



COUN6349 Trauma: Theories and Therapies
New Orleans Baptist Theological Seminary
Division of Church and Community Ministries
Spring 2021 NOLA2U Live

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

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.

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.

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
Familiar with the basic literature on trauma, posttraumatic stress disorder, and resilience, have explored the impact of trauma from a cognitive, spiritual, neurobiological/	Readings: Briere, Ch. 1-3; Vermilyea p. 6-17; van der Kolk; Instruction: Lectures: Understanding and Identifying Trauma; The	Tool Demonstration from Vermilyea Research Paper EMDR Training

<p>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>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>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 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 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 &</p>	<p>Demonstration of Tool Research Paper Final Exam</p>

	Psychopharmacology of Trauma; The Impact of Crisis and Trauma on Marriages, Couples, and Families	
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Textbooks (Required)

- Briere, J. N., & Scott, C. (2021). *Principles of trauma therapy: A guide to symptoms, evaluation, and treatment*. Sage Publications. ISBN: 9781483351247
- Eareckson Tada, J. (2010). *A place of healing: Wrestling with the mysteries of suffering, pain, and God's sovereignty*. David Cook. ISBN:
- Tracy, S. R. (2009). *Mending the soul: Understanding and healing abuse*. MI: Zondervan Publishing. ISBN:
- van der Kolk, B. (2014). *The body keeps the score: Brain, mind, and body in the healing of trauma*. NY: Penguin Group. ISBN:
- Vermilyea, E. G. (2013). *Growing beyond survival: A self-help toolkit for managing traumatic stress*, 2nd ed.. NC: The Sidran Institute. ISBN:

Course Teaching Methodology

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

Course Requirements/Assignments

Assignment/Requirements & Description	Percent age	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 Canvas to demonstrate interventions in the Vermilyea book.</p>	10%	Tool Demo: as assigned Reading Reports: End of Semester
<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>	20%	Feb. 23
<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, no older than the last 10 years. 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,</p>	30%	April 13

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. The research paper should be written in APA research writing style.		
Research paper presentation: Students will sign up to present their research paper. The presentation should include PowerPoint slides and a listening guide for your classmates. The listening guide should include an annotated bibliography of the resources you used in your paper.	20%	
Final Exam: You will be given a case study, and will develop a treatment plan for a complex trauma case. All three phases need to be included in the treatment plan. The treatment plan may be done in outline format. Each Phase of treatment will need to have at least 3 goals and 2 possible interventions for each goal.	20%	

Evaluation of Grade

The student's grade will be computed as follows:

1. **Reading Report** (*Due at start of each class*) 10%
2. **Suffering Paper** 20%
3. **Research Paper** 30%
4. **Research Paper Presentation** 20%
5. **Final Exam** 20%

Grading Scale:

The following grading scale is used at NOBTS:

A: 93-100

B: 85-92

C: 77-84

D: 70-76

F: Below 70

Attendance Policies

Traditional and NOLA2U Classes: Students are expected to attend and participate in the class sessions. Any student missing more than nine hours may receive an automatic grade of "F" for the course. Three tardies will count as one absence.

If you are taking this course as a NOLA2U Live student, please note the following attendance policies:

1. The course on the New Orleans campus will be connected synchronously via Web conferencing with Internet students. These courses will require weekly attendance at the stated class meeting times.
2. Students are only allowed to miss the amount of class time specified in the NOBTS attendance policy as stated in this syllabus.

Technical issues will not be considered a valid reason for missing a class session.

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. Canvas@nobts.edu - Email for technical questions/support requests with the NOBTS Canvas Learning Management System Canvas.NOBTS.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.

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 Canvas for information specific to this course. Because Canvas 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.

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 Canvas Grade Book. The student will find comments in the grading rubric, as well as on graded paper assignments.

Policy on Late Assignments

All work is due on the assigned date in the syllabus. The grade for late assignments will automatically be reduced by 8 points per class period.

Help for Writing Papers at “The Write Stuff”

“The Write Stuff” is the official NOBTS Writing Center online help site for writing academic papers and essays. <http://www.nobts.edu/writing/default.html> You will discover writing guides, tips, and valuable information to help you become a better writer. Go here for APA style helps and guidelines.

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.

Course Schedule

Date	Topic for Class	Reading Assignment	Other Assignments
1/19	Overview of Class Introduction: Understanding and Identifying Trauma The Effects of Trauma	Effective ways to approach sexual assault response By Hasmik Chakaryan – On Canvas	
1/26	Assessing Trauma & Posttraumatic	Briere, Ch. 1-3 Vermilyea p. 6-17	
2/2	A Place of Healing	Complete Eareckson	
2/9	A Christian Perspective:	Complete Tracy	Tool Demo
2/16	Central Issues in Trauma Treatment	Briere, Chapter 4-5 Vermilyea p. vii- p5.	Tool Demo
2/23	Distress Reduction & Affect Regulation Training	Briere, Chapter 6 Vermilyea p. 21-41	Suffering Paper Due
3/2	EMDR: A Biblical Evaluation	Shapiro--all	Tool Demo

3/9	Cognitive Interventions The Body Keeps the Score	Briere, Chapter 7 Vermilyea p. 43-68 van der Kolk, Ch. 1-7	Tool Demo
3/16	Spring Break		
3/23	Emotional Processing	Briere, Chapter 8 Vermilyea p.69-79 van der Kolk, Ch. 8	Tool Demo
3/30	Increasing Identity & Relational Functioning	Briere, Chapter 9 Vermilyea p. 80-102 van der Kolk, Ch. 9-10	Tool Demo
4/6	Mindfulness in Trauma Treatment	Briere, Chapter 10	Tool Demo
4/13	Treating the Effects of Acute Trauma	Briere, Chapters 11 Vermilyea p. 105-180 van der Kolk, Ch. 13, 14, 15, 16	Research Paper Due Research Presentations
4/20	Psychobiology & Psychopharmacology of Trauma		Research Presentations
4/27	Managing Vicarious Traumatization/ Faith Communities and Healing	Briere, Chapter 12 van der Kolk, Ch. 17, 18, 19, 20	Research Presentations
5/4	The impact of crisis and trauma on marriages, couples, and families		Research Presentations
	Final Exam		

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 for faith leaders supporting trauma survivors*. MD: Sidran Institute Press.

Gibbs, D. (2017). *Becoming resilient: How to move through suffering and come back stronger*. Grand Rapids, MI: Revel.

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. Los Angeles, CA: Los Angeles County Commission for Women, March 15, 2009. 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		