

CONF695-007 Psychosocial Trauma and Healing (3credits)

Spring 2014 (3/15-16, 4/5-6, 5/3-4), Founders Hall Room 478

School for Conflict Analysis and Resolution, GMU

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

Course Dates and Location

The course will be conducted on three week-ends (Saturday and Sunday) throughout Spring semester at the Fairfax campus. The class meets from 10am until 5pm with a lunch break.

Advanced Reading (before class) – Course Blackboard

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

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

Required Reading (Books students will need to have)

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

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

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

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

Note: Some articles are posted on the blackboard.

Additional Reading (Bibliography - can be used as referenced materials for course requirements)

Apfel, Robert and Simon, Bennet (1996). Minefields in their Hearts: The Mental Health of Children in War and Criminal Violence.

Bartsch, Karl and Evelyn (1997). Stress and Trauma Healing: A Manual for Caregivers. Contact: Diakonia Council of Churches, Durban, 4008 South Africa.

Bloom, Sandra (1997). Creating Sanctuary: Toward the Evolution of Sane Societies.

Figley, Charles, ed. (1995). Compassion Fatigue: Coping with Secondary Traumatic Stress Disorder in Those Who Treat the Traumatized. Florence, KY: Brunner-Routledge.

Fuertes, Al B. (2008). Community-based Warviews, Resiliency and Healing among the Internally Displaced Persons in Mindanao and the Karen Refugees on the Thai-Burmese Border. Germany: VDM Verlag Dr. Muller.

Kaufman, Gershen. (1992) Shame: The Power of Caring. Rochester, Vermont: Schenkman Books Inc.

Levine, Peter A (1997). Waking The Tiger: Healing Trauma. Berkeley, CA: North Atlantic Books . <www.traumahealing.com> (Peter Levine's site)

Minow, Martha. (1998). Between Vengeance and Forgiveness: Facing History After Genocide and Mass Violence. Boston: Beacon Press.

Nader, Kathleen, Nancy Dubrow, etl a, (1999). Honoring Differences, Cultural Issues in the Treatment of Trauma and Loss. Ann Arbor, MI: Taylor and Francis.

Robben, Antonius and Suarez-Orozco, Varcelo, eds. (2001). Cultures Under Siege: Collective Violence and Trauma. UK: Cambridge University Press.

Sider, Nancy Good (2003). "Transcendence: Discovering Resources for Posttraumatic Healing and Growth." In Positive Approaches to Peacebuilding. Cynthia Sampson et al. eds. Washington, D.C.: Pact Publications.

Tedeschi, Richard G., Park, Crystal L., and Calhoun, Lawrence G. eds. (1998). Posttraumatic Growth: Positive Changes in the Aftermath of Crisis. Mahwah, N.J.: Lawrence Erlbaum

Associates.

“The Body Keeps the Score: Memory and the Evolving Psychobiology of Post Traumatic Stress” by Bessel van der Kolk <<http://www.trauma-pages.com/a/vanderk4.php>>

“Trauma Healing” by Eric Brahm
<http://www.beyondintractability.org/essay/trauma_healing/?nid=13>

Tutu, Desmond (1999). No Future Without Forgiveness. New York: Doubleday.

Worthington, Everett L. Jr. (1998). Dimensions of Forgiveness: The Psychological Research and Theological Perspectives. Templeton Foundation Press.

Van der Kolk, Bessel A., Alexander McFarlane, and Lars Weisaeth (1996). Traumatic Stress: The Effects of Overwhelming Experience on Mind, Body, and Society. The Guilford Press.

Course Requirements

1. Engagement and Participation **20 pts.**

2. Self-awareness essay reflecting on ONE of the following questions: **10 pts.**
(4-5 pages, 1.5 spaced, 11 font) Due: 1st day of the 2nd week-end

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? 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?

3. Class presentation/facilitation (1 hour) **15 pts.**

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.
- 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

4. Reflective Essay: 4-5 pages, 1.5 spaced, 11/12 font

20 pts.

Due: 1st day of the 3rd week-end

Choose ONE:

Part A. *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 and note how change happens after a traumatic life episode (primary or secondary trauma). This Part A section has the side benefit of creating empathy for how challenging it is to make change happen. Include references from class readings and discussions/presentations.

Part B. *Exploring Resilience and Appreciative Interviewing*

Conduct an appreciative interview exploring resilience and Posttraumatic Growth (PTG) with someone who has experienced trauma. Write a reflective essay about the interview. What questions did you ask? How was the interview process experienced by the person you interviewed? How was the interview process itself experienced by you? What lessons did you learn from this project?

5. Research Paper: 12-15 pages, 1.5 spaced, 11 font

35 pts.

Due: During final week of the semester.

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 second day of the 3rd week-end of class session. 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, what are samples of your interview questions?
 - survey? Who will be the participants? Sample of your survey questionnaire.
 - archival research? (library research)
 - community integration/immersion? (where? What kind of community?)
- E. List at least 8 sources (complete information) and document using MLA/APA/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**

Daily Schedule of Learning Activities (Thematic/Topical)

NOTE: The course comprises four major phases and utilizes the following methods: hands-on activities, individual/group sharing, discussion, individual/group presentations, teaching moments, personal/group reflections, storytelling, case studies, scenario-building, simulations, documentary movies, and planning.

FIRST Week-end

(March 15-16, 2014)

Phase 1: Community-building

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

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

- Understanding the Injured Party/Victim – Wrongdoer/Perpetrator/Offender framework
- 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
- Warviews: Interdisciplinary dimensions of trauma (trauma reactions/symptoms)
- Dynamic interplay between trauma and conflict
- Trauma narratives and its impact: terror and disconnection, child abuse, domestic violence
- Exploring trauma and conflict-related theories in light of phenomenological realities:
 - ** cycle of violence and victimization
 - ** basic human needs theory
 - ** relative deprivation theory
 - ** frustration-aggression theory
 - ** collective violence theory
 - ** social and group identity theory
 - ** nested theory of conflict
- Developing emerging/community-based principles and statements of Trauma/Healing

Read for FIRST Week-end

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

Antonius C.G.M. Robben and Marcelo M. Suarez-Orozco, eds. "Interdisciplinary perspectives on violence and trauma" (pp. 1-47), "Reflections on the prevalence of the uncanny in social violence"

(pp.48-69), Cultures Under Siege, Collective Violence and Trauma. UK: Cambridge University Press, 2000.

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

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

Assignment for the first day of the 2nd week-end: Bring to class your trauma metaphor

SECOND Week-end (April 5-6, 2014)

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

- Trauma metaphor activity
- Resiliency: Individual and societal (the case of Karen refugees)
- Breaking the Cycle of Violence and Victimization
- 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
- Remembering and mourning
- Finding Meaning and the Will to Live

- (Co-facilitation and presentation by participants)

Read for SECOND Week-end

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

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

Judith Herman. "Healing Relationship" (pp. 133-154), "Safety" (pp.155-174), "Remembrance and Mourning" (pp.175-195). Trauma and Recovery, Basic Books, 1997.

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

THIRD Week-end (May 3-4, 2012)

Continuation of Week-end 2 topics/issues

- Forgiveness and Healing (Is there forgiveness in politics?)
- Dynamic interplay between forgiveness and reconciliation
- Lessons learned from TRC in South Africa, Gacaca in Rwanda, Cambodia, International Diplomacy of Japan, Germany/Israel
- 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
- Body sculpting
- (Co-facilitation and presentation by participants)

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

Read for THIRD Week-end

Al B. Fuertes, Al. "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, pp. 4-26.

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

John Paul Lederach. "Reconciliation: The Building of Relationships." Building Peace, Sustainable Reconciliation in Divided Societies. Washington DC: USIP Press, 1997. Blackboard.

_____. "Time, Healing, and Reconciliation." The Journey Toward Reconciliation. Scottsdale, PA: Herald Press, 1999. Blackboard.

Judith Herman. "Reconnection" (pp. 196-213), "Commonality" (pp.214-236). Trauma and Recovery, Basic Books, 1997.

Michael Henderson. "Japan: Struggle for the soul of the nation," "Cambodia: After the killing fields," "Southern Africa: Forgiveness as Policy." The Forgiveness Factor: Stories of Hope in a World of Conflict. Oregon, USA: Grosvenor Books, 1996. Blackboard.

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

Online:

"A Different Kind of Justice: Truth and Reconciliation in South Africa," Storey.
<http://gbgm-umc.org/NWO/99ja/different2.html>

"Truth and Reconciliation Commission Reports" – South Africa. BBC online news.

http://news.bbc.co.uk/2/hi/special_report/1998/10/98/truth_and_reconciliation/204015.stm

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Thank you - Al