

FACULTY OF EDUCATION
THE UNIVERSITY OF WESTERN ONTARIO
ED555b

TRAUMA in Counselling Psychology

WINTER 2008

Instructor:

Dr. Susan Rodger, C. Psych.

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Class times: Tuesday, 9:00-12:00 Meeting room: Faculty of Education, room 1114

Office Hours: open

Course Objectives:

The goal of this course is to examine current literature and review the main concepts of psychological trauma and recovery, and to develop a foundation for the continued development of knowledge and skills based on the integration of theory, research evidence, expert practice and approaches, and critical thinking. The learner will develop knowledge about the following topics:

1. Trauma:

- the nature of trauma and traumatic events
- theoretical frameworks for understanding trauma
- the risk and protective factors associated with trauma and resiliency
- trauma in at-risk populations (women, children, people with disabilities, refugees/immigrants, GLBT)
- attachment and family violence

2. Effects of Trauma:

- emotional, behavioural, cognitive effects
- physical (including neurological) responses to trauma
- growth, connection and coping

3. Counselling with people who are trauma survivors:

- approaches & methods
- working with survivors of trauma
- the journey to 'recovery' for trauma survivors
- the helpers: vicarious trauma, stress

Overview:

An understanding of nature, effects, and treatment of trauma are essential for counselor competence. At the conclusion of the course students will be expected to achieve these goals:

- identify clients who may be experiencing, or have experienced, trauma
- demonstrate familiarity with the main concepts of trauma, treatment and recovery
- link social justice to violence
- provide evidence to support the need for prevention, identification, and treatment of trauma

This course should further your knowledge and understanding regarding trauma. You will become familiar with specific aspects of trauma from both the client and counsellor perspective, as well s for the broader community and societal contexts.

PLAGIARISM: You must write your essays in your own words. Whenever you take an idea or a passage of text from another author, you must acknowledge your debt both by using quotation marks where appropriate and by proper referencing with citations. Plagiarism is a major academic offence (see Scholastic Offence Policy in the Western Academic Calendar). The University of Western Ontario uses software for plagiarism checking.

- Attendance is an extremely important part of learning and it is expected that students attend all classes. If for some reason an absence is necessitated, students should advise the instructor before class. Students with three or more absences during the course will be required to take the course again the next time it is offered.

About this course:

All counselors work, either knowingly or unknowingly, with trauma survivors. It is important that we bring not only knowledge, research and theory into our practice regarding trauma, but also an awareness of our experience, thoughts and feelings. This course is meant to provide an opportunity to learn, explore and think about how our knowledge, thoughts and feelings about trauma will impact not only our work with trauma survivors, but also our personal and professional lives. Each class will be conducted with sensitivity to students' personal experiences, and emphases on self-care and support will be maintained. Any student who experiences feelings of sadness, fear, or other emotions related to the material, presentations and/or discussions in class is encouraged to seek out the instructor (Susan Rodger) for support and processing of these feelings. The class is designed to offer not only an enriching and challenging academic experience, but also a safe and supportive environment in which to experience the journey of exploration, learning, and reflection about trauma counselling.

Week	DATE	Topic
One:	Jan. 8	Introduction: Foundations and Theories
Two:	Jan. 15	Child Maltreatment, Delayed Memories
Three:	Jan. 22	Treatment I: Impact of trauma on children, impact of woman abuse on children; working with children
Four:	Jan. 29	Woman Abuse
Five:	Feb. 5	Treatment II: trauma counselling in multiple contexts-
Six:	Feb. 12	Trauma Counselling Basics: Counsellor and Client
Seven:	Feb. 19	Adult Survivors of Child Abuse
Eight:	Feb. 26	Treatment III: EMDR
Nine:	Mar. 4	Institutional Abuse
NO CLASS---MARCH BREAK		
Ten:	Mar. 18	Male Survivors, Men who Abuse
Eleven:	Mar. 25	Trauma and culture
Twelve:	Apr. 1	Prevention of Trauma; Self-care for the Counsellor working with survivors of Trauma; Vicarious Trauma

Each day, class will be divided into 3 parts:

1. grounding and awareness
2. presentation of material on the day's topic
3. discussion of readings and action ending (shared facilitation)

Course Requirements:

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|------------------------|------|---|--------------------------|
| 1. Class participation | 10 % | } | see Appendix for details |
| 2. Journal | 20% | | |
| 3. Assignment one | 35% | | |
| 4. Assignment two | 35 % | | |

Principle Text:

Herman, J. (1992). *Trauma and recovery*. New York, NY: Basic Books.
ISBN 0465087302.

Book of Readings- Available from course instructor at first meeting.

Additional Readings

Week One: Introduction: Foundations and Theories

Herman, J. (1992). Chapter 1: A Forgotten History (pp. 7-32); Ch. 2: Terror (pp. 33-50); Ch. 3: Disconnection (pp. 51-73). In *Trauma and Recovery*. New York: Basic Books.

Briere, J. (2004). Ch. 1: What is Trauma? 9 (pp. 3-11); Ch. 2: The Effects of Trauma. (pp. 13 – 36). In *Psychological Assessment of Adult Posttraumatic Stress: Phenomenology, Diagnosis, and Measurement* (2nd ed.) J. Briere (ed.). Washington, DC: APA. ISBN 1591471443. 281 PAGES.

Week Two: Child Maltreatment, Delayed Memories

Fantuzzo, J. W. & Fusco. R. (2007). Children's direct exposure to types of domestic violence crime: A population-based investigation. *Journal of Family Violence* 22, 543-552.

Herman, J. (1992). Ch. 4: Captivity (pp. 74-95); Ch. 5: Child abuse (pp. 96- 114). In *Trauma and recovery*. New York: Basic Books.

Kristiansen, C. M., Felton, K.A., & Hovdestad, W. E. (1996). Recovered memory of child abuse: Fact, fantasy or fancy? *Women and Therapy*, 19(1), 47-59.

Week Three: Treatment I: Impact of trauma on children, impact of woman abuse on children; working with children

Mbilinyi, L. F., Edledon, J., Hagemeister, A. K., & Beeman, S. K. (2007). What happens to children when their mothers are battered? Results from a four city anonymous telephone survey. *Journal of Family Violence*, 22, 309-317.

Perry, B. D. (2002). The neurodevelopmental impact of violence in child hood. In *Principles and practices of child and adolescent forensic psychiatry*, D. Schetky E.P. Benedek, (Eds.), ch. 19. pp. 19i -204. American Psychiatric Press. *Article also available online:*
http://www.childtrauma.org/CTAMATERIALS/Viol_APA_webversion.pdf

Week Four: Woman Abuse

Herman, J. L. (1992). Chapter 6: A new diagnosis (pp. 115-132). In *Trauma and recovery: The aftermath of violence – from domestic abuse to political terror*. New York: Basic Books.

Horsman, J. (2005). Moving beyond 'stupid': Taking account of the impact of violence on women's learning. *International Journal of Educational Development*, 26, 177 – 188.

Walker, M. (2004). How relationships heal (pp. 3-21). In Walker, M. & Rosen, W. B. *How connections heal: Stories from relational-cultural therapy*. New York: The Guildford Press.

Week Five: Treatment II: Trauma Counselling in Multiple Contexts

Goldsmith, R. E., Barlow, R., Freyd, J. (2004). Knowing and not knowing about trauma: Implications for therapy. *Psychotherapy: Theory, Research, Practice, Training*, 41 (4), 448-463.

Herman, J. L. (1992). Chapter 7: A healing relationship. In *Trauma and recovery: The aftermath of violence – from domestic abuse to political terror*. New York: Basic Books.

Kendall-Tackett, K. (2007). Violence against women and the perinatal period: The impact of lifetime violence and abuse on pregnancy, postpartum, and breastfeeding. *Trauma, Violence & Abuse*, 8(3), 344-353.

Week Six: Trauma Counselling Basics

Banks, A. (2006). Relational therapy for trauma. *Journal of Trauma Practice* 5 (1), 25-47.

Briere, J. (2003). Treating adult survivors of severe childhood abuse and neglect. In E. B. Myers, L. Berliner, J. Briere, C. T. Hendrix, C. Jenny, T. A. Reid (Eds.), *The APSAC Handbook on child maltreatment* (pp. 175-203). Thousand Oaks, CA: Sage.

Herman, J. L. (1992). Chapter 8: Safety (pp. 155-174); Chapter 9: Remembrance and mourning (pp. 175 - 195). In *Trauma and recovery: The aftermath of violence – from domestic abuse to political terror*. New York: Basic Books.

Week Seven: Adult Survivors of Child Abuse

Conte, J.R.(1992). Has this child been sexually abused? Dilemmas for the mental health professional who seeks the answer. *Criminal Justice and Behavior*, 19, 54-73.

Street, A.E., Gibson, L.E.& Holohan, D.R. (2005). Impact of childhood traumatic events, trauma-related guilt, and avoidant coping strategies on PTSD symptoms in female survivors of domestic violence. *Journal of Traumatic Stress*, 18, 245-252.

Wilcox, D.T., Richards, F. & O'Keefe, Z.C. (2004). Resilience and risk factors associated with experiencing childhood sexual abuse. *Child Abuse Review*, 13, 338-352.

Week Eight: Treatment III

Herman, J. L. (1992). Ch. 10: Reconnection (pp. 196 – 213). Ch. 11: Commonality (pp. 214 – 236). *Trauma and recovery: The aftermath of violence – from domestic abuse to political terror*. New York: Basic Books.

Levin, P., Lazrove, S., & Van der Kolk, B. (1999). What psychological testing and neuroimaging tell us about the treatment of posttraumatic stress disorder by eye movement desensitization and reprocessing. *Journal of Anxiety Disorders*, 13(1-2), 159-172.

Week Nine: Institutional Abuse

Wolfe, D. Jaffe, P., & Jette, J.L. (2003). The impact of child abuse in community institutions and organizations: Advancing professional and scientific understanding. *Clinical Psychology: Science and Practice* 10(2), 179-191.

Week Ten: Male Survivors

Grossman, F. K., Sorsoli, L., & Kia-Keating, M. (2006). A gale force wind: Meaning making by male survivors of childhood sexual abuse. *American Journal of Orthopsychiatry*, 76(4) 434-443.

Romano, E. & DeLuca, R. V. (2005). An individual treatment programme for sexually abused males: Description and preliminary findings. *Child Abuse Review* 14, 4-56.

Week Eleven- Trauma and culture

Friedman, A. R. (1992). Rape and domestic violence: The experience of refugee women. *Women and Therapy*, 13, 65-77.

Shepard, B., O'Neill, L. & Guenette, F. (2006). Counseling with First Nations women: Considerations of oppression and renewal. *International Journal for the Advancement of Counselling*, 28 (3), 227 – 240.

Week Twelve: Prevention, Self-Care

Herman, J. L. (1992). Afterword (pp. 237-247). In *Trauma and recovery: The aftermath of violence – from domestic abuse to political terror*. New York: Basic Books.

Trippany, R. L., White Kress, V. E., & Wilcoxon, S. A. (2004). Preventing vicarious trauma: What counsellors should know when working with trauma survivors. *Journal of Counselling and Development*, 82, 31 – 37.

Appendix

1. **Class Participation** Value: 10% of final grade
2. **Journal** Value: 20% of final grade
 - ◆ Write 5 short (1 page, double spaced, 12 point font) personal reflections about what we read and talk about in class, and how that sits with you. These should be written immediately after class, and handed in the day after each of the five classes you have chosen as reflection days. They will be graded based on:
 - i. Connection of your personal experience and world view with the material (from the presentations, readings, and discussions)
 - ii. Complexity of thoughts and feelings (i.e. not just 'surface' reactions about feeling a certain way and you don't know why, but exploring in more depth what underlies your feelings)
3. **Assignment 1:** Value: 35% of final grade
 - ◆ Review the theoretical and research literature as it pertains to trauma for the setting you will be working in or hope to be working in for your internship or after graduation. Choose a topic that you have not researched previously. What concepts will help counsellors work with people who are experiencing the trauma? What are the legal, ethical and treatment factors that counsellors must understand? Include a rationale for why it is important to know about this topic. (about seven pages)
4. **Assignment 2:** Value: 35% of final grade
 - ◆ Develop a treatment approach and plan to work with survivors of the trauma you explored in Assignment 1. The purpose of this assignment is to develop a clear sense of what you can do with a client on their journey to living beside trauma.