

Psychosocial Trauma Healing
PCD-5190C

CANADIAN SCHOOL OF PEACEBUILDING
CANADIAN MENNONITE UNIVERSITY

Syllabus for
Psychosocial Trauma Healing
PCD-5190C

COURSE SYLLABUS

INSTRUCTOR	Al Fuertes, PhD, School for Conflict Analysis and Resolution (S-CAR), George Mason University
EMAIL	afuertes@gmu.edu
TIMES	Monday to Friday, 9-5, June 20-24, 2016
VOLUNTARY WITHDRAWAL DATE	July 15, 2016 is the final date to withdraw from this course without academic penalty.

COURSE DESCRIPTION

This course is designed to provide participants with a thorough overview of the complex issues of trauma and healing within socio-historical and cultural contexts. Participants will explore the social-psychological-neurobiological-physical-spiritual processes of responding to deep personal loss, pain and suffering in settings of protracted, violent conflict, as well as examine recently developed approaches to the healing of individuals and communities as they move from violence or war to justpeace. Participants will explore the theoretical bases through narratives and case examples from a variety of international settings and engage in practical exercises to demonstrate approaches to trauma recovery. This course specifically aims to integrate trauma healing into the larger conflict resolution/transformation field, since unhealed trauma often continues the cycle of violence. It is expected that participants will bring a general understanding of these issues and be prepared to address them theoretically and practically. Learning process for this course involves a collaborative, interactive effort by the professor and participants through a format which includes lectures, hands-on activities, role-plays, dialogue, and circle processes.

Course Objectives

1. To develop a critical awareness of the theory and practice of psychosocial trauma, trauma recovery, identity issues and the process of transformation.
2. To introduce and examine frameworks of trauma recovery for individuals, families and communities who have been traumatized in various settings, with a particular emphasis of protracted, violent conflict.
3. To explore and enhance the self-awareness aspect of being a trauma healer practitioner as well as provide tools and options for intervention.
4. To provide an opportunity for participants to pursue issues in the broad arena of the trauma field of interest to them.

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5. To survey the basic literature available in the field of psychosocial trauma, trauma recovery, posttraumatic growth and transformation.

REQUIRED TEXTS (Students are responsible for ordering textbooks)

Frankl, Viktor. *Man's Search for Meaning*. Boston: Beacon Press, 1998.

Herman, Judith Lewis. *Trauma and Recovery: The Aftermath of Violence – From Domestic Abuse to Political Terror*. New York: Basic Books, 1997.

Robben, Antonius C.G.M. and Marcelo M. Suarez-Orozco, eds., *Cultures Under Siege, Collective Violence and Trauma*. UK: Cambridge University Press, 2000.

Yoder, Carolyn Yoder. *The Little Book of Trauma Healing*. Intercourse, PA: Good Books, 2005.

Note: Other readings (handouts) will be posted/sent online.

Advance Reading (before class)

Fuertes, Al B. "In Their Own Words: Contextualizing the Discourse of (War) Trauma and Healing." *Conflict Resolution Quarterly* 21, no.4, (2004): 491-501. (pdf will be sent to registered students)

Robben, Antonius C.G.M. and Marcelo M. Suarez-Orozco, eds. (2000), *Cultures Under Siege, Collective Violence and Trauma*, 1-69. UK: Cambridge University Press, 2000.

Students are also encouraged to complete other assigned readings (see Topics Schedule – Reading List below) prior to the beginning of the course, particularly if they expect to have limited study time between class sessions.

TEACHING METHODS & ASSUMPTIONS ABOUT LEARNING

In addition to lectures, there will be opportunity for interactive exercises, role plays, exploring case studies, small group activities, and student interaction. Students will be expected to keep up with readings and actively engage in class activities.

COURSE REQUIREMENTS

ASSIGNMENTS	DATE DUE**	VALUES
1. Class Participation		10%
2. Opening Reflection assignment	June 20, 2016	10%
3. Self-awareness essay	June 24, 2016	10%
4. Class presentation/facilitation	June 20-24 (1 hour)	15%
5. Reflective Essay/Creative Piece	August 15	20%
6. Mini Research Paper	August 15	35%

ASSIGNMENT DESCRIPTION

1. Class Participation: You are expected to involve actively in various small group discussions and activities that we do in class, and be able to do class reporting based on group output. (10% of

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your course engagement/participation)

2. Opening Reflection assignment

Reflect on the questions: “What made you decide to register for this course? and What comes to mind when you hear of the term, “psychosocial trauma and healing?” (Integrate specific examples as evidence, and be ready to share your essay in class prior to submission).

Due: June 20

Length: 3-page essay, 1.5 spaced, 11 font

3. Self-awareness essay reflecting on ONE of the following questions:

Note: Integrate course reading materials to your essay.

A. What place has stress and trauma played in your life? How has it affected your growth and practice, including your identity, however you define it? What have you done in order to address it?

B. Has there been a traumatizing event in your circle of friends, at work or in your community? What was it and how was this traumatic event handled? Please describe and discuss it. Discuss (any) signs of posttraumatic healing and growth. Is there a metaphor that is meaningful for you that describes the trauma shift from victim to survivor to beyond? How would you complete the sentence: “Moving on was like -----?”

C. If you come from a country or region that recently has been or is still at war, how have you and/or your group (ethnic, religious, etc.) dealt with (or how are you dealing with) the impact or effects of war on people and society as a whole? Who are the healers of trauma in this setting? What, if any, is the role of government and non-government organizations in the healing process?

D. From your perspective, how are trauma healing and peacebuilding tied together?

Due: June 24, 2016

Length: 5-6 pages, 1.5 spaced, 11 font

4. Class presentation/facilitation (1 hour)

Purposes

- Each participant in class will be a part of a small group which will plan and design a co-facilitation/presentation together. Choose a course-related topic from the course syllabus and plan a creative facilitation/presentation on a selected day **incorporating readings and course concepts and processes.**
- One key purpose of the class facilitation/presentation is that it offers you an opportunity to explore a topic of your choosing and include stories from what you’ve learned in your trauma work and cultural applications.
- It is my hope that each participant will have an active part, not only with the planning but with the delivery as well.

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- During your facilitation/presentation, offer a handout which identifies websites or books (articles) which you used for your preparation, or a diagram or framework for that matter. This is helpful in the event that others want to draw on this resource/topic for their own academic/social/personal undertakings. You may use a power point presentation to enhance the discussion.

5. Reflective Essay OR
A Creative/Thinking Outside the Box Piece

Choose ONE:

Reflective Essay: *What does it take to heal? Exploring Self Change & Personal Growth*

Conduct a personal mini experiment on “Self Change and Personal Growth,” documenting your method and findings. Using your self as one case study. note how change happens after a traumatic life episode (primary or secondary trauma). This option has the side benefit of creating empathy for how challenging it is to make change happen. Include references from class readings and discussions/presentations.

Length: 4-5 pages, 1.5 spaced, 11/12 font
OR

Creative/Thinking Outside the Box Piece (a visual art, a collage, e-journal with reflections and photographs, poetry, facilitating a similar workshop or session in your own community- integrating your learning from this class)

How would you present your newly acquired knowledge, understanding and skills in psychosocial trauma healing in some creative form (Not your typical essay)? This component must be your original creation based on your overall learning experience in class. A thoughtful and comprehension caption explaining your creative piece must be included.

Due: August 15, 2016

6. Mini Research Paper:

Write a research paper on a topic in the field of trauma awareness and transformation or healing that interests you which you have not researched before. **Tentative proposal** for your research paper topic is due on the **last day of class**. Proposal (2-3 pages) will include the following:

- A. Topic/Issue
- B. Brief Description: Include a clear and thoughtful thesis statement
- C. Objectives: What do you intend to accomplish and learn from this research study?
- D. Methodology: How do you go about your research study?
 - Interviews? If so, who will you interview? Provide samples of your interview questions. If you interview classmates, family or experts you do not need to go through a research ethics process.

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- Survey? Who will be the participants? Provide a sample of your survey questionnaire.
If you survey classmates, family or experts you do not need to go through a research ethics process.
- Archival research? (library research)
- Community integration/immersion? (Where? What kind of community?)
- An Ethical Review of Research process **must be completed if** doing interviews or surveys beyond classmates, family or experts. See the following document:
http://www.cmu.ca/docs/research/CMU_Policy_on_Ethical_Review_of_Research_with_Human_Participants.pdf

E. List, at least, 5 sources (complete information) and document using Chicago format.

Please take into consideration the following components in your research paper:

- **Introduction** that includes a discussion of why you chose this particular topic, your thesis statement, and the research question that motivated your study.
- **Literature Review** that summarizes the more significant writing about your topic, including at least five citations.
- Brief discussion of the **Method** used to research your topic.
Options would include surveying the literature, interviewing practitioners, and documenting your own experience.
- Discussion of the **Results** of your research. Identify the most significant findings about the topic.
- **Conclusion** or summary of the previous points, but also indicates where more research or alterations to practice might be needed.
- **Bibliography/References/Works Cited section**

Due: August 15

Length: 12-15 pages, 1.5 spaced, 11 font

STYLISTIC REQUIREMENTS

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

Hacker, Diana. *A Pocket Style Manual*. Fifth Edition. Boston: Bedford/St. Martin's, 2009.

Students should acquire this handbook (available at the CMU bookstore) and an up to date dictionary as reference tools for all written assignments. See "Guidelines for Academic Writing at CMU" in the *CMU Student Handbook* for more information.

- I expect students to use University of Chicago Style with footnotes in all papers
- Please put a title page on all papers
- Number the pages of your paper.

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- 11-point font, Times New Roman, 1.5 spacing for all papers, 1-inch margins.
- Staple the paper together. Please do not use plastic folders.
- Type the papers and check for spelling and grammar before you turn them in.
- See guide on student portal shared documents for this class
- **Email papers in Word format**

EVALUATION

Good communication skills are essential for conflict transformation studies. Students will be expected to communicate knowledgeably, clearly, effectively, concisely and persuasively. All written work should be well informed, well organized and well documented. Further information regarding expectations for written assignments will be provided in class as required.

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

<u>Criteria</u>	A - Excellent	B - Competent	C - Below Expectations
CONTENT (quality of the information/ideas and sources/details used to support them)	<ul style="list-style-type: none"> - has clarity of purpose - has depth of content - displays insight or originality of thought -demonstrates quality and breadth of resources 	<ul style="list-style-type: none"> - has clarity of purpose - has substantial information and sufficient support - contains some originality of thought -uses quality resources 	<ul style="list-style-type: none"> - 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

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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

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.

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ADDITIONAL NOTES

1. All material referred to in any assignment **MUST** be appropriately referenced. 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 for lateness (5% per day), unless previous arrangements have been made with the instructor.
3. I encourage all PACTS students to take up any concerns/questions regarding grades, first with your 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. Thus, email can be used to set up personal appointments, to send regrets if one has to miss class, and so on, but not for engaging in substantive discussions.
5. Grades submitted by instructors become final only after they are vetted by the Dean's Council
6. All cell phones are to be turned off during class.

Accessibility Programs

CMU strives to provide a fair and supportive learning environment for academically qualified students with disabilities. If you are eligible for these services or have questions about becoming eligible, please contact Sandra Loeppky, Coordinator of Accessibility Programs at sloepky@cmu.ca or 204.487.3300 x.340.

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TOPIC SCHEDULE / READING LIST - DRAFT

*This is a DRAFT schedule that can be adjusted as required in terms of pace discussion, availability of guests, and other scheduling issues. The instructor will provide advance notice of any changes.

There are ten (10) class periods in the week, e.g. morning, afternoon.

Monday, June 20

Morning:

Phase 1: Community-building

- Welcome/Introductions
- Community-building processes
- Overview of course syllabus

Phase 2: Nature and Dynamics of Psychosocial Trauma and Its Impact on People and Society

- Understanding the Injured Party/Victim – Wrongdoer/Perpetrator/Offender framework

Afternoon:

- Levelling off: definitions/descriptions/images of traumatization, conflict, and healing
- Categories/Kinds of Trauma
- Levels of Victimization and Traumatization
- Flower Collage and the Community in Pain

Read for Monday and Tuesday (bases for class presentation/facilitation)

Fuertes, Al B. "In Their Own Words: Contextualizing the Discourse of (War) Trauma and Healing." *Conflict Resolution Quarterly* 21, no.4, (2004): 491-501.

Antonius C.G.M. Robben and Marcelo M. Suarez-Orozco, eds. "Interdisciplinary perspectives on violence and trauma" (1-47), "Reflections on the prevalence of the uncanny in social violence" (48-69), *Cultures Under Siege, Collective Violence and Trauma*. UK: Cambridge University Press, 2000.

Herman, Judith Lewis. "Introduction" (1-4), "Terror" (33-50), Disconnection ("51-73"), "Child Abuse" (96-114). *Trauma and Recovery*, Basic Books, 1997.

Carolyn Yoder. *The Little Book of Trauma Healing*. Intercourse, PA: Good Books, 2005.

Tuesday, June 21

Morning:

- Warviews: Interdisciplinary dimensions of trauma (trauma reactions/manifestations/symptoms)

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- Dynamic interplay between trauma and conflict
- Trauma narratives and its impact: terror and disconnection, child abuse, domestic Violence
- Developing emerging/community-based principles and statements of Psychosocial Trauma/Healing

Afternoon:

Phase 3: Exploring the Nature and Dynamics of Community-based and Psychosocial Healing

- Trauma metaphor activity
- Resiliency: Individual and societal (the case of Karen refugees)
- Breaking the Cycle of Violence and Victimization

Wednesday, June 22

Morning:

- Storytelling as a tool for healing and transformation (Storytelling framework)
- Revisiting the Flower Collage: Principles of Healing and Transformation
- Healing as intervention: Skills development (What does healing require?)
- Exploring contextualized healing and transformative mechanisms: spirituality, healing rituals, communal/religious ceremonies, revitalization movements, communal/social celebrations, symbolic movements/gestures

Afternoon:

- Resiliency (individual and societal): what sustains us? What are the sources of our strengths?
- Remembering and mourning
- Finding Meaning and the Will to Live

Read for Wednesday and Thursday (bases for class presentation/facilitation)

Borris, Eileen R. "The Healing Power of Forgiveness," Occasional Paper No. 10, Institute for Multi-Track Diplomacy. October, 2003.

Enright, Robert and Joanna North, eds. "Without Forgiveness There Is No Future" (xiii-xiv), "Introducing Forgiveness" (3-8), "Forgiveness in the Community" (121-130), "Is There Forgiveness in Politics?" (131-149), *Exploring Forgiveness*. Madison, WI: The University of Wisconsin Press, 1998.

Frankl, Viktor. Man's Search For Meaning. Boston: Beacon Press, 1998.

Fuertes, Al B. "Storytelling and its Transformative Impact in the Philippines." *Conflict Resolution Quarterly*, Volume 29, Winter March 2012.

Herman, Judith. "Healing Relationship" (133-154), "Safety" (155-174), "Remembrance

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and Mourning” (175-195). *Trauma and Recovery*, Basic Books, 1997.

Robben, Antonius C.G.M. and Marcelo M. Suarez-Orozco, eds. “Mitigating discontents with children in war...” (102-130, especially pp.125-126), *Cultures Under Siege, Collective Violence and Trauma*. UK: Cambridge University Press, 2000.

Thursday, June 23

Morning:

- Forgiveness and Healing (Is there forgiveness in politics?)
- Dynamic interplay between forgiveness and reconciliation (Is reconciliation possible without forgiveness? Can we be reconciled and live separate lives?)
- Lessons learned from TRC in South Africa, Gacaca in Rwanda, Amish Community in Nickel Mines, Pennsylvania

Afternoon:

- Exploring contextualized healing and transformative mechanisms: spirituality, healing rituals, communal/religious ceremonies, revitalization movements, communal/social celebrations, symbolic movements/gestures
- Wounded healer
- The Healing Spectrum

Friday, June 24

Morning:

- Healing Metaphors
- Body sculpting
- Self Care

Phase 4: Re-entry: Where to from here? What’s next?

- Considerations in designing and implementing trauma healing workshops/curriculum: Content, Methodology, Participant, Facilitator(s)

Afternoon:

- Summary/Synthesis (new ideas/insights and skills learned)
- Closing Activity

Read for Friday

Fuertes, Al B. "Rethinking How We Channel Relief Assistance to Internally Displaced Communities in Mindanao, Philippines." *Development and Conflict in the 21st Century*. Ed. Otto F. von Feigenblatt. Journal of Alternative Perspectives in the Social Sciences, Inc., 2010, 4-26.

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Friday all CSOP Closing @ 3 p.m.

Coffee breaks are normally 10:30-11 and 3:30-4