GTR801A Introduction to Global Trauma Recovery

Fall 2015

Abstract:

Counselors have nearly instant access to staggering accounts of human suffering around the world. Moved by compassion, many are willing to travel to remote areas in order to provide therapeutic care for those having experienced wars, rapes, abuse, genocide, natural disasters, and many other forms of traumatic experiences. Good intentions notwithstanding, some efforts to heal trauma harmed more than have helped. Utilizing multimedia presentations, guided readings, forum discussions, live case consultation and skill practice, this continuing education course introduces students to trauma in international settings and provides guide for how Western counselors and caregivers can encourage healing in a culturally sensitive manner.

Objectives:

1. Identify common psychological, spiritual, physiological, and social/relational symptoms of psychosocial trauma on individuals and communities as a result of a variety of traumatic experiences (including combat, domestic and ethnic violence, natural disasters, human trafficking, and sexual violence)
2. Articulate a lived theology of suffering and recovery via Scripture engagement to a traumatized audience
3. Explore the role of culture regarding expressions of emotions, mental health, and religious practices across individualist and collectivist cultures
4. Articulate the general 3 phase recovery process for individuals and communities with special attention to the importance of lament practices
5. Differentiate psychological first aid from recovery and rehabilitation phases of help
6. Define key related concepts: vicarious/secondary trauma, dissociation, memory work, recovery in unsafe environments, and countertransference

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Dr. Monroe is professor of record. Contact him if you have questions about course content or continuing education procedures. For technical assistance related to our e-campus, please email helpdesk@biblical.edu. For technical assistance related to full-text database/library materials, see: http://ecampus.biblical.edu/course/view.php?id=994

Online Course Dates:

November 7th, 2015 to December 12th, 2015 (40 hours of educational activity)

Costs:

$500 per online course (1 credit or 40 CEs). Graduate students seeking academic credit must pay current MAC tuition rates while they have remaining elective credits (see www.biblical.edu).

Pre-requisites:

Application required (see www.globaltraumarecovery.org). In addition, all participants must read a minimum of 300 pages of psychological trauma literature. Choices from the following books will satisfy this pre-course requirement.

1. Langberg, Diane (2003*). Counseling Survivors of Sexual Abuse*. Xulon Press.
2. Herman, Judith (1997). *Trauma and Recovery*. Basic Books.
3. Krippner, Stanley & McIntyre, Teresa (2003). *The Psychological Impact of War Trauma on Civilians*. Praeger Publishers.
4. Mollica, Richard (2008). *Healing Invisible Wounds*. Vanderbilt University Press.

Note to Students

This is an on-line course spread over 5 weeks. We will provide you with an array of pertinent readings, notes, narrated slides, or other AV materials to highlight key issues. From these materials, you will be expected to react and engage faculty and classmates via discussion boards, reflection papers, and other collaborative activities. Each week we will introduce you to the week's concepts and review our expectations of you. While the course is primarily "asynchronous," you will need to be on the course website on and off throughout each week in order to engage the material and your peers. In addition, there are 4 required live video conferences with the professors. You will notice that we are using our own experiences in Africa to illustrate this course. However, the principles set forth should prepare you to enter into any culture in an effective learner manner.

REQUIRED READINGS:

Burnet, Jennie (2012). *Genocide Lives in Us: Women, Memory, and Silence in Rwanda.* U. Of Wisconsin Press.

Combres, Elisabeth (2011). *Broken Memory: A Novel of Rwanda*. Groundwood Books.

Lieblich, J. & Boskailo, E. (2012). *Wounded I am More Awake: Finding Meaning After Terror.* Vanderbilt University Press.

Lopez Levers, Lisa (2012). *Trauma Counseling: Theories and Interventions*. Springer Publishing.

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

COURSE PROCEDURES & COURSE REQUIREMENTS

1. **Readings**. Upper level graduate courses are designed for the motivated student. Required readings are expected to be done 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 readings 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 *EBSCO*.
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 week. Dates: 11/10, 11/17, 12/1 & 12/8 at 7 pm EDT. No class the week of Thanksgiving (11/22-28). United States based students must attend at least 2 of the 4 live interactions and participate in discussions. Those who miss any of the webcasts 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.

COURSE SCHEDULE WITH TOPICS, ASSIGNMENTS, SUBMISSION METHOD HOMEWORK HOURS, & DUE DATES:

Week 1: 11/7-13	**Intro to Trauma in Internat'l Settings**	**Time to Complete**
Learn	1. View Narrated PowerPoint 2. ***Broken Memory***, by Elisabeth Combres (read ½) (Link to Amazon) 3. **Disorders of Extreme Stress (DESNOS)**, by T. Luxenburg, et al. *Read pp 373-387, 395-413*. (*PDF on e-campus*) 4. **Healing the Wounds of Ethnic Conflict**, by L. Rhiannon & J. Nyamutera. *Read pp 77-84*. (*PDF on e-campus*) 5. ***Trauma Counseling: Theories and Interventions***, by L. Lopez Levers. Chapters 3-4; 23-25 (link to Amazon) 6. **Watch: http://www.youtube.com/watch?v=ZPNYA2GJo44, AND http://www.youtube.com/watch?v=0oGGpulYsZY&feature=related, AND http://www.youtube.com/watch?v=ZbZIK9Ce0yM&feature=related** AND http://www.youtube.com/watch?v=a67zvx4ZgEQ	7 hrs
Think/Engage	Discuss: While traumatic reactions are fairly consistent across cultures, the environment (systems, culture, values, safety, etc.) surrounding trauma influences both the expression of trauma and the path to healing. What environmental factors did you notice in the readings and videos that might influence the expression of trauma? Influence the treatment trajectory?	2 hrs
Office Hours	Required live (or recorded) WebEx meeting 11/10/15, 7pm	1.0
Create	Journal: top 5 learnings; top 5 questions	1.0
Total		**11 hrs**
Week 2: 11/14-20	**Cultural Listening: Meaning and emotions**	
Learn	1. View narrated PowerPoint 2. Dawson, J.A. (2007). African conceptualisations of posttraumatic stress disorder and the impact of introducing Western concepts. *Psychology, Psychiatry, and Mental Health Monographs, 2*, 101-112 3. ***Wounded I am More Awake*,** by Esad Boskailo (Part I) Link to Amazon 4. ***Broken Memory*** (2nd half, ~70 pgs) 7. ***Genocide Lives in Us: Women, Memory and Silence***, by J. Burnet. Chapters 1-2 (67 p.) (Link to Amazon) 5. Cheung, F. M., van de Vijver, F. R., & Leong, F. L. (2011). Toward a new approach to the study of personality in culture. *American Psychologist*, doi:10.1037/a0022389 6. Mesquita, B. (2001). Emotions in collectivist and individualist contexts. *Journal of Personality and Social Psychology*, 80(1), 68-74. doi:10.1037	7 hrs
Think/Engage	Discuss: From your readings and personal experience, how do you see	2 hrs

	culture influencing the work of trauma recovery? Influencing listening to trauma? How does your culture tend to respond to difficult stories? How would you respond to a culture that resists telling trauma stories?	
Office Hours	Required Live WebEx: 11/17/15 at 7 pm	1 hr
Create	What challenges might you find in listening to trauma stories?	1 hr
Total		**11 hrs**
	NO CLASS 11/21-27	
Week 3: 11/28-12/4	**Suffering, Lament & Countertransference**	
Learn	1. View Narrated PowerPoint show 2. Read 3 essays by Diane Langberg on evil, sin, and suffering (see e-campus) 3. ***Genocide Lives in Us*** (ch 3, 17 pgs) 4. ***Wounded I am More Awake*** (Part II, up through ch 14)	6 hrs
Think/Engage	Discuss: We all wish to turn a blind eye to evil. What populations of people are you most tempted to do so? (For example, a Jewish person might struggle to listen to the stories of Palestinians) How would this influence your ability to listen to their suffering? How do you talk about suffering to someone who continues to suffer much more than you?	2 hrs
Create	3-5 key learnings/applications from this week's readings	1 hrs
Office Hours	WebEx: 12/1 at 7 pm	1 hrs
Total		**10 hrs**
Week 4: 12/5-12/12	**Special Topics: Ethics of Helping; Phases of Treatment**	
Learn	1. **View PowerPoint Slides** 2. **Wounded I am More Awake** (remaining chapters) 3. ***Counseling Trauma (Lopez Levers)*****,** chapters 27-29 4. **Treatment of Post-Traumatic Stress Disorder in Post-Genocide Rwanda** by Isaura Zelaya Favila. *Read pp 1-5* (*PDF on e-campus*)	5 hrs
Think/Engage	Discuss: What do you learn about the power of listening and telling in the Boskailo book? Trauma recovery generally moves from stabilization to activation. Culturally sensitive recovery facilitators tailor interventions to the needs of the population. After reading Lopez Levers, what creative intervention ideas might you have for (a) an agrarian subsistence-farming community recovering from ethnic violence, for (b) an educated but displaced peoples living in relative safety of a UN refuge camp, (c) for soldiers returning home to a community after engaging in combat? (choose 2 to discuss)	3 hrs
Office Hours	WebEx: 12/8 at 7pm	1 hr
	3-5 key learnings/applications from this week's readings	1 hr
Total		**10 hrs**