GTR803A/B Facilitating Global Trauma Recovery: Facilitator Training 2016

Abstract:

Building on both the introductory and advanced courses, this continuing education course prepares participants to *facilitate trauma recovery education* in an international setting. Participants will deepen their understanding of the developmental impact of complex trauma as well as the role of culture, religion and community both in trauma formation and recovery. Participants will explore how to support local trauma recovery practices. Using case studies and live practice[1], students will focus on cross-cultural communication, trauma interventions for destabilized communities, and practical scripture engagement. Students completing 803A may apply to complete 803B, a 2 credit immersion experience in an international setting.

Objectives:

1. Identify key facets of the facilitator or "train the trainer" model, including best practices and common threats from western assumptions
2. Demonstrate skill in reading and communicating within and between cultures
3. Identify common group dynamics influencing caregiver learning and development
4. Engage in learning from local experts
5. Identify benefits of organizational collaboration
6. Practice program and process reviews through feedback mechanisms

Course Outline:

1. 803A Online: May 14 – June 11, 2016 (40 hours of educational activity)
2. 803B Live training : multi-day travel to TBD international training

Note: This course is broken into two parts, an online portion and an immersion experience. Students may choose to complete only the online portion or both portions. However, students not completing the on campus portion will not be eligible for immersion experiences with GTRI.

Costs:

$500 for online portion alone. Immersion portion costs $1000 for two credits plus travel costs (previous trip costs were $3500 and are eligible for tax-deductible donations). Immersion portion (803B) may not take place in the same year the 803A is given.

Pre-requisites:

GTR801A Introduction to Global Trauma Recovery and GTR802A Advanced Trauma Recovery. Participants do not need to complete GTR802B in order to take this course.

[1] Live practice only available for those who complete the immersion experience.

Professors:

Dr. Diane Langberg is a practicing psychologist whose clinical expertise includes 35 years of working with trauma survivors and clergy. She speaks internationally on topics related to women, trauma, ministry and the Christian life. She is the director of *Diane Langberg, Ph.D. & Associates*, a Christian counseling practice. In addition to being the executive chair of the *American Association of Christian Counselors,* Dr. Langberg is a clinical faculty member at Biblical Seminary.

Dr. Philip Monroe is Professor of counseling & Psychology and Director of the MA in Counseling program at Biblical. He maintains a small private practice with Dr. Langberg. Together, they co-chair the advisory council for the American Bible Society's *She's My Sister* trauma healing program and have facilitated caregiver training in Rwanda.

Required Purchased Readings:

Carson, David; Lawson, David; Casado-Kehoe, Montserrat; and Wilcox, David (2011). *International Lay Counselor Training: A Short Term Training-the-Trainer Program for Christian Leaders and Workers in Developing Countries*. Outskirts Press.

Saul, Jack (2013). *Collective Trauma, Collective Healing: Promoting Community Resilience in the Aftermath of Disaster*. Routledge.

See weekly schedule for readings. Additional readings found on e-campus.

COURSE PROCEDURES & COURSE REQUIREMENTS

1. **Materials**. Upper level graduate courses are designed for the motivated student. Required readings, narrated PowerPoint shows, and videos are expected to be completed by due dates in order to facilitate discussion and interaction with the material. At the end of the course, you will be asked what percentage of the material you completed on-time. **IMPORTANT NOTE:** Some of the hyperlinked readings listed in the course planner can only be accessed if you are already logged into e-campus **and** have already clicked *library* and *find articles* and logged into *MyAthens*. Weekly quizzes ensure comprehension of readings.
2. **Discussions**. This course only exists as a reading/on-line course. Each week you will have discussion board entries to make. Each entry should be substantive. You should also plan to respond at least once each discussion board to another person. Again, these ought also to be substantive. Merely agreeing or disagreeing does not count. [Activity does not count as part of CE hours]
3. **Live Video Conference Class Time**. Your professor will hold required virtual office hours to discuss class materials and reinforce learnings once each Tuesday night at 7 pm EDT. If you are unable to attend the live webcast, you must notify the instructor prior to the session and then will be required to watch the recording within 72 hours.
4. **Written Assignments**. Postgraduate training focuses less on regurgitation and more on consolidating key concepts (learnings) and application. Each week you will have a short written

assignment in the form of a journal to track what you are learning and to consider how you might use what you are learning in your current and future context. In order to sharpen your focus, **please choose a community in which to use as your point of reference.** For example, you may choose a country, a region, a village, a population in which to keep in mind as you write your reflections. This choice can be your current setting or a setting that the Lord has placed on your heart. The more specific you are, the more helpful it will be as you serve (or prepare to) that population. Some examples might be:

a. **Child headed families in Rwanda**
b. **Widows in Haiti**
c. **Low-income sexually abused adult women in southeastern PA**
d. **Trafficked boys in SE Asia**
e. **Families of returning veterans**

The final written assignment is called a **Case Map.** You will collate some of the learnings from this course into a set of objectives you might follow for future work. Produce a 5 page map which will serve as a guide for next steps in facilitating trauma healing in your country/region/population of interest. The map should include these sections and can be written in either bullet point or paragraph style:

1. Trauma overview in this region
2. Organizations to partner with (who are already on the ground)
3. Potential cultural barriers and resources
4. Initial steps of engagement

Course Schedule with Topics, Assignments, Submission Method Homework hours, & Due Dates:

A. Online Portion

Week 1: 5/14-20	**Introduction to Course: Community Harm & Healing**	**Time to Complete**
Learn	1. View Narrated PowerPoint 2. ***Collective Trauma***, by Jack Saul (read part 1) 3. Tracy article, "Concepts of Gender and the Global Abuse of Women" 4. Charney Resilience Prescription Page (PDF) 5. Listen to Charney audio presentation: http://shrinkrapradio.com/322-mastering-resilience-with-dennis-charney-md/	7 hrs
Think/Engage	Discuss: Identify ways in which the community in which you live supports trauma recovery (or could if it adopted certain practices)	2 hrs
Office Hours	Required live (or recorded) WebEx meeting 5/17/16, 7pm	1.0
Create	Journal: Application of community impact to your chosen setting	1.0
Total		**11 hrs**
Week 2: 5/21-27	**Capacity Building in Low Resource Communities**	
Learn	1. View narrated PowerPoint 2. Weine et al, "Guidelines for International Training in Mental	7 hrs

	Health and Psychosocial Interventions…" 3. ***Collective Trauma*****,** (read part 2) 4. Review HROC Leader's manual for training leaders content 5. Review THI Initial Handbook and Facilitator Handbook for HWT	
Think/Engage	Discuss: If our goal is to provide resources and capacity building to those in lower resource communities, we must pay attention to more than trauma and resilience information transfer. Discuss the HROC and THI leader training materials: what seems most important and helpful? What may be missing, especially in light of the McNulty/Sri Lankan case study?	2 hrs
Office Hours	Required Live WebEx: 5/24/16 at 7 pm	1 hr
Create	Journal about possible or actual methods being used to build counseling capacity in your chosen population. Identify those who are already doing capacity building work? What one objective might you want to add? Subtract?	1 hr
Total		**11 hrs**
Week 3: 5/28 – 6/3	**Navigating Foreign-Local Partnerships**	
Learn	1. View Narrated PowerPoint show 2. ***Collective Trauma*** (final section) 3. ***International Lay Counselor Training*** (Intro, ch 1-2) 4. Watch http://nbccinternational.org/What_we_do/MHF 5. Read Wessels' *Do No Harm* article. 6. Read Dos/Don'ts sheet 7. Read Shah articles: Ethnomedical competence; Ethical Standards	5 hrs
Think/Engage	Discuss: Effective foreign/local partnerships require (a) humble/flexible/open outsiders plus (b) local bridge builders with capacity to translate in two directions. In light of the need to encourage "pushback" (see Shah's writing) and contextualization of content, what skills do you think you most need to grow in to not hinder an effective partnership? What roadblocks do you see as most likely to appear? How might you prevent them?	2 hrs
Create	Journal about the cultural challenges to engage in "pushback" in your location of interest. What barriers exist and how might you go about removing them?	1 hrs
Office Hours	WebEx: 5/31/16 at 7 pm	1 hrs
Total		**10 hrs**
Week 4: 6/4- 6/11	**Managing Group Learning; Dialogical Education**	
Learn	1. View Narrated PowerPoint Slides 2. Fleming article, "Group Process and Learning" (e-campus) 3. Re-read THI Initial Handbook, pp 32-35 4. ***International Lay Counselor Training*** (ch 3; conclusion) 5. Vella chapter "Twelve Principles" (e-campus) 6. Vella chapter "What" (e-campus)	6 hrs

	7. Spend 15 minutes perusing http://www.globallearningpartners.com/resources/downloadable-resources/ 8. Optional: "Person-Group Fit, Group Climate, and Outcomes…"	
Think/Engage	No Discussion this week. Use time to complete Case Map	N/A
Office Hours	WebEx: 6/7/16 at 7pm	1 hr
Create	Complete Case Map (See information above in assignments section)	4 hr
Total		**11 hrs**

Article Bibliography:

Fleming, L. M., Glass, J. A., Fujisaki, S., & Toner, S. L. (2010). Group process and learning: A grounded theory model of group supervision. *Training And Education In Professional Psychology*, *4*(3), 194-203. doi:10.1037/a0018970

Paquin, J.D., Kivlighan, D.M., & Drogosz, L.M. (2013). Person-Group Fit, Group Climate, and Outcomes in a Sample of Incarcerated Women Participating in Trauma Recovery Groups. *Group Dynamics: Theory, Research and Practice, 17,* 95-109.

Schrock, J. L. (2001). Conflict in multicultural CPE groups: an opportunity for growth?. *Journal Of Supervision And Training In Ministry*, *21,*158-166

Wessells, M. G. (2009). Do no harm: Toward contextually appropriate psychosocial support in international emergencies. *American Psychologist*, *64*(8), 842-854. doi:10.1037/0003-066X.64.8.842