

PSYC 6349 Trauma: Theories and Therapies

Spring 2015

Friday 8:00-10:50am

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NOBTS MISSION STATEMENT:

The mission of New Orleans Baptist Theological Seminary is to equip leaders to fulfill the Great Commission and the Great Commandments through the local church and its ministries.

Course Purpose

The purpose of this course is to provide understanding of the impact of trauma and training in various treatment modalities to enhance a student's potential to respond effectively and redemptively to persons struggling with emotional, relational, and/or spiritual problems related to trauma.

Core Value Focus

With an emphasis on the core value of spiritual vitality, students will be challenged to see how personally they can impact the world through participating in the helping effort as they learn how trauma impacts individuals, and techniques to treat trauma.

Curriculum Competencies Addressed

- 1. Biblical exposition:** This course challenges students to identify biblical principles that are foundational in dealing with trauma.
- 2. Effective servant leadership:** This course empowers students to adapt a servant position in their work with clients.
- 3. Interpersonal relationships:** This course enhances awareness of the student of the need to be able to use different methodologies with people who have distinctive needs, as well as the influence of traumatic experiences on the health of relationships.
- 4. Disciple making:** This course introduces the student to the element of "walking along with" their clients in discovering solutions for their problems.
- 5. Spiritual and character formation:** This course challenges students to apply the biblical teachings about suffering and trauma to their own life experiences, and the place of these experiences in their own character formation.

Course Description

The purpose of this course is to develop students' knowledge and skill in the treatment of trauma for individuals, marriages, and families. Students will explore the psychological trauma field, including the current theories in the field, the nature of trauma, how trauma affects individuals and systems, grief reactions, and traumatic stress. Also included is the exploration of the professional's response to trauma, vicarious traumatization, comorbid disorders and general treatment issues. Students will have the opportunity to review evidence-based practices in the trauma field. A variety of theoretical frameworks are presented, including cognitive, spiritual, neurobiological, clinical, and socio-cultural.

Student Learning Outcomes:

After completing this course students will:

A. Cognitive Objectives:

1. become familiar with the basic literature on trauma, posttraumatic stress disorder, and resilience.
2. have explored the impact of trauma from a cognitive, spiritual, neurobiological/physiological, and socio-cultural perspective.
3. have a basic working knowledge of trauma, the stages of trauma, and knowledge of basic strategies for treating trauma victims.
4. have examined and be familiar with the most current evidence-based practices in trauma for treating adults, adolescents and children who have experienced trauma.

B. Affective Objectives:

1. increase in appreciation for God's innate provisions for coping with overwhelming trauma.
2. recognize the value of the safe relationship in bringing healing to trauma survivors.
3. recognize the healing role the church and ministers can play in the lives of trauma survivors.

B. Behavioral Objectives:

1. be able to select interventions to help bring healing to someone with the effects of trauma.
2. will have explored and developed a personal response about theological concepts regarding trauma in the lives of people.

Required Textbooks

Briere, J. N., & Scott, C. (2014). *Principles of trauma therapy: A guide to symptoms, evaluation, and treatment*. CA: Sage Publications.

Eareckson Tada, J. (2010). *A place of healing: Wrestling with the mysteries of suffering, pain, and God's sovereignty*. David Cook.

Tracy, S. R. (2009). *Mending the soul: Understanding and healing abuse*. MI: Zondervan Publishing.

van der Kolk, B. (2014). *The body keeps the score: Brain, mind, and body in the healing of trauma*. NY: Penguin Group.

Vermilyea, E. G. (2013). *Growing beyond survival: A self-help toolkit for managing traumatic stress*, 2nd ed.. NC: The Sidran Institute.

Course Methodology

This course will utilize learning methodologies such as reading, lectures & large and small group discussions, role-plays, guest speakers, and consultation.

Course Requirements

1. Complete all assigned reading/class exercises: The reading is heavy in this course. Students should plan adequate time for each text and complete all assigned reading. Students will report on percentage read of each text or reading assignment. Students will sign up for role plays on Blackboard to demonstrate interventions in the Vermilyea book.

2. Attendance: Students should not miss any more class meetings than necessary. Attendance will be part of the student's grade. Per NOBTS policy, more than 3 absences results in failure in class.

3. Project 1: Write a 5-7 page paper on how you, the counselor, would respond to a trauma client when he/she asks, "Where was God when I called to Him and ___ happened anyway?" The paper should be double spaced, written in first person, and citing at least 5 references, in addition to the Bible. **Due Feb 1.**

4. Project 2: Write a research paper that is a brief literature review in which the student focuses in-depth on a specific issue within the traumatic stress field. The paper should be 10-12 typed, double spaced, APA format, and citing at least 10 scholarly references. Five of these references must be from peer-reviewed journals. The student should choose to apply one of the five perspectives emphasized in class: cognitive, neurobiological, clinical, spiritual, or socio-cultural. Please include a discussion of the advantages and limitations of the chosen approach when applied to multicultural populations.
Due April 10.

5. Final Exam: As we look at various frameworks and methodologies for the treatment of trauma, prepare (for your personal use) an outline, or "play-book" for the various segments (chapters) or frameworks. For example, you would have a segment about using cognitive principles, another about affect regulation, etc. Then, at the end, for the final exam, put together these outlines of how you would treat a client with trauma, including a decision tree that would help you decide which segments would be best for that specific client. You will be given a case study, and will develop a treatment plan using your "play-book" for the planning. **Due May 8.**

Course Evaluation:

- 1. Reading Report:** 20%
- 2. Class Participation/Attendance:** 10%
- 3. Project 1:** 5-7 page paper 20%
Due Feb 1
- 4. Project 2:** 10-12 page paper 30%
Due Apr 10
- 5. Final Exam: Due May 8.** 20%

IMPORTANT: In the case of a campus closure (due to hurricane evacuation or other problem) all students should go to the Blackboard class and watch for an announcement about resuming classwork via Blackboard. If the campus will be closed for an extended time, it will be important that you are able to access Blackboard to continue in this class. If you are not able to have internet access, please call Dr. Steele (504-329-8960). If calls are not able to go through due to damage from the cell phone towers, you might be able to text.

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Date	Topic for Class	Reading Assignment	Other Assignments
Jan 23	Overview of Class Introduction: What is Trauma The Effects of Trauma Amy Morgan		
Jan 30	Assessing Trauma & Posttraumatic Outcomes Steele	Briere, through p. 63 Vermilyea p.6-17	
Feb 6	A Place of Healing Morgan	Complete Eareckson	
Feb 13	A Christian Perspective: Mending the Soul Steele	Complete Tracy	

Feb 20	Central Issues In Trauma Treatment Psychoeducation Steele	Briere, Chapter 4-5 Vermilyea p. vii- p5.	Project 1 Paper Due
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Feb 27	Distress Reduction & Affect Regulation Training Morgan	Briere, Chapter 6 Vermilyea p. 21-41	Demonstrations of Tools from Toolbox. Sign up on Blackboard.
Mar 6	Cognitive Interventions Steele	Briere, Chapter 7 Vermilyea p. 43-68	
Mar 13	Emotional Processing Morgan	Briere, Chapter 8 Vermilyea p.69-79	
Mar 20	Increasing Identity & Relational Functioning Morgan	Briere, Chapter 9 Vermilyea p. 80-102	
Mar 27	Spring Break		

April 3	Good Friday—No class		
April 10	Mindfulness in Trauma Treatment Steele	Briere, Chapter 10 Vermilyea p. 105-138	Project 2 Paper Due
April 17	Treating the Effects of Acute Trauma Morgan	Briere, Chapter 11 Vermilyea p. 142-180	
April 24	Psychobiology & Psychopharmacology of Trauma Steele	Briere, Chapter 12 Complete van der Kolk	
May 1	Managing Vicarious Traumatization/ Faith Communities and Healing Steele & Morgan		
May 8	Final Exam: 9-11 am		

Selected Bibliography

- Chu, J. A. (2011). *Rebuilding shattered lives: Treating complex PTSD & dissociative disorders*. NJ: John Wiley & Sons.
- Courtois, C.A., & Ford, J. D. (2013). *Treatment of complex trauma: A sequenced, relationship-based approach*. NY, NY: The Guilford Press.
- Curran, L. (2013). *101 trauma informed interventions: Activities, exercises and assignments to move the client and therapy forward*. Eau Claire, WI: Premier Publishing Media.
- Day, J.H., Vermilyea, E., Wilkerson, J., & Giller, E. (2006). *Risking connection in faith communities: A training curriculum or faith leaders supporting trauma survivors*. MD: Sidran Institute Press.
- Heller, L., Lapierre, A. (2012). *Healing developmental trauma: How early trauma affects self-regulation, self-image, and the capacity for relationship*. CA: North Atlantic Books.
- Ritual Abuse: Definitions, Glossary, The Use of Mind Control. Report of the Ritual Abuse Task Force. Lose Angeles, CA: Los Angeles County Commission for Women, March 15, 2991. Can be accessed at <http://ritualabuse.us/ritualabuse/articles/>
- Russell, M.C., & Figley, C.R. (2012). *An EMDR practitioner's guide to treating traumatic stress disorders in military personnel*. NY, NY: Routledge.
- Shapiro, F. *Eye movement desensitization and reprocessing (EMDR): Basic principles, protocols, and procedures*. 2nd ed. NY, NY: The Guilford Press.
- W., A.T. (2004). *Got parts? An insider's guide to managing life successfully with dissociative Identity disorder*. Ann Arbor, MI: Love Healing Press.
- Waddell, M.C., & Orr, K.K. (2013). *Wounded warrior, wounded home: Hope for families living with PTSD and TBI*. Grand Rapids, MI: Revell

The Department of Psychology and Counseling
has adopted the following policies for use in all psychology and counseling
classes.

Papers or Assignments

All assignments are to be typed in either Times New Roman 12 or Courier 10. Any deviation in this will result in the deduction of points.

Assignments will be turned in at the beginning of the class on the date it is due. Papers or assignments turned in after this time will be considered late.

Late assignments will result in a deduction of eight points per class period.

Assignments must be turned in to the professor, grader, or administrative assistant. The time and date of submission will be noted. No assignments may be submitted by fax or e-mail without prior approval.

All counseling students will write papers in accordance to standards set in the APA Publication Manual.

Quizzes

Quizzes will not be given to students late for class. A grade of zero will be given for any missed quiz. No makeup quizzes will be given.

Exams

If there is a conflict with a scheduled test, you may request to take it early. Only under extreme circumstances will late exams be administered. If you find yourself in an extreme circumstance, please contact the professor, grader, or the departmental secretary as soon as possible. Taking a late final exam requires the approval of the registrar's office.

Study Guide

Students should not assume that the study guide, if one is given, is comprehensive to what will be on the exam.

Academic Honesty Policy

All graduate and undergraduate NOBTS students, whether on-campus, Internet, or extension center students, are expected to adhere to the highest Christian standard of honesty and integrity when completing academic assignments for all courses in every delivery system format. The Bible provides our standard for academic integrity and honesty. This standard applies whether a student is taking tests, quizzes, exams, writing papers, completing Discussion Boards, or any other course requirement.

Class Participation

Working on assignments for other classes or playing games on electronic devices during class time are examples of behavior that will not be tolerated. If you feel the need to study during class time, then please choose to be absent that day.

* Any exceptions to any of the above policies require unanimous approval of all faculty members in the department.