



COUN6348 Trauma Informed Care for Foster & Adoptive Families
New Orleans Baptist Theological Seminary
Division of Church & Community Ministries
Spring 2023- Hybrid
Wednesdays 8:00-11:50
Jan.25, Feb. 15, March 22, April 26

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Mission Statement

New Orleans Baptist Theological Seminary and Leavell College prepare servants to walk with Christ, proclaim His truth, and fulfill His mission.

Mission Statement of the Counseling Program

The mission of the NOBTS Counseling Program is to provide training and supervised experience in evidence-based counseling methods to help people deal with life issues in a biblically sound way and prepare students for licensure in counseling and counseling-related professions. We seek to produce graduates who have the values, knowledge, skills, and personal disposition to promote the mental health and holistic wellness of clients across diverse populations.

Core Value Focus

The seminary has five core values: Doctrinal Integrity, Spiritual Vitality, Mission Focus, Characteristic Excellence, and Servant Leadership. The core value focus for this academic year is Doctrinal Integrity.

Curriculum Competencies

All graduates of NOBTS are expected to have at least a minimum level of competency in each of the following areas: Biblical Exposition, Christian Theological Heritage, Disciple Making, Interpersonal Skills, Servant Leadership, Spiritual and Character Formation, and Worship Leadership. The curriculum competencies addressed in this course are: Biblical Exposition, Interpersonal Skills, and Spiritual and Character Formation.

Syllabus Distribution

This syllabus is distributed at the beginning of the semester for review and can be found electronically on blackboard.

Course Description

In this course 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.

Course Teaching Methodology

The course will involve the following methodologies: reading and writing assignments, dialogues, lectures, class presentations, guest speakers, group activities, and written examinations.

Textbooks

The following texts are required reading for class discussions and are to be read in their entirety unless otherwise specified.

Karyn Purvis, David Cross, & Wendy S. (2007). *The Connected Child: bring hope and healing to your adoptive*

Family. New York: McGraw Hill.

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

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

Required Journals

Call, C., Purvis, K., Parris, S.R., & Cross, D. (2014). [Creating trauma-informed classrooms](http://www.adoptioncouncil.org/publications/2014/09/adoption-advocate-no-75). *Adoption Advocate*, no. 75. Alexandria, VA: National Council for Adoption. <http://www.adoptioncouncil.org/publications/2014/09/adoption-advocate-no-75>

Harlow, H. F., Harlow, M. K., and Suomi, S. J. (1971). From thought to therapy: Lessons from a primate laboratory. *American Scientist*, 59:538-549

Hoffman, K. T., Marvin, R. S., Cooper, G., and Powell, B. (2006). Changing toddlers’ and preschoolers’ attachment classifications: The Circle of Security intervention. *Journal of Consulting and Clinical Psychology*, 74(6):1017-1026

Purvis, K.B. & Cross, D.R. (2013) [The Healing Power of “Giving Voice”](http://www.adoptioncouncil.org/resources/adoption-advocate). *Adoption Advocate* No. 61. Alexandria, VA: National Council for Adoption. <http://www.adoptioncouncil.org/resources/adoption-advocate>

Purvis, K. B., Razuri, E. B., Howard, A. R. H., Call, C. D., DeLuna, J. H., Hall, J. S., & Cross, D. R. (2015). [Decrease in Behavioral Problems and Trauma Symptoms Among At-Risk Adopted Children Following Trauma-Informed Parent Training Intervention](http://doi.org/10.1007/s40653-015-0055-y). *Journal of Child & Adolescent Trauma*, 8(3), 201–210. <http://doi.org/10.1007/s40653-015-0055-y>

Purvis, K. B., Cross, D. R., Dansereau, D. F., & Parris, S. R. (2013). [Trust-Based Relational Intervention \(TBRI\): A Systemic Approach to Complex Developmental Trauma](http://doi.org/10.1080/0145935X.2013.859906). *Child & Youth Services*, 34(4), 360–386. <http://doi.org/10.1080/0145935X.2013.859906>

Optional Texts

Daniel Siegel & Tina P.B. (2015). *The Whole Brain Child Workbook*. New York: Random House Publishing.

Course Objectives

Course Objectives	Learning Experiences	Assessments
Students will gain a working knowledge of attachment theory, trauma and the brain, and trauma informed care.	<p>Class lecture and discussion</p> <p>Reading:</p> <p>Harlow, H. F., Harlow, M. K., and Suomi, S. J. (1971). From thought to therapy: Lessons from a primate laboratory. <i>American Scientist</i>, 59:538-549</p> <p>Hoffman, K. T., Marvin, R. S., Cooper, G., and Powell, B. (2006). Changing toddlers’ and preschoolers’ attachment classifications: The Circle of Security intervention. <i>Journal of Consulting and Clinical Psychology</i>, 74(6):1017-</p>	<p>Midterm Exam</p> <p>Final Exam (implementation plan & session outlines)</p> <p>Student Teaching Video on the Hand Model of the Brain</p> <p>Student Teaching Video on the Attachment Cycle</p> <p>Blackboard Quizzes</p>

	1026	
	The Whole Brain Child	
Students will demonstrate knowledge and understanding of the Trust Based Relational Intervention principles for counseling families.	<p><i>Instruction</i> Class lecture and discussion</p> <p>Experiential activities in and outside of class</p> <p>Reading: The Connected Child</p> <p>Call, C., Purvis, K., Parris, S.R., & Cross, D. (2014). Creating trauma-informed classrooms. <i>Adoption Advocate</i>, no. 75. Alexandria, VA: National Council for Adoption. http://www.adoptioncouncil.org/publications/2014/09/adoption-advocate-no-75</p> <p>Purvis, K.B. & Cross, D.R. (2013) The Healing Power of "Giving Voice". <i>Adoption Advocate</i> No. 61. Alexandria, VA: National Council for Adoption. http://www.adoptioncouncil.org/resources/adoption-advocate</p> <p>Purvis, K. B., Razuri, E. B., Howard, A. R. H., Call, C. D., DeLuna, J. H., Hall, J. S., & Cross, D. R. (2015). Decrease in Behavioral Problems and Trauma Symptoms Among At-Risk Adopted Children Following Trauma-Informed Parent Training Intervention. <i>Journal of Child & Adolescent Trauma</i>, 8(3), 201-210. http://doi.org/10.1007/s40653-015-0055-y</p> <p>Purvis, K. B., Cross, D. R., Dansereau, D. F., & Parris, S. R. (2013). Trust-Based Relational Intervention (TBRI): A Systemic Approach to Complex Developmental Trauma. <i>Child & Youth Services</i>, 34(4), 360–386. http://doi.org/10.1080/0145935X.2013.859906</p>	<p>Midterm Exam</p> <p>Final Exam</p> <p>Student Teaching Video on TBRI 3 Sets of Principles</p> <p>Student Teaching Video on The TBRI Levels of Engagement</p> <p>TBRI Sessions</p> <p>Application / Implementation Paper</p>
Students will become familiar with basic skills related to sensory processing in children.	<p>Sensory Experience Activity in class</p> <p>Reading: The Out of Sync Child</p>	<p>Student teaching video on the Three Internal Senses</p>

Course Requirements/Assignments

Assignment/Requirements & Description	Percentage	Due Date
<p>Skills Demonstration & Critique Each student will demonstrate 5 key areas of knowledge during the semester. Skills demonstrations are to be videoed and personal critiques submitted.</p> <ol style="list-style-type: none"> 1. Hand model of the Brain (upstairs/ downstairs brain) 2. Three Sets of Principles in TBRI 3. The Attachment Cycle 4. Three Internal Senses 5. TBRI Levels of Engagement 	<p>25%</p>	<p>2/15 3/22 3/22 4/26 4/26</p>
<p>TBRI Sessions Each student will conduct two 30 minute TBRI sessions with a family (at least one adult and child). For each session the counselor will select an area of focus (skill or concept). The counselor will lead the family through at least 3 activities designed to practice or model the area of focus. The sessions should be videoed and proper written consent should be obtained from the family for the video to be used in class. Along with the recording, students will submit: a session plan outline, video recording consent, list of materials needed, and a critique of the session (strengths, challenges, and plan for improvement).</p>	<p>20%</p>	<p>3/22 4/26</p>
<p>Application Paper / Implementation Plan (This assignment serves as a final exam) Each student will develop a plan for using TBRI with families. Based on this implementation plan, students will fully develop 6 family sessions. Each of the sessions will focus on a principle, skill, or strategy associated with TBRI.</p> <p>The implementation plan will include the following:</p> <ul style="list-style-type: none"> - Timeline for implementation that indicates how the model will be divided and taught to the client(s) - Specific skills or strategies that will be addressed - Additional resources or resource people with whom client(s) may need to consult - Tool Kit with list of supplies and materials needed to complete the sessions <p>Each session outline will include the following:</p> <ul style="list-style-type: none"> - A description of the primary area of focus for the session and the principle from which it is drawn (connecting, empowering, correcting) - A detailed outline of the session – how the time will be allocated - Thorough explanation of activities utilized, purpose, materials needed, potential challenges and how challenges could be addressed - Explanation of how progress and learning will be measured or assessed for the session - Homework for the family to complete prior to next session. This may include activities, links to video clips to watch, reading, or other supportive assignments. - Sessions should be consistent with principles of TBRI 	<p>25%</p>	<p>5/3</p>

<p>Participation Students are expected to be fully engaged and prepared for each class meeting. Failing to participate in class discussion and activities will result in a deduction of points in this category.</p> <p>In addition to class participation, students will be required to participate in regular discussion boards and assignments given on Blackboard throughout the semester. Participation should be completed according to assigned due dates. Students are required to check into black board multiple times during each week to insure engagement in course activities.</p>	<p>15%</p>	
<p>Online Quiz: Each student will take an online quiz covering <i>The Connected Child/TBRI</i></p>	<p>5%</p>	<p>2/11</p>
<p>Reading & Review of Journal Articles Each student will be required to read a small collection of journal articles related to developmental trauma, trust based relational intervention, attachment, parenting, and neurobiology.</p> <p>Students will submit a personal account of the percentage of assigned textbook and journal articles reading completed.</p>	<p>10%</p>	

Grading Scale:

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

Attendance Policies

Hybrid Classes: Students are expected to attend and participate in the class sessions. Because of the nature of the hybrid, students who miss more than four hours may receive a grade of “F” for the course.

If you are taking this course as a NOLA2U Live student, please note the following attendance policies:

1. The course on the New Orleans campus will be connected synchronously via Web conferencing with Internet students. These courses will require weekly attendance at the stated class meeting times.
2. Students are only allowed to miss the amount of class time specified in the NOBTS attendance policy as stated in this syllabus.

Technical issues will not be considered a valid reason for missing a class session.

Course Policies, Academic Conduct, and Professional Conduct

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.

Academic Policies

Academic policies relate to absences, grading scale, final examination schedules, and other topics can be found in the current online catalog: [New Orleans Baptist Theological Seminary Academic Catalog](#).

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.

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.

Disabilities and Accommodations

New Orleans Baptist Theological Seminary does not discriminate against applicants/ students on the basis of personal disabilities. The Seminary, in voluntary compliance with the American Disabilities Act, will provide reasonable institutional accommodations, modifications, and adjustments to enable and empower students with disabilities to participate in Seminary programs and activities to the fullest extent possible. However, NOBTS cannot support accommodations that place undue hardship on the Seminary or its resources or which alter the essential requirements of curriculum and academic progress. While the seminary does not provide direct assistance to students in the form of equipment or personnel, accommodations may be made by individual professors at their discretion. These accommodations usually take the form of early access to lecture materials in electronic format and additional time to complete tests and assignments. The most efficient way to pursue such accommodations is to provide the Director of Testing and Counseling (Dr. Jeff Nave, jnave@nobts.edu, 504-282-4455 ext. 8004) with documentation of the condition for which you seek accommodation, an explanation of helpful accommodations received in the past, and a description of the specific accommodations you desire. The Director of Testing and Counseling will document your request and communicate on your behalf with the professors who teach the course(s) for which you are registered. The seminary reserves the right to consider each request for "special" accommodations on a case by case basis pursuant to the criteria enumerated above.

Diversity

The Counseling Program at NOBTS affirms the Christian doctrinal position that God created man in His own image, and that Christ died for man; therefore, every person of every race possesses full dignity and is worthy of respect and Christian love. We believe the counseling profession affords our students and graduates the opportunity to be "salt and light" (Matthew 5:13-16) whatever their places of service, and that a robust appreciation for and sensitivity to human diversity is key to that end. Further, a learning environment diverse in its people, curricula, scholarship, research, and creative activities expands opportunities for intellectual inquiry and engagement, helps students develop critical thinking skills, and prepares students for social and civic responsibilities. Students and faculty benefit from diversity. The quality of learning, research, scholarship, and creative activities are enhanced by a climate of inclusion, understanding, and appreciation of the full range of human experience. We are committed to nurturing and training a diverse student body in an atmosphere of mutual respect and appreciation of differences. As a result, the counseling program is committed to diversity and equal opportunity and recognizes that it must represent the diversity inherent in American society, reflected in our local community, and aligned with the core values of the NOBTS community.

Emergencies

In cases of emergency, such as hurricanes, disease outbreaks, or other disasters, go to the seminary website (www.nobts.edu) for information. The seminary administration will post information, such as the nature of the emergency, instructions for response, and evacuation and return dates. Please check Canvas for information specific to this course. Because Canvas is available, the course will continue even if the main campus is closed. Please consider registering for the seminary's priority text messaging service through SelfServe. This service is used only in emergencies, and will allow the seminary to deliver urgent information to you as needed.

Extra Credit

Extra credit will be given if the student uses the NOBTS Writing Center's "The Wright Stuff" to proof their paper before submitting it.

Writing Style Guide

Writing assignments should follow the NOBTS/Leavell College Manual of Form and Style (*revised August 2019*). To access this manual on the seminary website, please use the following link: <https://www.nobts.edu/resources/pdf/writing/StyleGuide.pdf>.

Netiquette

Netiquette refers to appropriate online behavior in Canvas or other online discussions. 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.

Plagiarism on Written Assignments

NOBTS has a no tolerance policy for plagiarism. Plagiarism in certain cases may result in expulsion from the seminary. See the NOBTS Student Handbook for definition, penalties, and policies associated with plagiarism.

Policy for Graduating Seniors

Graduating seniors are responsible for alerting the professor of your intention to graduate. All of your assignments must be completed by noon (12:00 PM) on the Wednesday prior to commencement exercises.

Professor's Policy on Late Assignments

All work is due on the assigned date in the syllabus. All class work is due at the dates specified. Late assignments will be given a deduction of half a grade per class day after the due date. Any assignment submitted after the final exam will receive a grade of 0 points.

Professional Conduct

Students are expected to adhere to the appropriate code of ethic for their particular program. Any behavior deemed unethical will be grounds for dismissal from the program.

Professor's Availability and Assignment Feedback

The student may contact the professor at any time using the email address provided in the course syllabus. The professor will make every effort to return answers to emailed questions within a 24-hour period of time. Assignments requiring grading will be returned to the student within a reasonable period of time. Student feedback on graded assignments will be provided through the grading rubric located in the student's Blackboard Grade Book. The student will find comments in the grading rubric, as well as on graded paper assignments. The student may also email the course grader with questions regarding grading.

Technical Assistance

For assistance regarding technology, consult ITC (504-816-8180) or the following websites:

1. www.NOBTS.edu/itc/- Email for general technical questions/support requests.
2. Selfserve@nobts.edu- Email technical questions/support requests with the Selfserve.nobts.edu or My.nobts.edu site (Access to online registration, financial account, online transcript, Faculty portal, etc.)
3. Canvas@nobts.edu Click on the "Help" button for technical questions/support requests regarding the NOBTS Canvas System. You can also email questions to Canvas.nobts.edu / nobts.instructure.com.

4. Bluejeanshelpdesk@nobts.edu - Email technical questions/support requests with Bluejeans and NOBTS Bluejeans classrooms (On and Off-Campus).
5. TelephoneHelpDesk@nobts.edu- Email technical questions/support requests with the NOBTS Nextiva Phone system.

Writing Center

NOBTS has adopted a Quality Enhancement Plan to improve English writing at the graduate level. As part of this effort, NOBTS has established a writing center located in the Hardin Student Center (290B). Visit the official [NOBTS Writing Center](#) online help site for writing academic papers and essays. You will discover writing guides, tips, and valuable information to help you become a better writer. Go here for Turabian and APA style helps and guidelines. You will also find language fonts for Greek and Hebrew. More information about how to set up an appointment for writing assistance is available on the writing center page.

Writing Style

All papers are to be written in American Psychological Association (APA) style. Please see the APA Manual 6th edition. Be thorough, and answer completely all the questions in the assignment

Student Services

This is a partial list of NOBTS student services available to all students, no matter your delivery system or location. If you have questions or do not see what you need here, please refer to www.nobts.edu/student-services, email us at studentservices@nobts.edu, or call the Dean of Students office at 800-662-8701, ext. 3283. We are glad to assist you!

Need	Email	Phone	Web Page
Advising – Graduate Program	studentservices@nobts.edu	504.282.4455 x3312	www.nobts.edu/registrar/default.html#advising
Advising – Undergraduate Program	lcadminasst@nobts.edu	504.816.8590	www.nobts.edu/LeavellCollege
Church Minister Relations (for ministry jobs)	cmr@nobts.edu	504.282.4455 x3291	www.nobts.edu/CMR
Financial Aid	financialaid@nobts.edu	504.282.4455 x3348	www.nobts.edu/financialaid
PREP (help to avoid student debt)	Prepassistant1@nobts.edu	504.816.8091	www.nobts.edu/prep
Gatekeeper NOBTS news	pr@nobts.edu	504.816.8003	nobtsgatekeeper.wordpress.com
Information Technology Center	itcsupport@nobts.edu	504.816.8180	selfserve.nobts.edu
Help with Blackboard	blackboardhelpdesk@nobts.edu	504.816.8180	nobts.blackboard.com
Library	library@nobts.edu	504.816.8018	www.nobts.edu/Library
Online library resources	library@nobts.edu	504.816.8018	http://www.nobts.edu/research-links/default.html
Writing and Turabian style help	library@nobts.edu	504.816.8018	http://www.nobts.edu/writing/default.html
Guest Housing (Providence Guest House)	ph@nobts.edu	504.282.4455 x4455	www.provhouse.com
Student Counseling	lmccc@nobts.edu	504.816.8004	www.nobts.edu/student-services/counseling-services.html
Women’s Programs	womensacademic@nobts.edu	504.282.4455 x3334	www.nobts.edu/women

For additional library resources in your state, check <http://www.nobts.edu/library/interlibrary-loan.html>

- GALILEO for Georgia students
- LALINC for Louisiana students
- Florida Virtual Library (<http://www.flelibrary.org/>) for Florida students
- Interact with us online at –



[TWITTER.COM/NOBTS](https://twitter.com/NOBTS)
 [INSTAGRAM.COM/NOBTS](https://www.instagram.com/NOBTS)
 [FACEBOOK.COM/NOBTS](https://www.facebook.com/NOBTS)

Course Schedule

Unit #	Week #	Date	Reading & Assignment Schedule	Learning Experience
Unit 1 – TBRI Overview & Attachment Theory	1	Jan. 17-21	Review Syllabus Purchase Books The Connected Child (Ch. 1-4) Discussion Board 1.1	
	2	Jan. 22-28	Class Meeting #1 Wednesday, Jan. 25– 8:00-11:50 Articles: <ol style="list-style-type: none"> 1. <i>Trust Based Relational Intervention</i> 2. <i>Three Pillars of Trauma Informed Care</i> 3. <i>Attachment & Development</i> 4. <i>Prenatal Maternal Biochemistry</i> 5. <i>Executive Function Development in Children</i> 	Lecture & Discussion: -Trauma & The Brain -TBRI Overview -Attachment Theory -Hand Model of the Brain
	3	Jan.29-Feb.4	Discussion Board 1.3 The Connected Child (Ch. 5-8) Articles: <ol style="list-style-type: none"> 1. <i>Caught Between the Amygdala & the Hard Place</i> 2. <i>Improvements in Salivary Cortisol</i> 	
	4	Feb.5-11	TBRI Quiz / Connect Child – Due by midnight on 2/11 Discussion Board 2.1 Out of Sync Child Ch.1-3 Articles: <ol style="list-style-type: none"> 1. <i>Teachers & Students</i> 2. <i>Truth, Lies, & Intimacy</i> 	

Unit #	Week #	Date	Reading & Assignment Schedule	Learning Experience
Unit 2 – Connecting Principles	5	Feb.12-18	Class Meeting #2 Wednesday, February 15–8:00-11:50 Out of Sync Child Ch.4-6 Skills Video & Critique Due (hand model of brain)	Lecture & Discussion: -Connecting Principles -Skills Video Reviews -Connecting Group Activities
	6	Feb.19-25	Discussion Board 1.4 The Connected Child (Ch.9-12) Articles: 1. Modern Attachment Theory 2. Trauma & Prenatal Alcohol	
	7	Feb.26- March 4	Discussion Board 2.2 Out of Sync Child Ch. 7-9	
	8	March 5- 11	Discussion Board 2.3 Out of Sync Child Ch. 10-12	
Unit 3- Empowering Principles	9	March 12- 18	Spring Break	
	10	March 19- 25	Class Meeting #3 Wednesday, March 22 – 8:00-11:50 TBRI Session #1 Due Skills Video & Critique Due (3 Principle Overview) (attachment cycle)	Lecture & Discussion: -Empowering Principles -Skills Video Reviews -Empowering Group Activities

	11	March 26- April 1	Discussion Board 3.2 Whole Brain Child – Ch.1-2	
	12	April 2-8	Discussion Board 3.3 Whole Brain Child – Ch.3-4	
Unit 4 – Correcting Principles	13	April 9-15	Discussion Board 4.1 Whole Brain Child – Ch.5-6	
	14	April 16-22	Discussion Board 4.2	
	15	April 23-29	Class Meeting –#4 Wednesday, April 26- 8:00-11:50 Skills Video & Critique Due (Levels of engagement) (Three Internal Senses) TBRI Session #2 Due	Lecture & Discussion: -Correcting Principles -Skills Video Reviews -Nurture Group Activities
	16	April 30- May 3	Application Paper / Implementation Plan/ Session Outlines Due	
	May 8 – 9:00-11:00 - Final Exam			

Selected Bibliography

Szinnai, G., Schachinger, H., Arnaud, M.J., Linder, L., & Keller, U. (2005). Effect of water deprivation on cognitive-motor performance in healthy men and women. *American Journal of Physiological- Regulatory, Integrative, and Comparative Physiology*, 289(1), 275-280.

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

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