



COUN6348 – Trauma Informed Care for Foster & Adoptive Families
New Orleans Baptist Theological Seminary
Church & Community Ministries Division
Workshop - Spring 2018

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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.

Mission Statement of the Counseling Program (CACREP 2.A)

The mission of the NOBTS Counseling Program is to provide training and supervised experience in evidence-based counseling methods to help people deal with life issues in a biblically sound way and prepare students for licensure in counseling and counseling-related professions. We seek to produce graduates who have the values, knowledge, skills, and personal disposition to promote the mental health and holistic wellness of clients across diverse populations.

Core Value Focus

The seminary has five core values: Doctrinal Integrity, Spiritual Vitality, Mission Focus, Characteristic Excellence, and Servant Leadership. The core value focus for this academic year is Servant Leadership.

Curriculum Competencies

All graduates of NOBTS are expected to have at least a minimum level of competency in each of the following areas: Biblical Exposition, Christian Theological Heritage, Disciple Making, Interpersonal Skills, Servant Leadership, Spiritual and Character Formation, and Worship Leadership. The curriculum competencies addressed in this course are: Biblical Exposition, Interpersonal Skills, and Spiritual and Character Formation.

Syllabus Distribution (CACREP 2.D)

This syllabus is distributed at the beginning of the semester for review and can be found electronically on blackboard.

Course Description (CACREP 2.D.1)

This course is designed to help students understand the ways in which trauma impacts a child's brain and to help students develop intervention strategies for working with foster and adoptive families who are dealing children who have emotional, behavioral, or physiological challenges.

Student Learning Outcomes (CACREP 2.D.2)

By the end of the study, the student will

The student involved in this course should be able to accomplish the following:

By the end of the study, the student will:

- A. increase in knowledge of attachment and trauma informed care by:
 - 1. Gaining basic knowledge of the various models of trauma informed care.
 - 2. Gaining and in depth knowledge of the Trust Based Relational Model.
 - 3. Learning to identify and evaluate the impact of the counselor's attachment style on relationships.
 - 4. Examining research findings on the impact of trauma on the brain.

- B. increase in practical application of the Trust Based Relational Intervention principles to counseling foster and adoptive families by:
 - 1. Participating in experiential activities based on the Trust Based Relational Intervention.
 - 2. Understanding the principles of empowering, connecting, can correcting and their relationship with increased success for families with kids from hard places.
 - 3. Becoming familiar with basic skills necessary to address sensory issues for children in foster and adoptive families.

Textbooks (CACREP 2.D.4)

The following texts are required reading for class discussions and are to be read in their entirety unless otherwise specified.

Karyn Purvis, David Cross, & Wendy Sunshine, *The Connected Child: bring hope and healing to your adoptive family*. (New York: McGraw Hill, 2007).

Carol Kranowitz, *The out-of-sync child: recognizing and coping with sensory integration and dysfunction*. (New York: Penguin Group, 2005).

Daniel Siegel, *The Whole Brain Child*. (New York: Random House Publishing, 2011).

In addition to these three books, there will be a \$30 materials fee that will cover printed course materials that will be distributed in class as well as materials for class activities. The fee will be due at the beginning of class the first day.

Optional Textbook:

Daniel Siegel & Tina Payne Bryson. *The Whole Brain Child Workbook: Practical Exercises, Worksheets and Activities to Nurture Developing Minds* (New York: Random House Publishing, 2015).

Course Teaching Methodology (CACREP 2.D.3)

Course goals and objectives will be met through a variety of instructional activities. Reading assignments, dialogues, lectures, research, examinations, guest speakers, experiential exercises and case studies will be included. Pre-work will be available on Blackboard.

Course Requirements (CACREP 2.D.3)

- I. *Class P* *Class Participation and Reading Assignments*
 - A. *Student participation in discussion and class exercises is essential in the design of this course. Students should have completed all assigned pre-work prior to the first day of class and be prepared to discuss or participate in class exercises related to the readings.*
 - B. *The grade for this component of the class will be based on class attendance, preparation, and participation and self report of percentage of reading completed.*
 - C. *At the end of each class period students will complete a brief assessment to rate their understanding of the material covered during the day.*

- II. *Implementation & Application Paper*
 - A. *Each student is to develop an implementation plan for utilizing TBRI with foster and adoptive families. Based on this implementation plan, the student will fully develop 6 counseling session outlines incorporating the principles of the TBRI model. Each lesson will address at least one specific concept drawn from the TBRI principles.*
 - B. *The implementation plan will contain the following:*
 1. *a time line for implementation that indicates how model will be divided and taught to the client(s).*

2. *specific elements and principles that will be addressed*
3. *other resources or resource people with whom the client(s) may need to consult.*
4. *List of tools, materials, and resources necessary to execute the implementation plan.*

C. *Each session should include the following:*

1. *a description of the primary area of focus for the session and the principle from which it is drawn (empowering, connecting, correcting)*
2. *a detailed outline of how the session time will be allocated*
3. *a thorough explanation of any activity or activities that will be utilized in the session, purpose of activity, materials needed, possible challenges created by the activity and how these challenges could be addressed, and time required for the activity.*
4. *explanation of how progress and learning will be measured or assessed for the session*
5. *handouts or resources for the client related to the session focus*

ion outlines should follow a logical sequence and should be consistent with concepts associated with TBRI.

III. *Resource Manual*

- A. *Each student will contribute a minimum of 5 resources toward a class developed parent resource manual. The manual is designed to help foster and adoptive families succeed in implementing principles of TBRI. Content will include, but not be limited to the following areas: connecting activities, self-regulating techniques, food and nutrition that supports healthy brain functioning, suggested reading for children, suggested reading for parents, and resources for foster and adoptive families.*

IV. *Review of Journal Articles*

- A. *Students will be required to read and review a collection of journal articles related to developmental trauma, Trust Based Relational Intervention, attachment, parenting, and neurobiology. Each student will submit an annotated bibliography for the assigned journal articles.*

V. *Video Sessions*

- A. *Students will be required to prepare, conduct, and review two TBRI sessions with a family or two different families in order to complete the course. The sessions will be 20-30 minutes in length and will be video recorded by the student. After completing the session, the student will review the video and submit the following: video recording, session plan outline, written critique of session. Students are required to seek written permission from the family for the session to be videoed and utilized for class. Videos will be due two weeks after the end of the course.*

VI. *Exams*

- A. *Each student will complete an online assessment of understanding of one of the assigned books, *The Connected Child*, prior to the first day of class. The exam will be available on Blackboard the week prior to class.*
- B. *Students will complete a take home final exam. The exam must be postmarked no later than two weeks following the end of the workshop.*

Evaluation of Grade (CACREP 2.D.5)

Assignment	Percentage of Grade
Class Participation & Reading	10%
Application Paper	30%
Resource Manual	5%
Review of Journal Articles	10%
Taped Video Sessions	20%
Blackboard Quiz	10%
Final Exam	15%

Grading Scale:

- A: 93-100
- B: 85-92
- C: 77-84
- D: 70-76
- F: Below 70

Course Policies, Academic Conduct, and Professional Conduct (CACREP 1.J, G, O; 2.D.6)

Technical Assistance

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.

Academic Policies

Academic policies relating to absences, grading scale, final examination schedules, and other topics can be found in the current online catalog: [*New Orleans Baptist Theological Seminary Academic Catalog*](#).

Classroom Parameters

Please arrive on time.

Turn off cell phones. Utilize laptops and other technology for class purposes only.

Respect the professor and other members of the class.

Maintain confidentiality when someone shares personal information.

Participate in class and group discussions.

Classroom Participation/Active Dialogue

Student participation is expected. Class interaction is an important and valuable aspect of the learning environment where we can experience the truth of the Great Commandment by truly knowing one another.

Disabilities and Accommodations (CACREP 2.D.6)

New Orleans Baptist Theological Seminary does not discriminate against applicants/students on the basis of personal disabilities. The Seminary, in voluntary compliance with the American Disabilities Act, will provide reasonable institutional accommodations, modifications, and adjustments to enable and empower students with disabilities to participate in Seminary programs and activities to the fullest extent possible. However, NOBTS cannot support accommodations that place undue hardship on the Seminary or its resources or which alter the essential requirements of curriculum and academic progress. While the seminary does not provide direct assistance to students in the form of equipment or personnel, accommodations may be made by individual professors at their discretion. These accommodations usually take the form of early access to lecture materials in electronic format and additional time to complete tests and assignments. The most efficient way to pursue such accommodations is to provide the Director of Testing and Counseling (Dr. Jeff Nave, jnave@nobts.edu, 504-282-4455 ext. 8004) with documentation of the condition for which you seek accommodation, an explanation of helpful accommodations received in the past, and a description of the specific accommodations you desire. The Director of Testing and Counseling will document your request and communicate on your behalf with the professors who teach the course(s) for which you are registered. The seminary reserves the right to consider each request for “special” accommodations on a case by case basis pursuant to the criteria enumerated above.

Diversity (CACREP 1.J)

The Counseling Program at NOBTS affirms the Christian doctrinal position that God created man in His own image, and that Christ died for man; therefore, every person of every race possesses full dignity and is worthy of respect and Christian love. We believe the counseling profession affords our students and graduates the opportunity to be “salt and light” (Matthew 5:13-16) whatever their places of service, and that a robust appreciation for and sensitivity to human diversity is key to that end. Further, a learning environment diverse in its people, curricula, scholarship, research, and creative activities expands opportunities for intellectual inquiry and engagement, helps students develop critical thinking skills, and prepares students for social and civic responsibilities.

Students and faculty benefit from diversity. The quality of learning, research, scholarship, and creative activities are enhanced by a climate of inclusion, understanding, and appreciation of the full range of human experience. We are committed to nurturing and training a diverse student body in an atmosphere of mutual respect and appreciation of differences. As a result, the counseling program is committed to diversity and equal opportunity and recognizes that it must represent the diversity inherent in American society, reflected in our local community, and aligned with the core values of the NOBTS community.

Emergencies:

In cases of emergency, such as hurricanes, disease outbreaks, or other disasters, go to the seminary website (www.nobts.edu) for information. The seminary administration will post information, such as the nature of the emergency, instructions for response, and evacuation and return dates. Please check Blackboard for information specific to this course. Because Blackboard is available, the course will continue even if the main campus is closed. Please consider registering for the seminary's priority text messaging service through SelfServe. This service is used only in emergencies, and will allow the seminary to deliver urgent information to you as needed.

Extra Credit

No extra credit is available in this course.

Netiquette

Netiquette refers to appropriate online behavior in Blackboard or other online discussions. Each student is expected to demonstrate appropriate Christian behavior when working online on Discussion Boards or whenever interaction occurs through web, digital, or other electronic medium. The student is expected to interact with other students in a fashion that will promote learning and respect for the opinions of others in the course. A spirit of Christian charity is expected at all times in the online environment.

Plagiarism on Written Assignments

NOBTS has a no tolerance policy for plagiarism. Plagiarism in certain cases may result in expulsion from the seminary. See the NOBTS Student Handbook for definition, penalties, and policies associated with plagiarism.

Policy for Graduating Seniors

Graduating Seniors are responsible for alerting the professor of your intention to graduate. All of your assignments must be completed by noon (12:00 PM) on the Wednesday prior to commencement exercises.

Professor's Policy on Late Assignments

All work is due on the assigned date in the syllabus. All class work is due at the dates specified. Late assignments will be given a deduction of half a grade per class day after the due date. Any assignment submitted after the final exam will receive a grade of 0 points.

Professional Conduct (CACREP 1.0)

Students are expected to adhere to the appropriate code of ethic for their particular program. Any behavior deemed unethical will be grounds for dismissal from the program.

Professor's Availability and Assignment Feedback

The student may contact the professor at any time using the email address provided in the course syllabus. The professor will make every effort to return answers to emailed questions within a 24-hour period of time. Assignments requiring grading will be returned to the student within a reasonable period of time. Student feedback on graded assignments will be provided through the grading rubric located in the student's Blackboard Grade Book. The student will find comments in the grading rubric, as well as on graded paper assignments. The student may also email the course grader with questions regarding grading.

Reading Assignments

Students are responsible for completing all reading assignments.

Technical Assistance (CACREP 1.G)

For assistance regarding technology, consult ITC (504-816-8180) or the following websites:

1. Selfserve@nobts.edu - Email for technical questions/support requests with the Selfserve.nobts.edu site (Access to online registration, financial account, online transcript, etc.)
2. BlackboardHelpDesk@nobts.edu - Email for technical questions/support requests with the NOBTS Blackboard Learning Management System NOBTS.Blackboard.com.
3. ITCSupport@nobts.edu - Email for general technical questions/support requests.
4. www.NOBTS.edu/itc/ - General NOBTS technical help information is provided on this website.

Writing Center (CACREP 1.G)

NOBTS has adopted a Quality Enhancement Plan to improve English writing at the graduate level. As part of this effort, NOBTS has established a writing center located in the Hardin Student Center (290B). Visit the official [NOBTS Writing Center](#) online help site for writing academic papers and essays. You will discover writing guides, tips, and valuable information to help you become a better writer. Go here for Turabian and APA style helps and guidelines. You will also find language fonts for Greek and Hebrew. More information about how to set up an appointment for writing assistance is available on the writing center page.

Writing Style

All papers are to be written in American Psychological Association (APA) style. Please see the APA Manual 6th edition. Be thorough, and answer completely all the questions in the assignments

Student Services
(CACREP 1.F, H)

This is a partial list of NOBTS student services available to all students, no matter your delivery system or location. If you have questions or do not see what you need here, please refer to www.nobts.edu/student-services, email us at studentservices@nobts.edu, or call the Dean of Students office at 800-662-8701, ext. 3283. We are glad to assist you!

Need	Email	Phone	Web Page
Advising – Graduate Program	studentservices@nobts.edu	504.282.445 5 x3312	www.nobts.edu/registrar/default.html#advising
Advising – Undergraduate Program	lcadminasst@nobts.edu	504.816.859 0	www.nobts.edu/LeavellCollege
Church Minister Relations (for ministry jobs)	cmr@nobts.edu	504.282.445 5 x3291	www.nobts.edu/CMR
Financial Aid	financialaid@nobts.edu	504.282.445 5 x3348	www.nobts.edu/financialaid
PREP (help to avoid student debt)	Prepassistant1@nobts.edu	504.816.809 1	www.nobts.edu/prep
Gatekeeper NOBTS news	pr@nobts.edu	504.816.800 3	nobtsgatekeeper.wordpress.com
Information Technology Center	itcsupport@nobts.edu	504.816.818 0	selfserve.nobts.edu
Help with Blackboard	blackboardhelpdesk@nobts.edu	504.816.818 0	nobts.blackboard.com
Library	library@nobts.edu	504.816.801 8	www.nobts.edu/Library
Online library resources	library@nobts.edu	504.816.801 8	http://www.nobts.edu/research-links/default.html
Writing and Turabian style help	library@nobts.edu	504.816.801 8	http://www.nobts.edu/writing/default.html

For additional library resources in your state, check <http://www.nobts.edu/library/interlibrary-loan.html>

- GALILEO for Georgia students
- LALINC for Louisiana students
- Florida Virtual Library (<http://www.flelibrary.org/>) for Florida students
- Interact with us online at –



TWITTER.COM/NOBTS INSTAGRAM.COM/NOBTS FACEBOOK.COM/NOBTS

Course Schedule (CACREP 2.D.1, 3, 4)

i.Course Schedule

Pre-Work

Prior to the first day of class, students are required to complete all reading assignments. This includes the three required textbooks and the collection of journal articles. Students will submit an annotated bibliography for the journal articles at the beginning of class on the first day. Prior to the first class period students must also complete the exam on *The Connected Child* on Blackboard. The exam will close once class begins. In addition, students will indicate the percentage of reading completed on the three required text books.

Post-Work

Students will have two weeks to complete the two items required for post work (1) Implementation & Application Paper (2) Video Counseling Sessions (3)Take Home Final Exam. Items must be post marked on or before the second Friday following the workshop.

Workshop Schedule – March 19-23, 2018

Class	Meeting Date	Course Schedule
1	Monday, March 19	Overview of models of trauma informed care Trauma and the Brain Overview of Trust Based Relational Intervention Rate Your Understanding
2	Tuesday, March 20	TBRI -Empowering Principles Physiological Strategies (Understanding Sensory Processing, Hydration & Blood Glucose) Ecological Strategies (Transitions, Self- Regulation, Daily Rituals) Rate Your Understanding
3	Wednesday, March 21	TBRI- Connecting Principles Infant Attachment Attachment – When Things Go Wrong Mindfulness Strategies Engagement Strategies Choices, Compromises, Life Value Terms

		Rate Your Understanding
4	Thursday, March 24	<p>TBRI- Correcting Principles</p> <p>Proactive Strategies: Balancing Structure & Nurture</p> <p>Nurture Groups</p> <p>The IDEAL Response</p> <p>Responsive Strategies: Levels of Response</p> <p>Rate Your Understanding</p>
5	Friday, March 25	<p>Putting it All Together</p> <p>Case Studies</p> <p>Rate Your Understanding</p>

Selected Bibliography_(CACREP 2.E)

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