



COUN6349 Trauma: Theories and Therapies
New Orleans Baptist Theological Seminary
Division of Church and Community Ministries
Spring 2019

Professor: Dr. Kathryn Steele (504-252-4455, ext. 8306); email: ksteele@nobts.edu

Office: LMCCC 104-E

Thursday 8:00 a.m.-10:50 a.m.

Leeke Magee Christian Counseling Center

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

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 Doctrinal Integrity.

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, Effective Servant Leadership, Interpersonal Relationships, Disciple Making, and Spiritual and 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.

Course Teaching Methodology

The course will involve the following methodologies: lecture, discussion, case studies, student research, and limited role plays.

Program Objectives:

#1. Equip students to synthesize theoretical and empirical knowledge in the field of counseling.

#4. Train students to integrate historical Christian beliefs, faith, and spirituality with the best practices of mental health science, in an ethical manner.

Student Outcomes: By the end of the semester, the student should be:

Course Objectives	Learning Experiences	Assessments
<p>Familiar with the basic literature on trauma, posttraumatic stress disorder, and resilience, have explored the impact of trauma from a cognitive, spiritual, neurobiological/ physiological, and socio-cultural perspective; and have a basic working knowledge of trauma, the stages of trauma, and knowledge of evidence based strategies for treating trauma victims. (CACREP 2.F.3. e, f, g; 2.F.5.a, g, h, j, m)</p>	<p>Readings: Briere, Ch. 1-3; Vermilyea p. 6-17; van der Kolk;</p> <p>Instruction: Lectures: Understanding and Identifying Trauma; The Effects of Trauma; Assessing Trauma & Posttraumatic Outcomes; Central Issues in Trauma Treatment; Distress Reduction & Affect Regulation Training; Cognitive Interventions; Emotional Processing; Increasing Identity & Relational Functioning; Mindfulness in Trauma Treatment; Treating the Effects of Acute Trauma; Psychobiology & Psychopharmacology of Trauma; The Impact of Crisis and Trauma on Marriages, Couples, and Families Discussions: With lectures; Case studies;</p>	<p>Tool Demonstration from Vermilyea</p> <p>Research Paper</p> <p>EMDR Training</p>
<p>Increase in appreciation for God’s innate provisions for coping with overwhelming trauma, recognize the value of the safe relationship in bringing healing to trauma survivors, and develop a personal response about theological concepts regarding trauma in the lives of people. (CACREP 2.F. 2. d, g; 2.F.3.g)</p>	<p>Readings: Eareckson; Tracy</p> <p>Instruction: Lectures: A Place of Healing; A Christian Perspective: Mending the Soul; Discussions</p>	<p>Paper on Suffering</p>
<p>Be able to select interventions to help bring healing to someone with the effects of trauma, (CACREP 2.F.3.e, f, g,h,j,m)</p>	<p>Readings: Vermilyea—all; van der Kolk; Briere: Ch. 4-12; Shapiro</p> <p>Instruction: Lectures: Central Issues in Trauma Treatment; Distress Reduction & Affect Regulation Training; Cognitive Interventions; Emotional Processing; Increasing Identity & Relational Functioning; Mindfulness in Trauma Treatment; Treating the Effects of Acute Trauma; Psychobiology & Psychopharmacology of Trauma; The Impact of Crisis and Trauma on Marriages, Couples, and Families</p>	<p>Demonstration of Tool</p> <p>Research Paper</p> <p>EMDR Training</p> <p>Final Exam</p>

Course Requirements/Assignments

Assignment/Requirements & Description	Percentage	Due Date
<p>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.</p>	<p>20%</p>	<p>Tool Demo: as assigned Reading Reports: End of Semester</p>
<p>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. 10%10%</p>	<p>10%</p>	<p>End of Semester</p>
<p>Suffering Paper: 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</p>	<p>20%</p>	<p>Feb. 21</p>
<p>Research Paper: 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 8-10 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 examine the chosen issue from one of the following five perspectives: cognitive, neurobiological, clinical, spiritual, or socio-cultural. The paper should contain a brief overview of the issue, an overview of the issue from the particular perspective chosen, and a discussion of the advantages and limitations of the chosen perspective when applied to multicultural populations.</p>	<p>30%</p>	<p>April 25</p>
<p>EMDR Training. 1. Read the Shapiro text entirely before the training begins. EMDR Training will be across 2 weekends (Thursday-Saturday), on _____ (dates). If you have already been trained, you are encouraged to come and review the training. Students training for the first time will also need to purchase the two manuals (Part 1 and Part 2) for \$_____. There will be a Facilitator Fee of \$_____.</p>	<p>20%</p>	
<p>Final Exam: (Only for students who do not do EMDR training) 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.</p>	<p>20%</p>	

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.
- Shapiro, F. *Eye movement desensitization and reprocessing (EMDR): Basic principles, protocols, and procedures*. 2nd ed. New York, NY: The Guilford Press.
- 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.

Evaluation of Grade

The student's grade will be computed as follows:

1. Reading Report (<i>Due at start of each class</i>)	20%
2. Class Participation/Attendance	10%
3. Suffering Paper	20%
4. Research Paper	30%
5. Final Exam	20%

Grading Scale:

The following grading scale is used at NOBTS:

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

Course Policies, Academic Conduct, and Professional Conduct

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 relate 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

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

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

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

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

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

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/studentervices, 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	504.282.4455 x3312	www.nobts.edu/registrar/default.html#advising
Advising – Undergraduate Program	lcadminasst@nobts.edu	504.816.8590	www.nobts.edu/LeavellCollege
Church Minister Relations (for ministry jobs)	cmr@nobts.edu	504.282.4455 x3291	www.nobts.edu/CMR
Financial Aid	financialaid@nobts.edu	504.282.4455 x3348	www.nobts.edu/financialaid
PREP (help to avoid student debt)	Prepassistant1@nobts.edu	504.816.8091	www.nobts.edu/prep
Gatekeeper NOBTS news	pr@nobts.edu	504.816.8003	nobtsgatekeeper.wordpress.com
Information Technology Center	itcsupport@nobts.edu	504.816.8180	selfserve.nobts.edu
Help with Blackboard	blackboardhelpdesk@nobts.edu	504.816.8180	nobts.blackboard.com
Library	library@nobts.edu	504.816.8018	www.nobts.edu/Library
Online library resources	library@nobts.edu	504.816.8018	http://www.nobts.edu/research-links/default.html
Writing and Turabian style help	library@nobts.edu	504.816.8018	http://www.nobts.edu/writing/default.html
Guest Housing (Providence Guest House)	ph@nobts.edu	504.282.4455 x4455	www.provhouse.com
Student Counseling	lmccc@nobts.edu	504.816.8004	www.nobts.edu/studentervices/counseling/services.html
Women's Programs	womensacademic@nobts.edu	504.282.4455 x3334	www.nobts.edu/women

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

Date	Topic for Class	Reading Assignment	Other Assignments
1/24	Overview of Class Introduction: Understanding and Identifying Trauma The Effects of Trauma		
1/31	Assessing Trauma & Posttraumatic Outcomes	Briere, Ch. 1-3 Vermilyea p. 6-17	
2/7	A Place of Healing	Complete Eareckson	
2/14	A Christian Perspective: Mending the Soul	Complete Tracy	
2/21	Central Issues in Trauma Treatment	Briere, Chapter 4-5 Vermilyea p. vii- p5.	Suffering Paper Due
2/28	Distress Reduction & Affect Regulation Training	Briere, Chapter 6 Vermilyea p. 21-41	Tool Demo
3/7	The Body Keeps the Score	van der Kolk, Ch. 1-3	
3/14	Cognitive Interventions	Briere, Chapter 7 Vermilyea p. 43-68 van der Kolk, Ch. 4-7	Tool Demo
3/21	Spring Break		
3/28	Emotional Processing	Briere, Chapter 8 Vermilyea p.69-79 van der Kolk, Ch. 8	Tool Demo
4/4	Increasing Identity & Relational Functioning	Briere, Chapter 9 Vermilyea p. 80-102 van der Kolk, Ch. 9-10	Tool Demo
4/11	Mindfulness in Trauma Treatment	Briere, Chapter 10 Vermilyea p. 105-138 van der Kolk, Ch. 11-12	Tool Demo
4/18	Treating the Effects of Acute Trauma	Briere, Chapter 11 Vermilyea p. 142-180 van der Kolk, Ch. 13, 14, 15, OR 16	Tool Demo
4/25	Psychobiology & Psychopharmacology of Trauma	Briere, Chapter 12 van der Kolk, Ch. 17, 18, 19, OR 20	Research Paper Due
5/2	Managing Vicarious Traumatization/ Faith Communities and Healing		Tool Demo
5/9	The impact of crisis and trauma on marriages, couples, and families		Tool Demo
5/16	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., Lapiere, 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. New York, 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.

Signature Assignments

Assignment	Description	Percentage/Points	Due Date
N/A			

Key Performance Indicators

Key Performance Indicator	Learning Experiences	Assessments
N/A		