

ASSOCIATED CANADIAN THEOLOGICAL SCHOOLS OF TRINITY WESTERN UNIVERSITY

Graduate Course Syllabus

Course Number: MFT 677 A

Course Name: Trauma-Informed Therapy

Semester and Year: Summer Semester 2023

Course Times: May 29 - June 1, 2023

Instructor: Danielle Vriend Fluit, PHD, RP, RMFT & Danielle Braun-Kauffman, MAMFT, RCC

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Office Hours: Tues, Wed, and Thurs

Co-requisites or Pre-requisites: Advanced Skills, Ethics

Semester Hours: 3 Credit Hours

Semester Dates: May 29 – June 1, 2023 [9:00 am – 4:30 pm]

Course Description

This course provides students with a clinical understanding of trauma and provide an overview of trauma-informed therapies. Students will learn to conceptualize and understand clients in a systemic way while understanding trauma's far-reaching impacts. This course focuses on understanding trauma symptomology as well as understanding differences between developmental trauma, PTSD, complex-PTSD and crisis/disasters. Students will learn evidence-based treatments for trauma and be familiar with the main pillars of trauma-informed therapy: choice; safety; attunement; and predictability.

Course Objectives

By the end of this course:

1. Student will understand an overview of trauma-informed modalities of therapy.
2. Students will demonstrate a critical understanding in the area of trauma symptomology.
3. Students will be able to evaluate the significance of trauma on the psychological, social and spiritual functioning of individuals as well as broader systemic traumas as pertaining to racial and social injustices.
4. Students will be able to identify and practice the main pillars of trauma-informed therapy.

5. Students will understand trauma within a Christian worldview that views suffering and brokenness as evidence of a broken and hurting world, and healing as evidence of Christ and the work of the Holy Spirit in the world.
6. Students will know relevant and current literature in the field of trauma-informed therapy.
7. Students will demonstrate an awareness of the variety of settings and contexts that trauma therapeutic interventions occur.
8. Students will gain understanding of the importance of the use of self and use of the therapeutic relationship, including rupture and repair, use of the body, and issues of transference and counter-transference.
9. Students will be able to conceptualize trauma's relationship to depression, anxiety, shame, and addictions.
10. Students will be able to understand how to work systemically with trauma in the family system, with special emphasis on intergenerational trauma.
11. Students will be able to apply elements of evidence-based practice.

Course Learning Outcomes

TWU Graduate Student Learning Outcomes	Course Learning Outcomes	Assessment Strategies
<p>Knowledge and its Application</p> <ul style="list-style-type: none"> • Demonstrate in-depth knowledge of a particular field of study and/or profession • Demonstrate ability to apply knowledge and discipline specific methodology to solve unique problems • Demonstrate superior ability to identify and interpret new ideas and research in a specific discipline • Demonstrate superior skills in academic research, writing, and act as skilled practitioners to move beyond knowledge into practice 	<ol style="list-style-type: none"> 1. Student will understand an overview of trauma-informed modalities of therapy. 2. Students will demonstrate a critical understanding in the area of trauma symptomology. 3. Students will be able to evaluate the significant of trauma on the psychological, social and spiritual functioning of individuals. 4. Students will be able to identify and practice the main pillars of trauma-informed therapy. 5. Students will know relevant and current literature in the field of trauma-informed therapies 6. Students will be able to understand how to work systemically with trauma in the family system, with special emphasis on intergenerational trauma 7. Students will be able to apply elements of evidence-based practice 	<ol style="list-style-type: none"> 1. Pre-course Reading Summary 2. Take Home Case Study 3. Final Research Paper
<p>Cognitive Complexity</p> <ul style="list-style-type: none"> • Show ability to carry out discourse and research as an active member of the counselling and psychotherapy community • Demonstrate the ability to “undertake inquiry and analysis, to solve problems with a high degree of innovation, divergent thinking and risk taking” 	<ol style="list-style-type: none"> 1. Students will demonstrate an awareness of the variety of settings and contexts that trauma therapeutic interventions occur. 2. Students will gain understanding of the importance of the use of self and use of the therapeutic relationship, including rupture and repair, use of the body, and issues of transference and counter-transference. 	<ol style="list-style-type: none"> 1. Take Home Case Study 2. Final Research Paper 3. Pre-course Summary

	<ol style="list-style-type: none"> 3. Students will be able to conceptualize trauma’s relationship to depression, anxiety, shame and addictions. 4. Students will be able to understand how to work systemically with trauma in the family system, with special emphasis on intergenerational trauma 5. Students will be able to apply elements of evidence-based practice. 	
<p>Inter-and intra-personal Wellness.</p> <ul style="list-style-type: none"> • Demonstrate increased professional capacity and autonomy • Demonstrate superior organizational and time management skills • Demonstrate academic and personal integrity. 	<ol style="list-style-type: none"> 1. Students will gain understanding of the importance of the use of self and use of the therapeutic relationship, including rupture and repair, use of the body, and issues of transference and counter-transference 	<ol style="list-style-type: none"> 1. Take Home Case Study 2. Personal Reflection Journal
<p>Social Responsibility and Spiritual Formation</p> <ul style="list-style-type: none"> • Demonstrate the ability to analyze, appraise and evaluate their discipline in a social context • Develop the ability to become socially responsive agents with commitment to understanding global issues • Demonstrate greater understanding of God’s work in the world • Utilize spiritual practices for self-reflection and the helping of others • Exemplify a Christian ethic in pursuit of truth, reconciliation, compassion and hope 	<ol style="list-style-type: none"> 1. Students will understand how trauma fits in with a Christian worldview that views suffering and brokenness as evidence of a fallen world with healing as evidence of Christ’s hope and the Holy Spirit in the world. 2. Students will be able to conceptualize trauma’s relationship to depression, anxiety, shame and addictions. 3. Students will be able to understand how to work systemically with trauma in the family system, with special emphasis on intergenerational trauma 	<ol style="list-style-type: none"> 1. Final Research Paper 2. Personal Reflection Journal

Required Texts and Materials

REQUIRED:

Levine, P. & Gabor, M. (2010). *In an Unspoken Voice: How the Body Releases Trauma and Restores Goodness*. North Atlantic Books.

Olthuis, J. (2019). *The Wit(h)ness of Suffering Love*. p. 1-15. (Article posted on Moodle)

van der Kolk, B. (2014). *The Body Keeps the Score: Brain, Mind, and Body in the Healing of Trauma*. Viking Press.

RECOMMENDED:

Badenoch, B. (2017). *The Heart of Trauma: Healing the Embodied Brain in the Context of Relationships*. W. W. Norton.

Boase, E. & Frechette, C. G. (2016). *Bible Through the Lens of Trauma*. SBL Press.

Burke Harris, N. (2018). *The Deepest Well: Healing the Long-Term Effects of Childhood Adversity*. Houghton Mifflin.

Engel, B. (2015). *It Wasn't Your Fault*. New Harbinger.

Fisher, J. (2017). *Healing the Fragmented Selves of Trauma Survivors: Overcoming Internal Self-Alienation*. Routledge.

Fisher, J. (2022). *The Living Legacy of Trauma Flip Chart: A Psychoeducational In-Session Tool for Clients and Therapists*. PESI.

Foo, S. (2022). *What My Bones Know: A Memoir of Healing from Complex Trauma*. Ballantine Books.

Hughes, D. (2017). *Building the Bonds of Attachment: Awakening Love in Deeply Troubled Children*. Rowman & Littlefield.

McConnell, S. (2021). *Somatic Internal Family Systems*. North Atlantic Books.

Menakem, R. (2017). *My Grandmother's Hands: Racialized Trauma and the Pathway to Mending our Hearts and Bodies*. Central Recovery Press.

Perry, B. (2017). *The Boy Who Was Raised as a Dog: What Traumatized Children Teach Us About Loss, Love, and Healing*. Basic Books.

Perry, B. & Winfrey, O. (2021). *What Happened to You: Conversations on Trauma Resilience and Healing*. Flatiron Books.

Schwartz, R. (2021). *No Bad Parts: Healing Trauma and Restoring Wholeness With the Internal Family Systems Model*. Sounds True.

Stanley, E. (2019). *Widen the Window: Training your Body to Thrive During Stress and Recover from Trauma*. Penguin Random House.

Travis, S. (2021). *Unspeakable: Preaching and Trauma-Informed Theology*. Cascade Press.

Walker, P. (2013). *Complex PTSD: From Surviving to Thriving*. CreateSpace.

Wolynn, M. (2016). *It Didn't Start With You: How Inherited Family Trauma Shapes Who we are and how to End the Cycle*. Penguin.

Course Activities/Requirements

1. Class Participation (10%)

Students will complete required readings, remain engaged with course material, participate in class discussion, and arrive well-prepared for each class.

2. Pre-Course Reading Summary (6-8 pages) (15%)

Students will choose one of the two books from required reading (Levine OR van der Kolk) and write a summary prior to the start of class. This summary paper will demonstrate a thorough understanding of your choice of text and its core conceptual ideas. Both books must be read, ONE book will be chosen to summarize.

3. Experiential Journal (any length) (15%)

Students will be asked to keep a journal throughout the duration of the course. Students are asked to include personal reflections, their own impacts and curiosities as they experience the course. Additionally, students are encouraged to notice somatic impacts as they engage with course material.

4. Take-Home Exam (3-4 pages) (25%)

Students will be given a case study exam with three different case studies examples and are asked to choose one. Students will provide a case conceptualization and a trauma-informed treatment plan for their case study of choice. It is important that students demonstrate throughout the exam their chosen treatment plan, thorough conceptualization, pillars of trauma-informed therapy, and lastly, provide a thoughtful rationale for their chosen treatment plan.

5. Post-Course Research Paper (10-12 pages) (35%)

Students will complete a research paper on **ONE** treatment model for trauma-informed practice (see modalities listed below on pg. 8). This paper must:

- a) Demonstrate a scholarly understanding of your modality (using a minimum of **5 sources**, including books and journal articles).
- b) Focus on the intersection of research and therapeutic practice. Explain how this modality has evolved and clearly identify its underlying principles. Summarize if this approach is evidence-based and what research has shown in terms of model efficacy.
- c) Include a discussion of relevant topics under the umbrella of this modality.
- d) Lastly, students must show how compatible / incompatible with a Christian understanding

of the world this paradigm is – particularly noting its view of humanity, healing, hope, and the impacts of living in a broken world. Use of Olthuis’s article is encouraged.

Course Evaluation

Class Participation, Assigned readings, Triad Work	10%
Pre-Course Reading Summary	15%
Experiential Journal	15%
Take-Home Exam	25%
Post-Course Research Paper	35%
TOTAL	100%

Grading System

Grading Scale

Letter Grade	Percentage	Grade Point
A+	97-100	4.30
A	93-96	4.00
A-	90-92	3.70
B+	87-89	3.30
B	83-86	3.00
B-	80-82	2.70
C+	77-79	2.30
C	73-76	2.00
C-	70-72	1.70
F	Below 70	0.00

(OR)

Letter Grade	Percentage	Grade Point
A+	Superior	4.30
A	Excellent	4.00
A-	Very Good	3.70
B+	Proficient	3.30
B	Good	3.00
B-	Average	2.70
C+	Adequate	2.30
C	Acceptable	2.00
C-	Needs Work	1.70
F	Below Standard	0.00

Course Outline (*May be Subject to Change*)

DATE	TOPIC	READINGS (subject to new text)	ASSIGNMENTS
PRE-Course (May 16)	Read required texts	Levine, van der Kolk	Reading Summary DUE
DAY 1 (May 29)	Intro and Overview; Pillars of Trauma-Informed Therapy	Olthuis (2019) article (posted on Moodle)	
DAY 2 (May 30)	How Not to Re-Traumatize; Polyvagal Theory	Porges (2022) . Polyvagal Theory: A Science of Safety (Moodle)	
DAY 3 (May 31)	Internal Family Systems for Trauma; Intergenerational Trauma	Hodgon et al. (2021) IFS for Complex PTSD (article on Moodle) Lehrner & Yehuda (2018) Cultural Trauma and Epigenetic Inheritance (moodle) https://www.apa.org/monitor/2019/02/legacy-trauma	
DAY 4 (June 1)	EMDR; Use of Self & Relationship (Transference & Counter-transference); wrap-up	Shapiro (2014) The Role of EMDR and ACES	
POST-Course (June 10, 2022)			Final Research Paper DUE

Modalities for Final Research Paper

- Somatic Experiencing
- EMDR
- AEDP
- Internal Family Systems
- EFT
- CBT
- Play Therapy

Course Policies

ACADEMIC INTEGRITY AND AVOIDING PLAGIARISM AT TWU

One of the core values of Trinity Western University is the integration of academic excellence with high standards of personal, moral, and spiritual integrity. The University considers it a serious offence when an individual attempts to gain unearned academic credit. It is the student's responsibility to be informed about what constitutes academic misconduct. For details on this, and on identifying and avoiding plagiarism go to the [University Homepage > Academics > Academic Calendar](#) .

<https://prezi.com/od62fxnkbnmxh/plagiarism-how-to-get-it-out-of-your-life/> (Prezi presentation)

<http://bit.ly/1p00KX3> (Google Slide presentation offering more comprehensive information)

STUDENTS WITH A DISABILITY

Students with a disability who need assistance are encouraged to contact the Equity of Access Office upon admission to TWU to discuss their specific needs. All disabilities must be recently documented by an appropriately certified professional and include the educational impact of the disability along with recommended accommodations. Within the first two weeks of the semester, students must meet with their professors to agree on accommodations appropriate to each class. Students should follow the steps detailed by the Equity of Access Office on their website at: <http://www.twu.ca/student-life/student-success/disabilities-and-equity-access>

HOSPITALITY IN THE CLASSROOM

TWU is committed to an ethic of inclusion centred on the principles of Christian hospitality, reciprocity and reconciliation. We seek to cultivate generous learning spaces that are based on respect for differences and are open to diverse views, opinions, and identities that are thoughtfully expressed in a collegial manner. We welcome and value all voices, including those from under-represented groups or those who have been marginalized.

CAMPUS CLOSURE AND CLASS CANCELLATION POLICY

In the event of extreme weather conditions or other emergency situations go to:

<https://www.twu.ca/about-us/policies-guidelines/university-policies/campus-notification>

FINAL EXAMINATIONS

A student who is absent from a final examination without an acceptable excuse will be assigned a zero for that examination. Absence due to illness must be supported by a medical certificate indicating the nature of the illness. If an examination is missed for any reason, including illness, the student must notify the faculty member prior to the examination and the Office of the Registrar within 48 hours of the missed examination, giving written documentation explaining the absence.

PLEASE NOTE

The MCS-MFT is a program gearing students for Professional Life. Therefore, students are expected to budget their time and anticipate due dates for assignments. Extenuating circumstances will/do happen. Please learn time management skills, create margins in your life, and plan for them. In addition, late assignments create a backlog that effects the timely return of other student papers

- a) All work is due before class on the day it is due.
- b) Late assignments will be deducted 2% per day. Assignments received after a week after exams (12:00 p.m.) will receive an F.

- c) Only medical emergency or other extreme circumstances will be acceptable excuses for late assignments. Those who have extenuating circumstances delaying their work are required to fill out the necessary paperwork and pay the required fee at the registrar. An incomplete (INC) will be entered on your transcript until all work is completed (15 weeks maximum).

I will do my best to budget my time and return your assignments within 2 weeks of the due date. There are sometimes when I am on other traveling assignments and your papers may take longer to be returned. Well written papers require much less time to grade so please do your part in handing in well written papers.

For philosophical, ethical, and professional reasons, only hand in your best work. Students at a Graduate level are expected to:

- a) Carefully **proofread** all written assignments and to turn in papers free of spelling and grammatical errors.
- b) **Edit** your papers several times so that your thoughts are logical and well organized.
- c) Understand and utilize APA style for all submitted work
- d) Submit papers electronically to Moodle with your name and assignment clearly indicated in the file name (e.g. JHaleyProfIssues). Students should use the “.doc” file extension when submitting papers so that you have no trouble receiving the written feedback in your paper.
- e) All assignments are to be dropped into Moodle. If technology is a challenge, please find someone to help you out: e.g. reduce file size

These factors will be incorporated into the grade. Students with known writing challenges must make full use of the Writing Centre. .

Lastly, what you need to know: Everything you need to know for successful completion of your studies and Graduation is contained in the 2 student handbooks (**Program Guide and Practice Handbook** are available from MAMFT website): Please make sure you thoroughly read and absorb the information. “I didn’t know about that” will not be an acceptable excuse for not fulfilling requirements.