

Abuse and Trauma
PC 2223
Spring 2017
Thursdays 8:30 -11:20 AM
Schlegel Hall 120

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Course Description

This course provides an overview of evidence-based practice for working with survivors of trauma using a systems 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.

Objectives and Expected 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	SLO 1: able to conduct multicultural, evidence-based Marriage and Family Therapy that meets entry-level professional and ethical standards. SLO 5: able to use a theologically informed and clinically appropriate framework to integrate religious and spiritual factors into the practice of MFT. MFTC 1.2.3: Recognize issues that...suggest referral for specialized evaluation...care	Class Participation Course Readings
Be able to discuss trauma's relationship to psychiatric disorders (DSM 5), substance abuse, suicide, relational problems, and other problems in living	SLO 1: see above MFTC 2.1.2: Understand major behavioral health disorders... 2.1.3: Understand the clinical needs and implications of persons with comorbid disorders 2.1.4: Comprehend...assessment...appropriate to presenting problem... 2.1.5: Understand current models of assessment... 3.4.3: Evaluate level of risks, management of risks, crises and emergencies	Class Participation Course Readings Movie Viewing and Paper
Be able to describe and discuss the neurobiological components of trauma	SLO 1: see above MFTC 1.2.3: see above	Class Participation Course Readings Mind-Body Demonstration
Be able to assess individuals, couples and families for trauma related problems and	SLO 1: see above MFTC 1.2.1: Recognize contextual and systemic dynamics 2.1.4: see above 2.2.3: Develop hypotheses regarding	Class Participation Course Readings Movie Viewing and Paper

complications	relationship patterns and their bearing on the presenting problem... 2.3.1 ...Diagnose...systemically and contextually	Final Paper
Demonstrate knowledge of evidence-based models of trauma treatment	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	Class Participation Course Readings Mind-Body Demonstration Final Paper
Be able to articulate how MFT models can be adapted for work with trauma survivors	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	Class Participation Course Readings Mind-Body Demonstration Final Paper
Be able to discuss vicarious traumatization, compassion fatigue and therapist self-care	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	Class Participation Course Readings Self -Care Journal Assignment
<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 clients, couples and families (for example, using the ORS/SRS).</p>		

Course Requirements

1. Assigned Readings, Class Participation, Attendance (10%)

Students will complete required reading and participate in class discussion each class period.

2. Mind-Body Intervention Rationale and Demonstration (20%)

Each student will lead class on a specific mind-body intervention commonly used with trauma survivors to help ground them and regulate affect. In addition to leading the class in an exercise, the student will describe to the class the rationale for the exercise and how it is intended to help in the healing process of trauma work. Students will construct a 1 page handout on the intervention that will be provided to the class.

Examples: Breathing exercises, guided meditations, yoga, progressive relaxation, exercises, dance or other forms of therapeutic movement (we will discuss many of these examples in class, but students are welcome to utilize other mind-body techniques intended to help clients reduce stress and manage intense affect).

3. Self- Care Journal Assignment (20%)

Each student will keep a biweekly (every two weeks) self-care journal in which they report the actions they took to keep their emotional, physical, psychological, social, and spiritual selves healthy during the semester. Each biweekly entry should be 2-3 pages and should include at least three references from scholarly sources (i.e. journal articles, books, research articles, etc.) to support their statements.

Each journal entry must include the following:

- (1) The activity(ies) that they undertook and why
- (2) Any specific issue(s) that the activity(ies) was/were meant to address
- (3) How the activity(ies) contributed to their spiritual, mental, emotional, social, and physical wellbeing.

This assignment will be collected every fourth week throughout the semester

4. Resilience Movie Viewing and Reflection Paper (15%)

Each student is required to attend the community movie screening for the film Resilience: The Biology of Stress & The Science of Hope. This screening will be held on Thursday March 2, 2017 at 7:00pm at Spirit Filled New Life Ministries (4936 Hazelwood Ave, Louisville, KY 40214). This screening is specifically focused on parents, families, and those in the faith based community. Attendance will be taken at the event and students will be required to write a reflection paper based on this experience. Specific reflection prompt will be provided later in the semester.

5. Final Paper (35%)

Each student will be required to write a final paper for this course that will be due on the last day of class. A detailed rubric for this paper will be provided by the 7th week of the semester.

Required Text

CF = Courtois, C. A., & Ford, J. D. (2012). *Treatment of complex trauma: A sequenced, relationship-based approach*. Guilford Press.

BS = Briere, J. & Scott, C. (2015). *Principles of Trauma Therapy: A guide to Symptoms, Evaluation and Treatment, 2nd Edition Revised and Expanded, DSM 5 update*. Sage Publications.

On CAMS

Spirituality and Trauma: Professionals Working Together: <http://www.ptsd.va.gov/professional/provider-type/community/fs-spirituality.asp>

Bryant-Davis, T., & Wong, E. C. (2013). Faith to move mountains: Religious coping, spirituality, and interpersonal trauma recovery. *American Psychologist*, 68(8), 675.

Blakley, T. L. (2007). The Anatomy of Trauma and Faith: A Reflective Post-Mortem. *Social Work & Christianity*, 34(1).

Durham, M., & Webb, S. S. (2014). Historical trauma: A panoramic perspective. *The Brown University Child and Adolescent Behavior Letter*.

Felitti, V. J., Anda, R. F., Nordenberg, D., Williamson, D. F., Spitz, A. M., Edwards, V., ... & Marks, J. S. (1998). Relationship of childhood abuse and household dysfunction to many of the leading causes of death in adults: The Adverse Childhood Experiences (ACE) Study. *American journal of preventive medicine*, 14(4), 245-258.

- Goodman, R. D. (2013). The transgenerational trauma and resilience genogram. *Counselling Psychology Quarterly*, 26(3-4), 386-405.
- Goodman, R. D. (2015). A liberatory approach to trauma counseling: Decolonizing our trauma-informed practices. In *Decolonizing "multicultural" counseling through social justice* (pp. 55-72). Springer New York.
- Larisey, K. (2012). The Wounded Healer: A Jungian Perspective.
<http://www.jungatlanta.com/articles/fall12-wounded-healer.pdf>
- Repetti, R. L., Taylor, S. E., & Seeman, T. E. (2002). Risky families: family social environments and the mental and physical health of offspring. *Psychological bulletin*, 128(2), 330.

On Library Reserve

- Rothschild, B. (2000). *The body remembers: The psychophysiology of trauma and trauma treatment*. New York: Norton.
- Catherall, D. R. (2004). *Handbook of stress, trauma, and the family*. New York: Brunner-Routledge.
- Yoder, C. (2015). *Little Book of Trauma Healing: When Violence Striked and Community Security Is Threatened*. Skyhorse Publishing, Inc..

Additional Resources

SAMSHA Trauma-Informed Approach and Trauma-Specific Interventions
<https://www.samhsa.gov/nctic/trauma-interventions>

National Child Traumatic Stress Network Empirically Supported Treatments and Promising Practices
<http://www.nctsn.org/resources/topics/treatments-that-work/promising-practices>

Adverse Childhood Experiences (ACEs) <https://www.cdc.gov/violenceprevention/acestudy/index.html>

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. You are expected to adhere to the following principles during class: 1) no text messaging, phone calls, emailing, or surfing the internet; and 2) no side conversations irrelevant to the class.

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. In other words, please exercise confidentiality, any discussion in the class should stay in the class

Inclusive/Expansive Language – The practice of using inclusive language is encouraged of all LPTS staff, students, and faculty. In classroom discussions and writing assignments it is important to avoid divisive terms that reinforce stereotypes or are pejorative. Please access the following web page for resources to assist in using non-biased language:

<http://www.lpts.edu/academics/academic-resources/guides-policies-and-handbooks/inclusive-and-expansive-language>

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.

Late work – No make-up work for unexcused absences will be accepted. Late work will not be accepted unless the instructor is notified within 24 hours of the due date and the student is able to provide written documentation to verify the excuse. Acceptable excused absences include death of an immediate family member, an obligatory school function or illness with a doctor's note. In order for these absences to be excused, students must provide documentation of their absence. If you have an excused absence, you will be allowed to make-up assignments that you missed as a result of your absence. Arrangements for make-up assignments are to be coordinated with the instructors. Assignments are due at the beginning of class unless otherwise specified.

Writing guidelines - All assignments should be submitted typed in 12-point font using Times New Roman one-inch margins, and double-spaced. 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 6th edition. If you have questions, please see the following resources:

American Psychological Association. (2010). *Publication manual of the American Psychological Association*. Washington, DC: American Psychological Association.

Purdue Online Writing Lab: <http://owl.english.purdue.edu/owl/resource/560/01>

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.

Academic Honesty - All work turned in to the instructor is expected to be the 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. Multiple occurrences of plagiarism may result in dismissal from the Seminary. Students unfamiliar with issues relating to academic honesty can find help from the staff in the Academic Support Center. For the Seminary policy, Student Handbook, p. 16.

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. Anyone who feels they may need an accommodation based on the impact of a disability should contact me to arrange an appointment within the first 3 class sessions. At the appointment we can discuss the course format, anticipate your needs and explore potential accommodations. Students with environmental or other sensitivities that may affect their learning are also encouraged to speak with the instructor.

Summary of Grading

10% Readings, Class Participation, and Attendance

20 % Mind Body Intervention Rationale and Demonstration

20 % Self- Care Journal Assignment

15% Movie Viewing and Reflection

35% Final Paper

100% Total

Grading Scale

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

<u>Course Schedule 2017 (subject to change)</u>	
<u>Topic</u>	<u>Readings and Assignments</u>
2/2 Introduction to the Course	<ul style="list-style-type: none"> • No required reading
2/9 Defining Trauma	<ul style="list-style-type: none"> • BS. Ch.1 • Durham & Webb 2014
2/16 The Effects of Trauma (Mental, Emotional, Social, Physical, and Spiritual)	<ul style="list-style-type: none"> • BS Ch. 2 • CF Ch. 1 & 2 • Blakley (2007).
2/23 Vicarious Trauma, Compassion fatigue, Self-care	<ul style="list-style-type: none"> • CF Ch. 9 & 10 • Larisey (2012)
2/24-2/25 Black Church Studies Consultation	
3/2 Adverse Childhood Experiences Resilience Movie Screening and Community Conversation Spirit Filled New Life Ministries 4936 Hazelwood Ave, Louisville, KY 40214 6:00pm – 9:00pm	<ul style="list-style-type: none"> • Felli et al (1998) • Repetti, Taylor, & Seeman (2002) • https://www.cdc.gov/violenceprevention/acestudy/index.html
3/9 Trauma Informed Care	<ul style="list-style-type: none"> • BS Ch. 4 • CF Ch. 3 • Goodman (2015) • SAMSHA Trauma-Informed Approach and Trauma-Specific Interventions https://www.samhsa.gov/nctic/trauma-interventions
3/13-3/17 Research and Study	
3/23 Assessing Trauma and Post Traumatic Outcomes	<ul style="list-style-type: none"> • BS Ch. 3 • CF. Ch. 4. • Goodman (2013)
3/26-3/28 Festival of Theology/ Alumni Reunion	
3/30 Specific Trauma Treatment Approaches	<ul style="list-style-type: none"> • CF Ch. 5 & 6 • BS Ch. 5 & 6
4/6 Specific Trauma Treatment Approaches	<ul style="list-style-type: none"> • BS Ch. 7, 8, & 10
4/20 Systemic Approaches to Trauma Treatment	<ul style="list-style-type: none"> • CF Ch. 7 • BS Ch. 9
4/13-4/14 Easter Recess	
4/27 Treating Comorbidities	<ul style="list-style-type: none"> • TBD
5/4 Course Wrap Up	
5/8-5/9 Research and Study	
5/10-5/12 Finals	

