

Schedule of Readings

Integrative Approaches to Trauma in Psychotherapy and Spiritual Care
Professor Desmond Buhagar. RPG 3535 + 6535
Regis College, Toronto School of Theology, Fall, 2022

The foundational readings for each appear in **bold** from the Briere text. Please read all other items so that you will be prepared to discuss them during class that day. Your familiarity with all the articles is the basis for completing your final assignment.

When preparing Reflection Papers (pair) for a particular week, one page is always required from the Briere text, and the second page from one of the other journal articles of your choice. These submissions begin between Class Two. When readings appear in a box (as they do for Class One), this indicates that those items within the box *should be combined*.

There is **no written assignment for Class One**, however, please review these items and consider the following reflection questions below for the class discussion.

CLASS ONE (SEPT 15): Defining & Assessing Trauma & Spiritual Care

No written Assignment for Class One

Briere, John N., and Catherine Scott. "Introduction (DSM 5 Update) and Chapter 1: What is Trauma?" In *Principles of Trauma Therapy: A Guide to Symptoms, Evaluation, and Treatment*, 2nd ed., 1–23. Los Angeles, CA: Sage, 2015. [23 pages]

AND:

PTSD ASSESSMENT MEASURE: PLEASE TAKE IT! CONFIDENTIAL TO YOU!

Weathers, F. W., B. T. Litz, T. M. Keane, P. A. Palmireri, B. P. Marx, and P. P. Schnurr. The PTSD Checklist for DSM-5 (PCL-5) with Life Events Checklist for DSM-5 (LEC-5) and Criterion A § (2013). <http://www.ptsd.va.gov/>

total pages: 26

- 1) In your own words, and from your own experience, how would you define trauma?
- 2) In your own words, and from your own experience, how may spirituality and/or religious faith support (or fail to support) traumatized persons?

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CLASS TWO (SEPT 22): Self-Care and Mindfulness

Briere, John N., and Catherine Scott, eds. "Chapter 10: Mindfulness in Trauma Treatment." In *Principles of Trauma Therapy: A Guide to Symptoms, Evaluation, and Treatment*, 2nd ed., 215–30. Lost Angeles, CA: Sage, 2015. [16 pages]

OR:

Schure, Marc B., John Christopher, and Suzanne Christopher. "Mind-Body Medicine and the Art of Self-Care: Teaching Mindfulness to Counseling Student through Yoga, Meditation, and Quigong." *Journal of Counseling & Development* 86 (2008): 47–56. [10 pages]

PLUS ONE BELOW FOR 2nd REFLECTION PAPER

Tan, Siang-Yang, and Melissa Castillo. "SelfCare and Beyond: A Brief Literature Review from a Christian Perspective." *Journal of Psychology and Christianity* 33, no. 1 (2014): 90–95. [4 pages]

Sigmund, Judith A. "Spirituality and Trauma: The Role of Clergy in the Treatment of Posttraumatic Stress Disorder." *Journal of Religion and Health* 42, no. 3 (2003): 221–29. [9 pages]

Smith, Stacy. "Exploring the Interaction of Trauma and Spirituality." *Traumatology* 10, no. 4 (2004): 231–43. [13 pages]

total pages: 36-42

Supplementary Reading:

Briere, John N. "Appendix 2: Mindfulness-Based Breath Training (MBBT) Protocol Hand-Out." In *Principles of Trauma Therapy: A Guide to Symptoms, Evaluation and Treatment*, edited by Catherine Scott, 2nd ed., 341–42. Los Angeles, CA: Sage, 2015. [2 pages]

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CLASS THREE (SEPT 29): Trauma & Disrupted Attachment Relationships

Briere, John N., and Catherine Scott. "Chapter 2: The Effects of Trauma." In *Principles of Trauma Therapy: A Guide to Symptoms, Evaluation, and Treatment*, 2nd ed., 25–61. Los Angeles, CA: Sage, 2015. [37 pages]

PLUS ONE BELOW FOR 2nd REFLECTION PAPER

Maltby, Lauren E., and Todd W. Hall. "Trauma, Attachment, and Spirituality: A Case Study." *Journal of Psychology & Theology* 40, no. 4 (2012): 302–12. [11 pages]

Ruisard, Debra J. "Transformation Through Attachment: The Power of the Relationship in Clinical Social Work." *Journal of Clinical Social Work* 44 (2016): 279–92. [13 pages]

Starnino, Vincent R. "When Trauma, Spirituality, and Mental Illness Intersect: A Qualitative Case Study." *Psychological Trauma: Theory, Research, Practice, and Policy* 8, no. 3 (2016): 375–83. [8 pages]

total pages: 69

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CLASS FOUR (OCT 6): Trauma, Children & the Family

Briere, John N., and Catherine Scott. "Chapter 3: Assessing Trauma and Posttraumatic Outcomes." In *Principles of Trauma Therapy: A Guide to Symptoms, Evaluation, and Treatment*, 2nd ed., 63–94. Los Angeles, CA: Sage, 2015. [32 pages]

PLUS ONE BELOW FOR 2nd REFLECTION PAPER

Bryant-Davis, Thema, Monica U. Ellis, Elizabeth Burke-Maynard, Nathan Moon, Pamela A. Counts, and Gera Anderson. "Religiosity, Spirituality, and Trauma Recovery in the Lives of Children and Adolescents." *Professional Psychology: Research and Practice* 43, no. 4 (2012): 306–14. [7 pages]

Rowling, Louise. "Linking Spirituality, School Communities, Grief and Well-Being." *International Journal of Children's Spirituality* 13, no. 3 (2008): 241–51. [11 pages]

Simonič, Barbara, Tina Rahne Mandelj, and Rachel Novsak. *Religious-Related Abuse in the Family* 28 (2013): 339–49. [9 pages]

total pages: 59

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CLASS FIVE (OCT 13): Trauma, Moral Injury & Forgiveness

Briere, John N., and Catherine Scott. "Chapter 4: Central Issues in Trauma Treatment." In *Principles of Trauma Therapy: A Guide to Symptoms, Evaluation, and Treatment*, 2nd ed., 97–124. Los Angeles, CA: Sage, 2015. [28 pages]

PLUS ONE BELOW FOR 2nd REFLECTION PAPER

Buhagar, Desmond C. "The Forgiveness Interview Protocol: A Narrative Therapy Writing-Process Model for the Treatment of Moral Injury." *Journal of Religion and Health* 60, no. 5 (2021): 1–30. [30 pages]

Dombo, Eileen A., and Cathleen Gray. "The Trauma of Moral Injury: Beyond the Battlefield." *Journal of Religion & Spirituality in Social Work* 32 (2013): 197–210. [14 pages]

Finch, Raymond J. "Trauma and Forgiveness: A Spiritual Inquiry." *Journal of Spirituality in Mental Health* 9, no. 2 (2006): 27–42. [16 pages]

total pages: 42+

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CLASS SIX (OCT 21): Trauma as Health Crisis (Physical and Mental)

Briere, John N., and Catherine Scott. "Chapter 6: Distress Reduction and Affect Regulation Training." In *Principles of Trauma Therapy: A Guide to Symptoms, Evaluation, and Treatment*, 2nd ed., 133–52. Los Angeles, CA: Sage, 2015. [20 pages]

PLUS ONE BELOW FOR 2nd REFLECTION PAPER

Calder, Andy, Andrew Badcoe, and Louise Harms. "Broken Bodies, Healing Spirits: Road Trauma Survivor's Perceptions of Pastoral Care during Inpatient Orthopaedic Rehabilitation." *Disability and Rehabilitation* 33, no. 15-16 (2011): 1358–66. [8 pages]

Levine, Ellen G., Grace Yoo, Caryn Aviv, Cheryl Ewing, and Alfred Au. "Ethnicity and Spirituality in Breast Cancer Survivors." *Journal of Cancer Survivorship* 1 (2007): 221–25. [12 pages]

Morgan, Oliver J. "Thoughts on the Interaction of Trauma, Addiction, and Spirituality." *Journal of Addictions & Offender Counseling* 30 (2009): 5–15. [11 pages]

total pages: 51

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**** TST READING WEEK (OCT 27): NO CLASS ****

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CLASS SEVEN (NOV 3): Trauma & Clergy Abuse

*** One Page Proposal for Final Paper Topic AD students Due Tomorrow: Fri, Nov 4***

Briere, John N., and Catherine Scott. "Chapter 7: Cognitive Interventions." In *Principles of Trauma Therapy: A Guide to Symptoms, Evaluation, and Treatment*, 2nd ed., 153–64. Los Angeles, CA: Sage, 2015. [12 pages]

AND:

Walker, Donald F., Melissa J. Troskie, John P. Hughes, and Jennifer B. Reese. "Addressing Religious and Spiritual Issues in Trauma-Focused Cognitive Behavior Therapy for Children and Adolescents." *Professional Psychology, Research and Practice* 41, no. 2 (2010): 174–80. [7 pages]

PLUS ONE BELOW FOR 2nd REFLECTION PAPER

Durà-Vilà, Glorià, Roland Littlewood, and Gerard Leavey. "Integration of Sexual Trauma in a Religious Narrative: Transformation, Resolution and Growth among Contemplative Nuns." *Transcultural Psychiatry* 50, no. 1 (2013): 21–46. [21 pages]

Guido, Joseph J. "A Unique Betrayal: Clergy Sexual Abuse in the Context of the Catholic Religious Tradition." *Journal of Child Sexual Abuse* 17, no. 3-4 (2008): 255–69. [14 pages]

Pope Francis. "Apostolic Letter (Moto Proprio): 'Vos Estis Lux Mundi' (You Are the Light of the World)." *The Holy See: Libreria Editrice Vaticana*, 2019, 1–10. [10 pages]

total pages: 64

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CLASS EIGHT (NOV 10): Trauma, Women & Domestic Violence

Briere, John N., and Catherine Scott. "Chapter 8: Emotional Processing." In *Principles of Trauma Therapy: A Guide to Symptoms, Evaluation, and Treatment*, 2nd ed., 165–96. Los Angeles, CA: Sage, 2015. [32 pages]

PLUS ONE BELOW FOR 2nd REFLECTION PAPER

Fowler, Dawnovise N., and Michele A. Rountree. "Exploring the Meaning and Role of Spirituality for Women Survivors of Intimate Partner Abuse." *Journal of Pastoral Care and Counseling* 63, no. 3 & 4 (2010): 1–13. [13 pages]

Kiser, Laurel J., Winona Nurse, Alicia Luckstead, and Kathryn S. Collins. "Understanding the Impact of Trauma on Family Life From the Viewpoint of Female Caregivers Living in Urban Poverty." *Traumatology* 14, no. 3 (2008): 77–90. [11 pages]

Pandya, S. P. "Practitioners' Views on the Role of Spirituality in Working with Women Victims and Survivors of Domestic Violence." *Journal of Aggression, Maltreatment & Trauma* 26, no. 8 (2017). [20 pages]

total pages: 76

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CLASS NINE (NOV 17): Military & Moral Trauma

Briere, John N., and Catherine Scott. "Chapter 11: Treating the Effects of Acute Trauma." In *Principles of Trauma Therapy: A Guide to Symptoms, Evaluation, and Treatment*, 2nd ed., 231–58. Los Angeles, CA: Sage, 2015. [28 pages]

PLUS ONE BELOW FOR 2nd REFLECTION PAPER

Cumler, Joseph M., Jason M. Holland, and Kent D. Drescher. "Spirituality Factors in the Prediction of Outcomes of PTSD Treatment for U.S. Military Veterans." *Journal of Traumatic Stress* 28 (2015): 57–64. [6 pages]

Kopacz, Marek S. "Providing Pastoral Care Services in a Clinical Setting to Veterans At-Risk of Suicide." *Journal of Religion and Health* 52 (2013): 759–67. [9 pages]

Nash, William P., and Brett T. Litz. "Moral Injury: A Mechanism for War-Related Psychological Trauma in Military Family Members." *Clinical Child Family Psychology Review* 16 (2013): 365–75. [11 pages]

total pages: 66

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**CLASS TEN (NOV 24): 1) Eye Movement Desensitization & Reprocessing Therapy
2) Trauma, Cultural Genocide & Refugees**

Shapiro, Robin, and Laura S. Brown. "Eye Movement Desensitization and Reprocessing Therapy and Related Treatment for Trauma: An Innovative, Integrative Trauma Treatment." *Practice Innovations* 4, no. 3 (2019): 139–55. [17 pages]

OR:

Parnell, Lauren. "Eye Movement Desensitization and Reprocessing (EMDR) and Spiritual Unfolding." *The Journal of Transpersonal Psychology* 28, no. 2 (1996): 129–53. [25 pages]

PLUS ONE BELOW FOR 2nd REFLECTION PAPER

Agger, Inger, Victoria Igreja, Rachel Kiele, and Peter Politin. "Testimony Ceremonies in Asia: Integrating Spirituality in Testimonial Therapy for Torture Survivors in India, Sri Lanka, Cambodia, and the Philippines." *Transcultural Psychiatry* 49, no. 3-4 (2012): 568–89. [17 pages]

Gorman, William. "Refugee Survivors of Torture: Trauma and Treatment." *Professional Psychology: Research and Practice* 32, no. 5 (2001): 443–51. [7 pages]

Goździak, Elzbieta M. "Spiritual Emergency Room: The Role of Spirituality and Religion in the resettlement of Kosovar Albanians." *Journal of Refugee Studies* 15, no. 2 (2002): 136–52. [15 pages]

total pages: 56-64

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CLASS ELEVEN (DEC 1): Trauma & Indigenous Peoples

Jesuit Forum for Social Faith and Justice. "Session 7: Killing the Indian in the Child." In *Listening to Indigenous Voices*, 66–71. Toronto, ON: Novalis, 2021. [6 pages]

AND:

Jesuit Forum for Social Faith and Justice. "Session 8: Dispossession, Dependency, & Oppression." In *Listening to Indigenous Voices: A Dialogue Guide on Justice and Right Relationships*, 72–79. Toronto, ON: Novalis, 2021. [8 pages]

PLUS ONE BELOW FOR 2nd REFLECTION PAPER

Gone, Joseph P. "A Community-Based Treatment for Native American Historical Trauma: Prospects for Evidence-Based Practice." *Spirituality in Clinical Practice* 1, no. (S) (2013): 78–94. [14 pages]

Kiyoshk, Robert. "Integrating Spirituality and Domestic Violence Treatment: Treatment of Aboriginal Men." *Journal of Aggression, Maltreatment* 7, no. 1-2 (2003): 237–56. [18 pages]

total pages: 57

Supplementary Reading:

Truth and Reconciliation Commission of Canada: Calls to Action (2012). Winnipeg, MB. (pp. 1-11). [11 pages]

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CLASS TWELVE (DEC 8): Trauma, Resiliency & Posttraumatic Growth

Briere, J., Scott, K. *Principles of Trauma Therapy: A Guide to Symptoms, Evaluation, and Treatment* (2nd. Ed. Sage: 2015. Chapter 9: "Increasing Identity and Relational Functioning." (pp. 197-214). [18 pages]

OR:

Walsh, Froma. "Traumatic Loss and Major Disasters: Strengthening Family and Community Resilience." *Family Process* 46, no. 2 (2007): 207–227. [21 pages]

PLUS ONE BELOW FOR 2nd REFLECTION PAPER

Abbott, Roger P. "Trauma, Compassion, and Community: Reconciling Opposites in the Interests of Post-Traumatic Growth." *Practical Theology* 5, no. 1 (2012): 31–46. [13 pages]

Majerus, Brian D., and Steven J. Sandage. "Differentiation of Self and Christian Spiritual Maturity." *Journal of Psychology and Theology* 2, no. 22 (2010): 41–51. [11 pages]

McGrath, Joanna Collicutt. "Post-Traumatic Growth and the Origins of Early Christianity." *Mental Health, Religion & Culture* 9, no. 3 (2006): 291–306. [13 pages]

total pages: 55-58

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**** PLEASE LEAVE THURS EVENING, DEC 15 OPEN
IN CASE OF NEED FOR A MAKE-UP CLASS ****

**ALL PAPERS TO BE SUBMITTED ELECTRONICALLY NO LATER
THAN MIDNIGHT ON FRIDAY, DEC 16.**

**** FINAL LEARNING REPORTS DUE (BASIC DEGREE) **
** FINAL RESEARCH PAPER (ADVANCED DEGREE) ****

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Course Syllabus

Integrative Approaches to Trauma in Psychotherapy and Spiritual Care

RGP3535 + RGP6535 (Fall 2022)

Regis College, 100 Wellesley St. West, Toronto School of Theology

Instructor Information

Instructor:	Desmond Buhagar, SJ, PhD, RP, RMFT.
Office Location:	Regis College, 100 Wellesley St. West, #206.
Telephone:	Regis College: (416) 922-5474, x243. Office Cell: (647) 550-3098
E-mail:	desmond.buhagar@utoronto.ca
Office Hours:	Please contact me by email or cell if you wish to have an appointment to discuss any aspect of the course. Zoom appointments are often the most convenient.

Course Identification

Course Number:	RGP3565 + RGP6565
Course Format:	On Campus, In-Person
Course Name:	Integrative Approaches to Trauma in Psychotherapy and Spiritual Care
Course Location:	St. George Campus.
Class Time:	Thursdays, 6 pm to 9 pm (3 hours)
Prerequisites:	None, however, prior course work or clinical experience in psychotherapy and spiritual care will be an asset.

Course Description

This entry-level-to-practice, integrative course will examine the phenomenology of trauma as it impinges on human beings (individuals, families, cultural groups) from a bio-psycho-social-spiritual model of care. Special consideration given to contemporary, evidence-based treatments from a range social science disciplines, as well a credible intervention practices from religious and spiritual traditions, linked to such things as mindfulness, hoping-building, meaning-making and forgiveness practices – and their potential roles in healing of both direct and vicarious forms of trauma.

The following areas will be explored: 1) Defining & Assessing Trauma & Spiritual Care; 2) Self-Care & Mindfulness; 3) Trauma and Disrupted Attachment Relationships; 4) Trauma, Children & the Family; 5) Trauma, Moral Injury & Forgiveness; 6) Trauma as Health Crisis (Physical and Mental); 7) Trauma & Clergy Abuse; 8) Trauma, Women & Domestic Violence; 9) Military & Moral Trauma; 10) EMDR; 11) Trauma, Cultural Genocide & Refugees; 12) Trauma and Indigenous Peoples; 13) Trauma, Resiliency and Posttraumatic Growth. Throughout the course will be the pervasive themes of the self-care of the clinician and the fostering of client care through spiritual, family and community-based resources.

The methodology used in the course includes lectures, class discussions on assigned readings, videos, reflection papers, clinical interviewing exercises, a final learning report (Basic Degree students), or a final research paper (Graduate students). See: **Evaluation** for more info.

Course Resources

Required Course Texts

- Briere, J. & Scott, K. *Principles of Trauma Therapy: A Guide to Symptoms, Evaluation, and Treatment*, 2nd Ed. Sage: 2015. I encourage student to purchase a copy from a bookseller of their choice. You may also contact Caversham Books on Harbord St., who may have some copies in stock. This is not available as an e-book at this time.
- All **journal article readings** for the course are available on Quercus in the **Modules** section, which includes a wide range of evidence-based, peer-reviewed articles from social sciences, and pastoral and spiritual care. These must be accessible to you during class either in hard or digital copy for easy reference during class discussions.
- Since there are only a limited number of persons who can use the library e-books for these texts at the same time, I strongly advise that you create a file folder on your computer for them (as well as the required journal articles) and download (and possibly print them) for use in the course. You should be able to use PDF software to highlight and mark significant part for yourself on all PDF's.
- There may be a limit to the number of PDF's that you can download and print from the library website depending upon the varied contracts obtained by the various libraries. While there is no limit to the number of times you can view these books online, there may be a limit to the number of people that can view them simultaneously.
- These e-book contracts are not meant to replace the purchasing of textbooks, but to provide a quick reference and backup in order to help bring down costs for students, but as I have been learning, they do have their limitations. It is, therefore, always desirable that you purchase printed copies of the texts from your preferred bookseller. This is my preference, since you will have these books as permanent resources in your own library.

PLUS:

- All journal article readings for the course are available on Quercus in the **Modules** section, which includes a wide range of evidence-based, peer-reviewed articles from social sciences, and pastoral and spiritual care. **Likewise, these must be accessible to you during every class.**

Course Website(s)

- Quercus: <https://q.utoronto.ca/>

This course uses Quercus for its course website. To access it, go to the UofT Quercus login page at <https://q.utoronto.ca/> and login using your UTORid and password. Once you have logged in to Quercus using your UTORid and password, look for the **My Courses** module, where you'll find the link to the website for all your Quercus-based courses. (Your course registration with ACORN gives you access to the course website in Quercus.) Information for students about using Quercus can be found at: <https://community.canvaslms.com/docs/DOC-10701>. Students who have trouble accessing Quercus should ask Student Services for further help.

- Personal Website, <https://regiscollege.ca/staffdirectory/faculty-profiles-desmond-buhagar-sj/>

Course Learning Objectives/Outcomes

Basic Degree Student (BD) Level (3000)

Students successfully completing this course will be able to demonstrate the following learning outcomes.

(A) IN RESPECT OF GENERAL ACADEMIC SKILLS:

- To **analyze and compare** the major theories and techniques of trauma-informed psychotherapy from both a psychological and spiritual care standpoint.
- To **engage** in classroom discussions and exercises in order to concretize the modalities and **employ** them for practical use in interdisciplinary settings.

(B) IN RESPECT OF THE UNDERSTANDING OF THE CONTENT OF ONE OR MORE THEOLOGICAL DISCIPLINES:

- To **describe and demonstrate** how these theories and practices may be interpreted through the lenses of sacred scriptures of various traditions, pastoral theology, and spiritual care.
- To **interpret** the major themes of professional theory and praxis from an interdisciplinary standpoint – particularly how religious faith, spirituality and values can be effectively **integrated** into religious and non-religious evidence-based research and practice.

(C) IN RESPECT OF PERSONAL AND SPIRITUAL FORMATION:

- To **appraise and express** how one's own past and present life experience (family, work, ministry) may be interpreted through these various theoretical and philosophical perspectives.

(D) IN RESPECT OF MINISTERIAL AND PUBLIC LEADERSHIP:

- To **assess** one's past and present clinical practice and how these theories and practices can be **implemented** to enhance one's clinical effectiveness in private practice and institutional settings.

Graduate Student Level (6000)

GRADUATE "DEGREE LEVEL EXPECTATIONS"	CORRESPONDING COURSE GOALS AND OUTCOMES	CORRESPONDING COURSE ELEMENTS / ASSIGNMENTS
<p>EXPECTATIONS: <i>In this course students are expected to demonstrate the following:</i></p>		
<p>1. Depth and Breadth of Knowledge is defined as a set of increasing levels of understanding within a student's area of specialization, methodologies, primary & secondary sources, historical developments and inter-disciplinarity.</p>	<p>To identify and explain the major theories of trauma-informed psychological and spiritual care and their development from the scholarly literature as they relate to diverse human experiences, persons and cultural contexts.</p>	<ul style="list-style-type: none"> • Lectures • Readings • Reflection Papers • Final Research Paper
<p>2. Research and Scholarship is defined as the ability to identify a new or unresolved question, to locate that question within a corpus of scholarly research & assess critically the relevant literature, to adopt a methodology(-ies), and to then formulate a thesis and reasoned argument(s) on the basis of the evidence.</p>	<p>To formulate and interpret in oral and written form the various treatment protocols and intervention strategies for trauma-informed psychotherapy, and how they may be mapped to theological and scriptural themes of Christianity and other major world religions. To engage in interdisciplinary reflection involving psychology and theology.</p>	<ul style="list-style-type: none"> • Group work with ethical decision-making model • Class discussions
<p>3. Level of Application of Knowledge is defined as the ability to engage in self-directed or assisted research, and the ability to produce innovative or original analysis within the context of graduate seminars and courses. In some cases, this includes the application of a research language.</p>	<p>To assemble and propose suitable library resources in the construction of a bibliography for the completion of a scholarly research paper related to trauma-informed psychotherapy and spiritual care.</p>	<ul style="list-style-type: none"> • Reflection Papers • Class discussions
<p>4. Professional Capacity or Autonomy is defined as the ability to translate the knowledge gained in other research or professional settings, e.g., to undertake further studies in their area of concentration; or to enter or return to other professional vocations for which an advanced understanding of Theological Studies is necessary or beneficial.</p>	<p>To select and evaluate evidence-based protocols that may be applied to specific kinds of trauma, from a culturally sensitive perspective. To engage in depth conversations in discussion groups and to generate one's own unique application of trauma-informed psychotherapy when applied to clinical contexts in private or institutional settings.</p>	<ul style="list-style-type: none"> • Clinical Interviewing Exercises • Final Research Paper

GRADUATE "DEGREE LEVEL EXPECTATIONS"	CORRESPONDING COURSE GOALS AND OUTCOMES	CORRESPONDING COURSE ELEMENTS / ASSIGNMENTS
<p>5. Level of Communication Skills is defined as clear and effective communication in both oral and written forms; the construction of logical arguments; the making of informed judgments on complex issues; and facility with standard conventions of style for scholarly writing. Cohort formation is a component of all graduate programs.</p>	<p>To formulate a compelling thesis topic related to their vocational and professional interests; and to compose cogent arguments and informed judgments on specific themes in scholarly related to trauma-informed psychotherapy and spiritual care.</p>	<ul style="list-style-type: none"> • Individual Meeting with Professor • Final Research Paper
<p>6. Awareness of the Limits of Knowledge is defined as the recognition that Theological Studies is a complex discipline, comprising: a broad array of subject areas; methods and sources; various ecclesiastical traditions and social contexts; and, insights from other disciplines.</p>	<p>To develop analyze and appraise the validity of various schools of trauma-informed psychotherapy in terms of their inherent strengths and possible weaknesses. To apply this knowledge to case examples in terms of their psychological and spiritual merit, in a range of clinical contexts.</p>	<ul style="list-style-type: none"> • Ethical decision-making exercises using case-study methodology. • Class Discussions • Entire Course

Evaluation

Requirements

ALL STUDENTS

(1) Class Participation, Classroom & Online Decorum (All Students) (10%)

Attendance, punctuality, and respectful engagement in class discussions and class exercises **(10%)**. Class absences, habitual lateness, and distractive behaviours may seriously affect your participation mark. If the course is done online the expectation is that you will be visibly and audibly present for the entire class (excluding breaks). I cannot evaluate class participation when cameras and sound are turned off.

Distractive classroom behaviours such as arriving late and leaving early; eating meals during class, are just a few examples things which may communicate a lack of respect for others, and may seriously impact your participation mark. **Class begins promptly at 6 pm (not 6:10)**. Often the final third of class involves important interactive exercises or videos that are central to the total learning experience and necessary for completing the Final Learning Report (BD).

Water and other drinks are permitted. Please consume meals and snacks outside classroom time, before or after class, or during breaks.

Please be certain that **cell phones are switched off** (or on vibrate) during class periods. Students are free to access **course materials** during class, such as articles, course documents, etc., Please attend to personal emailing, texting and phone messages before or after class, or during breaks.

BASIC DEGREE STUDENTS

The final grade for the course will be based on the evaluations in three areas:

(2) Reflection Papers (50%)

Students will be required to complete:

TWELVE, 1-page **reflection papers** based upon weekly readings assignments (**50%**). These are to be submitted electronically to: desmond.buhagar@utoronto.ca, not uploaded to Quercus. Submit **two separate pages (pair) for six weeks of your choice** (3 sets of 2 pages **BEFORE** Class Six, and 3 sets of 2 pages **AFTER** Class Six (see Schedule of Readings and Assignments). At least one page will be from the textbook readings (indicated in yellow), and a second from either another book chapter or journal article.

(3) FINAL PAPER (40%)

Option 1: FINAL LEARNING REPORT (8-10 pages, or 2,000 to 2,500 words **40%**). The Final Learning Report is intended to be integrative of the most impactful themes to each student from the entire course, with content taken from readings, lectures, discussion, class exercises/interviewing. In this case, a proper title page, footnotes/endnotes and a bibliography are to be included. Please refer to the guideline sheets in the **CORE DOCUMENTS** Section on Quercus. Complete citations are required as footnotes (not endnotes) and may appear in a 10-point font to save space. The word count does not include the Bibliography.

All Final Assignments are to be submitted electronically to the Professor's email above by **FRIDAY, DEC 16, 2022 (midnight)**. The prima facie deadline for the completion of work in a course is the last day of the examination week for the trimester in which the course is taken.

TOTAL 100%

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INSTRUCTIONS FOR WEEKLY REFLECTION PAPERS (ALL STUDENTS)

- 1) Please download the **Template for Reflection Papers** (Modules Section). This template includes complete instructions. **Please do not deviate from the standardized template format** by attempting to change margins, font size, or line spacing. It highly recommended that you do not attempt to convert this into Google docs from Mac since it will not preserve the format. If you have an Apple computer, please use **Microsoft WORD for Apple** only.
- 2) The expectation is that you thoroughly read and prepare **all the readings** for every class, however, that you are only required to submit reflection papers for **six classes (total)**. These will be marked out of 100 points. Each submission requires **TWO separate pages** (1 page of written work per article/chapter), for a total of 12 pages by the end of the semester. You may select from any of the 11 weeks (Week 2 through Week 12 inclusive).
- 3) Please submit all papers electronically before 6 pm of the day of class. No late papers will be accepted. The submission of Reflection Papers is to be **synchronized to a specific Class date with those particular readings** as they appear on the **Schedule of Readings (not prior readings, nor advance readings)** and must be submitted electronically **any time before the start of class that day**. No late papers will be accepted, as this would give an unfair advantage over other students.

PLEASE CODE the attached **MS WORD** files in the following way:

YOUR Last Name AND Initial, Class Number (2-12), Page Number (1-12), Date of Submission. For example: **Buhagar, D. Class 6, Paper 11, May 7, 2022. No PDF's please.** Alternatively, One, two-page submissions may also be done, if you prefer. In this case, the file name should indicate: **Paper 1&2, 3&4,** etc. This will help me greatly with keep track of the many papers received per week. I will make every effort to acknowledge receiving your submissions within 24 hours, and graded papers are returned promptly.

Reflection Papers (BD and Graduate), Final Learning Reports (BD), and Final Research Papers (Graduate) will be graded using the following guide:

- 1) Clarity, Conciseness, and Fidelity to Chicago Manual Style (25%)
- 2) Accuracy & Critical Thinking Ability (25%)
- 3) Creativity and Scope (25%)
- 4) Pastoral and Spiritual Reflection and Integration (25%):

GRADUATE LEVEL STUDENTS

Students will be required to complete:

- a) **TWELVE**, 1-page **reflection papers** based upon weekly readings assignments (**40%**). These are to be submitted electronically to: desmond.buhagar@utoronto.ca, not uploaded to Quercus. Submit 3 sets of 2 separate pages (pair) **BEFORE** Class Six and 3 sets of 2 separate pages **AFTER** Class Six (see schedule of Readings and Assignments). At least one page should be from the textbook readings (indicated in yellow), and a second may come from either another book chapter (indicated in yellow), or from one of the articles indicated in green.
- b) **FINAL RESEARCH PAPER** on a topic approved by the professor (**50%**). **Proposal due: FRI, NOV 4, 2022** (see requirements below). Submit electronically to the email above. The overall expectation to **demonstrate superior ability** in: 1) writing, 2) use of academic resources and, 3) quality of reflection and personal integration.

Instructions for the Final Research Paper (Graduate Level Students)

- 1) A **one-page proposal** (single spaced, about 250 words). Your topic must be approved by the professor and will include a bibliography of articles and/or books to be used. It is suggested that graduate students select from one of the major topics of the course, supplementing the weekly materials with other articles and books through library searchers. You are invited to develop a thesis-type proposal into an idea you wish to demonstrate, or to do an investigation into a topic focused on an area of special interest to you. In each case I am happy to assist students in the selection of a topic once they have reviewed all the materials for the course and have begun to explore questions or areas of special interest. Please feel free to make an appointment to discuss your topic.
- 2) **Final Research Papers** (for AD students) (12-15 pages or 3,000 to 3,750 words) **Due: FRIDAY, DEC 16, 2022 (midnight)** should have consistent citation format (footnotes, **not** endnotes), a complete bibliography and cover page, standard 1" (2.54 cm) margins on *all* sides of page, and an 11 or 12-point font. The paper should be double-spaced, with non-

justified right-hand margins, on single-sided paper. Please refer to the most recent **Chicago Manual of Style** or Turabian Manual, which are available in most libraries. Footnotes may appear in a 10-point font in order to save space.

3) It is highly recommended that you do your own library searches for relevant books and articles. If you are not yet familiar with using the online academic search engines of the library, please consult your college librarian for further assistance.

Grading System – Basic Degree Students

1000, 2000 and 3000 level courses use the following numerical grading scale (see section 11.2 of the BD Handbook):

90-100 (A+)	Exceptional
85-89 (A)	Outstanding
80-84 (A-)	Excellent
77-79 (B+)	Very Good
73-76 (B)	Good
70-72 (B-)	Acceptable
0-69 (FZ)	Failure

Grading System - Graduate Degree Students: 5000, 6000 and 7000 level courses use the following alpha grading scale. Graduate Level Students receive final letter grade only on their transcript.

A+	(90-100)	Profound & creative
A	(85-89)	Outstanding
A-	(80-84)	Excellent
B+	(77-79)	Very Good
B	(73-76)	Good
B-	(70-72)	Satisfactory at a post-baccalaureate level
FZ	(0-69)	Failure

Please see the appropriate handbook for more details about the grading scale and non-numerical grades (e.g., SDF, INC, etc.).

WRITING RECOMMENDATIONS (ALL STUDENTS)

Grammar, proper spelling, punctuation, good sentence and paragraph structure, section headings (if helpful), and overall English expression are all part of the evaluation. If English is not your first language, or if inexperienced in academic writing, it is **highly advised that you have your original work edited** for all these factors before submitting.

Late work (BD). Basic Degree students are expected to hand in assignments by the date given in the course outline. **Penalties for late work are indicated beside each type of assignment.** The absolute deadline for the course is the examination day scheduled for the course or the last day of exam week for the semester in which the course is taught, whichever is sooner.

This penalty is not applied to students with documented medical or compassionate difficulties or exceptional reasons (e.g., a death in the family or a serious illness); students facing such difficulties are kindly requested to consult with their faculty adviser or basic degree director, who should make a recommendation on the matter to the instructor and request an SDF. The absolute deadline for obtaining an SDF for the course is the examination day scheduled for the course or the last day of examination week, whichever is sooner.

An SDF must be requested from the registrar's office in the student's college of registration no later than the last day of exam week in which the course is taken. The SDF, when approved, will have a mutually agreed upon deadline that does not extend beyond the conclusion of the following term. If a student has not completed work but has not been granted an SDF, a final mark will be submitted calculating a zero for work not submitted.

Late work (Graduate). The prima facie deadline for the completion of work in a course is the last day of the examination week for the trimester in which the course is taken. Students are expected to meet the course deadlines of the instructor offering the course and are advised to plan their research projects accordingly. **Penalties for late work are indicated beside each type of assignment.** Students who find themselves unable to meet deadlines for completing coursework can, under certain conditions, receive extensions for completing the work after the dates set by the college in which the course is offered.

The authority to grant an extension for the completion of work in a course beyond the original TST or college deadline (whichever is earlier) for that course rests with the student's college Graduate Director, not the instructor of the course. Nevertheless, the instructor's signature is required for course extension requests to be processed. Students will petition their college Graduate Director for extensions, using a standard form provided by TST on its website. See Section 7.11 of the Conjoint Graduate Degree Handbook.

Course grades. Consistently with the policy of the University of Toronto, course grades submitted by an instructor are reviewed by a committee of the instructor's college before being posted to ACORN. Grades are not official until they are posted to ACORN. Course grades may be adjusted where they do not comply with University Assessment and Grading Practices Policy found at <https://governingcouncil.utoronto.ca/secretariat/policies/grading-practices-policy-university-assessment-and-january-26-2012>, policies found in the TST conjoint program handbooks, or college grading policy.

Policies

Accessibility. Students with a disability or health consideration, whether temporary or permanent, are entitled to accommodation. Students in conjoint degree programs must register at the University of Toronto's Accessibility Services offices; information is available at <http://www.studentlife.utoronto.ca/as>. The sooner a student seeks accommodation, the quicker we can assist.

Plagiarism. Students submitting written material in courses are expected to provide full documentation for sources of both words and ideas in parenthetical citations or footnotes. Direct quotations should be placed within quotation marks. (If small changes are made in the quotation, they should be indicated by appropriate punctuation such as brackets and ellipses, but the quotation still counts as a direct quotation). Failure to document borrowed material constitutes plagiarism, which is a serious breach of academic, professional, and Christian ethics. An instructor who discovers evidence of student plagiarism is not permitted to deal with the situation individually but is required to report it to his or her head of college or delegate according to the TST *Basic Degree Handbook* and the Graduate program Handbooks linked from <http://www.tst.edu/academic/resources-forms/handbooks> and the University of Toronto *Code of Behaviour on Academic Matters* <https://governingcouncil.utoronto.ca/secretariat/policies/code-behaviour-academic-matters-july-1-2019>. A student who plagiarizes in this course will be assumed to have read the document "Avoidance of plagiarism in theological writing" published by the Graham Library of Trinity and Wycliffe Colleges: <https://www.trinity.utoronto.ca/library/research/theology/avoiding-plagiarism-in-theological-writing/>

Normally, students will be required to submit their course essays to the University's plagiarism detection tool for a review of textual similarity and detection of possible plagiarism. In doing so, students will allow their essays to be included as source documents in the tool's reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University's use of this tool are described on the Centre for Teaching Support & Innovation web site (<https://uoft.me/pdt-faq>).

Other academic offences. TST students come under the jurisdiction of the University of Toronto *Code of Behaviour on Academic Matters* <https://governingcouncil.utoronto.ca/secretariat/policies/code-behaviour-academic-matters-july-1-2019>.

Back-up copies. Please make back-up copies of essays before handing them in.

Obligation to check email. At times, the course instructor may decide to send out important course information by email. To that end, all students in conjoint programs are required to have a valid utoronto email address. Students must have set up their utoronto email address which is entered in the ACORN system. Information is available at www.utorid.utoronto.ca. The course instructor will not be able to help you with this. 416-978-HELP and the Help Desk at the Information Commons can answer questions you may have about your UTORid and password. Students should check utoronto email regularly for messages about the course. **Forwarding** your utoronto.ca email to a Hotmail, Gmail, Yahoo or other type of email account is not advisable. In some cases, messages from utoronto.ca addresses sent to Hotmail, Gmail or Yahoo accounts are filtered as junk mail, which means that emails from your course instructor may end up in your spam or junk mail folder. Students in non-conjoint programs should contact the Registrar of their college of registration.

Email communication with the course instructor. The instructor aims to respond to email communications from students in a timely manner. *All email communications from students in conjoint programs must be sent from a utoronto email address.* Email communications from other email addresses are not secure, and also the instructor cannot readily identify them as being legitimate emails from students. The instructor is not obliged to respond to email from non-utoronto addresses for students in conjoint programs. Students in non-conjoint programs should only use the email address they have provided to their college of registration.