TYNDALE UNIVERSITY

TYNDALE SEMINARY
COURSE SYLLABUS

"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."

Semester, Year	WINTER, 2027
Course Title	**THEORETICAL AND CLINICAL PERSPECTIVES IN TRAUMA**
Course Code	**COUN 0695 1S**
Date **Time** **Delivery Format**	From January 11, 2027 to April 5, 2027 **EVERY MONDAY** From 11:15 AM to 2:05 PM SYNCHRONOUS ONLINE
Class information	The classes will be LIVESTREAMED on Mondays from 11:15 am to 2:05pm.
Instructor Contact Information	**AVA OLESON, DMin. M.S. MFT.** Email: aoleson@tyndale.ca Tyndale Phone Number: (416) 226-6620 Ext. 2270
Office Hours	By appointment only.
Course Materials	Access course material at classes.tyndale.ca or other services at Tyndale One. Course emails will be sent to your @MyTyndale.ca e-mail account only.

I. COURSE DESCRIPTION

Provides the student with a comprehensive exploration of the psychological trauma field. Included is the history, current theoretical frameworks (including socio-cultural), the nature of trauma (physical, emotional, sexual abuse, combat, natural disasters, collective trauma, i.e. COVID-19, neglect, etc.), biopsychosocial underpinnings of trauma, PTSD, and complex trauma. Assessment issues, clinical diagnostic considerations, how trauma affects individuals and systems, grief responses/disenfranchised grief, and traumatic stress will be examined. Also included is the exploration of the professional's response to trauma, vicarious traumatization, crisis intervention, comorbid disorders, psychological and social factors that influence the self's comprehension of a traumatic experience and how that experience shapes and is shaped by language. Finally, students will review evidence-based practices in the trauma field, and general treatment issues.

Prerequisites: COUN 0574 and COUN 0677.

II. LEARNING OUTCOMES

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

1. Evaluate and recognize current scientific trauma-specific knowledge, literature, and research, and apply it appropriately and ethically to clinical situations.
2. Demonstrate understanding of the impact of trauma from a biopsychosocial perspective.
3. Examine the key traumatic disorders as outlined in the Diagnostic and Statistical Handbook of Mental Disorders, 5th ed.
4. Assess key evidence-based, theory-informed, culturally appropriate trauma treatment approaches that restore, sustain and enhance a sense of well-being in clients.
5. Discuss the most current evidence-based practices in trauma for treating adults, adolescents, and children.
6. Demonstrate understanding and ability to tailor assessment and interventions to account for developmental lifespan factors at various stages, and duration of trauma.
7. Evaluate the professional's personal response to trauma, including vicarious traumatization.

III. COURSE REQUIREMENTS

A. REQUIRED READING

Herman, Judith, L. (2015). *Trauma and recovery: The aftermath of violence from domestic abuse to political terror*. New York: Basic Books. ISBN: 978-0465061716

Shapiro, Francine. (2012). *Getting past your past: Take control of your life with self-help techniques from EMDR Therapy*. New York: Rodale, Inc. ISBN: 978-1609619954

Van der Kolk, Bessel. (2014). *The body keeps the score: Brain mind and body in the healing of trauma*. New York: Penguin Publishing. ISBN: 978-0143127741

Note: Journal articles or chapters from additional sources may be posted on the course page to be read, in addition to the assigned reading from the required text. The professor will bring these to the student's attention in advance.

B. SUPPLEMENTARY / RECOMMENDED READING AND TOOLS

Briere, J. & Scott, C. (2014). *Principles of trauma therapy: A guide to symptoms, evaluation and treatment*. Thousand Oaks: Sage Publications. ISBN: 978-1483351247

Cohen, Judith A., Mannarino, Anthony P., Deblinger, Esther, eds. (2017). *Trauma-focused CBT for children and adolescents: Treatment applications*. New York: Guilford Press.ISBN: 978-1462527779

Foa, Edna, Hembree, Elizabeth A., Rothbaum, Barbara Olasov, Rauch, Sheila. (2019) *Prolonged exposure therapy for PTSD: Emotional processing of traumatic experiences - therapist guide (treatments that work)* 2nd Edition. New York: Oxford University Press. ISBN: 978-0190926939

Gingrich, Heather Davediuk. (2020). *restoring the shattered self: a Christian counselor's guide to complex trauma*. Downers Grove, IL: Intervarsity Press. ISBN: 978-0830828661

Resick, Patricia A., Monson, Candace M., Chard, Kathleen M. (2016*). Processing therapy for PTSD: A comprehensive manual.* 1st Edition. New York: Guilford Press. ISBN: 978-1462528646

Sloan, Denise M., Marx, Brian P. (2019). *Written exposure therapy for PTSD: A brief treatment approach for mental health professionals*. Washington, DC: American Psychological Association. ISBN: 978-1433830129

van der Kolk, B.A., McFarlane, A.C., and Weisaeth, L., (Eds.) (2007). *traumatic stress: the effect of overwhelming experience on mind, body, and society*. Guilford Press: New York. 3.

Tyndale recommends STEPBible – a free and reputable online resource developed by Tyndale House (Cambridge, England) – for word searches of original-language texts, as well as for topical searches, interlinear texts, dictionaries, etc. Refer to the library for other online resources for Biblical Studies.

C. ASSIGNMENTS AND GRADING

Regular attendance in and punctuality for all classes is expected. Out of respect for your colleagues, please be on time for all classes. Absence from more than 2 classes may result in the loss of credit.

1. **Class attendance, class participation and readings of required text and readings as assigned in course schedule. 10% of final grade.**

Regular attendance and participation in class (10%): Each student will read the assigned readings from the required text and be ready to engage in class discussion. Students' attendance and participation in class discussions is expected. To be able to fully participate in the discussions and interactive exercises, students are required to have read the assigned readings.

Student participation will be graded on a scale of 1 to 4: 1 (or D): present, not disruptive; responds when called on but does not offer much; infrequent involvement; 2 (or C): adequate preparation, but no evidence of interpretation of analysis; offers straightforward information; contributes moderately when called upon; 3 (or B): good preparation, offers interpretation and

analysis, contributes well to discussion in on-going fashion; 4 (or A): excellent preparation, offers analysis, synthesis and evaluation of material; contributes significantly to ongoing discussion.

2. Two Book Critiques – 15% each for a total of 30% of final grade.

Students will submit a 5-page, double-spaced critical review of each assigned text. Rather than primarily summarizing the book, students should identify and critically engage with its central themes and arguments, demonstrate thoughtful analysis of the material, your own ideas, and discuss how the concepts have influenced their understanding of psychological trauma and its implications for clinical practice. (This assignment is related to Outcomes 1, 2, 3 and 6.)

Paper will be graded on the following: organization; clarity and quality of writing; readability; grammar, engagement with the concepts, demonstrated depth and insight of the material; development of how you explained your personal ideas and analytical thought.

Book Critique #1: Trauma and Recovery–Due Feb 8

Book Critique #2: The Body Keeps the Score–Due Mar 8

3. Final paper Due Apr 5: 40% of final grade.

In this research paper, students will examine a specific, clearly defined issue within the traumatic stress field, drawing upon current scholarly research. Students may select a topic discussed throughout the course or another relevant trauma-related issue of interest. The primary focus of the paper should be on analyzing and synthesizing research findings and discussing their implications for trauma-informed clinical practice, including relevant clinical approaches. Students should also consider cultural and contextual factors that may influence the experience of trauma and its clinical treatment. (This assignment is related to all the learning outcomes.)

Note: Please refer to the course Moodle page for detailed instructions and a suggested outline. The paper should be 10–12 typed, double-spaced pages, with 1-inch margins, excluding the title page and references. APA formatting is required, along with a minimum of 10 scholarly references, at least five of which must be from peer-reviewed journals.

4. Online Discussion Forums. 20% of final grade.

Students will participate in **two online discussion forums** over the course of the term.
For each forum, students will:

- Post an initial concise, analytical response **(250–300 words)** to a guided prompt that will be drawn from course readings, a case study, lecture material, or a posted article. Provide **two peer responses (150-200 words each)**.

Posts should demonstrate thoughtful engagement with the material, insightful integration of key concepts, and respectful dialogue with peers. **Discussion prompts and detailed instructions will be posted on Moodle approximately one week before each forum opens.**

Forum #1

February 22 (Session 6)	Forum #1 opens
February 25 (Thursday)	Initial discussion post due
February 28 (Sunday)	Two peer responses due

Forum #2

March 22 (Session 10)	Forum #2 opens
March 25 (Thursday)	Initial discussion post due
March 28 (Sunday)	Two peer responses due

D. SUMMARY OF ASSIGNMENTS AND GRADING

Evaluation is based upon the completion of the following assignments:

Assignment	**Due**	**%**
Class Participation	Weekly	10%
Book Critique #1	Feb 8	15%
Book Critique #2	Mar 8	15%
Discussion Forum #1	(Week of) Feb 22	10%
Discussion Forum #2	(Week of) March 22	10%
Final Paper	Apr 5	40%
Total Grade		**100%**

IV. COURSE SCHEDULE, CONTENT AND REQUIRED READINGS

Date	**Topic**	**Readings & Assignments**
Session 1 - Jan.11	PART 1: TRAUMATIC DISORDERS Introduction to Course Introduction to Trauma	Syllabus Chapter 1, *Herman*
Session 2 - Jan. 18	Terror: How traumatic events overwhelm the ordinary systems that give people a sense of control, connection, and meaning. Attachment, Disconnection & Disempowerment.	Chapter 2-3, *Herman*
Session 3 - Jan. 25	Captivity: The psychological impact of subordination to coercive control.	Chapter 4, *Herman*

Session 4 – Feb 1	Child Abuse: The formidable tasks of adaptation; The developmental task of identity, and the psychological defenses formed.	Chapter 5, *Herman*
Session 5 - Feb. 8	Cognitive Processing therapy (CPT)	See corresponding articles on course page. ***Book Critique #1 Due today: Herman***
Feb. 16-21	***READING DAYS – NO CLASS***	
Session 6 - Feb. 22	PART 2: STAGES OF RECOVERY **Guest:** A healing relationship Safety	Chapters 7-8, *Herman* **Discussion Forum #1 opens**
Session 7 – Mar 1	Remembrance & mourning: Reconstructing the trauma story	Chapter 9, *Herman*
Session 8 - Mar. 8	EMDR: An evidence-based psychotherapy for the treatment of trauma Guest	Shapiro, Francine, *Getting Past Your Past* ***Book Critique #2 Due today: The Body Keeps the Score***
Session 9 - Mar. 15	Reconnection; Commonality: Learning to fight; Reconnecting with oneself and others; Finding a survivor mission; Groups	Chapter 10-11, *Herman*
Session 10 - Mar. 22	Bessel Van der Kolk: *The Body Keeps the Score*	See corresponding articles on course page. **Discussion Forum #2 opens**
Session 11 – Mar 29	Trauma-focused cognitive behavior therapy (TF-CBT) (for children & adolescents) Guest	See corresponding articles on course page.
Session 12 - Apr. 5	Written Exposure Therapy for PTSD Wrap up	Articles/Readings by Sloan & Marx (posted on course page) ***Final Paper Due Today***

V. SELECTED BIBLIOGRAPHY

Bailey, K. M., & Stewart, S. H. (2014). *Relations among trauma, PTSD, and substance misuse: The scope of the problem.* In P. Ouimette & J. P. Read, Eds, *Trauma and substance*

abuse: Causes, consequences, and treatment of comorbid disorders, 2nd edition (pp. 11-34). Washington, D.C.: American Psychological Association.

Bonanno, G.A. (2004). (15) *Loss, Trauma, and human resilience: have we underestimated the human capacity to thrive after extremely aversive events*? American Psychologist Journal, 59(1), 20-28. (see course page for pdf)

Brand, B., & Frewen, P. (2017). *Dissociation as a trauma-related phenomenon*. In S. N. Gold (Ed.), *APA handbooks in psychology. APA handbook of trauma psychology: Foundations in knowledge* (pp. 215-241). Washington, DC, US: American Psychological Association.

Branscomb, L.P. (1993). *Surrender, healing, and the mythic journey*. Journal of Humanistic Psychology, 33(4), 64-74.

Briere, J., & Scott, C. (2015). *Principles of trauma therapy: A guide to symptoms, evaluation, and treatment* (DSM-5 Update), 2nd edition. Los Angeles: Sage Publications.

Brewin, C. R. (2005). *Encoding and retrieval of traumatic memories*. In J. J. Vasterling and C. R. Brown, eds. *Neuropsychology of PTSD: Biological, cognitive, and clinical perspectives* (pp. 31-150). New York: The Guilford Press.

Briere, J., & Scott, C. (2015*). Principles of trauma therapy: A guide to symptoms, evaluation, and treatment*, 2nd edition, DSM-5 update. Los Angeles: Sage.

Brown, L. S. (2008). *Cultural competence in trauma therapy: Beyond the flashback*. Washington, D.C.: American Psychological Association.

Bryant R. A. (2021). *Psychological models of PTSD*. In: M. J. Friedman, P. P. Schnurr, & T. M. Keane, (Eds.), *Handbook of PTSD: Science and practice*, 3rd ed. (pp. 98 -116). The Guilford Press.

Cohen, J.A., A. P. Mannarino, E. Deblinger (Eds.) (2020). *Trauma-focused CBT for children and adolescents: Treatment applications.* New York: Guilford Press.

Cloitre, M., & Rosenberg, A. (2009). *Sexual revictimization: Risk factors and prevention*. In: V. M. Follette & J. I Ruzek, (Eds.), *Cognitive-behavioral therapies for trauma* (pp. 321-361). New York: The Guilford Press.

Comas-Díaz, L. (2016). *Racial trauma recovery: A race-informed therapeutic approach to racial wounds*. In A. N. Alvarez, C. T. H. Liang, & H. A. Neville (Eds.), *Cultural, racial, and ethnic psychology book series. The cost of racism for people of color: Contextualizing experiences of discrimination* (p. 249–72). American Psychological Association.

Compton, L. & Shcoeneberg, C. (2020). *Preparing for trauma work in clinical mental health*, 1st Edition. New York: Routledge Press.

Cook, J. M., & Simiola, V. (2021). *Trauma and PTSD in older adults*. In: M. J. Friedman, P. P. Schnurr, & T. M. Keane, (Eds.), *Handbook of PTSD: Science and practice*, 3rd ed. (pp. 263-279). The Guilford Press.

Courtois, C. A. (2020). *Therapeutic alliance and risk management*. In: J. D. Ford & C. A. Courtois, eds., *Treating complex traumatic stress disorders in adults*: *Scientific foundations and therapeutic models*, 2nd edition (pp. 99-124). New York: The Guilford Press.

Courtois, C. A., Ford, J. A., Cloitre, M., & Schnyder, U. (2020). *Best practices in psychotherapy for adults*. In: J. D. Ford & C. A. Courtois, eds., *Treating complex traumatic stress disorders in*

adults: *Scientific foundations and therapeutic models*, 2nd edition (pp. 62-98). New York: The Guilford Press.

Davis, M, Barad, M., Otto, M., Southwick, S. (2006). *Combining pharmacotherapy with cognitive behavioral therapy: Traditional and new approaches*. Journal of Traumatic Stress, 19(5), 571-581.

De Bellis, M. D., Hooper, S.R., & Sapia, J. L. (2005). Early trauma exposure and the brain. In J. J. Vasterling and C. R. Brown, eds. *Neuropsychology of PTSD: Biological, cognitive, and clinical perspectives* (pp. 153-177). New York: The Guilford Press.

DePrince, A. P., Dorahy, M. J., Lanius, R., & Schiavone, F. L. (2021). *Trauma-induced dissociation*. In: M. J. Friedman, P. P. Schnurr, & T. M. Keane, (Eds.), *Handbook of PTSD: Science and Practice*, 3rd ed. (pp. 135-151). The Guilford Press.

Fisher, Janina (2017). *Healing the fragmented selves of trauma survivors: Overcoming internal self-alienation,* 1st Edition. New York: Routledge Press.

Fisher, Janina (2021). *Transforming the living legacy of trauma: A workbook for survivors and therapists.* Eau Claire, WI: PESI Press.

Ford, J. D. (2020). *Developmental neurobiology*. In: J. D. Ford & C. A. Courtois, eds., *Treating complex traumatic stress disorders in adults: Scientific foundations and therapeutic models*, 2nd edition (pp. 35-61). New York: The Guilford Press.

Harris, Russ. (2021). *Trauma-focused ACT: A practitioner's guide to working with mind, body, and emotion using acceptance and commitment therapy*, 1st Edition. Oakland, CA: Context Press.

Kendall-Tacket, Kathleen A. (Ed.) *Psychological trauma: Theory, research, practice, and policy*. American Psychological Association. (This journal is a publication of APA Division 56 (Trauma Psychology).

Mahoney, M.J. (2003). *Being human and a therapist*. In M. J. Mahoney, *Constructive psychotherapy: A practical guide*. New York: The Guilford Press.

Monson, C. M., Shnaider, P., & Chard, K. M. (2021). *Posttraumatic stress disorder*. In D. H. Barlow (Ed.), *Clinical handbook of psychological disorders*, 6th Edition (pp. 64-107). The Guilford Press.

Neacsiu, A. D., Zerubavel, N., Nylocks, K. M., & Linehan, M. M. (2021). *Borderline personality disorder*. In D. H. Barlow (Ed.), *Clinical handbook of psychological disorders*, 6th Edition (pp. 381-442). New York: The Guilford Press.

Nijenhuis, E. R. S., & van der Hart, O. (2011). *Dissociation in trauma: A new definition and comparison with previous formulations*. Journal of Trauma and Dissociation, 12(4), 416-445.

Norman, S.B, Means-Christensen, A. J., Craske, M. G., Sherbourne, C.D., Roy-Byrne P.P, Stein, M.B. (2006). *Associations between psychological trauma and physical illness in primary care*. Journal of Traumatic Stress, 19(4), 461-471.

Pearlman, L. A., Caringi, J., & Trautman, A. R. (2021). *New perspectives on vicarious traumatization and complex trauma*. In: J. D. Ford & C. A. Courtois, eds., *Treating complex traumatic stress disorders in adults: Scientific foundations and therapeutic models*, 2nd edition (pp. 189-204). New York: The Guilford Press.

Silove, D., & Klein, L. (2021*). Culture, trauma, and traumatic stress among refugees, asylum seekers, and post-conflict populations*. In: M. J. Friedman, P. P. Schnurr, & T. M. Keane, (Eds.), *Handbook of PTSD: Science and practice*, 3rd ed. (pp. 483-500). The Guilford Press.

Tedeschi, Richard G., Jane Shakespeare-Finch, Kanako Taku & Lawrence Calhoun (2018). *Posttraumatic growth theory, research, and applications* 1st Edition. New York: Routledge Press.

Turkus, J. A. (2013). *The shaping and integration of a trauma therapist*. Journal of Trauma & Dissociation, 14(1), 1-10.

VI. GENERAL REQUIREMENTS FOR ALL COURSES

A. 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.

B. REQUIREMENTS FOR LIVESTREAM INTERACTION (*SYNCHRONOUS ONLINE COURSE ONLY*)

- Livestream attendance for the entire duration of the class 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
- Full name displayed on Zoom and Microsoft Teams for attendance purposes*
- A commitment to having the camera on to foster community building*

**exceptions with permission from professor*

C. GUIDELINES FOR INTERACTIONS

Tyndale University prides itself in being a trans-denominational community. We anticipate our students to have varied viewpoints which will enrich the discussions in our learning community. Therefore, we ask our students to be charitable and respectful in their interactions with each other, and to remain focused on the topic of discussion, out of respect to others who have committed to being a part of this learning community. Please refer to "Guidelines for Interactions" on your course resource page at classes.tyndale.ca.

D. GUIDELINES FOR THE SUBMISSION OF WRITTEN WORK

Grading Rubric
Please consult the rubric provided for each assignment on your course resource page at classes.tyndale.ca.

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 (including improper use of artificial intelligence programs). Tyndale University takes seriously its responsibility to uphold academic integrity, and to penalize academic dishonesty. Please refer to the Academic Integrity website for further details. Students must review the policies and procedures regarding Artificial Intelligence (AI) outlined in Academic Calendar and consult guidance from their course instructors.

For proper citation style, consult Citation Guides for different styles. Students are encouraged to consult Writing Services.

Students should also consult the current Academic Calendar for polices and expectations on Attendance and Classroom Expectations, Academic Honesty, Gender Inclusive Language in Written Assignments, Late Papers and Extensions, Return of Assignments, and Grading System.

Artificial Intelligence (AI)

Tyndale Seminary's Academic Calendar provides a definition and broad descriptions of types of Academic Dishonesty using AI.

Academic dishonesty includes the submission of work for which previous credit was given, the submission of work under one's own name that is largely the result of another person's efforts, aiding another's dishonesty, cheating on exams and giving false information for the purpose of gaining admission, credits, etc. … Academic dishonesty also includes submitting academic work which has been written, rewritten, or substantially edited by an artificial intelligence program. (Seminary Academic Calendar, 2026/7, p. 173.)

AI programs are not adequate information sources for academic writing. Students should not use AI in academic writing without explicit permission from their course instructor. Given the tendency of AI programs to give inaccurate information and even falsify citations, students are cautioned against using AI prompts to begin researching or summarizing a topic. Instructors may deduct points from [or give a failing grade to] assignments for the improper use of AI sources. (Seminary Academic Calendar, 2026/7, p. 174.)

Students *may* use AI as an enhanced search engine, provided they are extremely careful about checking its sources. That means personally verifying texts and claims *every time* by clicking through to the source link or independently searching. This also means public information sources like Wikipedia are not satisfactory sources. We recommend using sites like Google Scholar or the variety of journal and research databases available with a Tyndale student ID.

Students *may* use AI to transcribe interviews, videos, or dictations of their own ideas when preparing for assignments. But they must read through the transcripts themselves and *manually* verify accuracy, make selections to quote, or edit for concision and clarity. This use of AI is reserved only for ideas that students have created themselves. Students may not submit course lectures, videos, or other course material to AI or any other software to transcribe, synthesize, annotate, or otherwise summarize course content.

Students *may not* use AI in any aspect of the planning and writing process for class assignments, including but not limited to early planning, ideas, outlining, argumentation, grammar, syntax, or phrasing. Struggling with all this is fundamental part of human learning. This struggle is precisely what develops writing ability and is essential to developing critical thinking and communication skills. If further clarification is required, students should ask their professors, not an AI assistant.

Students *may not* use Grammarly or similar AI copyediting programs, including Copilot in Microsoft Word. Tyndale students are expected to write with sophistication in English. Use of a LLM to edit/re-write/re-phrase/alter student work will be viewed as a breach of the Tyndale AI policy. Students should also be aware that many of these programs can/will change student ideas without permission or notification and should be careful to turn off any generative AI features in any software they use for course assignments.

Special Note:
Students should carefully discern and justify any use of AI tools. Convenience, efficiency, academic pressure, lack of time or even health issues are not sufficient reasons to rely on AI. If personal or external difficulties affect your work, you should first speak with your instructor before using AI assistance. Your personal formation, theological reflection, and authentic engagement with the course remain the priority in completing assignments.

Some course professors may allow AI use for specific projects within specific limits. All Seminary syllabi (or course pages on Moodle) will contain guidelines for permitted uses of AI. When using AI for any professor-approved application in assignments, students should save all rough work and earlier versions of their assignments before editing. Students may be required to produce these versions on request. The name of the AI software used must be noted (Claude, ChatGPT, etc.) including the specific version number and model of that software, and the specific text of all prompts employed to get the results must be reported in the submitted assignment.

Turnitin Text-Matching Software

Tyndale has a subscription to Turnitin, a text-matching software that ensures the originality of academic writing and verifies the proper citation of all sources. The instructor for this course will use Turnitin for assignments submitted through your course resource page at classes.tyndale.ca. Upon submission, you will receive a summary that includes your submitted files along with a similarity report generated by Turnitin. Please be aware that Turnitin can also detect AI-generated content from tools like Grammarly, so students should be mindful of when using such software. It's advisable to confirm with your instructor before using any AI tools into your assignments. Below are some useful resources:

- Student Guides for Turnitin via classes.tyndale.ca course resource page
- Interpreting Similarity (Guide, Video, Spectrum)

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 (seminaryoffice@tyndale.ca) before proceeding.

Late Papers and Extensions Policy

All papers and course assignments must be submitted by the due dates indicated in the course syllabus. Unless the instructor already has a policy on grading late papers in the course syllabus, grades for papers submitted late without an approved extension will be lowered at the rate of two-thirds of a grade per week or part thereof (e.g., from "A+" to "A-," from "B" to "C+"). Please note that some programs, such as cohort-based or intensive courses, may follow a different policy due to the nature of the program.

Faculty may not grant an extension beyond the last day of exams for the semester. Requests for extensions beyond this date must be addressed in writing to the Registrar by filling out the Extension Request Form. The application will be considered only in cases such as a death in the family, medical emergency, hospitalization of oneself or immediate family member or prolonged illness requiring treatment by a physician. Factors such as assignments for other courses, holidays, and technology-related difficulties are insufficient grounds for requesting an extension.

A temporary grade of incomplete ("I") may be granted by the Registrar. Once an extension is granted, it is the student's responsibility to contact the instructor and make satisfactory arrangements to complete the outstanding work. A grade of "F" will be recorded for students who do not complete the outstanding work by the deadline.

E. 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.

F. LIBRARY RESOURCES

Tyndale Library supports courses with e-journals, e-books, and the mail delivery of books and circulating materials. See the Library FAQ page.

G. GRADING SYSTEM & SCALE

For each course's grading rubric, please refer to your course syllabus or classes.tyndale.ca. For general grading guidelines, refer to Seminary Grading System & Scale.