



# Trauma Informed Care for Foster and Adoptive Families

## COUN6348

New Orleans Baptist Theological Seminary  
Church Community Ministries Division

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*The mission of New Orleans Baptist Theological Seminary is to equip leaders to fulfill the Great Commission and the Great Commandments through the local church and its ministries.*

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### **Purpose of the Course**

The purpose of this course is to help students understand the ways in which trauma impacts a child's brain and to help students develop intervention strategies for working with foster and adoptive families who are dealing children who have emotional, behavioral, or physiological challenges.

### **Core Value Focus**

The seminary has five core values. The focal core value for 2016-2017 is *Character Excellence*. This course supports the five core values of the seminary.

*Doctrinal Integrity:* Knowing that the Bible is the Word of God, we believe it, teach it, proclaim it, and submit to it. Our confessional commitments are outlined in the "Articles of Religious Belief" and the "Baptist Faith and Message 2000."

*Spiritual Vitality:* We are a worshiping community emphasizing both personal spirituality and gathering together as a Seminary family for the praise and adoration of God and instruction in His Word.

*Mission Focus:* We are not here merely to get an education or to give one. We are here to change the world by fulfilling the Great Commission and the Great Commandments through the local church and its ministries.

*Characteristic Excellence:* What we do, we do to the utmost of our abilities and resources as a testimony to the glory of our Lord and Savior Jesus Christ.

*Servant Leadership:* We follow the model of Jesus and exert leadership and influence through the nurture and encouragement of those around us.

The Core Value Focus for this academic year is Characteristic Excellence.

### **Curriculum Competencies Addressed**

This course will address the following curriculum competencies:

1. *Interpersonal Relationship Skills:* This course will give students the opportunity to develop complex interpersonal relationship skills necessary to help children and families move through trauma.
2. *Servant Leadership:* This course will prepare the student serve foster and adoptive families in our churches and communities.

### **Course Description**

A detailed study is made of the major factors faced by kids from hard places: developmental trauma, attachment issues, self-regulation, sensory processing, interpersonal relationship skills, and behavioral challenges. These problems will be addressed from the Trust Based Relational Intervention Model.

### **Student Learning Outcomes**

The student involved in this course should be able to accomplish the following:  
By the end of the study, the student will:

- A. increase in knowledge of attachment and trauma informed care by:
  1. Gaining basic knowledge of the various models of trauma informed care.
  2. Gaining and in depth knowledge of the Trust Based Relational Model.
  3. Learning to identify and evaluate the impact of the counselor's attachment style on relationships.
  4. Examining research findings on the impact of trauma on the brain.
- B. increase in practical application of the Trust Based Relational Intervention principles to counseling foster and adoptive families by:

1. Participating in experiential activities based on the Trust Based Relational Intervention.
2. Understanding the principles of empowering, connecting, can correcting and their relationship with increased success for families with kids from hard places.
3. Becoming familiar with basic skills necessary to address sensory issues for children in foster and adoptive families.

### **Textbooks**

The following books are required reading for class discussions and are to be read in their entirety.

#### **Required Texts**

Karyn Purvis, David Cross, & Wendy Sunshine, *The Connected Child: bring hope and healing to your adoptive family*. (New York: McGraw Hill, 2007).

Carol Kranowitz, *The out-of-sync child: recognizing and coping with sensory integration and dysfunction*. (New York: Penguin Group, 2005).

Daniel Siegel, *The Whole Brain Child*. (New York: Random House Publishing, 2011).

In addition to these three books, there will be a \$30 materials fee that will cover printed course materials that will be distributed in class as well as materials for class activities. The fee will be due at the beginning of class the first day.

#### **Optional Textbook:**

Daniel Siegel & Tina Payne Bryson. *The Whole Brain Child Workbook: Practical Exercises, Worksheets and Activities to Nurture Developing Minds* (New York: Random House Publishing, 2015).

### **Course Teaching Methodology**

**Teaching Method.** Course goals and objectives will be met through a variety of instructional activities. Reading assignments, dialogues, lectures, research, examinations, guest speakers, experiential exercises and case studies will be included. Pre-work will be available on Blackboard.

## Course Requirements

### I. Class Participation and Reading Assignments

- A. Student participation in discussion and class exercises is essential in the design of this course. Students should have completed all assigned pre-work prior to the first day of class and be prepared to discuss or participate in class exercises related to the readings.
- B. The grade for this component of the class will be based on class attendance, preparation, and participation and self report of percentage of reading completed.
- C. At the end of each class period students will complete a brief assessment to rate their understanding of the material covered during the day.

### II. Implementation & Application Paper

- A. Each student is to develop an implementation plan for utilizing TBRI with foster and adoptive families. Based on this implementation plan, the student will fully develop 6 counseling session outlines incorporating the principles of the TBRI model. Each lesson will address at least one specific concept drawn from the TBRI principles.
- B. The implementation plan will contain the following:
  - 1. a time line for implementation that indicates how model will be divided and taught to the client(s).
  - 2. specific elements and principles that will be addressed
  - 3. other resources or resource people with whom the client(s) may need to consult.
  - 4. List of tools, materials, and resources necessary to execute the implementation plan.
- C. Each session should include the following:
  - 1. a description of the primary area of focus for the session and the principle from which it is drawn (empowering, connecting, correcting)
  - 2. a detailed outline of how the session time will be allocated
  - 3. a thorough explanation of any activity or activities that will be utilized in the session, purpose of activity, materials needed, possible challenges created by the activity and how these challenges could be addressed, and time required for the activity.
  - 4. explanation of how progress and learning will be measured or assessed for the session
  - 5. handouts or resources for the client related to the session focus

The session outlines should follow a logical sequence and should be consistent with concepts associated with TBRI.

### III. Resource Manual

- A. Each student will contribute a minimum of 5 resources toward a class developed parent resource manual. The manual is designed to help foster and adoptive families succeed in implementing principles of TBRI. Content will include, but not be limited to the following areas: connecting activities, self-regulating techniques, food and nutrition that supports healthy brain functioning, suggested reading for children, suggested reading for parents, and resources for foster and adoptive families.

### IV. Review of Journal Articles

- A. Students will be required to read and review a collection of journal articles related to developmental trauma, Trust Based Relational Intervention, attachment, parenting, and neurobiology. Each student will submit an annotated bibliography for the assigned journal articles.

### V. Video Sessions

- A. Students will be required to prepare, conduct, and review two TBRI sessions with a family or two different families in order to complete the course. The sessions will be 20-30 minutes in length and will be video recorded by the student. After completing the session, the student will review the video and submit the following: video recording, session plan outline, written critique of session. Students are required to seek written permission from the family for the session to be videoed and utilized for class. Videos will be due two weeks after the end of the course.

NOTE: As an alternate assignment, students may choose to attend the TCU led TBRI training in New Orleans on May 11 & 12. This event is hosted by Crossroads NOLA. Students can learn more information and register at [crossroadsnola.org](http://crossroadsnola.org). Each day of the training can substitute for one of the video assignments. Students who are only able to attend one day of the training must still submit one of the two required video sessions.

### VI. Exams

- A. Each student will complete an online assessment of understanding of one of the assigned books, *The Connected Child*, prior to the first day of class. The exam will be available on Blackboard the week prior to class.
- B. Students will complete a take home final exam. The exam must be postmarked no later than two weeks following the end of the workshop.

## Course Evaluation

Assignment	Percentage of Grade
Class Participation & Reading	10%
Application Paper	30%
Resource Manual	5%
Review of Journal Articles	10%
Taped Video Sessions	20%
Blackboard Quiz	10%
Final Exam	15%

### **Grading Scale**

The following grading scale is used at NOBTS (see the Graduate Catalog, available online at <http://www.nobts.edu/resources/pdf/GraduateCatalog.pdf>):

- A: 93-100
- B: 85-92
- C: 77-84
- D: 70-76
- F: Below 70

## Course Schedule

### **Pre-Work**

Prior to the first day of class, students are required to complete all reading assignments. This includes the three required textbooks and the collection of journal articles. Students will submit an annotated bibliography for the journal articles at the beginning of class on the first day. Prior to the first class period students must also complete the exam on *The Connected Child* on Blackboard. The exam will close once class begins. In addition, students will indicate the percentage of reading completed on the three required text books.

### **Post-Work**

Students will have two weeks to complete the two items required for post work (1) Implementation & Application Paper (2) Video Counseling Sessions (3) Take Home Final Exam. Items must be post marked on or before the second Friday following the workshop.

**Workshop Schedule – May 22-26, 2017**

<b>Class</b>	<b>Meeting Date</b>	<b>Course Schedule</b>
<b>1</b>	Monday, May 22	<p>Overview of models of trauma informed care</p> <p>Trauma and the Brain</p> <p>Overview of Trust Based Relational Intervention</p> <p>Rate Your Understanding</p>
<b>2</b>	Tuesday, May 23	<p>TBRI -Empowering Principles</p> <p>Physiological Strategies (Understanding Sensory Processing, Hydration &amp; Blood Glucose)</p> <p>Ecological Strategies (Transitions, Self- Regulation, Daily Rituals)</p> <p>Rate Your Understanding</p>
<b>3</b>	Wednesday, May 24	<p>TBRI- Connecting Principles</p> <p>Infant Attachment</p> <p>Attachment – When Things Go Wrong</p> <p>Mindfulness Strategies</p> <p>Engagement Strategies</p> <p>Choices, Compromises, Life Value Terms</p> <p>Rate Your Understanding</p>
<b>4</b>	Thursday, May 25	<p>TBRI- Correcting Principles</p> <p>Proactive Strategies: Balancing Structure &amp; Nurture</p> <p>Nurture Groups</p> <p>The IDEAL Response</p> <p>Responsive Strategies: Levels of Response</p> <p>Rate Your Understanding</p>
<b>5</b>	Friday, May 26	<p>Putting it All Together</p> <p>Case Studies</p> <p>Rate Your Understanding</p>

## Course Policies

### **Attendance:**

This course is designed to be an interaction between the professor and students and between students. Attendance for this course will be measured according to the NOBTS classroom absence policy (see Absences in Catalog, Admissions and Academic Policies section). Class attendance is essential for effective learning. No student who misses more than the maximum number of hours as prescribed in the catalog can receive credit for the course. A grade of “F” will be assigned to students who fail to attend class the minimum number of hours.

### **Classroom Participation/Active Dialogue:**

Student participation is expected. Class interaction is an important and valuable aspect of the learning environment where we can experience the truth of the Great Commandment by truly knowing one another.

### **Due Dates:**

All class work is due at the dates specified. Late assignments will be given a deduction of four points per day after the due date.

### **Academic Honesty Policy:**

All graduate and undergraduate NOBTS students, whether on-campus, internet, or extension center students, are expected to adhere to the highest Christian standard of honesty and integrity when completing academic assignments for all courses in every delivery system format. The Bible provides our standard for academic integrity and honesty. This standard applies whether a student is taking tests, quizzes, exams, writing papers, completing Discussion Boards, or any other course requirement.

### **Classroom Parameters:**

Please arrive on time. Turn off cell phones. Utilize laptops and other technology for class purposes only. Respect the professor and other members of the class. Maintain confidentiality when someone shares personal information. Participate in class and group discussions. .

### **Blackboard**

Blackboard will be used in this class. Please make sure that your contact information is accurate and up-to-date. If you need assistance accessing Blackboard, please contact the Information Technology Center (Hardin Student Center 290).

### **Netiquette**

Appropriate Online Behavior. Each student is expected to demonstrate appropriate Christian behavior when working online on Discussion Boards or whenever interaction occurs through web, digital, or other electronic medium. The student is expected to interact with other students in a fashion that will promote learning and respect for the opinions of others in the course. A spirit of Christian charity is expected at all times in the online environment.

**The Department of Psychology and Counseling has adopted the following policies for use in all psychology and counseling classes.**

<b>Papers /Assignments</b>	All assignments are to be typed in either Times New Roman 12 or Courier 10. Any deviation in this will result in the deduction of points. Assignments will be turned in at the beginning of the class on the date it is due. Papers or assignments turned in after this time will be considered late. Late assignments will result in a deduction of <b>eight points per class period</b> . Assignments must be turned in to the professor, grader, or administrative assistant. The time and date of submission will be noted. No assignments may be submitted by fax or e-mail without prior approval. All counseling students will write papers in accordance to standards set in the APA Publication Manual.
<b>Quizzes</b>	Quizzes will not be given to students late for class. A grade of zero will be given for any missed quiz. No makeup quizzes will be given.
<b>Exams</b>	If there is a conflict with a scheduled test, you may request to take it early. Only under extreme circumstances will late exams be administered. If you find yourself in an extreme circumstance, please contact the professor, grader, or the departmental secretary as soon as possible. Taking a late final exam requires the approval of the registrar's office.
<b>Study Guide</b>	Students should not assume that the study guide, if one is given, is comprehensive to what will be on the exam.
<b>Plagiarism</b>	A high standard of personal integrity is expected of all students. Copying another person's work, submitting downloaded material without proper references, submitting material without properly citing the source, submitting the same material for credit in more than one course, and other such forms of dishonesty are strictly forbidden. <b>All sources must be cited.</b>  The Psychology and Counseling department adheres to the seminary's policy on plagiarism found in both the student handbook and graduate catalog. All infractions will be handled according to procedures outlined in the seminary's policy on plagiarism.
<b>Class Participation</b>	Working on assignments for other classes, playing games or using social media on electronic devices during class time are examples of behavior that will not be tolerated. If you feel the need to study during class time, then please choose to be absent that day.

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