

UNIT INFORMATION

UNIT CODE	TR551	
UNIT NAME	Trauma Counselling II	
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 presentation	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>Pre or corequisite</i>	
	CO615 Advanced Interpersonal Counselling Skills	
	TR550 Trauma Counselling I	

RATIONALE

To be able to counsel those who have been affected by trauma, counsellors not only need to understand the nature of trauma and traumatic response, but also specialised skills and strategies are required to work with this particular client group. This unit consolidates the safety and stabilisation skills learned in TR550 and introduces skills for processing trauma. Students will be introduced to skills and interventions developed from contemporary and relevant approaches to working with unresolved trauma. The primacy of the therapeutic relationship is also emphasised, and students will have the opportunity to reflect on their use of self in trauma counselling.

Students will evaluate the outcomes of trauma work from a variety of perspectives, including a distinctly Christian worldview, cultural perspectives, ethical and best-practice positions. As part of a holistic framework for intervention, students will also be encouraged to explore the opportunities for developing communities of care for people recovering from unresolved trauma.

LEARNING DELIVERY PROCESS

This unit will consist of two intensives during the semester. Please check the CHC timetable available on the CHC website for the dates of both intensives.

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.

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 focuses more on skills and strategies for processing unresolved trauma than previously.

CONTENT

1. A holistic framework for working with trauma:
 - Interventions that address the whole person.
 - Therapeutic goals.
2. Assessing unresolved trauma:
 - Trauma-informed assessment.
 - Assessing the severity of trauma response.
 - Assessing for a history of unresolved trauma.
 - Formal and informal assessment tools.
3. The therapeutic relationship and use of self in trauma counselling:
 - Right-brain to right brain communication.

- Polyvagal theory.
 - Social engagement and coregulation.
 - Therapeutic presence.
4. Consolidating Phase 1 treatment strategies:
 - Emotion regulation.
 - Modelling attention to safety.
 - Skill-building.
 - Psychoeducation.
 5. Phase two trauma treatment:
 - When is trauma processing appropriate?
 - Trauma processing skills and interventions.
 - Body-focused approaches.
 - Trauma-focused CBT.
 - Creative therapies.
 - Narrative therapy.
 - Emerging treatments (neurofeedback, EMDR, psychedelics, etc.).
 6. Phase three – Integration and reconnection:
 - Neural integration as the goal.
 - Developing a community of care for the client.
 - Identity issues; spiritual/existential issues.
 - Envisioning a new future; setting new goals.
 - Development and consolidation of skills.
 7. Cultural, legal, ethical and Christian worldview considerations in working with trauma:
 - Ethical considerations - Client factors, therapist factors.
 - Legal frameworks for working with abuse.
 - Spirituality and meaning making.
 - Jesus’ response to suffering.
 - Cultural considerations for assessing and responding to trauma.

LEARNING OUTCOMES

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

1. Applied a bio-psycho-socio-spiritual model to conceptualising, assessing and responding to unresolved trauma.
2. Developed and reflected on skills and strategies for counselling clients with unresolved trauma.
3. Critically examined the effectiveness of trauma interventions.
4. Reflected on the importance of the therapeutic relationship and their use of self in trauma counselling.
5. Explored community support networks for trauma survivors as part of working collaboratively.
6. Critically reflected on cultural, Christian worldview, legal and ethical issues relevant to trauma counselling.
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: ENGAGEMENT IN CLASS DISCUSSION AND ACTIVITIES

You are to actively participate in in-class and online discussions, and activities throughout the semester, demonstrating engagement with the course materials.

Word Length/Duration: N/A

Weighting: 20%
 Learning Outcomes: 1, 2, 4-7
 Assessed: Weeks 1 - 14
 Method of Submission: In-class

TASK 2: VIDEO AND PROCESS REPORT

Record a role-played counselling session demonstrating your ability to assist a client in processing an aspect of their trauma. Your conceptualisation and reflection-in-action is to be discussed in a process report that analyses the effectiveness of the session and your use of self.

Word Length/Duration: Video: 30 minutes and Process Report: 2,000 words
 Weighting: 40%
 Learning Outcomes: 1-4, 6, 7
 Assessed: Week 12
 Method of Submission: OneDrive – video recording
 Turnitin – Process Report and the Link to the video

TASK 3: CASE STUDY PRESENTATION

Analyse a case study, providing a conceptualisation of the trauma issues and an appropriate therapeutic response using one of the approaches studied in this unit. An examination of the approach's research base, and an analysis of the types of support available for this client in your local region are to be included in the report. This case study is to be presented to the class.

Word Length/Duration: 30 minutes
 Weighting: 40%
 Learning Outcomes: 1-7
 Assessed: Week 17
 Method of Submission: In-class

ASSESSMENT ALIGNMENT

Assessment Task	Learning Outcomes	Content	Course Outcomes	Graduate Attributes	PACFA Objectives
Task 1	1, 2, 4-7	1-7	K2, K5, S2, S4-8	1, 2, 3, 4, 5, 6, 8	A, E, I, J, K
Task 2	1-4, 6, 7	1-5, 7	K2, K4, K5, S2, S4-8	1, 2, 3, 4, 5, 6, 7, 8	A, E, I
Task 3	1-7	1-7	K2, K4, K5, S2, S4-8	1, 2, 3, 4, 5, 6, 7, 8	A, G, H, I, J, K

SPECIALIST FACILITIES OR EQUIPMENT

Digital recording device.

PRESCRIBED TEXTS

Briere, J., & Scott, C. (2015). *Principles of trauma therapy: A guide to symptoms, evaluation and treatment* (2nd ed.). Sage.

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

RECOMMENDED READINGS

BOOKS

Curran, L. (2013). *101 trauma-informed interventions: Activities, exercises and assignments to move the client and therapy forward*. Premier Publishing and Media.

Dana, D. (2020). *Polyvagal exercises for safety and connection: 50 client-centered practices*. Norton.

- Levine, P. (2010). *In an unspoken voice: How the body releases trauma and restores goodness*. North Atlantic Books.
- McMackin, R., Newman, E., Fogler, J., & Keane, T. (Eds.). (2012). *Trauma therapy in context: The science and craft of evidence-based practice*. APA.
- Ogden, P., & Fisher, J. (2015). *Sensorimotor psychotherapy: Interventions for trauma*. W W Norton & Co.
- Rothschild, B. (2010). *8 keys to safe trauma recovery: Take-charge strategies to empower your healing*. Norton.
- Rothschild, B. (2017). *The body remembers: Revolutionizing trauma treatment Vol. 2*. Norton.
- Walker, D., Courtois, C., & Aten, J. (Eds.). (2015). *Spiritually oriented psychotherapy for trauma*. Norton.

JOURNALS

Journal of Child Sexual Abuse

Journal of Interpersonal Violence

Hat do you meJournal 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