

UNIT INFORMATION

UNIT CODE	TR550	
UNIT NAME	Trauma Counselling I	
ASSOCIATED HIGHER EDUCATION AWARDS	Master of Counselling	
DURATION	One semester	
LEVEL	Level 9	
UNIT COORDINATOR	Toni Neil	
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 assignment preparation	115 hours
	TOTAL	150 hours
	Student requiring additional English language support are expected to undertake an additional one hour per week.	
PREREQUISITES / COREQUISITES / RESTRICTIONS	<i>Prerequisite</i> CO514 Foundational Counselling Skills	

RATIONALE

Trauma is all around us and, with the 24-hour news cycle, we are perhaps more aware of it than ever before. Trauma is identified in survivors of war, returning soldiers, refugees, and those who have been tortured for their beliefs or lifestyle; however, there is also the often-hidden trauma suffered by those who experience family violence, sexual assault, childhood abuse and neglect. Many of these clients seek counselling years later with other presenting issues; however, these are often symptoms of the underlying issue, the hidden unresolved trauma.

There is increasing recognition within the field of human services of the connection between trauma and a multitude of presenting concerns across different domains of life, and counsellors who have an understanding of the impact of trauma and the skills to work using a trauma-informed framework with clients are in demand. The gold standard for working with traumatised clients is Janet's (1889,1919) three-phase approach, with the focus on establishing safety and stabilisation before memory processing.

This unit focuses on preparing students with knowledge, understanding and skills to work with clients on establishing safety and stabilisation. Skills for memory processing are included in the next unit in this series – TR551 Trauma Counselling II.

LEARNING DELIVERY PROCESS

This unit will contain one two-day intensive with synchronous online classes prior to the intensive. Please check the CHC timetable available on the CHC website for the times and dates of both the virtual classes and the intensive.

INTENSIVES

Students are expected to attend **at least 80% of every session** for Intensives; unless a legitimate reason for absence (such as traffic hold-ups, mechanical breakdown, illness, serious personal difficulties, major accident or other extenuating circumstances) has been approved by the course coordinator. Students who are unable to attend classes on a given day should phone the CHC Reception by 9.00am so that lecturers can be notified.

Some guidelines for intensives:

1. 80% attendance – a roll will be taken before and after lunch each day.
2. Classes go from 9.00am to 5.00pm everyday unless told otherwise by the lecturer.
3. The intensives are very interactive, so please come prepared to contribute and you will get a lot more out of the intensives.

VIRTUAL CLASSES

Students are expected to attend at least 80% of online classes unless there is a legitimate reason for absence that has been approved by the course coordinator. Your lecturer should be informed as soon as possible regarding any absence.

Plus, CHC learning portal resources:

1. Power points of lectures.
2. Essential readings and other useful resources.
3. Learning guides.
4. Assessment guides.
5. Discussion forums.
6. News forum.
7. Turnitin assessment and feedback tool.

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.

The Trauma Counselling units as a set have been restructured based on student enrolment patterns. This unit now includes a skills component.

CONTENT

1. Defining trauma and traumatic events:
 - 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.
 - 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. Trauma-related disorders:
 - PTSD.
 - C-PTSD.
 - Attachment disorders.
 - Personality and dissociative disorders.
 - Compulsive and eating disorders.
 - Physical complaints related to trauma.
 7. Cultural and worldview perspectives of trauma:
 - Australia's Aboriginal people's trauma experiences.
 - Refugee experiences.
 - Christian and other worldview perspectives of suffering.
 8. A bio-psycho-socio-spiritual framework for conceptualising trauma:
 - The effects of trauma on all aspects of the person.
 9. Trauma-informed practice:
 - Definition
 - principles
 10. Phase-oriented trauma treatment:
 - Three phases.
 11. Phase I trauma counselling skills:
 - Safety and stabilisation.
 - Affect regulation.
 - Psychoeducation.
 - Modelling.
 - Putting on the brakes.
 12. Post-traumatic growth.

LEARNING OUTCOMES

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

1. Developed an advanced theoretical knowledge of different types of trauma and traumatic responses.
2. Critically analysed the neurological basis of traumatic response.
3. Developed the capacity to identify traumatic responses in themselves and others.

4. Developed skills for establishing safety and stabilisation with clients.
5. Critically reflected on Christian worldview perspectives of trauma and traumatic events.
6. Synthesised knowledge and understanding of trauma, trauma-related disorders, and neurobiology.
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 LEARNING OUTCOMES MUST BE PASSED IN ORDER TO PASS THE UNIT.

TASK 1: FORUM POSTS

With an expectation of confidentiality, and respecting the anonymity of others, you are to contribute to five (5) forum discussions, reflecting on your personal experience and observations of people affected by trauma.

Word Length/Duration: 1,500 words
 Weighting: 20%
 Learning Outcomes: 1-3, 5-7
 Assessed: Week 1-13
 Method of Submission: Moodle/Turnitin

TASK 2: RESEARCH ESSAY

Research one mental health disorder related to childhood trauma. Provide an analysis of the symptoms, the relationship between childhood trauma and the disorder, and the impact on the daily functioning of those with this disorder. Literature with a Christian worldview perspective on trauma is to be included in your analysis.

Summarise your key findings on a 1-page handout for the class.

Word Length/Duration: 2,500 words
 Weighting: 40%
 Learning Outcomes: 1, 2, 5-7
 Assessed: Week 10
 Method of Submission: Turnitin

TASK 3: SKILLS DEMONSTRATION AND ANALYSIS

Video record 2 x 10 minute counselling demonstrations in which you demonstrate successful safety and stabilisation strategies. The recorded demonstrations are to be accompanied by an analysis of the effectiveness of your skills in the two demonstrations.

Word Length/Duration: Skills demonstration: 2 x 10 minutes and Analysis: 1,000 words
 Weighting: 40%
 Learning Outcomes: 1, 3, 4, 7
 Assessed: Week 15
 Method of Submission: One Drive – Recordings
 Turnitin – Analysis and Link to the video

ASSESSMENT ALIGNMENT

Assessment Task	Learning Outcomes	Content	Course Outcomes	Graduate Attributes	PACFA Objectives
Task 1	1-3, 5-7	1-12	K4, K6, S1, S5, S6, S7	1, 3, 4, 6, 7, 8	A, E, F, I, J
Task 2	1,2,5-7	1-8	K4, K6, S1, S7	1, 3, 6, 7	A, G, J
Task 3	1,3,4,7	9-11	K4, S4, S5, S6, S7	1, 3, 4, 5, 6, 7, 8	A, C, E, I, K

SPECIALIST FACILITIES OR EQUIPMENT

Digital recording device.

PRESCRIBED TEXTS

Rothschild, B. (2017). *The body remembers: Revolutionizing trauma treatment Vol. 2*. Norton.

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

RECOMMENDED READINGS

BOOKS

Bremner, J. D. (2005). *Does stress damage the brain: Understanding trauma-related disorders from a mind-body perspective*. Norton.

Courtois, C. (2014). *It's not you, it's what happened to you: Complex trauma and treatment* [Kindle edition]. Telemachus Press.

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

Herman, J. (2015). *Trauma and recovery: The aftermath of violence-from domestic violence to political terror*. Basic Books.

Jones, S. (2019). *Trauma and grace: Theology in a ruptured world* (2nd ed.). Westminster John Knox Press.

Langberg, D. (2015). *Suffering and the heart of God: How trauma destroys and Christ restores*. New Growth Press.

Levers, L. (Ed.). (2012). *Trauma counseling: Theories and interventions*. Springer.

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

Sieff, D. (Ed.). (2015). *Understanding and healing emotional trauma: Conversations with pioneering clinicians and researchers*. Routledge.

JOURNALS / PERIODICALS

Journal of Child Sexual Abuse

Journal of Interpersonal Violence

Journal of Psychology and Theology

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.

SAMPLE