

Conrad Grebel University College University of Waterloo

PACS 331 – Trauma, Healing & Conflict Resolution

Winter 2020

Class Time: Wednesdays, 9:00 – 11:50 am
Location: Room 1300, Conrad Grebel University College
Instructor: Sue Gallagher MSW, RSW
Email: sue.gallagher@uwaterloo.ca
Office Hours: flexible by appointment before or after class

Acknowledgment:

We acknowledge that we are living and working on the traditional territory of the Attawandaron (also known as Neutral), Anishinaabe and Haudenosaunee peoples. The University of Waterloo is situated on the Haldimand Tract, the land promised to the Six Nations that includes six miles on each side of the Grand River.

A) Course Description

This is a **seminar course** that will allow students to gain an understanding of theories, models, research and practices of trauma and trauma healing related to the discipline of peace and conflict studies.

The following core questions will be addressed through readings, lectures, group discussions, videos, case studies, practical skills labs and guest speakers:

- 1) What is trauma?
- 2) How are individuals and groups affected by trauma?
- 3) What theories and models have been useful for addressing trauma?
- 4) What practical skills are helpful for supporting people post-trauma?
- 5) What is the process of resilience and how do people move towards healing and/or coping?
- 6) What is the role of the peace and conflict studies practitioner in transforming trauma?
- 7) What is 'secondary traumatic stress' or 'vicarious trauma' and how might it impact those working with trauma and trauma survivors.

WARNING: *Some of the course content might be challenging. We will be exploring topics that might be difficult for some. Please note that the class is not intended to be a therapeutic environment, rather an educational one where difficult issues can be explored in depth. If you suspect that a particular topic/class will be too difficult emotionally for you please contact me in advance to make alternative arrangements.*

Please consult the syllabus regularly for an outline of each class and feel free to check in with me.

B) Learning Outcomes

By the end of the course students will be able to:

- **distinguish** between healthy and traumatic stress.
- **identify** cognitive, emotional, spiritual, physical, sexual and relational impacts of trauma.
- **describe** connections between trauma, mental health, addictions and violence.
- **communicate** in supportive ways to people who have experienced trauma.
- **summarize** models of trauma intervention and associated research.
- **create** a successful PSA.
- **name** processes of resilience that contribute to individual and group recovery.
- **reflect** on the use of self and the role of the peace and conflict studies practitioner in transforming trauma.
- **recognize** the impact of trauma on those who work in the field of trauma and/or with survivors

Required Texts

Yoder, Carolyn. *The Little Book of Trauma Healing: When Violence Strikes and Community Security is Threatened*. Intercourse, PA: Good Books, 2005. (available from UW Bookstore)

Herman, Judith. *Trauma & Recovery: The aftermath of violence - from domestic abuse to political terror*. New York, NY: Basic Books, **2001 or 2015**. (available from UW Bookstore)

Klinic Community Health Centre. Trauma-informed: The Trauma-informed Toolkit. 2013 (available free [here](#).)

Note: This course uses a combination of scholarly and popular readings: *italicized readings are on-line reserve*; the **readings in bold** are hyperlinked and available on line

Course Outline * there may be some changes in order due to availability of guest speakers!

Date	Topic	Reading	Assignment Due
Class #1 January 8th	Welcome and Introductions		

Date	Topic	Reading	Assignment Due
Class #2 January 15th	What is Trauma? Defining Trauma (a) stress vs. traumatic stress (b) sources of trauma Impacts of Trauma	<ul style="list-style-type: none"> • p.7-32 Trauma & Recovery - “A Forgotten History” • p.17-19 The Trauma-Informed Toolkit • p.27-50 The Trauma-Informed Toolkit • <i>Dulmus and Hilarski, (2003). “When Stress Constitutes Trauma and Trauma Constitutes Crises...” Brief Treatment and Crisis Intervention 3:27-35</i> • <i>Yeager, K., Roberts, A. (2003). Differentiating Among Stress, Acute Stress Disorder, Crisis Episodes, Trauma and PTSD: Paradigm and Treatment Goals. Brief Treatment and Crisis Intervention 3:3-25.</i> <p>DSM-5 Criteria for PTSD PTSD: National Centre for PTSD</p>	
Class #3 January 22nd	Impacts of Trauma Trauma and the Brain Intro to Interpersonal Trauma	<ul style="list-style-type: none"> • p.17-28 Little Book of Trauma Healing - “Common Responses to Traumatic Events” • <i>Stenius, V., & Veysey, B. (2005). 'It's the little things': Women, trauma, and strategies for healing. Journal of interpersonal violence, 20(10), pp. 1155-1174</i> • <i>Wortmann and Park (2011). Trauma and PTSD Symptoms: Does Spiritual Struggle Mediate the Link. Psychological Trauma: Theory, Research, Practice and Police. 3:4 pp. 442-452</i> • <i>Lasiuk and Hegadoren (2006). PTSD: Historical Development of the Concept. 42:1 pp.13-20</i> <p>Great overview!</p>	

Date	Topic	Reading	Assignment Due
Class #4 January 29th	Interpersonal Trauma: Sexual Abuse/Sexual Assault; Domestic Violence Guest Speaker	<ul style="list-style-type: none"> • p.159-174 Trauma & Recovery - “Safety” • p.175-195 Trauma & Recovery - “Remembrance & Mourning” • <i>Mills, B. & Turnbull, G. (2004). Broken hearts and mending bodies: The impact of trauma on intimacy. Sexual and Relationship Therapy, 19(3), pp. 265-288. p. 95-111</i> • Trauma-informed - “Guidelines for Working with Trauma Survivors” • <i>Randall, M., & Haskell, L. (2013). Trauma-informed approaches to law: Why restorative justice must understand trauma and psychological coping. Dalhousie Law Journal, 36(2), 501–533.</i> • Restorative Justice 	
Class #5 February 5th	War and Torture: Trauma and the refugee experience Guest speaker	<u>Collective Trauma: the Nightmare of History (Process Work – Audergon)</u> <u>UN MATTERS:</u> A first person account of the refugee experience: Identifying psychosocial stressors and formulating psychological responses <i>Weaver, H. & Burns, B. (2001). 'I shout with fear at night:' Understanding the traumatic experiences of refugees and asylum seekers. Journal of Social Work, 1(2), pp. 147-164.</i>	**Assignment #1 Due
Class #6 February 12th	Trauma and addiction	<ul style="list-style-type: none"> • p.30-44 The Little Book of Trauma Healing -“Continuing the Cycles: Unhealed Trauma” <p>In the Realm of Hungry Ghosts - “Trauma, Stress & the Biology of Addiction chapter 17 and 18</p> <ul style="list-style-type: none"> • 	

Date	Topic	Reading	Assignment Due
February 19 th Reading Week		Do something for fun!	
Class #7 February 26 th	Sexual assault on campus- an exploration of restorative justice and healing Guest Speaker	<ul style="list-style-type: none"> • p. 95-111 Trauma-informed - “Guidelines for Working with Trauma Survivors” • <i>Randall, M., & Haskell, L. (2013). Trauma-informed approaches to law: Why restorative justice must understand trauma and psychological coping. <i>Dalhousie Law Journal</i>, 36(2), 501–533.</i> 	
Class #8 March 4 th	“The body keeps the score” Guest Speaker	Mindfulness and Kindness Mindfulness and Meditation	
Class #9 March 11 th	Secondary Traumatic Stress and resilience	Guidebook on Vicarious Trauma p1-38 Understanding and Addressing Vicarious Trauma <ul style="list-style-type: none"> ➤ <i>Julio F. P. Peres, Alexander Moreira-Almeida, Antonia Gladys Nasello and Harold G. Koenig (2007). Spirituality and Resilience in Trauma Victims. <i>Journal of Religion and Health</i> Vol. 46, No. 3, pp. 343-350</i> • <i>Bonanno (2008). Loss, Trauma, and Human Resilience: Have We Underestimated the Human Capacity to Thrive After Extremely Aversive Events? <i>Psychological Trauma: Theory, Research, Practice and Policy</i>. Vol 5, No. 1. Pp. 101-113</i> 	
Class #10 March 18 th	PSA Day		

Date	Topic	Reading	Assignment Due
Class #11 March 25th	Arts-based Trauma Healing	Artwork from the Survivors Art Foundation Trauma-Informed Expressive Arts Therapy <i>Marion Liebmann p.152-175 Arts Approaches to Conflict - "Giving it Form: Exploring Conflict Through Art"</i>	
Class #12 April 2nd	Wrap up **Final Assignment Due		Research assignment due

PACS 331 Evaluation:

Assignment	Due Date	Value
Literature review	February 5 th 2020	30%
Reflective journal	Weekly	20%
Public Service Announcement	March 18 th 2020	25%
Final research project	March 25 th 2020 (or any time before!)	25%
	Total:	100%

1) **Attendance and Participation:** attendance will be taken every class and the expectation is that students will be comfortable making meaningful contributions to class discussions. This can include helpful questions and comments that show evidence of critical thought and attention to reading, assignment and lecture material. Missing more than 2 classes may impact your final grade.

2) **Journals:** Following **each** class, students will write a brief reflection on the class. The purpose of this reflection is provide an intentional forum for processing the emotional material from the class and connecting it to 'self care' strategies. **Each reflection will answer the following**

questions:

1. How did this class make you *feel*? (remember to identify your *emotional* response)
2. What did you *do* to process those emotions?
3. What did you *learn* from this class/readings/discussions?

Each reflection will be about 1 page in length –it can be typed or hand written. If you hand write, you can just upload a picture!

3) Annotated bibliography: The purpose of this assignment is to dig into the current literature and resources on trauma, trauma healing and conflict resolution. Students will identify an area of interest and provide a review of 8-10 articles/resources that explore that interest. This review will be **maximum** 5 pages including a brief introduction and conclusion indicating what the area of interest was and how the research informs your understanding. This review will provide the research necessary for your final project.

Introduction:

What is the area of trauma you are exploring and why is it of particular interest? 5 marks

Review of 8-10 articles:

A brief summary of each article; a reflection on the usefulness of the article in terms of answering your question/exploring your area of interest. 20 marks

Conclusion:

How did the articles reviewed enhance your understanding of your topic/answer your question?
How has your understanding of trauma in the context of your question shifted?
What questions are you left with? 5 marks

The fine print:

At least half of the articles/resources chosen for review must be outside of the course syllabus. You may use a mix of popular (eg. trusted web resources) and scholarly resources. 5 pages is the maximum- 12 pt font, double spaced. You may use this assignment as a platform for either or both of your PSA and final assignment.

3) PSA - Public Service Announcement

Students will choose an area of trauma or trauma healing and create a PSA that will best inform the class on the issue. Be prepared in class to link your PSA announcement to what you have learned about trauma and to facilitate a brief discussion following your presentation.

Length: 1-2 minutes. This is not a typical presentation! You can work alone or in groups- although PSA's could be delivered 'live', the best way is to prepare an audio or video file to be shared with the class. Please hand in a written copy of your PSA references. (This assignment may be treated as an outline for the research assignment!) *** a brief grading rubric will be provided**

4) Research Assignment: Building on the literature review completed, students will explore a topic in the field of trauma, trauma healing and/or the relationship to conflict resolution that

they are interested in studying further. The format of this assignment can take a variety of forms!

Memory and trauma

- How does trauma affect memory?

What changes in the brain as a result of trauma?

- Healing combat trauma

How are people who live and work in war zones affected by trauma?

What modalities have been helpful for reintegrating soldiers affected by PTSD?

Case study of collective trauma:

- Choose a particular group (i.e. Indigenous peoples, refugees etc.), and consider how has trauma impacted them as a group?
- What types of needs are unique to group trauma?
- What has been attempted to help/support these groups heal? How successful has it been?
- What can be learned by the way the group has internally worked towards healing?

Impact of intergenerational trauma

- How is trauma transferred from generation to generation?
- How are cycles of violence or traumatic experiences perpetuated within families?

Justice and trauma

- What is “justice” for trauma survivors?
- What role does justice play in healing?
- The role of apology in trauma healing

How do artistic approaches contribute towards trauma healing?

What is secondary traumatic stress and what is its impact?

The fine print:

This research assignment will be 8 to 10 pages in length (not including title page/bibliography/footnotes or other non-content pages); double-spaced using a standard APA or MLA formatting. This can take a variety of formats, including a report, a position (argumentative) or analytical paper. ***I am open to other ideas besides a paper, please just check with me in advance. Be sure to use a variety of sources. * a grading rubric will be provided***

Assignment Deadlines

Late written assignments (literature review, PSA & research assignment) will be assessed an automatic penalty of 5% with an additional 3% penalty assessed per additional day

Missed Classes

If you know you will be absent from class, please email me and let me know. Students who miss class are responsible to obtain lecture notes/handouts from other students.

Accommodation for Illness or Unforeseen Circumstances:

The instructor follows the practices of the University of Waterloo in accommodating students who have documented reasons for missing assignments or submitting work late: [weblink](#).

Academic Integrity:

In order to maintain a culture of academic integrity, members of the University of Waterloo

community are expected to promote honesty, trust, fairness, respect and responsibility. See the [UWaterloo Academic Integrity webpage \(https://uwaterloo.ca/academic-integrity/\)](https://uwaterloo.ca/academic-integrity/) and the [Arts Academic Integrity webpage \(https://uwaterloo.ca/arts/current-undergraduates/student-support/ethical-behaviour\)](https://uwaterloo.ca/arts/current-undergraduates/student-support/ethical-behaviour) for more information.

Discipline: A student is expected to know what constitutes academic integrity, to avoid committing academic offences, and to take responsibility for their own actions. A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about “rules” for group work/collaboration, should seek guidance from the course professor, academic advisor, or Administrative Dean. When misconduct has been found to have occurred, disciplinary penalties are imposed under Policy 71 – Student Discipline. For information on categories of offences and types of penalties, students should refer to [Policy 71 - Student Discipline](#). For typical penalties check [Guidelines for the Assessment of Penalties](#).

Students should also be aware that copyright laws in Canada prohibit reproducing more than 10% of any work without permission from its author, publisher, or other copyright holder. Waterloo’s policy on Fair Dealing is available [here](#). Violation of Canada’s Copyright Act is a punishable academic offence under Policy 71 – Student Discipline.

Grievance: A student who believes that a decision affecting some aspect of university life has been unfair or unreasonable may have grounds for initiating a grievance. Read [Policy 70 - Student Petitions and Grievances](#), Section 4. When in doubt please be certain to contact the department’s administrative assistant, who will provide further assistance.

Appeals: A decision made or penalty imposed under Policy 70, Student Petitions and Grievances (other than a petition) or Policy 71, Student Discipline may be appealed if there are grounds. Students who believe they have grounds for an appeal should refer to [Policy 72, Student Appeals \(https://uwaterloo.ca/secretariat-general-counsel/policies-procedures-guidelines/policy-72\)](https://uwaterloo.ca/secretariat-general-counsel/policies-procedures-guidelines/policy-72).

Academic Integrity [website](#) (Arts)

Academic Integrity Office [website](#) (uWaterloo)

Accommodation for Students with Disabilities:

Note for Students with Disabilities: The [AccessAbility Services](#) office, located on the first floor of the Needles Hall extension (NH 1401), collaborates with all academic departments to arrange appropriate accommodations for students with disabilities, without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with the AAS office at the beginning of each academic term.

Intellectual Property. Students should be aware that this course contains the intellectual property of the instructor, which can include:

- lecture handouts and presentations (e.g., PowerPoint slides)
- lecture content, both spoken and written (and any audio or video recording thereof)

- questions from various types of assessments (e.g., assignments, quizzes, tests, final exams)
- work protected by copyright (i.e., any work authored by the instructor)

Making available the intellectual property of instructors without their express written consent (e.g., uploading lecture notes or assignments to an online repository) is considered theft of intellectual property and subject to disciplinary sanctions as described in Policy 71 – Student Discipline. Students who become aware of the availability of what may be their instructor’s intellectual property in online repositories are encouraged to alert the instructor.

Sue Gallagher MSW, RSW January 2020