

CANADIAN SCHOOL OF PEACEBUILDING
CANADIAN MENNONITE UNIVERSITY

Expressive Trauma Integration: Caregiving and Conflict
Transformation

PCD-5190C
SESSION I: JUNE 12 – 16, 2017

Course Syllabus

Instructor: **Odelya Gertel Kraybill Ph.D. (Lesley University), LCPC**

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Lecture times: June 12-16, Monday to Friday, 8:30-5:00

Last date for voluntary withdrawal without academic penalty: July 15, 2017

COURSE DESCRIPTION

This course examines the effects of trauma on individuals and communities and explores strategies for responding. Through reading and discussion of theory, and experiencing expressive art exercises, participants will be introduced to various aspects of trauma and tools for breaking the cycle of trauma/injury/conflict. Key topics will include neurobiological aspects of trauma/conflict as root causes and how to break these cycles of trauma/conflict. Attention will be devoted to the care of caregivers and strategies for mitigating risk of secondary trauma. The course will utilize a deeply engaging blend of stories, creative arts, experiential learning, and discussions. People interested in building their resiliency and learning to care for others who have experienced trauma are encouraged to participate.

The course is offered either for training or for 3 hours of academic credit.

OBJECTIVES

1. To understand what happens to people/communities after trauma or cumulative stress, at neurobiological, emotional, physical and spiritual levels, and learn tools for assessing the impact of trauma and responding appropriately.
2. To gain an understanding of the unique benefits of experiential methods and expressive arts in working with populations exposed to conflict/trauma, and experience the application of these methods and tools in working with such populations.

3. To map out participant's encounters with conflict/trauma across life that include personal challenges, and stress triggers.
4. To understand the threat of secondary trauma, and the importance of stress management and self-care, for both caregivers and trauma survivors and consider common strategies for achieving this.

TEXTBOOK AND OTHER REQUIRED/RECOMMENDED READING (Participants must order these online or buy in local bookstores, ahead of time):

Required reading for credit students, recommended reading for non-credit participants:

Books

Kellerman P. F. (2000) The therapeutic aspects of psychodrama with trauma survivors.

Kellermann, P. F., & Hudgins, M. K. (2000). *Psychodrama with trauma survivors: Acting out your pain*. Jessica Kingsley Publishers.

van der Kolk, B., McFarlane, A., & Weisaeth, L. (2007). *Traumatic stress: The effects of overwhelming experience on mind, body, and society*. New York: The Guilford Press.

Articles/Chapters: Will be provided to participants as pdfs.

Dekel, S., Mandl, C., & Solomon, Z. (2011). Shared and unique predictors of post-traumatic growth and distress. *Journal of clinical psychology*, 67(3), 241-252.

Grauf-Grounds, C., & Edwards, S. (2007). A ritual to honor trauma: A training community's witness. *Journal Of Systemic Therapies*, 26(1), 38-50. doi:10.1521/jsyt.2007.26.1.38

Kraybill, R. (1988). From head to heart: The cycle of reconciliation. *Conciliation Quarterly*, 7(4), 2-3.

Masten, A. (2014). *Ordinary magic: Resilience in development*. New York, NY: The Guilford Press. Chapters: 5,7,11.

Ogden, P., Kekuni Minton & Clare Pain. (2006). Ch.9 The Organization of Experience: Skills for Working with the Body in Present Time in *Trauma and the Body*, pp. 188-205 . New York: W.W. Norton & Company.

Articles/Chapters: online

Cole, J. (2004). Painful Memories: Ritual and the Transformation of Community Trauma. *Culture, Medicine And Psychiatry*, 28(1), 87-105.

doi:10.1023/B:MEDI.0000018099.85466.c0

http://madadocv1.irenala.edu.mg/documents/v02325_COL.pdf

Germer, C.K. & Neff, K.D. (2015). Cultivating self-compassion in trauma survivors. In V. M. Follette, J. Briere, D. Rozelle, J. W. Hopper, D. I. Rome (Eds.), *Mindfulness-oriented interventions for trauma: Integrating contemplative*. New York, NY: Guilford Press

http://self-compassion.org/wp-content/uploads/2015/08/Germer.Neff_Trauma.pdf

Gertel Kraybill, O. (2015) "Israeli-Palestinian Conflict, Trauma and the Brain." Expressive Trauma Integration (ETI) website. Retrieved from: <http://www.eti.training/single-post/2015/10/25/IsraeliPalestinian-Conflict-Trauma-and-the-Brain>

Newell, J. M., & MacNeil, G. A. (2010). "Professional Burnout, Vicarious Trauma, Secondary Traumatic Stress, and Compassion Fatigue: A Review of Theoretical Terms, Risk Factors, and Preventive Methods for Clinicians and Researchers." *Best Practices in Mental Health*, 6(2), 57-68. Retrieved from: http://www.iupui.edu/~mswd/S501/multimedia/word_doc/burnoutarticle.pdf

Puljek-Shank, A. (2007). Trauma and Reconciliation. *20 Pieces of Encouragement for Awakening and Change*, 181. <http://www.nenasilje.org/publikacije/pdf/20poticaja/20pieces-puljek.pdf>

Southwick, S.; Bonanno, G.; Masten, A.; Panter-Brick, C. & Yehuda, R. (2014). Resilience definitions, theory, and challenges: Interdisciplinary perspectives. *European Journal of Psychotraumatology*, 5, 25338. <http://dx.doi.org/10.3402/ejpt.v5.25338>. <http://www.ejpt.net/index.php/ejpt/article/view/25338#>

Sykes W, M. (2004). The limits of talk: Bessel van der Kolk wants to transform the treatment of trauma. http://www.traumacenter.org/products/pdf_files/Networker.pdf

COURSE REQUIREMENTS AND DEADLINES (for credit)

The following are the general outlines of requirements for those taking the class for credit. Others are encouraged to read as much as possible, however, in order to receive maximum benefit from the course. Assignments can be submitted in person during the course or via email to the instructor.

ASSIGNMENT GUIDELINES (for credit)

<u>Assignment</u>	<u>Due Date</u>	<u>Value</u>
1. Class participation		15%
2. Pre-Course assignment	June 12	20%
3. Daily documentation	June 19	20%
4. Artistic and personal reflection paper	August 1	20%
5. Paper	August 15	<u>25%</u>
		100%

Assignment Descriptions:

1. **Class participation:** Students are expected to take responsibility for completing the assigned reading. Students are expected to be present in the class sessions and are encouraged to participate in class activities. However, students may elect to opt out of or "pass" on participation in any given activity.

Class sessions are not therapy sessions and students are cautioned not to self-disclose material that they do not wish to share. Confidentiality will be expected of all present but cannot be guaranteed.

Please contact me (in-person, email, or call) if you have any questions or concerns regarding the class content and activities.

Value: 15%

2. Pre-Course assignment

Read the New York Times article, "*The Trauma of Being Alive.*" In reflection on that article create a visual life timeline that includes meaningful life experiences. Include all experiences that are significant in your life – whatever impacted you and remains with you: deaths (human & animal), losses (moves, fires), accidents, divorces, break-ups, natural disasters, etc. Include also the strength-based events that helped shape who you are. You may choose whatever medium and method (computer art, drawing, sculpting from different materials, collage, etc.) to depict the timeline (it can be abstract or descriptive). The specifics of the timeline can remain private; however, you will present and write about the process and resultant artwork. The 3-page write-up should include your process and any surprises and/or realizations. Include an image of the artwork (4th page). Do not include a title page. The presentation should include a description of the process and any surprises and/or realizations.

Article link:

<http://www.nytimes.com/2013/08/04/opinion/sunday/the-trauma-of-being-alive.html>

Length: 3 pages APA style + visual. 5-minute presentation **Due Date:** June 12, 2017

Value: 20%

3. Daily Documentation: After each day in which we have a session, create two things to document it. a) The first should be creative or artistic, e.g.: a photograph or drawing or any other artistic medium. b) The second should be a written reflection (one page). The purpose of both is to reflect how you feel and what you learned about yourself or your preparation as a professional in that day's class.

Length: 5 creative pieces plus five 1-page reflections (about 1250-1500 words)

Due Date: Monday, June 19, 2017

4. Artistic and personal reflection paper:

1) Responding to the daily documentation assignment, incorporate at least three artistic responses (send as a photo attachment, you can use your cell phone, for example) and reflections into a paper that covers two components:

a) Personal self-reflection (observations, realizations, surprises, encouragements, disappointments etc.). How did it feel to self-reflect on a daily basis, was it beneficial, what are you taking from this experience after the course is done?

b) Use three relevant reading references and make connections between the literature (self-care and self-reflection) and your observations from the assignment. What is your reflection on the process of self-care/reflection? Did you learn anything new about yourself, about the

importance of self-care, about your personal experience with different modalities of the expressive arts?

Length: 5-7 pages (APA style) **Due Date:** August 1, 2017 **Value:** 20%

5. Reflection Paper: Based on your experiences in the course, select the topic that was most surprising, concerning, or intriguing to you. Using ideas from *at least three references* listed in the course reading list/bibliography, think deeply about this issue. How does each one of these references connect to what we discussed in the class setting? What are your new realizations, questions, observation that comes up from the readings and class application?

Why did you choose this particular topic? How would you like to apply these theories and practice in your work?

Length: 1750-2500 words (7-10 papers APA style)

Due Date: August, 15, 2017 **Value:** 25%

STYLISTIC REQUIREMENTS

CMU as adopted the following as its standard guide for all academic writing:

Hacker, Diana. *A Pocket Style Manual*. Sixth edition. Boston and New York: Bedford/St. Martin's, 2012.

The final paper should follow an accepted academic format for citations, bibliography, etc. (APA).

ADDITIONAL NOTES

1. All material referred to in any assignment **MUST** be appropriately referenced. Plagiarism is a serious matter. Students should be aware of CMU Academic Policies, particularly those regarding academic misconduct (plagiarism and cheating), which apply to all University courses. These are detailed on CMU's website (<http://www.cmu.ca/students.php?s=registrar&p=policies>) and in the CMU Calendar (also available online: <http://www.cmu.ca/academics.php?s=calendar>).
2. Assignments are due as scheduled. Marks will be deducted 5% per day for lateness, unless previous arrangements have been made with the instructor.
3. I encourage all students to take up any concerns/questions regarding grades, first with the instructor, then with the Associate Dean of Program, Ray Vander Zaag. The CMU Calendar outlines its appeals process clearly.
4. Email: Substantive discussions are best done person to person, not electronically. During the CSOP, participants are encouraged to engage in substantive discussions in person.

EVALUATION

In general, I expect you to *follow the guidelines* of the assignment and to discuss deviations from them with me before turning it in. In evaluating your work, *quality* is more important than quantity. I appreciate creativity, clear expression of ideas, evidence of engagement with the reading and class sessions, and projects that are of real interest and value to you.

In your papers, be sure to avoid any form of *plagiarism*. If you have doubts about what is appropriate, a useful website is <http://www.indiana.edu/~istd/>. Plagiarism is a serious issue and will result in grade reduction or action by the university (see university policy on this).

Good communication skills are essential for justice and peacebuilding work. Students will be expected to communicate knowledgeably, clearly, effectively, concisely and persuasively. All written work should be well informed, well organized and well documented.

Each completed assignment will be given a numerical grade (according to its value toward the final grade) and the corresponding letter grade. The final mark for each student is determined by the sum total of all numerical grades, which is then assigned a letter grade according to the scale below.

LETTER GRADE/PERCENTAGE SCALE

Letter Grade	Percentage	Grade Points	Descriptor
A+	95-100	4.5	Exceptional
A	88-94	4	Excellent
B+	81-87	3.5	Very Good
B	74-80	3	Good
C+	67-73	2.5	Satisfactory
C	60-67	2	Adequate
D	50-59	1	Marginal
F	0-49		Failure

Criteria	A - Excellent	B - Competent	C - Below Expectations
CONTENT (quality of the information/ideas and sources/details used to support them)	- has clarity of purpose - has depth of content - displays insight or originality of thought - demonstrates quality and breadth of resources	- has clarity of purpose - has substantial information and sufficient support - contains some originality of thought - uses quality resources	- has clarity of purpose - lacks depth of content and may depend on generalities or the commonplace - has little originality of thought - uses mostly quality resources
STRUCTURE (logical order or sequence of the writing)	- is coherent and logically developed - uses very effective transitions	- is coherent and logically developed - uses smooth transitions	- is coherent and logically (but not fully) developed - has some awkward transitions
CONVENTIONS (appearance of the writing: sentence structure, usage, mechanics, documentation)	- has virtually no errors of conventions	- has minimal errors of conventions	- is understandable <u>but</u> has noticeable problems of sentence structure, usage, mechanics or documentation

STYLE (personality of the writing: word choice, sentence variety, voice, attention to audience)	- is concise, eloquent and rhetorically effective -has nicely varied sentence structure -is engaging throughout and enjoyable to read	- displays concern for careful expression -has some variation in sentence structure -is generally enjoyable to read	- has some personality <u>but</u> lacks imagination and may be stilted and may rely on clichés -has little variation in sentence structure -is not very interesting to read
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NOTE: The CMU *Student Handbook* is a useful guide for further information on CMU policies regarding grades, academic misconduct, and appeals. Grades are not final until vetted and approved by the Dean’s Office.

FINAL DATE FOR WITHDRAWAL

Final date to withdraw from this course without academic penalty is July 15, 2017.

If a student is unable to complete the requirements of a course by the end of the semester, the student must submit a written appeal for an “incomplete” to the Registrar’s office: spenner@cmu.ca. The student should seek the instructor’s support for the appeal and submit the appeal before the last day of classes. If the student’s appeal is granted, the instructor will enter a grade of I (for incomplete) accompanied by a temporary grade (which is based on completed work and assigns a value of zero for uncompleted work). Instructor grades are due by August 17th. If the student completes the remaining work within the extension period, the grade will be recalculated and the incomplete status will be removed. If the student does not complete the work within the extension period, the incomplete status will be removed and the grade will remain as originally entered. The maximum extension is: December 1, for courses ending in August.

SCHEDULE AND TOPICS & Readings List- Draft– Subject to change

Monday

Introduction – Trauma definition and its impact cognitively, emotionally, spiritually and physically on individuals and communities.

Kellerman P. F. (2000) The therapeutic aspects of psychodrama with trauma survivors.

Kellermann, P. F., & Hudgins, M. K. (2000). *Psychodrama with trauma survivors: Acting out your pain*. Jessica Kingsley Publishers.

van der Kolk, B., McFarlane, A., & Weisaeth, L. (2007). *Traumatic stress: The effects of overwhelming experience on mind, body, and society*. New York: The Guilford Press.

Gertel Kraybill, O. (2015) “Israeli-Palestinian Conflict, Trauma and the Brain.” Expressive Trauma Integration (ETI) website. Retrieved from: <http://www.eti.training/single-post/2015/10/25/IsraeliPalestinian-Conflict-Trauma-and-the-Brain>

Tuesday

Trauma and neuroplasticity

Cycles of trauma integration/reconciliation

Kraybill, R. (1988). From head to heart: The cycle of reconciliation. *Conciliation Quarterly*, 7(4), 2-3.

Puljek-Shank, A. (2007). Trauma and Reconciliation. *20 Pieces of Encouragement for Awakening and Change*, 181.

<http://www.nenasilje.org/publikacije/pdf/20poticaja/20pieces-puljek.pdf>

Sykes W, M. (2004). The limits of talk: Bessel van der Kolk wants to transform the treatment of trauma. http://www.traumacenter.org/products/pdf_files/Networker.pdf

Wednesday

Resilience and Post Traumatic Growth

Dekel, S., Mandl, C., & Solomon, Z. (2011). Shared and unique predictors of post-traumatic growth and distress. *Journal of clinical psychology*, 67(3), 241-252.

Masten, A. (2014). *Ordinary magic: Resilience in development*. New York, NY: The Guilford Press. Chapters: 5,7,11.

Southwick, S.; Bonanno, G.; Masten, A.; Panter-Brick, C. & Yehuda, R. (2014). Resilience definitions, theory, and challenges: Interdisciplinary perspectives. *European Journal of Psychotraumatology*, 5, 25338. <http://dx.doi.org/10.3402/ejpt.v5.25338>.
<http://www.ejpt.net/index.php/ejpt/article/view/25338#>

Thursday

Responding to trauma

Grauf-Grounds, C., & Edwards, S. (2007). A ritual to honor trauma: A training community's witness. *Journal Of Systemic Therapies*, 26(1), 38-50. doi:10.1521/jsyt.2007.26.1.38

Ogden, P., Kekuni Minton & Clare Pain. (2006). Ch.9 The Organization of Experience: Skills for Working with the Body in Present Time in *Trauma and the Body*, pp. 188-205 . New York: W.W. Norton & Company.

Cole, J. (2004). Painful Memories: Ritual and the Transformation of Community Trauma. *Culture, Medicine And Psychiatry*, 28(1), 87-105. doi:10.1023/B:MEDI.0000018099.85466.c0

Friday

Secondary trauma and self-care.

Germer, C.K. & Neff, K.D. (2015). Cultivating self-compassion in trauma survivors. In V. M. Follette, J. Briere, D. Rozelle, J. W. Hopper, D. I. Rome (Eds.), *Mindfulness-oriented interventions for trauma: Integrating contemplative*. New York, NY: Guilford Press
http://self-compassion.org/wp-content/uploads/2015/08/Germer.Neff_.Trauma.pdf

Newell, J. M., & MacNeil, G. A. (2010). "Professional Burnout, Vicarious Trauma, Secondary Traumatic Stress, and Compassion Fatigue: A Review of Theoretical Terms, Risk Factors, and Preventive Methods for Clinicians and Researchers." *Best Practices in Mental Health*, 6(2), 57-68. Retrieved from:
http://www.iupui.edu/~mswd/S501/multimedia/word_doc/burnoutarticle.pdf

Note: Coffee Breaks are normally 10:30-11:00 am and 3:30-4 pm.