

“The mission of Tyndale Seminary is to provide Christ-centred graduate theological education for leaders in the church and society whose lives are marked by intellectual maturity, spiritual vigour and moral integrity, and whose witness will faithfully engage culture with the Gospel.”

Course	THERAPY INTERVENTIONS FOR TRAUMA, ABUSE AND VIOLENCE COUN 0691
Date and Time	SEPTEMBER 16 – DECEMBER 9, 2020 WEDNESDAYS 6:45 PM – 9:35 PM
Instructor	BRENTON DIAZ, MSW, RSW Telephone/voice mail: (905) 853-3040 Ext. 314 Email: bdiaz@tyndale.ca
Class Information	The classes will be released on Wednesdays at 6:45 PM Office Hours: By appointment.
Course Material	Access course material at classes.tyndale.ca Course emails will be sent to your @MyTyndale.ca e-mail account only. Learn how to access and forward emails to your personal account.

I. COURSE DESCRIPTION

Examines both individual and systemic interventions for victims of trauma, abuse and violence. Research has shown that when trauma survivors’ intimate relationships are strengthened, their ability to cope with the impacts of post-traumatic stress is also strengthened. Therefore, systemic and intrapsychic approaches are outlined in an integrated treatment approach to trauma therapy. A broad range of trauma experiences will be included, such as intimate violence, sexual abuse, natural disasters and witness to violence, war, political terror and vicarious trauma with its impact on the therapist.

Prerequisites: COUN 0574 and COUN 0677.

II. LEARNING OUTCOMES

At the end of the course, students will be able to:

- Demonstrate a critical understanding and competence in the area of trauma symptom identification.
- Evaluate the significance of trauma on the psychological, social and spiritual functioning of people.
- Demonstrate an awareness of the variety of settings and contexts that trauma therapeutic interventions for trauma occur in.
- Demonstrate the development and extension of practical skills in the areas of individual, group and family interventions for trauma.
- Critically evaluate research on psychological psycho-somatic trauma in light of Biblical theology.

III. COURSE REQUIREMENTS

A. REQUIRED READING

Gingrich, Heather. & Gingrich, Fred C. (2017). [*Treating Trauma in Christian Counselling*](#). Downers Grove: IVP Academic. ISBN 978-0-8308-2861-6.

B. SUPPLEMENTARY / RECOMMENDED READING AND TOOLS

Herman, Judith L. (1992). *Trauma and Recovery*. New York: BasicBooks-HarperCollins. ISBN: 0-465-08766-3.

Levine, Peter. (1997). *Waking the Tiger: Healing Trauma*. Berkeley, CA: North Atlantic Books.

Mate, Gabor. (2009). [*In the Realm of Hungry Ghosts: Close Encounters with Addiction*](#). Toronto: Vintage Canada-Random House Canada.

Rothschild, Babette. (2000). *The Body Remembers: The Psychophysiology of Trauma and Trauma Treatment*. New York: W.W. Norton. ISBN: 978-0393703276.

Shapiro, Francine. (2001). *Eye Movement Desensitization and Reprocessing (EMDR): Basic Principles, Protocols, and Procedures, 2nd ed.* New York: Guilford Press.

Yoder, Carolyn & Zehr, Howard (eds.). (2005). [*The Little Book of Trauma Healing: When Violence Strikes and Community Is Threatened*](#). *Little Books of Justice and*

Peacebuilding). Brattleboro, VT: Good Books-Skyhorse Publishing. ISBN: 978-1561485079.

C. INTERACTIVE LIVESTREAM AND/OR HYBRID COURSE REQUIREMENTS

- Livestream attendance at announced times
- Headphones (preferred), built-in microphone, and web-camera
- Well-lit and quiet room
- Stable high-speed internet connection, preferably using an Ethernet cable over Wi-Fi

D. ASSIGNMENTS AND GRADING

The assignments for this course will give students the opportunity to research and reflect on Trauma symptoms, treatment, and the interaction between the broader Christian faith community and people who have experienced trauma.

1. Reflective Paper: Due on October 14, 2020; 25% of final grade

Students will select one of the following questions, and write a 6-7 page Reflective Paper as a response:

In your opinion and experience, how is trauma perceived in the local and broader Church?

Or

In your opinion, how equipped are Christian ministries/communities to deal with trauma?

Since this paper is a reflective one, the student is not required to use references. While this paper is a reflection based on the student's ideas and opinions, the student will also be evaluated on how they integrate the course concepts into their paper. The student will be evaluated on how thoughtfully they explain their opinion. Simply stating an opinion will not ensure a good mark: the student will need to critically explain how they have come to their opinions. Students will be evaluated on: Demonstrated ability to communicate reflections; Depth of insights and considerations; Thorough, clear, organized writing that identifies key issues.

2. Short Paper: Trauma Symptoms: Due on November 11, 2020; 25% of final grade

Students are expected to select a specific **Trauma Symptom** discussed in class, and write a short (5 page) research-based paper on the symptom. The student will discuss how the symptom manifests in the lives of people who have experienced trauma, as well as theories on how the symptom emerges, and will offer some ideas based on research on how the symptom might be intervened upon in trauma treatment. Students will be evaluated on their ability to

describe with clarity and appropriate depth the symptom, its origins, and treatment possibilities.

3. Final Paper: Due on December 2, 2020; 40% of final grade

The paper should be a substantial piece of research analysis on a **Therapeutic Modality** that is currently used to treat people who have experienced psychological trauma. Examples of such modalities will be provided in class for you to choose from. You will provide a brief history, overview and description and analysis/critique of the pros and cons of the therapeutic modality you have selected.

The essay should not simply report, summarize, or review class materials (though you are encouraged to draw from class lectures, discussion and readings). It should, rather, demonstrate thoughtful reflection, analysis, and should embody a conceptual argument in which various angles of the questions are explored in fairness and at length. The paper should be 10 pages in length, double-spaced.

4. Class Participation: 10% of final grade

“Participation” in this course is demonstrated by regular log-ins and up-to-date participation in forums. There will be 12 forums in total (one for each day) with a question for each. Students will post their responses before the next class. Your post for each question should be about 20-25 lines (200-250 words per question; can exceed by 10%, but marks deducted thereafter). Each post should be concise, addressing the issues in the questions with reference to class readings/lectures, and demonstrate critical thinking (e.g. further questions or issues raised, application to your context). Your comments to fellow students would be briefer, with an affirmation (perhaps from your experience or readings) and one thoughtful question for further reflection. You are not required to respond to a “late post” of any member.

Penalty for late work:

If there is “no post” before the release of the next week’s class, the student will receive a “zero” for that forum. If there are specific reasons for late posts (as stated in “Late Papers and Extension Policy,” Seminary Academic Calendar), the student is to email the instructor directly.

FORUM DISCUSSION GRADING RUBRIC

	A	B	C	D
Completeness of post	Addresses all parts of question; meets and did not exceed limit;	Addresses all parts of question; respectable length & did not	Addresses some parts of question; shorter length; incomplete post	Rarely addresses question; far too short or far too

	comprehensive response	exceed limit; somewhat comprehensive		long; incomplete post
Clarity of post	Clear and concise posts; grammatically correct with rare misspellings	Clear, but can be more concise; a few grammatical or spelling errors	Somewhat clear, but with significant number of errors in spelling and grammar	Unclear, poor spelling and grammar in most posts
Critical engagement with class material (lectures, readings)	Thoughtful; opinions and ideas are substantiated with class material and additional resources; active reflection & questioning; obvious integration with one's ministry context	Thoughtful; opinions and ideas are occasionally substantiated with class material; some reflection & questioning; some integration with one's ministry context	Less thoughtful; opinions and ideas are sometimes substantiated with class material; insufficient reflection & questioning; less integration with one's ministry context	Opinions and ideas are not substantiated with class material; no reflection & questioning; no integration with one's ministry context
Promptness & quality of responses	Posting on time; responds to all group members' postings in timely manner; thoughtful responses	Posting on time; responds to most postings in timely manner; somewhat thoughtful responses	Posting mostly on time; responds to postings 2-3 days after initial discussion; less thoughtful responses	Late posting; rarely responds to group members' postings; responses not thoughtful

E. EQUITY OF ACCESS

Students with permanent or temporary disabilities who need academic accommodations must [contact](#) the [Accessibility Services](#) at the [Centre for Academic Excellence](#) to [register](#) and discuss their specific needs. *New students* must self-identify and register with the Accessibility Office at the beginning of the semester or as early as possible to access appropriate services. *Current students* must renew their plans as early as possible to have active accommodations in place.

F. SUMMARY OF ASSIGNMENTS AND GRADING

Evaluation is based upon the completion of the following assignments:

Reflection Paper	35 %
Short Paper	25 %
Final Paper	40 %
Participation	10 %
Total Grade	100 %

G. GENERAL GUIDELINES FOR THE SUBMISSION OF WRITTEN WORK

Your work should demonstrate the following characteristics:

Expected written standards:

Please pay attention to the following writing guidelines

- Unless otherwise indicated, each paper is to be typed, double spaced, 12 point font, Times New Roman, with 1 inch margins, and stapled in the top left corner of the paper.
- The title page for all written work ought to include: the title of the paper, the name of the course, the name of the professor, date of submission, and the name of the student.
- Please number all your pages (except for the title page).
- The paper ought to be free of spelling mistakes, punctuated correctly, and adhere to basic rules of grammar.
- The paper needs to be written in a clear, organized, and straightforward academic manner. It should present a coherent position and arguments that support that position.
- Ensure that you have accurately and fully documented sources used in your paper. You need to pay careful attention to matters of intellectual property, honesty and integrity. Plagiarism is to be avoided at all costs and will not be tolerated in any form whatsoever. See the policy on Academic Honesty for a comprehensive discussion of the Seminary's policy on plagiarism.
- Documentation and notes should be consistent with APA guidelines as articulated in the Guidelines for submission for the Counselling Department.

Submission and Return of Assignments:

All assignments are submitted directly to the Professor (bdiaz@tyndale.ca) on the due date unless otherwise specified.

All assignments are returned to students online.

With the exception of "extreme and extenuating circumstances", all papers handed in late will be deducted 1%/day.

If there are some unusual circumstances, please complete the REQUEST FOR EXTENSION DUE TO EXTREME CIRCUMSTANCES form. Specify the nature of these circumstances and submit it to the professor directly by the due date of that assignment.

Academic Integrity

Integrity in academic work is required of all our students. Academic dishonesty is any breach of this integrity, and includes such practices as cheating (the use of unauthorized material on tests and examinations), submitting the same work for different classes without permission of the instructors; using false information (including false references to secondary sources) in an assignment; improper or unacknowledged collaboration with other students, and plagiarism. Tyndale University takes seriously its responsibility to uphold academic integrity, and to penalize academic dishonesty.

Students are encouraged to consult [Writing Services](#). Citation and other [tip sheets](#).

Students should also consult the current [Academic Calendar](#) for academic polices on Academic Honesty, Gender Inclusive Language in Written Assignments, Late Papers and Extensions, Return of Assignments, and Grading System.

Research Ethics

All course-based assignments involving human participants requires ethical review and may require approval by the [Tyndale Research Ethics Board \(REB\)](#). Check with the Seminary Dean's Office (aa@tyndale.ca) before proceeding.

H. COURSE EVALUATION

Tyndale Seminary values quality in the courses it offers its students. End-of-course evaluations provide valuable student feedback and are one of the ways that Tyndale Seminary works towards maintaining and improving the quality of courses and the student's learning experience. Student involvement in this process is critical to enhance the general quality of teaching and learning.

Before the end of the course, students will receive a MyTyndale email with a link to the online course evaluation. The link can also be found in the left column on the course page. The evaluation period is 2 weeks; after the evaluation period has ended, it cannot be reopened.

Course Evaluation results will not be disclosed to the instructor before final grades in the course have been submitted and processed. Student names will be kept confidential and the instructor will only see the aggregated results of the class.

IV. COURSE SCHEDULE, CONTENT AND REQUIRED READINGS

Pre-reading is expected prior to start of class. Late registrants are responsible for the consequences of partial preparation. Lectures will be released on the days provided.

September 16, 2020: Establishing Safety: How can we as a class begin to talk about such intimate and potentially triggering/scary topics as those related to trauma?

September 23, 2020: Overview of Trauma: Definition and Background: What is trauma? How is it defined, diagnosed and understood in the mental health community? Are there different types of trauma that are observed in the field, and how are these distinguished from each other? What is the historical background of the development of the concept of trauma?

Gingrich Chapter 1

September 30, 2020: Biblical Perspectives of Trauma: Does the Bible speak about trauma? How does the Bible address trauma? (*Topics explored: Rape of Tamar by Amnon: 2 Samuel 13, Destruction of Jerusalem and its impact on the witness: Lamentations 3*). ***Gingrich Chapters 2, 18***

October 7, 2020: Etiology of Trauma: How does trauma develop in a person? What are the cognitive, physical, and emotional processes that lead to the development of trauma? Are some people more susceptible to trauma, and if so, why? ***Gingrich Chapter 3***

October 14, 2020: Etiology of Trauma cont'd. Reflective Paper due.

October 21, 2020: Symptoms and Manifestations: How does the experience of trauma impact people on cognitive, emotional, physical, spiritual and relational levels? How do trauma symptoms develop? Also, read:

van der Kolk, Bessel. (1994). [*"The Body Keeps the Score: Memory and the Emerging Psychobiology of Post-Traumatic Stress."*](#) Harvard Review of Psychiatry, 1, pp. 253-265.

van der Kolk, Bessel. (2002). [*In Terror's Grip: Healing the Ravages of Trauma.*](#) Cerebrum, 4, pp. 34-50. NY: The Dana Foundation.

You can download the articles from this site:

<http://www.traumacenter.org/products/publications.php>

October 28, 2020: No Class: Reading Break

November 4, 2020: Symptoms and Manifestations cont'd.

November 11, 2020: Individual Trauma Interventions: What can a counsellor do to help a traumatized client? What are the best-practice interventions that are prevalent in the field, and

how do they work? How can a counsellor address the many varied symptoms (cognitive, emotional, physical, spiritual) that clients might be facing? ***Gingrich Chapters 5, 10, 11, Short Paper Due.***

November 18, 2020: Individual Trauma Interventions cont'd

November 25, 2020: Interpersonal/Relational Trauma Interventions: How can a client's environment impact their experience of trauma? What are ways that a traumatized client's social network can help them? ***Gingrich Chapters 6, 7, 8***

December 2, 2020: Global Contexts of Trauma: How is trauma addressed in different areas of the world? How can we work cross-culturally to help people locally who have experienced trauma? ***Gingrich Chapters 14, 15 Final Paper Due.***

December 9, 2020: Vicarious Trauma: How does working with traumatized populations impact the trauma counsellor? What can a trauma counsellor do to protect themselves from being harmed by the stories of clients? ***Gingrich Chapter 4***

V. SELECTED BIBLIOGRAPHY

([Tyndale Library](#) supports this course with [e-journals, e-books](#), and the [mail delivery of books](#) and circulating materials. See the [Library FAQ page](#).)

Books

Allender, Dan. (1995). *The Wounded Heart: Hope for Adult Victims of Sexual Abuse*, rev. ed. NavPress.

Briere, J. (1992). *Child abuse trauma: theory and treatment of the lasting effects*. Newbury Park, CA: Sage Publications, Inc.

Briere, J. & Scott, C. (2006). *Principles of trauma therapy: a guide to symptoms, evaluation, and treatment*. Thousand Oaks, CA: Sage Publications, Inc.

Busby, D.M. (Ed). (1996). *The impact of violence on the family: Treatment approaches for therapists and other professionals*. Needham Heights, MA: Allyn & Bacon.

Chu, J. (1998). *Rebuilding shattered lives: the responsible treatment of complex posttraumatic and dissociative disorders*. New York: Wiley and Sons.

- Chu, J. & Bowman, E. (2003) *Trauma and sexuality: The effects of childhood sexual, physical, and emotional abuse on sexual identity and behavior*. Binghamton: Haworth.
- Clark Kroeger, Catherine and Nancy Nason Clark. (2001). *No Place for Abuse: Biblical and Practical Resources to Counteract Domestic Violence*. Downers Grove, IL: InterVarsity.
- Cooper-White, Pamela. (1995). *The Cry of Tamar: Violence Against Women and the Church's Response*. Minneapolis: Augsburg/Fortress.
- Cori, J. L. (2008). *Healing from Trauma: A Survivor's Guide to Understanding Your Symptoms and Recovering Your Life*. Cambridge, MA: Marlowe & CO.
- Dolan, Y.M. (1991). *Resolving sexual abuse: Solution-focused therapy and Ericksonian hypnosis for adult survivors*. New York, NY: W.W. Norton & Company.
- Fortune, Marie. (1983). *Sexual Violence: The Unmentionable Sin*. Cleveland, OH: Pilgrim Press.
- Fortune, M.M. (2005). *Sexual Violence: The Sin Revisited*. Cleveland, OH: Pilgrim Press.
- Fortune, M.M. (1987). *Keeping the faith: Questions and answers for the abused woman*. New York: Harper Collins Publishers.
- Hancock, Maxine and Karen Burton Mains. (1987). *Child Sexual Abuse: A Hope for Healing*. Wheaton, IL: Harold Shaw.
- Heitritter, Lynn and Jeanette Vought. (2006). *Helping Victims of Sexual Abuse: A Sensitive, Biblical Guide for Counselors, Victims, and Families*, rev. ed. Minneapolis: Bethany House.
- Herman, J.L. (1997). *Trauma and recovery: the aftermath of violence - from domestic abuse to political terror*. New York: Basic Books.
- Holderread Heggen, Carolyn. (1993). *Sexual Abuse in Christian Homes and Churches*. Scottsdale, PA: Herald.
- Levine, P. (1997). *Waking the Tiger: Healing Trauma: The Innate Capacity to Transform Overwhelming Experiences*. Berkeley, CA: North Atlantic Books.
- Mandt Langberg, Diane. (1999). *On the Threshold of Hope: Opening the Door to Healing for Survivors of Sexual Abuse*. Wheaton: Tyndale.

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- Ross, C.A. (2000). *The trauma model: A Solution to the problem of comorbidity in psychiatry*. Richardson, TX: Manitou Communications, Inc.
- Rothschild, B. (2000). *The body remembers: the psychophysiology of trauma and trauma treatment*. New York: Norton.
- Saakvitne, K. & Pearlman, A. (1996). *Transforming the pain: A workbook on vicarious traumatization*. New York: W.W. Norton & Co., Inc.
- Saxe, G.N., Ellis, B.H., & Kaplow, J. (2007). *Collaborative treatment of traumatized children and teens: The trauma systems therapy approach*. New York: Guilford Press.
- Schwartz, R. (2002) *Tools for transforming trauma*. New York: Brunner-Routledge.
- Sheinberg, M. & Fraenkel, P. (2003). *The relational trauma of incest: A family-based approach to treatment*. New York: Guilford Press.
- Siegel, D.J. (1999). *The developing mind: how relationships and the brain interact to shape who we are*. New York: Guildford Press.
- van der Kolk, B.A., McFarlane, A.C., & Weisath, L., eds. (1996). *Traumatic stress: the overwhelming experience on mind, body, and society*. New York: Guilford Press.
- van der Kolk, E., et al. (Eds.) (1996) *Traumatic stress: The effects of overwhelming experience on mind, body and society*. New York: Guilford.
- Williams, M. (2002). *The PTSD Workbook: Simple, Effective Techniques for Overcoming Traumatic Stress Symptoms*. Oakland, CA: New Harbinger Publications.
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Journal Articles

Ames, N., Hancock, T. U., & Behnke, A. O. (2011). Latino church leaders and domestic violence: Attitudes and knowledge. *Families In Society*, 92(2), 161-167.

Anderson, K. M., & Hiersteiner, C. (2008). Recovering from childhood sexual abuse: Is a storybook ending possible? *The American Journal of Family Therapy*, 36(5), 413-424.

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