

**DEPARTMENT OF FAMILY RELATIONS AND APPLIED NUTRITION
UNIVERSITY OF GUELPH**

**FRAN 6100 01
Clinical Issues in Couple and Family Therapy: Trauma and Resilience
Winter 2020
Course Outline**

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Office Hours: By appointment, Wednesdays, 12:00 pm – 1:00 pm
Class Time: Wednesdays 9:00 am – 11:50 am
Room: CFT Centre, 2nd Floor Classroom

CALENDAR DESCRIPTION

This course is taken four times in the two-year program of study. Each offering features selected clinical issues; examination of each issue will include the socio-cultural context, theoretical location, and conceptual and practical implications for couple and family therapy.

Restriction(s): Available only to students in the Couple and Family Therapy field of study

COURSE DESCRIPTION

This seminar focuses on clinical issues related to trauma and resilience in couple and family therapy, with emphasis on forms of violence and abuse in relationships, and on resilience, resistance and hope in the face of such violation. Participants will be invited to critically examine the social contexts in which violence occurs, to deconstruct notions of trauma and violence and to consider how discourses of race, class, gender, sexuality, nationality, age and other categories of identity and power mutually influence one another in all aspects of the experience of violation and abuse. We will consider a number of approaches for understanding and responding to trauma, drawing on texts from psychology and psychiatry, in addition to those selected from the field of couple and family therapy. A primary focus of this course will be on discerning and expanding repertoires of protest, resistance, and resilience.

Note that relevant Educational Goals [EG] and Expected Student Learning Outcomes [ESLO] are indicated below. For complete listing of these, see the Student Orientation Manual.

COURSE LEARNING OBJECTIVES

By the completion of this course, the successful student will be able:

1. To explore and evaluate selected approaches to trauma and resilience from the fields of psychology, neurobiology and couple and family therapy, and to identify the unique contributions as well as the potential limitations of these approaches. (EG-1, ESLO 1a)
2. To develop a critical understanding of key concepts in “trauma therapy”, including violence, abuse, trauma, resilience, accountability, safety, reconciliation, and forgiveness. (EG-1, ESLO 1a)
3. To examine the ways in which discourses of race, class, gender, sexuality, nationality (and/or nation-building) and age mutually influence one another in both social discourses and embodied

experiences of trauma and how the contradictions within these discourses can also provide sites of resistance. (EG-4, ESLO 4a)

4. To enhance practical clinical skills in discerning the presence of violence and trauma, approaching conversations with individuals, couples and families, creating safety, and facilitating generative conversations which promote accountability and change. (EG-1, ESLO 1b, 1c)
5. To critically reflect on one's own assumptions about and constructions of power, powerlessness, violence, abuse, trauma, resilience, resistance and hope. (EG-4, ESLO 4a, 4b, 4c)
6. To begin to develop one's own unique and preferred clinical positions and responses. (EG-1, ESLO 1c; EG-2, ESLO 2b)
7. To enhance the ability to make choices about how and when to remain in connected dialogue with clients, colleagues, supervisors and self when faced with disturbing clinical material, complex explanations, challenging ethical dilemmas, diverse and sometimes opposing viewpoints, and our own powerful reactions. (EG-1, ESLO 1b)

AAMFT SELECTED CORE COMPETENCES AND CFT PROGRAM EXPECTED STUDENT LEARNING OUTCOMES

AAMFT COMPETENCY	SUB-DOMAIN	AAMFT SELECTED CORE COMPETENCIES (CCs)
2.1.1	Conceptual	Understand principles of human development; human sexuality; gender development; psychopathology; couple processes; and family development and processes (e.g., family, relational, and system dynamics)
2.1.2	Conceptual	Understand the major behavioral health disorders, including the epidemiology, etiology, phenomenology, effective treatments, course, and prognosis
6.1.1	Conceptual	Know the extant MFT literature, research and evidence-based practice.
6.3.1	Conceptual	Read current MFT and other professional literature.
6.3.3	Executive	Critique professional research and assess the quality of research studies and program evaluation in the literature.
6.4.1	Evaluative	Evaluate knowledge of current clinical literature and its application.

CFT PROGRAM EXPECTED STUDENT LEARNING OUTCOMES (ESLOs)
EG-1 THEORETICAL FOUNDATIONS Educational Goal: Students will gain a broad understanding of the range of epistemological assumptions and core theoretical frameworks within the field of couple & family therapy, including an historical and critical analysis of significant theoretical issues and developments.
ESLO (1 a) Students will critically compare selected historical and leading-edge couple & family therapy approaches and analyze key implications for clinical practice.
ESLO (1 b) Students will demonstrate verbal and written ability to critique and to apply theoretical conceptualizations of selected post-modern/social constructionist couple & family therapy approaches to case-study and client situations.

ESLO (1 c) Students will articulate the theoretical basis and practice implications of their preferred approach to couple & family therapy, including an examination of the congruency with the underlying values and assumptions of the approach and their personal professional positioning.
EG-2 SCIENTIFIC INQUIRY AND CRITICAL EVALUATION Educational Goal: Students will develop a professional identity encompassing an interdisciplinary sensibility, informed by relevant research-based information from related disciplines (family therapy, sociology, psychology, social work, health, etc.) and supported by the principles of critical appraisal of knowledge.
ESLO (2 b) Students will demonstrate an ability to write coherently about integrating theory, research, and practice skills related to their professional work.
EG-4 SOCIAL CONTEXT AND POWER RELATIONS Educational Goal: Students will integrate a sophisticated sensitivity to diversity into their professional identity as a couple and family therapist, privileging attention to social location/sociocultural context and including an understanding of social justice issues and awareness of how direct and systemic marginalization, discrimination, and abuse may impact people's everyday lives.
ESLO (4 a) Students will critically analyze how their social location, values and beliefs shape their professional identity.
ESLO (4 b) Students will develop abilities to critically and reflexively analyze power relations of a given situation and/or embedded in the construction of knowledge, including attention to one's own participation in these processes.
ESLO (4 c) Students will demonstrate awareness of and sensitivity to multi-dimensional aspects of diversity in the everyday lives of clients, including an ability to explore and articulate with clients the pertinence of potential social location issues on their experience of current concerns for therapy.
ESLO (4 d) Students will learn strategies to explore and address issues of diversity, marginalization, discrimination, and abuse in therapy with clients.

COURSE ORGANIZATION

Organization of this research issues course is based on the assumption of shared responsibility for developing a cooperative and non-competitive learning environment where students can responsibly and constructively voice ideas and explore new possibilities for understanding research issues and their clinical work. Throughout its duration, the course will evolve as students and their Professor dynamically interact using these resources.

This course is specifically designed to provide a dynamic and interactive face-to-face learning process and to encourage active participation and collaboration among students and the Instructor. The students and the Professor bring a wealth of valuable personal and professional experience that will benefit the learning of everyone in the course. There is also the assumption that people may have very different views about various topics which can enrich learning for everyone and there is an expectation that all members of the class will listen with respect and curiosity to the ideas of others, as well as presenting own ideas for discussion. The Professor's hope is that this class will be a place where everyone feels free to respectfully listen and challenge one another. At times this class may invoke some challenging emotions.

The classes will primarily be based on assigned readings and audiovisual materials. It is expected that students will come to class prepared to discuss these materials. The Professor attempted to limit the readings and course workload in order that everyone can have the time to read the materials prior to class discussion.

The Professor's goal is to set the basic condition for the development of a constructive learning environment, including: (1) clarity with respect to power relations, (2) goodwill between class members, between the Professor and class members, and between class members and the Instructor, (3) mutual respect, and (4) commitment to the intensive mutual learning process.

Reflection on Anticipated / Unanticipated Knowledge and Learning: Students will critically reflect on their knowledge and learning in relation to course materials, and class discussion. This reflection will be informal and ongoing, in addition to formal assignments. Additionally, students will reflect on issues of: (a) their social location, values, and issues of power and dominant discourse(s) across various research issues, and client situations; (b) couple and family resilience in relation to each topic (discussed in weekly content, and in the presentations), as potentially experienced by individuals, couples and families; and (c) critically analyze information, synthesize information from a variety of sources, compare and contrast similar theoretical structures across different theories, and raise relevant examples to illustrate principles.

Student Feedback: The University of Guelph is committed to providing students with appropriate feedback on their work. The Professor will provide students in the course with on-going, timely, meaningful and constructive feedback in relation to the assignments, and the course in general.

Course and Instructor Evaluation

You are invited to talk to the Professor, outside of class time, if you have suggestions for changes at any point during the course. You will have an opportunity for formal evaluation of the course and Professor at the end of the course.

Boundary Considerations. Discussions in this research issues course will often draw on the research and clinical experience of each student, both past and current work with clients. Discussions involving current client situations will only be used to illustrate the potential applicability of the research and clinical conceptualizations of the readings and class activities. If a student finds class discussions relevant to current client work, and wants to modify her/his current clinical approach based on this discussion, she/he/they should consult with the clinical supervisor.

IMPORTANT: As this is an applied course in which students will actively participate in the material covered, attendance at all classes is mandatory. If a student is unable to attend for whatever reason, the student is expected to notify the Professor prior to the start of class, and it will be the student's responsibility to make arrangements with the Professor about satisfying participation requirements that require substantive contributions to each class.

COURSE REQUIREMENTS

Weekly Class Readings and Preparation

From the vast literature written on the topics discussed in the course, specific publications and readings have been selected. It is expected that students read a minimum of two (2) readings thoroughly and critically per week – in most cases, one of these is an assigned reading and the second will be selected by you to fit your interests. You should attend class prepared to discuss your reflections and ideas related to both readings in large and small discussion groups. All required readings will be discussed in class. If they are not discussed directly, having read/viewed them will be necessary for whatever class activity takes place.

RECOMMENDED TEXTS

Dragonslippers: This is What an Abusive Relationship Looks Like by Rosalind B. Penfold (2006) A digital copy will be provided to the class through Courselink.

Van der Kolk, B. (2014). The body keeps the score. New York: Viking. (Book is available through various sellers, and as an audio book)

STUDENT EVALUATION

Evaluation. This is a graded course. Each course requirement will be evaluated considering: (1) the comprehensiveness of the coverage of pertinent issues, (2) coherence of the analysis pertinent to the application to research issues and clinical work, (3) consideration of dimensions of social location, power, and privilege, (4) critical analytic focus, (5) clarity of presentation (oral and written), and (6) creativity or interesting nature of presentation. The assignments focus on the ESLOs and AAMFT SELECTED CORE COMPETENCIES (CCs): ESLO EG-1,1a-c, EG-2, 2b, EG-4, 4a-d; AAMFT Cs 2.1.1, 2.1.2, 6.1.1., 6.3.1., 6.3.3., 6.4.1.]

The final grade will be based on the following weights:

1. Facilitation/Discussion of Required Reading 20%
As this course emphasizes peer-based learning, over the course of the semester, each student will lead the discussion in relation to one of the required readings.
2. Presentation and Group Outreach Project 30%
The intent of this small group presentation and group outreach project is to give students an opportunity to examine specific areas of trauma experienced by couples OR families, clinical trauma informed approaches used in CFT respective of the specific area of trauma, and supporting research (theoretical and empirical). Each small group will develop an outreach project specific to the trauma chosen following the guidelines provided, and prepare an interactive presentation for the class providing information regarding the specific area of trauma and the outreach project created.
3. Peer Evaluations of Group Outreach Projects 10%
Students will provide peer-based evaluations of the Group Outreach Projects created and presented by each small group across the semester. The evaluation form will follow a checklist with prompts for feedback designed to be constructive and helpful for each group.
4. Final Individual Paper 40%
The purpose of this assignment is to enable students to demonstrate and deepen their understanding of trauma, topics and concepts discussed across the semester, and required and suggested reading. The assignment will also enable students to engage in critical thinking and the integration of theory and practice through the application of a trauma informed lens to a case study involving couples or families.

***Note:** The Due Dates for the above assignments are indicated in the table on the following page. Detailed Assignment Guidelines will be posted in the Content Section on CourseLink.

COURSE SCHEDULE AND ASSIGNMENT DUE DATES

(Subject to revision)

**** Regarding the Course Schedule and Readings:**

- A pdf document outlining the schedule of weekly readings and assignment due dates will be posted in the Contents Section of the CourseLink site for this course.

Week Date	Topics	Assignment Due Dates
Week 1 January 8	Topic: <ul style="list-style-type: none"> • Introduction to Course - Review course materials/docs • Understanding Trauma and Trauma Informed Lens • The Psychodynamics of Trauma – Complex Trauma, PTSD, Acute Stress, Anxiety (What does the DSM say) 	
Week 2 January 15	Topic: <ul style="list-style-type: none"> • The Psychodynamics of Trauma – Complex Trauma, PTSD, Acute Stress, Anxiety (What does the DSM say), continued • Comorbidity and Trauma – Substance Use/Abuse, Mental Health 	
Week 3 January 22	Topic: <ul style="list-style-type: none"> • The Neurobiology of Trauma • Assessment of Trauma – Conducting a Trauma Informed Assessment / Trauma History 	2 Student Facilitation/Discussant of Required Readings
Week 4 January 29	Topic: <ul style="list-style-type: none"> • Assessment of Trauma – Conducting a Trauma Informed Assessment / Trauma History, continued • Intimate Partner Violence (IPV), Domestic Violence • Trauma Bonding 	2 Student Facilitation/Discussant of Required Readings Peer Evaluations of Group Outreach Project # 1
Week 5 February 5	Topic: <ul style="list-style-type: none"> • Children and Trauma <ul style="list-style-type: none"> ○ Children Witnessing IPV ○ Child Abuse ○ Sexual Trauma (rape, sexual assault, incest) ○ Children and Adolescents as Offenders 	2 Student Facilitation/Discussant of Required Readings Peer Evaluations of Group Outreach Project # 2
Week 6 February 12	Topic <ul style="list-style-type: none"> • Children and Trauma, continued 	2 Student Facilitation/Discussant of

	<ul style="list-style-type: none"> ○ Children Witnessing IPV ○ Child Abuse ○ Sexual Trauma (rape, sexual assault, incest) ○ Children and Adolescents as Offenders 	Required Readings
Week 7 February 19	Reading Week – No Class	
Week 8 February 26	Topic: <ul style="list-style-type: none"> ● Family Relational Trauma ● Elder Abuse 	2 Student Facilitation/Discussant of Required Readings Peer Evaluations of Group Outreach Project # 3
Week 9 March 4	Topic: <ul style="list-style-type: none"> ● Racial Trauma and Hate Crimes (against diverse populations -gender, ethnically, racially, religiously, and sexuality-based violence) ● Medical, Institutional or Systemic Trauma 	2 Student Facilitation/Discussant of Required Readings Peer Evaluations of Group Outreach Project # 4
Week 10 March 11	Topic: <ul style="list-style-type: none"> ● Approaches to Safe Trauma Therapy – working with individuals, couples and families 	2 Student Facilitation/Discussant of Required Readings Peer Evaluations of Group Outreach Project # 5 (if needed)
Week 11 March 18	Topic: <ul style="list-style-type: none"> ● Approaches to Safe Trauma Therapy – working with individuals, couples and families, continued 	2 Student Facilitation/Discussant of Required Readings
Week 12 March 25	Topic: <ul style="list-style-type: none"> ● Power in The People: Strengths, Resilience, Hope, Post Traumatic Growth, Forgiveness 	Final Paper due by 11:59 pm Friday March 29
Week 13 April 1	Topic: <ul style="list-style-type: none"> ● Vicarious Trauma and Self-Care ● Wrapping It Up – What Was Learned – What Yet to Learn 	

STUDENT RESPONSIBILITIES

When you cannot meet course requirements:

When you find yourself unable to meet a course requirement due to illness or compassionate reasons, please advise the Professor **via email**. Where possible, this should be done before the missed work or event, but otherwise, soon after the due date, and certainly no longer than one week later. Note: if appropriate documentation of your inability to meet that in-course requirement is necessary, the course Professor will request it.

Meeting deadlines:

It is the student's responsibility to meet all deadlines. If a student finds that he/she is unable to meet course requirements due to illness or compassionate reasons, the student must notify the Professor via email *at least one calendar day before* the original due date (day and time) of the assignment.

Extensions may be granted for exceptional reasons deemed acceptable by the Instructor. Extension requests will not be granted beyond one week, except in compelling circumstances.

Late assignments:

- Assignments that are not submitted by the original *due date and time without authorized extensions* will be considered late
- Late assignments will receive the following late penalty:
 - 5% of the total mark for the assignment if submitted late on the due date. 1% for each additional day after the due date, to a maximum of 7 calendar days, including weekends.
- *Assignments without an authorized extension will not be accepted more than 7 days following the original due date and time.*

PERSONAL SELF-DISCLOSURE: CFT PROGRAM GUIDELINES

The CFT Program recognizes that professional development in the field is often enhanced by exploring the interface between the personal and the professional. Students are generally encouraged to thoroughly explore this interface. Developing self-awareness is an important component of this course. This is particularly important in specific instances where their personal history and experience closely parallels the course subject matter and client situation. Generally, a student should only reveal as little or as much information as s/he is comfortable sharing with the Professor and colleagues. The evaluation of student performance is not dependent upon student disclosure of personal information.

COURSELINK

A course website supports the teaching and learning activities for this course. All information pertaining to the course will be updated regularly on CourseLink. Please ensure that you log in throughout the semester to check announcements, obtain copies of course outlines, instructions for assignments and course notes.

CORRESPONDENCE

All email directed to the Professor must come from an official University of Guelph email address. Emails will be answered between Monday and Friday, and you will receive a response within 24 - 48 hours if your email is sent from a uoguelph.ca address. For emails sent on the weekend, the Professor will respond by the following Monday. You will not receive a response if your email is sent from a non-university account.

ELECTRONIC RECORDING OF CLASSES

Electronic recording of classes is expressly forbidden without prior consent of the Professor [or, where appropriate, student or guest presenter] and notice to all class participants. Material recorded with permission is restricted to use for this course and may not be reproduced or transmitted to others without further written consent.

INSTRUCTOR /COURSE EVALUATION

Students are invited to complete formal written course/instructor evaluations at the end of the semester. The Instructor invites class members to provide any feedback at any time during the term.

ACCESSIBILITY

The University of Guelph is committed to creating a barrier-free environment. Providing services for students is a shared responsibility among students, faculty and administrators. This relationship is based on respect of individual rights, the dignity of the individual and the University community's shared commitment to an open and supportive learning environment. Students requiring service or accommodation, whether due to an identified, ongoing disability or a short-term disability should contact the Student Accessibility Services as soon as possible. Students who need course adaptations or accommodations because of disability, or who have emergency medical information to share, should speak to the Professor during the first two weeks of class to ensure that reasonable accommodations can be made. It is your responsibility to make the Professor aware of these needs, and to take any steps that may be required on your part in order to achieve reasonable accommodation. Student accessibility services <https://wellness.uoguelph.ca/accessibility/> is an excellent resource.

REFERENCING

All assignments submitted must follow APA 6th OR 7th Edition for style, formatting and referencing. Note – APA 7th Edition will come into effect in the Spring 2020. Students can therefore use either the 6th or 7th Edition to format and reference submitted work.

ACADEMIC INTEGRITY

Academic Integrity is an expectation in the course. It is the student's responsibility to present their *own original* work, and to represent the work of others following the APA 6th Edition. Students are encouraged to refer to the University of Guelph's Tutorial on Academic Integrity at <http://www.academicintegrity.uoguelph.ca/>

ACADEMIC MISCONDUCT

The University of Guelph is committed to upholding the highest standards of academic integrity and it is the responsibility of all members of the University community – faculty, staff, and students – to be aware of what constitutes academic misconduct and to do as much as possible to prevent academic offences from occurring. University of Guelph students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff and students have the responsibility of supporting an environment that discourages misconduct. Students need to remain aware that instructors have access to and the right to use electronic and other means of detection.

Please note: Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work before submitting it. Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with a faculty member or faculty advisor.

Academic misconduct as seen by engaging in the following will not be tolerated. It is your responsibility to follow rules pertaining to academic misconduct found at: http://www.uoguelph.ca/undergrad_calendar/c08/c08-amisconduct.shtml