

ACADIA UNIVERSITY
COURSE OUTLINE – EDUC 5553 Z4

Topics in Counselling:
Trauma-Informed Approaches to Mental Health: An Africentric Perspective
Summer 2017, mornings

Instructor: Mr. Robert S. Wright, MSW, RSW
Phone: (902) 491-4286
Email: Robert.wright@acadiu.ca
Time: July 5 – 20, 2017, 9:00am – 12:00n
Location: KC Irving Centre's Classroom

Course Description

From Open Acadia: While promoting an understanding of theory, philosophy, and evidence-based and best practice approaches to complex trauma, this course focuses on the changing theoretical assumptions and the growth of new clinical perspectives in trauma-informed counselling. The course also offers practical and experiential classroom sessions for acquiring the learning and skills necessary for various stages of intervention with complex trauma. This course will include an Africentric perspective in its examination of key issues and approaches. This course is restricted to students in MEd Counselling and priority will be given to those who are completing their program. The course follows a seminar format and will cover a number of specialized areas important to counsellors.

Course Objectives

Students will understand the intersection between race and trauma and increase their capacity for culturally competent, trauma-informed intervention particularly with persons of African descent.

Course Presentation

This course will be conducted in seminar fashion. In 3 hour sessions, students will discuss assigned reading, reflections, and questions on selected topics related to trauma. Each class will begin with student facilitated, seminar-style discussion of material introduced in the preceding day's class. At the end of each class, the professor will present a lecture or demonstration of a theme, theory or practice. After class students will complete the related reading and will produce nightly a 4 page paper (cover page, 2 pages of content, reference page, all in APA format) in which they reflect on the previous day's lecture, raise a significant issue from the reading, provide an Africentric critique and/or discuss implications for counselling (the "and/or" acknowledges that not every paper written will be able to provide all 4, though students should demonstrate in class and through their cumulative writing their competence in doing all 4). All papers are due at the beginning of class, in hard copy.

Students will be chosen to lead each of the sections of the discussion. These discussants will be expected to present for 5 to 10 minutes, in order, at the beginning of class. They will begin their time by reading their paper. Discussants will also assist in collaboratively leading the discussion that follows.

Implications for counselling –

Lecture: Trauma and Early Development
 Reading: Schore, Allan N. (2003). Effect of early relational trauma on affect regulation: The development of borderline and antisocial personality disorders and a predisposition to violence. *Affect Dysregulation and Disorders of the Self*. New York; Norton.

July 10, 2017 Discussants: Response to lecture –

What the literature said –

An Africentric critique –

Implications for counselling –

Lecture: Social Determinants and Resilience
 Reading: McWhirter, J. J., et al. (2007). **Environmental/Societal Factors that contribute to Risk**. In J. J. McWhirter, B. T. McWhirter, E. H. McWhirter, & R. J. McWhirter, *At Risk Youth*, (pp. 22-41). Belmont, CA: Brooks/Cole
 Public Health Agency of Canada (2013). *What Makes Canadians Healthy or Unhealthy*. Retrieved June 27, 2017 from <http://www.phac-aspc.gc.ca/ph-sp/determinants/determinants-eng.php>

July 11, 2017 Summer Conference Day

July 12, 2017 Discussants: Response to lecture –

What the literature said –

An Africentric critique –

Implications for counselling –

Lecture: Attachment and Psychosocial Development: What Trauma Disrupts
 Reading: Newman, B. M., & Newman, P. R. (1987). **Psychosocial Theory**. In B. M. Newman & P. R. Newman, *Development Through Life: A Psychosocial Approach* (pp. 20-53). Chicago: Dorsey Press.
 Wright, R.S. (2003, Jan. 25). [Reflections of African Canadian/American Identity Development from Birth to Later Adolescence: Towards a Framework for Guiding Interventions](#). Unpublished paper available from the author. Halifax, Nova Scotia.

July 13, 2017 Discussants: Response to lecture –

What the literature said –

An Africentric critique –

Implications for counselling –

Lecture: Trauma Informed Anger Management Treatment – Guest Lecturer, Jacqueline Barklery, MSW, RSW

Reading: DeGruy, J., Kjellstrand, J. M., Briggs, H. E., & Brennan, E. M. (2012). **Racial Respect and Racial Socialization as Protective Factors for African American Male Youth.** *Journal of Black Psychology*, 38(4), 395-420.
Pipher, Mary (1996). **Thirsty in the Rain.** In *Shelter of Each Other* (pp. 9-32). New York: Riverhead Books.

July 14, 2017 Discussants: Response to lecture –

What the literature said –

An Africentric critique –

Implications for counselling –

Lecture: Neuropsychoanalysis??

Reading: Schore, A. N. (2003). **Advances in Neuropsychoanalysis, Attachment Theory, and Trauma Research: Implications for Self Psychology.** In A. N. Schore, *Affect Regulation and the Repair of the Self*. New York, NY: W.V. Norton & Company.

July 17, 2017 Discussants: Response to lecture –

What the literature said –

An Africentric critique –

Implications for counselling –

Lecture: Meaning Making as Prevention & Treatment of Trauma

Reading: Theron, L. C. & Theron, A. M. C. (2014). Meaning-Making and resilience: case studies of a multifaceted process, **Journal of Psychology in Africa**, 24(1), 24-32.

July 18, 2017 Discussants: Response to lecture –

What the literature said –

An Africentric critique –

Implications for counselling –

Lecture: PTSS vs PTSD

Reading: DeGruy, Joy (2005). Post Traumatic Slave Syndrome. In Post Traumatic Slave Syndrome (pp. 110-138). Portland, Oregon: Joy DeGruy Publications.

July 19, 2017 Discussants: Response to lecture –

What the literature said –

An Africentric critique –

Implications for counselling –

Lecture: TED-CISD, CBT, PET, REMDR and other Initials

Reading: Allen, J. G. (2013). **Evidence-Based Treatments**. In *Restoring Mentalizing in Attachment Relationships: Treating Trauma with Plain Old Therapy*. Arlington, VA: American Psychiatric Publishing.

July 20, 2017 Discussants: Response to lecture –

What the literature said –

An Africentric critique –

Implications for counselling –

Course Requirements and Marking Scheme

A seminar course, students will be evaluated on their participation in class and on daily written assignments.

Ten daily discussion papers (marked simply out of 4. Points for submission on time, form, review of literature, Africentric reflection)	Total: 40
Participation in seminar (2 points per class. There are 11 class, allowing for 2 bonus points)	Total: 20
	XX/60

56+ = A+

52+ = A

48+ = A-

46+ = B+

44+ = B

42+ = B-

40+ = C+

38+ = C

36+ = C-

Students whose work is trending below C- will be asked to meet with the instructor.

University Policies

Students with Disabilities

Students who have a disability should inform me as early as possible regarding any necessary accommodations they will need to be successful. At Acadia, Accessible Learning Services requires that all students who anticipate the need for accommodations complete an Instructor Verification Form, a process which includes students meeting with instructors, notifying them of support needs, and securing their signatures.