

“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	THEORETICAL AND CLINICAL PERSPECTIVES ON TRAUMA COUN 0695 1S
Date and Time	JANUARY 13 – APRIL 11, 2025 MONDAYS 11:15 AM – 2:05 PM SYNCHRONOUS ONLINE
Instructor	Dr. AVA KATE OLESON Email: aoleson@tyndale.ca
Class Information	The classes will be livestreamed <i>via Zoom</i> on MONDAYS: 11:15 AM – 2:05 PM. Office Hours: After Class Meetup or by appointment.
Course Material	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

This course 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 Foundational Perspectives of Christian Counseling; COUN 0677 Family Systems Theory

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 four 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 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

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.

C. INTERACTIVE LIVESTREAM AND/OR HYBRID COURSE REQUIREMENTS

- 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

D. 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.

E. 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 or 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 – 25% each for a total of 50% of final grade.**

The student will submit a seven-page paper, typed, doubled-spaced critique on the two of the required texts for this course. Provide a careful and thorough examination of the ideas expressed in the book. Evaluate critically, interact with the material, and do not merely summarize, but rather seek to express the dominant issues and arguments of the work. Respond to the content by developing your ideas. Include any impact the book may have had on the student’s understanding on how to think about and treat victims of trauma. (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 your personal ideas and analytical thought.

Book Critique #1: Trauma and Recovery–Due Mar 3

Book Critique #2: The Body Keeps the Score–Due April 7

3. Final paper Due Apr 14: 40% of Final grade.

In this research paper the student will focus in-depth on a specific issue within the traumatic stress field (10-12 typed, double spaced pages not including the bibliography and cover page), written in APA format and citing at least 10 scholarly references. Five of these references must be from peer-reviewed journals. You can choose to examine one of the major topics discussed throughout this course or any other relevant topic related to the field of trauma. Please include a cultural discussion how your approach is applied to multicultural populations.

F. 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.

G. SUMMARY OF ASSIGNMENTS AND GRADING

Class Participation	10%
Book Critique #1	25%
Book Critique #2	25%
Final Paper	40%
Total Grade	100%

H. GENERAL GUIDELINES FOR THE SUBMISSION OF WRITTEN WORK

All assignments are to be submitted to me via Moodle. Late papers will be penalized, at the rate of one mark for each day late, inclusive of Saturdays and Sundays. Late work will be graded but will not receive any comments from the instructor.

Students are encouraged to consult [Writing Services](#). Citation and other [tip sheets](#) to ensure graduate level quality of writing.

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.

Your work should demonstrate the following characteristics:

- All written assignments should be double-spaced, and without justifying the right-hand margin. Use a 12-point font, Times New Roman, one inch margins, numbered pages, include a title page and bibliography.
- All papers should adhere to APA formatting. The [APA Style Guide](#) is a helpful web site for all questions regarding APA style.
- It is expected that written work will be submitted in a clear, straightforward academic style. The assignments ought to present clear organization, a coherent position and arguments that support your position.
- Written work should be free of spelling mistakes, punctuated correctly, adhere to basic rules of grammar, concise, organized with no run-on sentences; use of action words rather than various forms of the “to-be” verb.

Note: For non-psychology/counselling students, Chicago style may be used.

For proper citation style, consult the [tip sheet, “Documenting Chicago Style”](#) (Tyndale e-resource) or the full edition of the [Chicago Manual of Style Online](#), especially ch. 14. For citing scripture texts, refer to sections 10.44 to 10.48 and 14.238 to 14.241 from the *Chicago Manual of Style* or reference the [tip sheet, “How to Cite Sources in Theology”](#).

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 details.

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.

I. 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

<u>Date</u>	<u>Topic</u>	<u>Readings</u>
Session 1 - Jan.13	PART 1: TRAUMATIC DISORDERS Introduction to Course Introduction to Trauma	Syllabus Chapter 1, <i>Herman</i>
Session 2 - Jan. 20	Terror: How traumatic events overwhelm the ordinary systems that give people a sense of control, connection, and meaning. Attachment, Disconnection & Disempowerment.	Chapter 2-3, <i>Herman</i>
Session 3 - Jan. 27	Captivity: The psychological impact of subordination to coercive control.	Chapter 4, <i>Herman</i>
Session 4 – Feb 3	Child Abuse: The formidable tasks of adaptation; The developmental task of identity, and the psychological defenses formed.	Chapter 5, <i>Herman</i>
Session 5 - Feb. 10	Cognitive Processing therapy (CPT)	See corresponding articles on course page.
NO CLASS - Feb. 17	NO CLASS – READING WEEK	NO CLASS
Session 6 - Feb. 24	PART 2: STAGES OF RECOVERY Guest: <i>Rebecca Grant Schulz</i> , The Healing Arts A Healing Relationship Safety	Chapters 7-8, <i>Herman</i>
Session 7 – Mar 3	Remembrance & Mourning: Reconstructing the trauma story	Book Critique #1 Due: <i>Trauma & Recovery</i> Chapter 9, <i>Herman</i>

Session 8 - Mar. 10	EMDR: An evidence-based psychotherapy for the treatment of trauma Guest: <i>Holly Forman-Patel</i>	Shapiro, Francine, <i>Getting Past Your Past</i>
Session 9 - Mar. 17	Reconnection; Commonality: Learning to fight; reconnecting with oneself and others; Finding a Survivor Mission; Groups	Chapter 10-11, <i>Herman</i>
Session 10 - Mar. 24	Bessel Van der Kolk: <i>The Body Keeps the Score</i>	See corresponding articles on course page.
Session 11 - Mar. 31	Trauma-focused cognitive behavior therapy (TF-CBT) (for children & adolescents) Guest: <i>Jessie Lee</i> , LMFT	See corresponding articles on course page.
Session 12 - Apr. 7	Written Exposure Therapy for PTSD Wrap up Final Paper Due Next Monday: April 14	Articles/Readings by Sloan & Marx (posted on course page) Book Critique #2 Due today: <i>The Body Keeps the Score</i>

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](#).) [Specific link to the Psychology and Counseling Research Guide](#).

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.
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- 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.