

DRAFT
North Park Theological Seminary

MNST 7195 Trauma and Healing: Caring for Self, Family & Community

Spring 2022
Tuesdays: 6:30am-9:30am
10:30am-1:30pm
3 credit hours

INSTRUCTOR INFORMATION¹

Elizabeth Odette Pierre, PhD
Email: eopierre@northpark.edu
Office Hours: By appointment

COURSE DESCRIPTION²

This is a course designed to help students gain understanding of the nature of trauma and how it impacts individuals, families, and communities on multiple levels: physically, psychologically, and spiritually. Intercultural perspectives and how they affect both symptoms and recovery from trauma will be reflected upon theologically and psychologically through lecture, readings and class and group discussions. Finally, this class will provide ways for students to assess their own strengths and growth edges in order to foster healthier relationships with themselves and others.

COURSE OBJECTIVES³

1. Students will identify the nature and kinds of trauma, symptoms, and recovery. There will be a special emphasis on how trauma impacts attachment and family systems.
2. Students will be able to discuss cultural issues and their impact on trauma, symptoms, and healing.
3. Students will demonstrate critical, theological, and systematic thinking about trauma in their various relationships.
4. Students will gain greater self-awareness in order to foster healthier interpersonal relationships through engaging through weekly role plays and final project.

¹ Instructor information. Includes instructor name, contact information (including office location), and office hours

² Course description, as listed in the [Seminary Academic Catalog](#).

³ Objectives. Course objectives are appropriate to subject, consistent with previous course syllabi, and clearly support degree/program objectives. In addition to course-specific objectives, include which degree learning outcomes are fulfilled most closely by course. E.g., "This course contributes toward the following MDiv learning outcomes:"

REQUIRED TEXTS⁴

Burke-Harris, N. (2018). *The deepest well*. Boston, MA: Houghton Mifflin Books.

Hendrix, H. (2019). *Getting the love you want: A guide for couples*. New York, NY: St. Martin's Griffin.

DeGruy, J. (2005). *Post Traumatic Slave Syndrome: America's Legacy of Injury and Healing*.

Nichols, M. P. (2009). *The Lost Art of Listening: How Learning to Listen Can Improve Relationships*. New York: The Guilford Press.

REQUIRED ARTICLES

FORGIVENESS/TRAUMA

Fortune, Marie (2005). What about forgiveness. In *Sexual violence: The sin revisited*. Ohio: The Pilgrim Press.

GOTTMAN: MARRIAGE/RELATIONSHIPS/CONNECTION

Gottman, J. (1994). Marriage Styles: The Good, the bad, and the volatile. In *Why marriages succeed or fail: And how you can make yours last* (pp.32-68). New York: Simon & Schuster.

Gottman, J. (1994). The four horsemen of the apocalypse: Warning signs. In *Why marriages succeed or fail: And how you can make yours last* (pp.32-68). New York: Simon & Schuster.

Gottman, J. (1994). The four keys to improving your marriage. In *Why marriages succeed or fail: And how you can make yours last* (pp.173-202). New York: Simon & Schuster.

Gottman, J.M. & DeClaire, J. (2001). How we connect emotionally. In *The relationship of cure: A 5 step guide to strengthening your marriage, family, and friendships* (pp. 1-27). New York: Harmony Books.

Gottman, J.M. & DeClaire, J. (2001). Examine your emotional heritage. In *The relationship of cure: A 5 step guide to strengthening your marriage, family, and friendships* (pp. 136-168). New York: Harmony Books.

HERMAN: TRAUMA and RECOVERY

Herman, J. (2015). Healing Relationships. In *Trauma and recovery: The aftermath of violence from domestic abuse to political power*. New York, NY: Basic Books.

Herman, J. (2015). Safety. In *Trauma and recovery: The aftermath of violence from domestic abuse to political power*. New York, NY: Basic Books.

Herman, J. (2015). Remembrance and Mourning. In *Trauma and recovery: The aftermath of violence from domestic abuse to political power*. New York, NY: Basic Books.

Herman, J. (2015). Reconnection. In *Trauma and recovery: The aftermath of violence from domestic abuse to political power*. New York, NY: Basic Books

LEW: MEN and TRAUMA

⁴ Course reading. Course reading volume is appropriate. Readings are up-to-date with scholarly advances in the subject and reflect ethnic and gender diversity.

Lew, M.(2004). Messages about masculinity. In *Victims no longer: The classic guide for men recovering from sexual abuse*(pp.31-44). New York: HarperCollins.

LOVENHEIM: ATTACHMENT BRAIN/RELATIONSHIPS/CHILDREN

Lovenheim, P. (2018). When the tiger comes: Origin of the attachment system. In *The attachment effect: Exploring the powerful ways our earliest bond shapes our relationships and lives* (pp. 3-25). New York: Penguin Books.

Lovenheim, P. (2018). When mother returns: Attachment styles in children. In *The attachment effect: Exploring the powerful ways our earliest bond shapes our relationships and lives* (pp. 47-65). New York: Penguin Books.

SIEGAL:ATTACHMENT/RELATIONSHIPS

Siegel, D. J. & Hartzell, M. (2014). How we feel: Emotion in our internal and interpersonal worlds. In *Parenting from the inside out: How a deeper self-understanding can help you raise children who thrive* (pp. 53-81). New York: Penguin Random House.

Siegel, D. J. & Hartzell, M. (2014). How we make sense of our lives: Adult attachment. In *Parenting from the inside out: How a deeper self-understanding can help you raise children who thrive* (pp. 81-105). New York: Penguin Random House.

ASSESSMENTS⁵ AND GRADING SCALE⁶

Grading:

Weekly Reflections 20.0%

Genogram/Research Paper on Attachment and Trauma 40%

Presentations 40 %

Assignments:

Late assignments will be deducted half-letter grade for each day late.

1. Reflection Papers

Weekly **1-2 page reflections**, on readings for that week. Please include a brief summary of the text, critique, and questions that you may have.

⁵ Course assessments. Course assessments are appropriately rigorous for a master's level course. Assessments align with course objectives. If an assessment is portfolio-eligible, this is clearly indicated in the syllabus. Include time audits for assessments and readings and grade weight of each assessment.

⁶ Grade scale, following the scale printed in the [Seminary Academic Catalog](#), p. 21.

2. Genogram

Genogram with **7-10 page**, double spaced, written reflection (**More instructions, examples, and information will be provided in class**)

- This is an elaborate drawing of your family system, their relationships to each other and to you.
- Reflection will consist of the family dynamics, critical family issues, the strengths and growth edges of your family that emerge from the genogram and how this may impact you and your relationships.

OR

- **Trauma, Attachment, and Family Systems Integrative Research Paper 10-12 pages**

- In light of the readings, reflect on trauma in your personal life and/or community has affected your attachment style, relationships (you are welcome to include God)
 - Please consider the following:
 - The age of trauma
 - The presence of/ or lack of support system
 - Places of growth and hope/ Areas needed for continued growth

- **Class Presentations**

Each student will have an opportunity to present on readings of their choosing. Student can use art, music, writings, etc., in order to reflect on how the readings connect with their own story. Students have the option to present with another classmate.

GRADING RATIONALE

A: Superior work (A = 95–100; A- = 93–94) This grade applies to exceptional work, the quality achieved through excellence of performance, not merely the fulfillment of the course requirements. **B:** Above average (B+ = 91-92; B = 88-90; B- = 86-87) This grade applies to meritorious work, definitely above average, applied to more than the fulfillment of requirements. **C:** Average (C+ = 84-85; C = 80-83; C – = 78-79) This grade applies to average work that still fulfills the course requirements. **D:** Unsatisfactory (D+ = 76-77; D = 72-75; D – = 70-71) This grade, while indicating the student has completed a course, is to be understood as reflecting below average work. Course work receiving this grade will not be counted toward a degree. **F:** Failure (69 and below)

ACCOMMODATIONS

Students with disabilities who believe that they may need accommodations in this class are encouraged to contact the seminary academic services office as soon as possible to ensure accommodations are implemented in a timely manner. For further information, see seminary Catalog, p. 17 and review the following website: <http://www.northpark.edu/ada>.

ACADEMIC HONESTY⁷

In keeping with our Christian heritage and commitment, North Park University is committed to the highest possible ethical and moral standards. Just as we will constantly strive to live up to these high standards, we expect our students to do the same. To that end, cheating of any sort will not be tolerated. Students who are discovered cheating will receive a failing grade on the assignment and are subject to discipline up to and including failure of a course and expulsion. Our definition of cheating includes but is not limited to:

1. Plagiarism – the use of another’s work as one’s own without giving credit to the individual. This includes using materials from the internet.
2. Copying another’s answers on an examination.
3. Deliberately allowing another to copy one’s answers or work.
4. Signing an attendance roster for another who is not present.

For additional information, see the [Seminary Academic Catalog](#), pp. 25–27.

INCOMPLETE POLICY

If, due to extenuating circumstances (specifically, pregnancy, illness, personal and family issues, or military assignment), a student anticipates she will be unable to complete course work within the allotted time, that student must submit the request form for a grade of incomplete to the course instructor before the last week of class clearly stating the reason(s) for this request. Overscheduling and/or lack of self-discipline are not considered extenuating circumstances. If the request is timely and meets the criteria, the grade for that class will be listed as “I” until the last day of the following semester. If coursework is not submitted by the last day of the following semester the listing of “I” will automatically be changed to “F.”

ACCOMMODATIONS

North Park is committed to creating an inclusive learning environment. If you anticipate or experience any barriers to learning in this class related to a disability, contact the Center for Student Engagement by email ada@northpark.edu or phone at 773-244-5737 to schedule an appointment with the Learning Specialist. You can also stop by The Center for Student Engagement, located on the first floor of the Johnson Center.

TITLE IX

Students who believe they have been harassed, discriminated against, or involved in sexual violence should contact the Title IX Coordinator (773-244-6276 or TitleIX@northpark.edu) for information about reporting, campus resources and support services, including confidential counseling services.

As members of the North Park faculty, we are concerned about the well-being and development of our students, and are available to discuss any concerns. Faculty are legally obligated to share information with the University’s Title IX coordinator in certain situations to help ensure that the student’s safety and welfare is being addressed, consistent with the requirements of the law. These disclosures include but are not limited to reports of sexual assault, relational/domestic violence, and stalking.

Please refer to North Park’s Safe Community site for reporting, contact information and further details. <http://www.northpark.edu/Campus-Life-and-Services/Safe-Community>

COURSE SCHEDULE⁸

⁷ Institutional policies. Syllabus includes standard text for policies on academic honesty, accommodations, and Title IX.

⁸ Schedule. Course schedule should include dates in which course will meet, reading assignments and topics, and due dates for all assessments.

Class Meeting Schedule and Reading Assignments

Tuesday, January 25st

Introductions and Orientation to Class

The Importance of Listening

Readings: Nichols, Part 1 & 2

Tuesday, February 1st

Keep Listening

Readings: Nichols, Part 3 & 4

Tuesday, February 8th

Trauma and Its Impact

Readings: Burke, ALL; Lew: "Messages about Masculinity"

Tuesday, February 15th

Trauma and Attachment

Readings: Lovenheim: "When the tiger comes: Origin of the attachment system"; "In the scanner: Attachment and the brain."

Siegal & Hartzell: "How we feel: Emotion in our internal and interpersonal worlds.";
"How we communicate: Making connections"

Tuesday, February 22nd

Trauma and Family

Readings: Hendrix and Hunt, Part 1 & 2;

Gottman: "Marriage Styles: The Good, the bad, and the volatile."

"The four horsemen of the apocalypse: Warning signs."

Tuesday, March 1st

Trauma and Family Part 2

Readings: Gottman and DeClaire: "~~Look at your bids for connection.~~"

"How we connect emotionally."

"Examine your emotional heritage."

"The four keys to improving your marriage."

Tuesday, March 8th

NO CLASS-STUDY HALL

Tuesday, March 15th

Trauma and Family Part 3

Readings: Siegal and Hartzell: “How we attach: Relationships between children and parents”;
“ How we make sense of our lives.”
Lovenheim: “When mother returns: Attachment styles in children.”;
“Five adjectives: Measuring adult attachment.”
Gottman and DeClaire: “ Sharpen your emotional communication skills.”

Tuesday, March 22nd

Trauma and Community

Readings: DeGruy, ALL

Tuesday, March 29th

Trauma and Community

Readings:DeGruy, continued

Tuesday, April 5th

Trauma and Recovery

Readings: Herman, “Healing Relationship”; “Safety”
Herman, “Remembrance and Mourning” and “Reconnection”

Tuesday, April 12th t

Trauma and Recovery

Readings: Fortune, “ What about forgiveness?”

Presentations

Tuesday, April 19th

Presentations

Tuesday, April 26th

Presentations

Tuesday, May 3rd

Recovery and Hope

FINAL PAPER DUE

