



CHRISTIAN HERITAGE COLLEGE

TR542

TRAUMA COUNSELLING: INTERVENTION STRATEGIES

This sample unit outline is provided by CHC for prospective and current students to assist with unit selection.

Elements of this outline which may change with subsequent offerings of the unit include Content, Required Texts, Recommended Readings and details of the Assessment Tasks.

Students who are currently enrolled in this unit should obtain the outline for the relevant semester from the unit lecturer.

Unit code	TR542								
Unit name	Trauma Counselling: Intervention Strategies								
Associated higher education awards	Master of Counselling								
Duration	One semester								
Level	Postgraduate								
Core/elective	Elective								
Weighting	Unit credit points: 10 Course credit points: 160								
Delivery mode	Face-to-face on site								
Student workload	<p><i>Face-to-face on site</i></p> <table> <tr> <td>Contact hours</td> <td>35 hours</td> </tr> <tr> <td>Reading, study, and preparation</td> <td>55 hours</td> </tr> <tr> <td>Assignment preparation</td> <td>60 hours</td> </tr> <tr> <td>TOTAL</td> <td>150 hours</td> </tr> </table> <p>Students requiring additional English language support are expected to undertake an additional one hour per week.</p>	Contact hours	35 hours	Reading, study, and preparation	55 hours	Assignment preparation	60 hours	TOTAL	150 hours
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Reading, study, and preparation	55 hours								
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TOTAL	150 hours								
Prerequisites/ co-requisites/ restrictions	<p><i>Prerequisite</i></p> <p>TR541 Trauma Counselling: Intervention Frameworks</p>								
Rationale	<p>Some trauma presentations are more complex than others, particularly those resulting from trauma experienced in the context of the family. Working with the consequences of trauma experienced in childhood, especially developmental trauma and relational trauma, requires a more specialised approach than trauma that is less complex.</p> <p>This unit explores the consequences of combined and cumulative traumas. Students will learn focused intervention strategies for working with clients who have experienced complex trauma and relational trauma. Mental health professionals have also become increasingly aware of the link between early trauma and later mental health diagnoses. This adds another layer of complexity to trauma counselling as clients often have multiple diagnoses. Students will learn a range of contemporary and research-based interventions for working with these more complex trauma presentations.</p> <p>This unit will also provide students with the opportunity to reflect on their own experiences of trauma and how that is likely to impact their own work as trauma counsellors. The potential for vicarious traumatisation will be considered, together with the importance of self-care. Emphasis will be given to establishing collaborative practices for trauma work, and developing a holistic framework that considers spiritual, cultural, ethical, and legal perspectives.</p>								
Prescribed text(s)	<p>Courtois, C., & Ford, J. (2013). <i>Treatment of complex trauma: A sequenced, relationship-based approach</i>. New York, NY: Guilford.</p> <p>Langberg, D. (2015). <i>Suffering and the heart of God: How trauma destroys and Christ restores</i>. Greensboro, NC: New Growth Press.</p>								

<p>Recommended readings</p>	<p>Books</p> <p>Allen, J. (2013). <i>Restoring mentalizing in attachment relationships: Treating trauma with plain old therapy</i>. Washington, DC: American Psychiatric Publishing.</p> <p>Boon, S., & Steel, K. (2011). <i>Coping with trauma-related dissociation: Skills training for patients and therapists</i>. New York, NY: Norton.</p> <p>Courtois, C. & Ford, J. (Eds.). (2013). <i>Treating complex traumatic stress disorders: Scientific foundations and therapeutic models</i>. New York, NY: Guilford.</p> <p>Frewen, P., & Lanius, R. (2015). <i>Healing the traumatised self: Consciousness, neuroscience, treatment</i>. New York, NY: Norton.</p> <p>Gingrich, H. (2013). <i>Restoring the shattered self: A Christian counselor's guide to complex trauma</i>. Westmont, IL: InterVarsity Press.</p> <p>Kezelman, C., & Stavropoulos, P. (2012). <i>The last frontier: Practice guidelines for treatment of complex trauma and trauma informed care and service delivery</i>. Sydney, Australia: ASCA.</p> <p>Matheiu, F. (2012). <i>The compassion fatigue workbook: Creative tools for transforming compassion fatigue and vicarious traumatization</i>. New York, NY: Routledge.</p> <p>Mearns, R. (2012). <i>A dissociation model of borderline personality disorder</i>. New York, NY: Norton.</p> <p>Ogden, P., & Fisher, J. (2015). <i>Sensorimotor psychotherapy: Interventions for trauma and attachment</i>. New York, NY: Norton</p> <p>Ross, C., & Halpen, N. (2009). <i>Trauma model therapy: A treatment approach for trauma dissociation and complex comorbidity</i>. Richardson, TX: Manitou Communications.</p> <p>Walker, D., Courtois, C., & Aten, J. (Eds.). (2015). <i>Spiritually oriented psychotherapy for trauma</i>. New York, NY: Norton.</p> <p>Journals and Periodicals</p> <p><i>Developmental Neurobiology</i></p> <p><i>Journal of Child Sexual Abuse</i></p> <p><i>Journal of Interpersonal Violence</i></p> <p><i>Journal of Neuroscience</i></p> <p><i>Journal of Psychology and Theology</i></p> <p><i>Sexual Abuse: A Journal of Research and Treatment</i></p> <p><i>Traumatology</i></p> <p>In addition to the resources above, students should have access to a Bible, preferably a modern translation such as The Holy Bible: The New International Version 2011 (NIV 2011) or The Holy Bible: New King James Version (NKJV).</p> <p>These and other translations may be accessed free on-line at http://www.biblegateway.com. The Bible app from LifeChurch.tv is also available free for smart phones and tablet devices.</p>
<p>Specialist resource requirements</p>	<p>Digital recording device</p>

Content	<ol style="list-style-type: none"> 1. Revisiting complex trauma and relational trauma 2. Clarifying goals and the counsellor's role as part of a broader support team 3. Strategies for working with traumatic attachment 4. Strategies for working with a shame-based identity 5. Strategies for working with trauma-related dissociation 6. Trauma as an underlying factor in other mental health diagnoses 7. Spiritual dimensions of trauma 8. Vicarious trauma and self-care for the therapist
Learning outcomes	<p>On completion of this unit, students will have demonstrated that they have:</p> <ol style="list-style-type: none"> 1. applied a bio-psycho-socio-spiritual model to conceptualising, assessing and responding to complex trauma and relational trauma; 2. developed and reflected on specific skills and interventions for counselling clients with complex trauma and relational trauma; 3. critically analysed the effectiveness of specific interventions for use with complex trauma and relational trauma; 4. critically reflected on their own experiences of trauma and its influence on their use of self in counselling, the potential for vicarious traumatisation and the importance of self-care; 5. synthesised their knowledge, understanding and skills for conceptualising, assessing and counselling clients with unresolved trauma; 6. critically discerned the spiritual dimensions of trauma and trauma counselling; and 7. communicated at an appropriate tertiary standard with special attention to correct grammars, punctuation, spelling, vocabulary, usage, sentence structure, logical relations, style, referencing, and presentation.
Assessment tasks	<p>Task 1: Reflective essay</p> <p>Reflect on your own experiences of trauma and how these may impact your work as a trauma counsellor.</p> <p>Word Length/Duration: 1,500 words</p> <p>Weighting: 25%</p> <p>Learning Outcomes: 1, 4, 6, 7</p> <p>Assessed: Week 7</p> <p>Task 2: Media presentation</p> <p>Research an area of interest related to one specific type of complex trauma. This is to be presented to the class in the form of a media presentation.</p> <p>A 1-2 page handout for the class that outlines the main points of your presentation is to be included.</p> <p>Word Length/Duration: Presentation - 30 minutes; Handout - 1,000 words</p> <p>Weighting: 35%</p> <p>Learning Outcomes: 1, 3, 6, 7</p> <p>Assessed: Week 10</p> <p>Task 3: Case study report</p> <p>Write up a case study report, demonstrating your ability to work with someone who has experienced some form of relational trauma.</p> <p>Word Length/Duration: 2,500 words</p> <p>Weighting: 40%</p> <p>Learning Outcomes: 1-7</p> <p>Assessed: Week 15</p>

Unit summary	This unit gives students a range of skills and contemporary and research-based interventions for working with more complex trauma issues that come from the effects of combined and cumulative traumas, as well as clients with multiple diagnoses. This unit also considers the student's own experience of trauma, the potential for vicarious traumatisation and the importance of self-care. Emphasis will be given to establishing collaborative practices for trauma work, and developing a holistic framework that considers spiritual, cultural, ethical, and legal perspectives.
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