



Certificate in Couple and Family Therapy Studies

Helping with life's most precious relationships **caring...connecting...responding**



Certificate Program in Couple and Family Therapy Studies
University of Guelph, Open Learning and Educational Support (OpenEd)
and
Ontario Association for Marriage and Family Therapy (OAMFT)

Course Outline

- Course Name:** THERAPY INTERVENTIONS FOR TRAUMA, ABUSE, AND VIOLENCE
- Course Code:** 100-6010
- Course Dates:** January 29, 30, 31 & March 5, 6, 2016
- Location:** University of Guelph
- Semester:** Winter 2016
- Contact Hour:** 40 hours
- Delivery Type:** Certificate
- Delivery Option:** Classroom
- Admission:** New participants entering the program are required to complete the [Application Form](#) and submit along with an official transcript from their last graduate or undergraduate degree. Admission is acknowledged through a confirmation letter sent by the Manager, Program Development.
- Course Pre-requisite:** [Theories & Methods of Family Therapy: Foundations of the Field](#)
- Instructor:** LaRee Walters-Boadway MSW, RSW, RMFT, AAMFT Approved Supervisor E-mail: lwaltersboadway@gmail.com
- Required Text:** Briere, J., & Scott, C. (2014). *Principles of Trauma Therapy: A Guide to Symptoms, Evaluation and Treatment*. 2nd Edition (Revised). Sage. ISBN: 9781483351247

Course Description:

To date, the majority of trauma therapy interventions have focused primarily on the individual. Except for within the couple and family therapy field, relational impacts and healing resources within trauma survivors' relationships have generally been overlooked. Research has shown that when trauma survivors' intimate relationships are strengthened, their ability to cope with the impacts of posttraumatic stress is also strengthened.

In addition to individual interventions, this course intentionally examines therapeutic interventions from systemic perspectives. It integrates interpersonal and intrapersonal approaches that are useful in helping clients heal from the impacts of trauma.

The course will encompass a broad range of trauma experiences (e.g., intimate violence, sexual abuse, natural disasters, witness to violence, war, political terror, vicarious trauma) and its impact on the therapist.

Course Learning Outcomes

At the end of this course the successful student will be able to:

- Articulate the impacts of trauma on individuals, couples, families and communities using a systems theory framework
- Implement effective trauma therapy assessment and intervention approaches with couples and families
- Work collaboratively with clients in ways that honour hope, social inclusion, diversity, equity, empowerment, resistance, resilience and strength
- Understand the use of self, vicarious trauma, and vicarious resilience

Course Format

This course will be conducted through presentations, interactive discussion, readings, experiential exercises, case vignettes and/or video tapes. Course participants are expected to actively participate throughout the course. There will be less emphasis on didactic lecturing from the instructors, and students will be expected to take significant responsibility for their learning.

Grading Criteria

Written assignments will be emailed to the instructor by midnight on the due date. Extensions may be given for medical or compassionate reasons ONLY. Please inform the instructor immediately and in addition, submit your request for an extension in writing.

It is expected that all papers will be written in an academic and scholarly style, with attention to grammar, spelling, documentation and referencing. When quoting another source directly or when referring to an idea that is not your own, references are required. Should a paper be found to compromise the ethics of proper documentation, a failing grade for that assignment will result.

For information on appropriate referencing please consult the following:

- APA (American Psychological Association) Style Writing Manual – Learning Commons University of Guelph www.lib.uoguelph.ca/get-assistance/writing/citations/apa-american-psychological-association-style
- The University of Guelph website for general references on writing: www.lib.uoguelph.ca/get-assistance/writing

Attendance

Attendance at all of the scheduled classes is expected. A student who does not attend class regularly runs the risk of being unable to complete course requirements. If you anticipate missing a minimum of 10% (4 hours) of class time, it is expected that you will make arrangements with the instructor to confirm how you intend to cover the missed material. If a student attends less than the 90% of the mandatory 40 hours (more than 4 hours missed), they should take the next scheduled course when full participation is possible. Extenuating circumstances will be considered.

Course Evaluation and Assignments

1	Major Paper	50%
2	Dialogues: Exploring Trauma Work	25%
3	Class Participation (including peer evaluation)	25%
	TOTAL	100%

1. Major Paper - 50%

A paper of approximately 12-15 pages in length which demonstrates your ability to theoretically conceptualize the integration of a trauma specific topic (i.e. partner abuse, childhood sexual abuse, political terror) within a systems theory framework as it relates to impacts, assessment and intervention. The paper should also attend to course objectives and themes (i.e. resistance, resilience, strengths, diversity and social inclusion and vicarious trauma). *Due: April 10, 2016*

2. Dialogues: Exploring Trauma Work - 25%

Working in dyads, students will engage in several dialogues throughout the week exploring issues related to trauma work. Following the course each class member will write a summary of the answers to the dialogue (5-6 pages) questions including a personal reflection on the experience of these dialogues. *Due: March 13, 2016*

3. Class Presentation – 25% (peer evaluated)

Each student will take responsibility for presenting a summary of assigned article(s) and/ or a book chapter during class time and leading a discussion or constructing an issue for debate related to it.

Course and Instructor Evaluation

Class participants will be given the opportunity to evaluate the course and the instructor, anonymously, on forms that will be available on the last day of class. However, in order to best meet your learning needs, feedback throughout the course is warmly welcomed.

This is a course in the theory and concepts of couple and family therapy practice. This course or any combination of courses in the Certificate Program in Couple and Family Therapy Studies does not *qualify* you to become a couple and family therapist. It is strongly recommended that participants engage in their own program of clinical experience and approved supervision. All instructors in the program are guided by the Code of Ethics of the American Association for Marriage and Family Therapy (AAMFT).

Course Schedule

Agenda	Required Readings
Day 1: Friday, January 29, 2016	
<ul style="list-style-type: none"> • Introductions, course activities assignments and evaluation • What is trauma? Historical context, contemporary views • The impacts of trauma Part I • Positioning ourselves to respond effectively 	<p>Briere, J. & Scott, C. (2012). Chapter One: What is trauma? In <i>Principles of trauma therapy: A guide to symptoms, evaluation, and treatment: Second Edition (pp.)</i>. Thousand Oaks: Sage Publications.</p> <p>Briere, J. & Scott, C. (2012). Chapter Two: Effects of Trauma. In <i>Principles of trauma therapy: A guide to symptoms, evaluation, and treatment: Second Edition (pp.)</i>. Thousand Oaks: Sage Publications.</p> <p>Mendenhall, T.J. & Berge, J.M. (2010) Family therapists in trauma response teams: Bringing systems thinking into interdisciplinary fieldwork. <i>Journal of Family Therapy</i>, 32: 43-57.</p> <p>Schwarz, R. (2002). If You Meet the “Tool” on the Road, Leave It! Person-of-the-Therapist Issues. In <i>Tools for transforming trauma</i>. (pp. 217-236), New York: Brunner-Routledge.</p> <p>Wade, A. (1997) Small acts of living: Everyday resistance to violence and other forms of</p>

	<p>oppression. <i>Contemporary Family Therapy</i>, 19(1), 23-39.</p> <p>Weingarten, K. (2000). Witnessing wonder and hope. <i>Family Process</i>, 39, 389-402.</p>
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Day 2: Saturday, January 30, 2016

<ul style="list-style-type: none"> • Impacts of Trauma Part II • Assessment 	<p>Balcom, D. (1996). The interpersonal dynamics and treatment of dual trauma couples. <i>Journal of Marital and Family Therapy</i>, 22(4), 431-442.</p> <p>Basham, K. & Miehl, D. (2002) Transforming the legacies of childhood trauma in couple therapy: The biopsychosocial assessment as compass and anchor. <i>Smith College Studies in Social Work</i>, 72(2), 253-277.</p> <p>Briere, J. & Scott, C. (2012). Chapter Three: Assessing Trauma and Posttraumatic Outcomes. <i>In Principles of trauma therapy: A guide to symptoms, evaluation, and treatment: Second Edition (pp.)</i>. Thousand Oaks: Sage Publications.</p> <p>Butler, K. (1996). The biology of fear. <i>Family Therapy Networker</i>. 20(4), 39-45.</p> <p>Johnson, S. (2002). Assessment. <i>In Emotionally focused couple therapy with trauma survivors: Strengthening attachment bonds</i>. (pp. 62-81). New York: The Guilford Press.</p> <p>Najavits, L.M. (2004). Assessment of trauma, ptsd, and substance use disorder: A practical guide. In J.P. Wilson & T. Kean (Eds.) <i>Assessing psychological trauma and PTSD (2nd ed.)</i>. (pp. 466-491). New York: Guilford Press.</p> <p>Nelson Goff, B.S. & Smith, D.B. (2005). Systemic traumatic stress: The couple adaptation to traumatic stress</p>
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	<p>model. <i>Journal of Marital and Family Therapy</i>, 31(2), 145-157.</p> <p>Weingarten, K. (2004). Witnessing the effects of political violence in families: Mechanisms of intergenerational transmission and clinical interventions. <i>Journal of Marital and Family Therapy</i>, 30(1), 45-59.</p>
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Day 3: Sunday, January 31, 2016

<ul style="list-style-type: none"> • Intervention Part I • Beginning interventions: Building the foundation 	<p>Briere, J. & Scott, C. (2012). Chapter Four: Central Issues in Trauma Treatment. In <i>Principles of trauma therapy: A guide to symptoms, evaluation, and treatment: Second Edition (pp.)</i>. Thousand Oaks: Sage Publications.</p> <p>Briere, J. & Scott, C. (2012). Chapter Five: Psychoeducation. In <i>Principles of trauma therapy: A guide to symptoms, evaluation, and treatment: Second Edition (pp.)</i>. Thousand Oaks: Sage Publications.</p> <p>Briere, J. & Scott, C. (2012). Chapter Six: Distress Reduction and Affect Regulation Training. In <i>Principles of trauma therapy: A guide to symptoms, evaluation, and treatment: Second Edition (pp.)</i>. Thousand Oaks: Sage Publications.</p> <p>Briere, J. & Scott, C. (2012). Chapter Seven: Cognitive Interventions. What is trauma? In <i>Principles of trauma therapy: A guide to symptoms, evaluation, and treatment: Second Edition (pp.)</i>. Thousand Oaks: Sage Publications.</p> <p>Brown-Bowers, A., Fredman, S.J., Wanklyn, S.G. & Monson, C.M. (2012). Cognitive-behavioural conjoint therapy for posttraumatic stress disorder: Application to a couple's shared traumatic experiences. <i>Journal of Clinical Psychology: In Session</i>, 68(5), 536-547.</p>
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	<p>Feld, B. (2004) Holding and Facilitating Interactive Regulation in Couples with Trauma Histories. <i>Psychoanalytic Inquiry</i>, 24(3), 420-437.</p> <p>Herman, J. (1992). Safety. In <i>Trauma and recovery: The aftermath of violence from domestic abuse to political terror</i>. (pp. 155-174). New York: Basic Books.</p> <p>James, K. & MacKinnon, L. (2012). Integrating a trauma lens into a family therapy framework: Ten principles for family therapists. <i>The Australian and New Zealand Journal of Family Therapy</i>, 33 (3), 189-209.</p> <p>O'Leary, P. (1999). Liberation from self-blame: Working with men who have experienced childhood sexual abuse. In C. White & D. Denborough (Eds.), <i>Extending Narrative Therapy: A Collection of Practice Based Papers</i>. (pp. 159-187). Dulwich Centre Publications.</p> <p>Penn, P. (1998). Rape flashbacks: Constructing a new narrative. <i>Family Process</i>, 37(3), 299-310.</p> <p>Rabin, C. & Nardi, C. (1991). Treating post-traumatic stress disorder couples: A psychoeducational program. <i>Community Mental Health Journal</i>, 27(3), 209-224.</p>
Day 4: Saturday, March, 5, 2016	
<ul style="list-style-type: none"> Interventions Part II 	<p>Adams-Westcott, J.A. & Isenbart, D. (1996). Creating preferred relationships: The politics of recovery from child sexual abuse. <i>Journal of Systemic Therapies</i>, 15(1), 13-30.</p> <p>Blackwell, D. (2005). Psychotherapy, Politics and Trauma: Working with survivors of torture and organized violence. <i>Group Analysis</i>, 38 (2), 307-323.</p> <p>Briere, J. & Scott, C. (2012). Chapter Eight: Emotional Processing. In <i>Principles of trauma therapy: A guide to</i></p>

symptoms, evaluation, and treatment: Second Edition (pp.). Thousand Oaks: Sage Publications.

Briere, J. & Scott, C. (2012). Chapter Nine: Increasing Identity and Relational Functioning. In *Principles of trauma therapy: A guide to symptoms, evaluation, and treatment: Second Edition (pp.)*. Thousand Oaks: Sage Publications.

Gewirtz, A., Forgath, M. & Wieling, E. (2008). Parenting practices as potential mechanisms for child adjustment following mass trauma. *Journal of Marital and Family Therapy*, 34(2), 177-192.

Johnson, S. & Williams-Keeler, L. (1998). Creating healing relationships for couples dealing with trauma: The use of emotionally focused marital therapy. *Journal of Marital and Family Therapy*, 24 (1), 25-40.

Walsh, F. (2006). Practice Principles and Guidelines to Strengthen Family Resilience. In *Strengthening Family Resilience: Second Edition*. (pp. 129-163). New York: The Guilford Press.

Wylie Sykes, M. (2004). The limits of talk: Bessel van der kolk wants to transform the treatment of trauma. *Psychotherapy Networker*, 28(1), (pp. 35-41).

Zala, S. (2012). Complex couples: Multi-theoretical couples counseling with traumatized adults who have a history of child sexual abuse. *The Australian and New Zealand Journal of Family Therapy*, 33(3), 219-231.

<ul style="list-style-type: none"> • Intervention continued • Vicarious Trauma and the Therapist • Course synthesis and wrap up • Course Evaluation 	<p>Barrett, M.J. (2009). Healing from relational trauma: The quest for spirituality. In F. Walsh (Ed.), <i>Spiritual Resources in Family Therapy: Second Edition</i>. (pp. 267-285). New York: Guilford Press.</p> <p>Briere, J. & Scott, C. (2012). Chapter Ten: Mindfulness in Trauma Treatment. In <i>Principles of trauma therapy: A guide to symptoms, evaluation, and treatment: Second Edition (pp.)</i>. Thousand Oaks: Sage Publications.</p> <p>Carbonell, J.L. & Figley, C.R. (1996). When trauma hits home: Personal trauma and the family therapist. <i>Journal of Marriage and Family Therapy</i>, 22(1), 53-58</p> <p>Grauf-Grounds, C. & Edwards, S. (2007). <i>A ritual to honor trauma: A training community's witness. Journal of Systemic Therapies</i>, 26(1), 38-50.</p> <p>Hernandez, P., Gangsei, D., Engstrom, D. (2007). Vicarious resilience: A new concept in work with those who survive trauma. <i>Family Process</i>, 46(2), 229-241.</p> <p>Killian, K. (2007). What we know (so far) about therapist self-care: Myths of individual coping, realities of organizational policy. <i>Family Therapy Magazine</i>, 6(2), 28-30.</p> <p>Morrison, Z. (2007). 'Feeling heavy': Vicarious trauma and other issues facing those who work in the sexual assault field. <i>ACSSA Wrap</i>, 4, 1-12.</p>
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