

## **894: MIND-BODY PERSPECTIVES OF TRAUMA SYLLABUS**

### **894: MIND-BODY PERSPECTIVES OF TRAUMA (3-credits)**

**(Res)** Three-day Residential plus Distance Learning (New for spring 2010)

#### **COURSE DESCRIPTION**

This course is designed to provide students an integrative perspective on trauma including cognitive, emotional, behavioral, physiological, spiritual and relational aspects. Current research will be examined showing that trauma contributes to much more than mental health problems including an array of physical syndromes that impact our healthcare system. We examine the implications of trauma for the individual, our healthcare system and society at large and investigate current approaches in trauma therapy.

The course includes a three-day residential experiential program (Trauma First Aide™) plus completion of the distance learning assignments. The experiential component of the course may be taken during Spring 2010 ORP (to arrange another time/location, contact the instructor and visit [www.TraumaFirstAide.com](http://www.TraumaFirstAide.com)).

#### **INSTRUCTOR**

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#### **COURSE PREREQUISITES**

None

#### **COURSE AUDIENCE**

This course is required for Special Emphasis Integrative Healthcare Track students for Certificate Level II. All Holos Seminary students interested in understanding trauma from an integrative perspective are also welcome.

#### **BRIEF NEED STATEMENT**

Stress and trauma are facts of life. The difference between the two is that trauma occurs when people *perceive* that their life or safety or others' is being threatened. If an event is merely stressful, the symptoms will diminish or disappear soon after the cause of stress is reduced. In trauma the symptoms do not diminish but rather continue to cause repercussions long past the causal situations. In our society, trauma has generally been viewed as a 'mental health' problem. Decades of research clearly demonstrate that acute stress symptoms when left untreated can develop into Post-traumatic Stress Disorder (PTSD). PTSD can disrupt individual lives, families, communities and even nations. After years of working with PTSD, research shows that people are only partially helped by traditional mental health therapies. Trauma treatment continues to be the focus of funding and research rather than developing new approaches that address prevention the long term effects of trauma.

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### LEARNING OBJECTIVES

Upon completion of the course, the students will be able to:

- Identify their personal stress/trauma patterns.
- Differentiate between mental health and mind-body perspectives of trauma.
- Identify 2 or more differences between somatic & cognitive approaches to trauma therapy.
- Define 'explicit memory' and 'implicit memory' and their relationship to trauma.
- Identify the divisions and basic function of the brain as they relate to trauma.
- Identify and discuss the normal human responses to trauma including: cognitive, emotional, behavioral, physiological, spiritual and relational aspects.
- Incorporate TFA skills as a means of self care and self regulation
- Gain the capacity to work directly with acute traumatic symptoms using basic TFA skills
- Identify 6 or more physiological traumatic responses of the Peripheral Nervous System
- Practice TFA skills in hi-arousal role playing situations, simulating real-life events.
- Discuss the implications of trauma in our society and on our healthcare system.
- Develop an interdisciplinary perspective for working with trauma, congruent with Integrative Healthcare.

### COURSE DELIVERY

The residential component of this course includes: lecture, discussion, and experiential exercises and skills applications.

The distance learning component of this course includes: review of current research, reading assignments, and submitting scholarly papers.

- **RESIDENTIAL COMPONENT**

The 3-day residential component is held during Campus Week at Unity Village. Students are required to attend the *entire* Residency Program to establish between a cognitive and experiential material and learn hands-on skills. Optimal teacher/student ratios are maintained in order to provide a rich learning experience. Class sizes are limited for each residency program. Skills application will be facilitated through ongoing practice and brief journal report.

- **DISTANCE LEARNING COMPONENT**

Required reading, scholarly papers, and experiential assignments are designed to deepen students' philosophical and psychological understanding of the materials and their ability to use the TFA skills.

Competency will be demonstrated both by a student's ability use of TFA for themselves and others.

Participation in the Conference Calls, the originality and execution of their distance-learning assignments will demonstrate integration of the concepts taught.

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### READING LIST

- Damasio, Antonio (1999). The Feeling of What Happens: Body and Emotion in the making of Consciousness.
- Naparstek, B. (2004). Invisible Heroes: Survivors of Trauma and How They Heal.
- Ogden, Minton, Pain (2009). Trauma and the Body: A Sensorimotor Approach to Psychotherapy
- Rothschild, B. (2000). The Body Remembers. NY: Norton.
- Scaer, Robert (2005). The Trauma Spectrum: Hidden Wounds & Human Resiliency.
- Additional papers will be provided by the instructor and will be counted as 1 reading assignment.

### COURSE ASSIGNMENTS

**ASSIGNMENT #1   Grade count: 10%                      DUE: 1 week Prior to Residency**

**Read:** Review Syllabus, Reading Lists, Course Assignments

**Write: 3-5 pages and *SUBMIT before attending the Residency.***

In a Journal-style report, discuss the following:

- Your professional interest in learning more about and working with trauma
- Your professional experience in working with trauma
- Your personal experience with trauma
- Your personal definition of trauma

**ASSIGNMENT #2   Grade Count 20%                      Attend Residency Program**

The Residency Program is a combination of didactic presentations and skills applications. A Course Manual will be provided with additional reading materials included.

**ASSIGNMENT #3   Grade Count 10%                      Due 2 weeks after Residency**

**Read:** 2 of the required readings

**Write:** 5-8 page Scholarly Paper

**ASSIGNMENT #4   Grade Count 10%**

**Read:** 2 of the required readings

**Write:** 5-8 page Scholarly Paper

**ASSIGNMENT #5   Grade Count 10%**

**Read:** 2 of the required readings

**Write:** 5-8 page Scholarly Paper

**ASSIGNMENT #6   Grade Count 10%**

**Practice:** 20 TFA interventions

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**Write:** 1-2 succinct paragraph description for each intervention. Include: specific skills used, location of constriction patterns, shifts both observed and reported in the nervous system, and what you learned from the intervention.

**Write:** 1-3 page paper assessing of your accomplishment in the course, including progress in skills applications, and affect of the class and skills applications on your personal view of trauma.

### **ASSIGNMENT #7 Grade Count 5%**

**Conference Calls:** There are three conference calls during the semester.

### **ASSIGNMENT #8 Grade Count 25%**

**Write:** 10-12 page Scholarly Paper

The final project will be to develop an integrative strategy that could be used to reduce or prevent long term effects of trauma.

Include:

- Implications of trauma in our society and the impact on our healthcare system.
- Cumulative costs of trauma in our society and the impact on our healthcare system.
- Develop an interdisciplinary perspective for working with trauma, congruent with Integrative Healthcare.