Supportive Care*, 13(1), 75–89. <https://doi.org/10.1017/S1478951513001120>

Book Review PowerPoint Options

Key Ingredients for Trauma-Informed Care Implementation. (n.d.). Center for Health Care Strategies. Retrieved March 6, 2022, from <https://www.chcs.org/resource/key-ingredients-for-successful-trauma-informed-care-implementation/>

Haines, S., & Poo, A.-J. (2019). *The Politics of Trauma: Somatics, Healing, and Social Justice*. North Atlantic Books.

Lipsky, L. van D., & Burk, C. (2009). *Trauma Stewardship: An Everyday Guide to Caring for Self While Caring for Others* (1st edition). Berrett-Koehler Publishers.

M.D, B. van der K. (2015). *The Body Keeps the Score: Brain, Mind, and Body in the Healing of Trauma* (Reprint edition). Penguin Publishing Group.

MD, J. L. H. (2023). *Truth and Repair: How Trauma Survivors Envision Justice*. Basic Books.

Moreland-Capuia, A. (2021). *The Trauma of Racism: Exploring the Systems and People Fear Built* (1st ed. 2021 edition). Springer.

Neimeyer, R. A. (2016). *Handbook of Social Justice in Loss and Grief: Exploring Diversity, Equity, and Inclusion* (D. L. Harris & T. C. Bordere, Eds.; 1st edition). Routledge.

Leary, J. D., & Robinson, R. (2005). *Post Traumatic Slave Syndrome: America's Legacy of Enduring Injury and Healing* (1st edition). Uptone Press.

Payne, J. S. (2022). *Out of the Fire: Healing Black Trauma Caused by Systemic Racism Using Acceptance and Commitment Therapy*. New Harbinger Publications. Payne, J. S. (2022).

Sancken, J. S. (2022). *All Our Grievs to Bear: Responding With Resilience After Collective Trauma*. Herald Pr.

Services, U. S. D. O. H. A. H. (2016). *A Treatment Improvement Protocol—Trauma-Informed Care in Behavioral Health Services—Tip 57*. lulu.com.

Tedeschi, R. G., Shakespeare-Finch, J., Taku, K., & Calhoun, L. G. (2018). *Posttraumatic Growth: Theory, Research, and Applications* (1st edition). Routledge.

Winfrey, O., & Perry, B. D. (2021). *What Happened to You?: Conversations on Trauma, Resilience, and Healing* (1st edition). Flatiron Books: An Oprah Book.

Course Requirements

- 1) **Participation (20%)**. My expectation is that you will be enthusiastic learners, actively engaging with the texts, with one another, and with me.
- 2) **Book Review PowerPoint presentation (maximum 10 slides). Due by June 12 (20%)**.

Please prepare a PowerPoint presentation based on one of the books assigned as optional readings for the course that will help to guide discussion of that work during class. Your presentation should provide an overview of the book's thesis and main supporting points. Be sure to also include any learnings you found especially relevant and/or interesting. Your presentation should give your classmates a good idea of what the book was about.

I will assign the books on a first-come, first-served basis. Please email me a list of the top three books you'd like to review. Every effort will be made to give you your first choice.

- 3) **Biblical Trauma Reflection Paper (5-7 pages, double-spaced) (20%). Due Wednesday, June 21.**

Select a biblical story that involves trauma. Write a short (no more than five pages, double-spaced) reflection on this trauma. The precipitating event can be interpersonal, a natural disaster, accidental, intentional, a collective trauma, racial trauma, vicarious trauma (i.e., trauma incurred through watching the trauma of another), or any other kind of biblical event that you would define as traumatic. Include in your paper:

- a) A description of the trauma (2-3 pages)
 - Type of trauma (see Baldwin, chapter 1, for a discussion of types of trauma)

- Standard exegetical scholarship to explain and contextualize the passage you've chosen. Be sure to include cultural, gender, class, political, systemic, and other factors that help define the passage's context.
 - The age of the individual(s) impacted by the trauma at the time of the trauma
 - Who was involved in the trauma
 - How the individual(s), and as applicable the community, felt, and coped with the trauma immediately, both positively and negatively
 - How the individual(s), and as applicable the community, felt and coped with the trauma long-term, both positively and negatively
 - How the individual(s), and as applicable the community, made sense of the trauma theologically
 - How the trauma impacted their understanding of self
 - How the trauma theologically/spiritually/existentially impacted their world view
 - How the individual(s)/community grew from and/or what they learned from the trauma
 - How the individual(s)/community used what they learned from the trauma, both personally and, as applicable, professionally
 - Anything else you'd like to highlight about the trauma
- b) Your theological understanding of the trauma, using trauma sensitive hermeneutics (see Baldwin, pp. 79-88, for trauma sensitive hermeneutics) (2-3 pages)
- c) Your personal reaction to the trauma (2-3 pages). How did this story impact you? What are your key "takeaways"? How do you envision using this story to help others who have survived trauma in some way?

4) Self-Care Plan (20%) Due Tuesday, June 20

Develop a self-care plan to assist you in maintaining your holistic health and in coping effectively with caregiving. Please be sure to include elements from the following components:

- a. Spiritual
- b. Physical
- c. Emotional
- d. Relational
- e. Psychological
- f. Financial

5) Trauma case study (12-14 pages). Due by 6/26 (20%)

Your case presentation should clearly demonstrate your mastery of the professional literature and integration of the trauma literature into an evidence-based advanced praxis.

You are free to choose whatever kind of trauma you like. The precipitating event can be interpersonal, a natural disaster, accidental (e.g., car accident), intentional (e.g., sexual assault), a collective encounter (e.g., 9/11), racial trauma, vicarious trauma (i.e., trauma incurred through watching the trauma of another), or any other kind of event that your patient/client/parishioner experienced as traumatic.

The case study must include these elements:

- (1) A spiritual assessment, such as Spiritual AIM, that incorporates assessment, interventions, outcomes, and plan of care.
- (2) A discussion of key factors (e.g., systemic, historical, political, economic, spiritual/theological) contributing to the harm caused.
- (3) Resources, strengths, and coping strategies that may have served as “protective factors” for trauma mitigation and healing.
- (4) A theological/spiritual/existential exploration of the impact of the trauma on the individual(s).
- (5) Compliance with federal HIPPA regulations regarding patient/client confidentiality. Be sure to de-identify any individuals included in your case study.
- (6) Trauma-informed care.
- (7) A self-care plan for you, and a way for you as a spiritual care practitioner to care for other caregivers treating your patient/client.

Also include the following:

- Your name
- A pseudonym for your patient(s)/client(s), and other caregivers
- Patient/client/parishioner’s age and gender identification
- Description of the trauma experienced
- Approximate date(s) of encounter(s)

Deadlines

Monday, June 12	Book Review PowerPoint Presentation due
Tuesday, June 20	Self-Care Plan due
Wednesday, June 21	Biblical Trauma reflection paper due
Monday, June 26	Trauma Case Study due

Late Assignments: For every day an assignment is late a letter grade will be subtracted (e.g., an A paper would be a B, a B paper a C, and so on). Four days late on any assignment will result in a failing grade on the assignment.

Formatting of Written Assignments

Please follow these guidelines for your written assignments:

- Include your name, assignment, course, date, and title on first page. No need to make a separate cover page.
- One-inch (1”) margins on top, bottom, left, and right of all pages. Justify left all text.
- Use Times New Roman 12-point font, black color, double-spaced.
- Indicate page numbers at bottom of page.
- For any citations, use APA (parenthetical with bibliography of works cited). Citations of Scripture can be made in parentheses in the body of the paper, including translation (e.g., NRSV, NIV), no footnote or further bibliography needed.

Assignment Submission

Please submit all assignments to me in DOC or DOCX format (not PDF) as email attachments.

Attendance Policy

Students are expected to attend all class meetings which will be held from 9 am to 3:00 pm, Monday to Friday (see course schedule for details). Absences are excused for emergencies only. Given the intensive seminar format of the class, unexcused absences will automatically result in a failing course grade.

Self-Care During this Course

Learning about trauma and discussing trauma can be a traumatic experience in and of itself. Please make it a point *before* class even begins to plan out time and space to process what you are learning during our week together. Be intentional about scheduling self-care time in nature, engaging in life-affirming spiritual practices, connecting with loved ones and/or pets, scheduling time with your therapist, and/or in general making time for activities and people that lift you up. Be sure to get adequate sleep and eat nutritionally-healthy meals. And please feel free to reach out to me with any concerns you may have.

COURSE SCHEDULE

Course Schedule June 13-17 (subject to change)	
Topic	
<p>6/19 AM</p> <p>Introduction to the course, and to one another</p> <p>Book discussion: Trauma-Sensitive Theology (Olman)</p> <p>Spiritual Assessment (Olman)</p>	<p>6/19 PM</p> <p>Guest Presenter Rev. Brian Shields “Self-Care and Caring for Others”</p>
<p>6/20 AM</p> <p>Self-care plan due 9:00 AM</p> <p>PBS Video: Racial Generational Trauma https://www.pbs.org/video/racial-generational-trauma-o8d5ef/</p> <p>Book Discussion: My Grandmother’s Hands</p> <p>Guest Facilitator: Rev. Dr. Jamesetta Ferguson</p>	<p>6/20 PM</p> <p>Spiritual Pain (Olman)</p> <p>“What Happened to You?” handouts</p>
<p>6/21 AM</p> <p>Trauma-Informed Care (Olman)</p> <p>Discussion: Trauma-Informed Pastoral Care</p>	<p>6/21 PM</p> <p>Book Review Presentations</p>

<p style="text-align: center;">6/22 AM</p> <p style="text-align: center;">Biblical Reflection Papers due 9:00 AM</p> <p style="text-align: center;">In-class exercise: Using your biblical reflection paper as a guide, create a short, “Who/What/When/Where/Why/How” of the biblical trauma you wrote about. In what context is your biblical story relevant today? Where might you see yourself applying it for use with trauma survivors?</p>	<p style="text-align: center;">6/22 PM</p> <p style="text-align: center;">Book Review Presentations</p>
<p style="text-align: center;">6/23 AM</p> <p style="text-align: center;">Book Review Presentations</p>	<p style="text-align: center;">6/23 PM</p> <p style="text-align: center;">Final thoughts</p> <p style="text-align: center;">Course evaluations</p> <p style="text-align: center;">6/26 Trauma Case Study Due</p>