

## UNIT INFORMATION

UNIT CODE	CO386	
UNIT NAME	Trauma Counselling	
ASSOCIATED HIGHER EDUCATION AWARDS	Bachelor of Counselling	
DURATION	One semester	
LEVEL	Advanced	
UNIT COORDINATOR	Lorryn Davies	
TEACHING STAFF	Lorryn Davies	
CORE / ELECTIVE	Elective	
WEIGHTING	Unit credit points	10 (0.125 EFTSL)
	Course credit points	240 (3.0 EFTSL)
DELIVERY MODE	Face to face	
STUDENT WORKLOAD	Contact hours	35 hours
	Reading, study and preparation	55 hours
	Assignment preparation	60 hours
	<b>TOTAL</b>	<b>150 hours</b>
	Student requiring additional English language support are expected to undertake an additional one hour per week.	
PREREQUISITES / COREQUISITES / RESTRICTIONS	<i>Prerequisites</i> 60 credit points of Introductory Social Sciences unit <i>including</i> CO213 Introduction to Mental Health CO215 Foundational Processes and Strategies in Counselling	

## RATIONALE

Assisting those affected by trauma is a major component of contemporary counselling practice. This unit is significant, therefore, as it addresses the complex issues of trauma that prevail in today's society and are likely to be encountered by counselling practitioners during their practice. Furthermore, the advances in neuroscience are transforming the understanding and treatment of trauma, therefore the theory and counselling interventions that are presented in this unit will be strongly grounded in this knowledge.

This unit is designed to prepare students with knowledge, understanding, and skills to work within the context of ethical and Christian worldview perspectives with clients who have experienced trauma in their lives. As vicarious traumatisation is always an issue in this type of counselling, strategies for self-care will also be explored.

## LEARNING DELIVERY PROCESS

Please check the semester and the mode that you are enrolled in as some units are offered in more than one mode (i.e. Internal, External or Intensive).

### INTERNAL

In an internal class, there will be 1 lecture per week (2 hours) followed by a tutorial for 1 hour. In general, the tutorial follows the lecture, but not in all cases. Please check the CHC timetable available on the CHC website.

## Some guidelines for lectures:

- 80% attendance – a roll will be taken at each lecture.
- In case of illness, serious personal difficulties, major accidents and other extenuating circumstances, absences must be approved by the course coordinator with supporting evidence, but you must still meet the 80% attendance requirement.
- The lecture will be 2 hours in length with a 10-minute break in the middle.
- The lectures are very interactive, so please come prepared to contribute and you will get a lot more out of the lectures.
- Please don't be late as this is disruptive for other students and shows a lack of respect for your peers and the staff.

Tutorials begin in week 2 and end in week 13 so make sure that you know which class you are enrolled in by checking the CHC timetable before week 2 commences. Tutorials are the most vibrant part of your unit experience. They are a place where you will meet people, share ideas, have discussions, have disagreements and learn more about the particular topic than you could from just reading on your own. Thus, it is important to participate in tutorials and enjoy them for your own benefit and for the benefit of your peers. The crucial element to good tutorials is having all members of the class arrive having read at least the essential readings, answered the weekly activities and attended the lecture.

## Some guidelines for tutorials:

- Avoid being late. This is unfair on other students who make an effort to get there on time. If you are going to be late, advise the lecturer/tutor in advance.
- You must do the readings. You will get a lot more out of the class if you do and very little if you don't.
- It should be noted that participation is not the same as attendance. Participation by all will ensure the subject is intellectually and personally significant.

## EXTERNAL

If the unit is taken in an external mode, students will be required to engage with the material provided on CHC's LMS - Moodle. Materials will include PowerPoints, study guides, notes, readings and activities. Studying externally is popular because:

- It's flexible.
- You can study from home and work around your other commitments.
- You can choose your preferred hours and study when it suits you.
- You can access all of your course and study information in one place.
- The online system is user friendly.
- You can get the support you need to assist you with any advice, difficulties or enquiries you may have during your studies.
- Connect with online users in a friendly, open, safe online space.
- You are treated like an internal student and can still come on to campus for support, events, lectures, and activities whenever it suits.

## Some guidelines for external study:

- Aim to spend approximately 10 hours per week on study for each unit you are enrolled in.
- The 10 hours per unit may include: Reading the lecture slides before watching or listening to the lectures online (if available).
- Get familiar with unit content by completing required readings.
- Listening to my lectures online and taking notes.
- Revising and rewriting my notes.

- Participate in online discussions.
- Complete tasks on the LMS (Moodle).
- Research and write assessments.
- Get familiar with the library and what is available online as well as the journal database.
- Schedule assessment dates on a calendar/wall planner and put it somewhere visible in your study space.
- Plan regular (weekly) access to Moodle and email to keep in touch with the lecturer and other students.

You should treat the Moodle as if it were your classroom - except it's online! Maximising your engagement with the Moodle is the real difference between internal and external studies. Many lecturers will assess your engagement in online discussions, so it is important you are contributing regularly and know how to use Moodle.

## INTENSIVE

There will be two intensives, one of three consecutive days and one of two consecutive days. Please check the CHC timetable available on the CHC website.

### Some guidelines for lectures:

- 80% attendance, however, students must attend every day of the intensives – a roll will be taken at each lecture.
- In case of illness, serious personal difficulties, major accidents and other extenuating circumstances, absences must be approved by the course coordinator with supporting evidence, but you must still meet the 80% attendance requirement.
- The lectures are very interactive, so please come prepared to contribute and you will get a lot more out of the lectures.
- The Moodle page for this unit will be updated with resources and the lecturer will be posting on-line discussions throughout the semester. You are encouraged to communicate through the on-line forum with your lecturer and your fellow students.
- Check your Moodle page regularly.
- Please don't be late for your intensives as this is disruptive for other students and shows a lack of respect for your peers and the staff.

## IMPORTANT STUDENT INFORMATION

Whilst studying counselling, students are often required to record demonstrations of their counselling skills and practice. When submitting written transcripts, reports, reflections or other work, you must ensure that the "client" (this may be a fellow student or another person) has been de-identified. Initials or pseudonyms may be used instead.

Your "client" should be made aware when consenting to the recording of sessions, that the recording and/or transcripts *may be* viewed by academic staff and study support staff.

**Students are required to only use initials of clients / peers / family / friends when they write their reflective papers / transcripts, etc.**

## STUDENT FEEDBACK

You will be given the opportunity to provide feedback on the unit throughout and at the of semester to enable us to continually improve the subject. Feedback from previous years has been vital in reshaping course and unit content, materials and assessments.

## CONTENT

1. Defining Trauma.
  - Definitions of trauma
  - Traumatic events and experiences

- Acute trauma, chronic trauma and acts of omission
2. Trauma theory and types of trauma
    - From Charcot and hypnosis through to neuroscience and psychedelics.
    - Crisis Response
    - Post-traumatic stress.
    - Complex trauma.
    - Developmental trauma.
    - Transgenerational trauma.
  3. Trauma and the family system:
    - Attachment.
    - Adverse Childhood Experiences.
    - Risk and protective factors.
  4. Neurobiology of the developing brain:
    - Hierarchical development.
    - Two hemispheres.
    - Polyvagal theory.
  5. The neurobiology of trauma:
    - The autonomic nervous system.
    - Memory systems.
    - The self-sensing system.
  6. Cultural and worldview perspectives of trauma:
    - Australia's Aboriginal people's trauma experiences.
    - Refugee experiences.
    - Christian and other worldview perspectives of suffering.
  7. A bio-psycho-socio-spiritual framework for conceptualising trauma:
    - The effects of trauma on all aspects of the person.
  8. Phase-oriented trauma treatment:
    - Three phases.
  9. Phase I trauma counselling skills:
    - Safety and stabilisation.
    - Affect regulation.
    - Psychoeducation.
    - Modelling.
    - Putting on the brakes.
  10. Working with traumatised children.
    - Ethical and legal considerations
    - Strategies & approaches
  11. Vicarious traumatisation and self-care.
    - The impact of listening to trauma stories
    - Management strategies

## LEARNING OUTCOMES

On completion of this unit, students will have *demonstrated* that they have:

1. Identified the typical types of trauma and explored its impact on individuals and communities.
2. Analysed and evaluated the dynamics and effects of traumatic experiences on the individual from a range of bio-psycho-social-spiritual perspectives.
3. Reflected on personal experiences of trauma, the concept of vicarious traumatisation and various self-care strategies and examined how these influenced their counselling practice.
4. Considered the implications of traumatic experiences from a number of perspectives, including ethical, legal, cultural and Christian lenses.

5. Examined and analysed contemporary approaches to trauma treatment.
6. Demonstrated appropriate counselling strategies for working with clients who have experienced trauma.
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

**ALL ASSESSMENTS MUST BE PASSED IN ORDER TO PASS THE UNIT.**

### TASK 1: PERSONAL REFLECTION

Identify one topic of personal relevance from Content 1-5 and 11 and reflect on the potential impact of this topic on your capacity to maintain therapeutic containment with trauma presentations. Reflect on how your Christian worldview might enhance or inhibit your capacity to work with the identified issue. Consider applicable management strategies depending on the issues identified.

Word Length/Duration: 1,500 words  
 Weighting: 30%  
 Learning Outcomes: 1-4, 7  
 Assessed: Week 5  
 Method of Submission: Turnitin

### TASK 2: CASE STUDY RESPONSE

Critically analyse a case study (provided by the lecturer) which includes a conceptualisation of the issues, an appropriate therapeutic response, a discussion of relevant ethical and legal considerations, relevant Christian worldview or general worldview dimensions, and implications for counsellor self-care.

Word Length/Duration: 1,500 words  
 Weighting: 30%  
 Learning Outcomes: 1-5, 7  
 Assessed: Week 10  
 Method of Submission: Turnitin

### TASK 3: DEMONSTRATION AND ANALYSIS OF SKILLS

Record 2 x 5-minute counselling demonstration/sessions in which you are required to demonstrate successful Phase I Safety & Stabilisation techniques, utilising Rothschild's concept of "putting on the brakes". The counselling sessions will be role-plays based on traumatised client presentations and will be provided to you by your lecturer.

The recorded counselling sessions are to be accompanied by 2 analyses of skills essays. In these, you are required to analyse and evaluate the effectiveness of the skills used, by integrating relevant sections of a verbatim transcript and appropriate trauma-specific literature.

Word Length/Duration: 2 x recordings: 5 minutes each, 2 x Analysis of skills: 500 words each  
 Weighting: 40% (Recordings: 20% and Analysis of skills: 20%)  
 Learning Outcomes: 1-2, 4- 7  
 Assessed: Week 16  
 Method of Submission: Turnitin

## ASSESSMENT ALIGNMENT

Assessment Task	Learning Outcomes	Content	Course Outcomes	Graduate Attributes	PACFA Objectives Guidelines
<b>Task 1</b>	1-4, 7	1-5, 11	K2, K3, K5, S2, S5-6	1, 3, 5, 6, 7	B, D, G, I
<b>Task 2</b>	1-5, 7	1-8, 10-11	K2, K3, K4, K5, S1-2, S5-6, A2	1, 2, 3, 5, 6, 7, 8	A, C, D, F, G

## SPECIALIST FACILITIES OR EQUIPMENT

Digital recording device.

## PRESCRIBED TEXTS

Rothschild, B. (2017). *The body remembers Volume 2 revolutionizing trauma treatment*. Norton.

Van der Kolk, B. (2015). *The body keeps the score: Brain, mind and body in the healing of trauma*. Viking.

## RECOMMENDED READINGS

### BOOKS

Boon, S., Steele, K., & van de Hart, O. (2011). *Coping with trauma-related dissociation: Skills training for patients and therapists*. Norton.

Bush, A. D. (2015). *Simple self-care for therapists: Restorative practices to weave through your workday*. Norton.

Dana, D. (2018). *The polyvagal theory in therapy: Engaging the rhythm of regulation*. Norton.

Levine, P. (2012). *In an unspoken voice: How the body releases trauma and restores goodness*. North Atlantic Books.

Malchiodi, C. (Ed). (2015). *Creative interventions with traumatized children (2nd ed.)*. Guilford Press.

Ogden, P., & Fisher, J. (2015). *Sensorimotor psychotherapy: Interventions for trauma and attachment*. Norton.

Perry, B., & Szalavitz, M. (2017). *The boy who was raised as a dog: And other stories from a child psychiatrist's notebook - What traumatized children can teach us about loss, love, and healing. (2<sup>nd</sup> trade paperback edition; Revised and updated ed.)*. Perseus.

Porges, S. (2011). *The polyvagal theory: Neurophysiological foundations of emotions, attachment, communication, self-regulation*. Norton.

Rothschild, B. (2010). *8 keys to safe trauma recovery: Take-charge strategies to empower your healing*. Wiley.

Skovholt, T. & Trotter-Mathison, M. (2016). *The resilient practitioner: Burnout and compassion fatigue prevention and self-care strategies for the helping professions (3rd ed.)*. Routledge.

Walker, D., Courtois, C., & Aten, J. (Eds.). (2015). *Spiritually oriented psychotherapy for trauma*. Norton.

Wilson, J., & Lindy, J. (2013). *Trauma, culture and metaphor: Pathways of transformation and integration*. Routledge.

Wright, H. N. (2014). *The complete guide to crisis and trauma counseling. (Updated & expanded ed.)*. Bethany House.

### JOURNALS

*Journal of Psychology and Theology*

*Journal of Child Sexual Abuse*

*Journal of Counseling and Development*

### OTHER

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).

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.

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