

UNIT OUTLINE FOR HSS106.8 TRAUMA INFORMED CARE

Name of Unit 1 (Unit Code 1)

Trauma Informed Care (HSS106.8)

SECTION 1 – GENERAL INFORMATION

Administrative details

Associated higher education awards (for example, Bachelor, Diploma)	Duration (for example, one semester, full year)	Level (for example, introductory, intermediate, advanced level, 1st year, 2nd year, 3rd year)	Unit Coordinator (incl. academic title)
GradCertCouns, GradDipCouns, MCP	One semester	Advanced	Ilona Potter

Core or elective unit

Indicate if the unit is a

- core unit
- elective unit
- other (please specify below):

Elective for GradCertCouns

Core for GradDipCouns and MCP

Unit weighting

Using the table below, indicate the credit point weighting of this unit and the credit point total for the course of study (for example, 10 credit points for the unit and 320 credit points for the course of study).

Unit credit points Example: 10 credit points	Total course credit points Example: 320 credit points
6	24 / 48 / 96

Student workload

Using the table below, indicate the expected student workload per week for this unit.

No. timetabled hours per week*	No. personal study hours per week**	Total workload hours per week***
3	6	9

For those students requiring additional English language support, how many additional hours per week is it expected that they will undertake?

Additional English language support: 0 hours per week

Pre-requisites and co-requisites

Are students required to have undertaken a prerequisite or co-requisite unit for this unit?

- Yes No

If **YES**, provide details of the prerequisite or co-requisite requirements below.

HSC200.8 Counselling Skills (prerequisite)
HSC201.8 Introduction to Counselling Theory (prerequisite)

SECTION 2 – ACADEMIC DETAILS

Unit Descriptor

Provide below a brief unit description, which includes a summary of the key content of the unit.

This unit introduces students to the core principles underpinning trauma informed care and specialised trauma counselling. This foundation in trauma theory will supply a framework that will guide the formation of strategies to assist clients to attain and maintain stabilisation. Workshops provide opportunities for students to develop the practical skills necessary to facilitate psychological safety and stability, work therapeutically with traumatised clients and practice self-care as an integral factor in the prevention of vicarious trauma as a people helper. Course content will cover neurobiological, psychological, and somatic aspects of trauma as well as current models of therapeutic intervention.

Learning Outcomes for Unit

Learning outcomes for unit:

1. Explain the theoretical, psychological, and neurobiological concepts underpinning self-care, attachment, effects of trauma, and trauma-informed care
2. Differentiate varying levels of autonomic nervous system arousal with a view to facilitating psychological safety and stability when working with clients
3. Critically analyse how current approaches to working with trauma inform therapeutic practice with clients

Assessment tasks			
Type * <i>(see examples noted below this table)</i>	Learning Outcome/s assessed	When assessed – year, session and week <i>(for example, year 1, semester 1, week 1)</i>	Weighting <i>(% of total marks for unit)</i>
<p>Self-care, Safety, & Stabilisation Plan</p> <p>Part A: Written Paper (1000 words)</p> <p>Students will identify their personal indicators of varying levels of autonomic nervous system (ANS) levels of arousal with reference to the neurophysiology of stress. Students will prepare a plan for their psychological self-care as a people helper incorporating strategies to use both during and outside of face to face contact.</p> <p>Part B: Practicum (10 minutes/ 500 words equivalent)</p> <p>Students will demonstrate the ability to facilitate safety and stabilisation by working collaboratively with another student to differentiate between, and evaluate, the most effective regulatory interventions. Reflecting on this process, they will formulate a strategy for assisting the client to attain and maintain stabilisation, with reference to trauma theory and practice guidelines.</p>	1, 2	Week 10	30%
<p>Case Study</p> <p>Students will analyse 2 case studies provided, formulating a hypothesis and plan for counselling intervention informed by trauma theory, research and practice guidelines. 2000 words</p>	1, 2, 3	Week 7	35%
<p>Master Class Presentation</p> <p>Students will research and appraise a topic of special interest related to working as a counsellor within the field of trauma, and present a summary of findings to the class that includes theoretical knowledge, critical analysis of relevant studies, implications for practice and practical applications. 2000 words equiv.</p>	1, 3	Week 13	35%

* Examples of types of assessment tasks include: assignments; examinations; group projects; online quiz/test; presentations; work-based projects; and reflective journals. Ensure that details of the types of assessment tasks are included such as specific topics, duration/length/word limit of assessment, and any specific formats.

2.1 Prescribed and recommended readings

Provide below, in formal reference format, a list of the prescribed and recommended readings for the unit.

Required Textbook

Kezelman, C., & Stavropoulos, P. (2019). *Practice guidelines for treatment of complex trauma and trauma informed care and service delivery*. Blue Knot Foundation.
<https://www.blueknot.org.au/Resources/Publications/Practice-Guidelines/Practice-Guidelines-2019>

Recommended Reference List

- Briere, J., & Scott, C. (2015). *Principles of trauma therapy*. Sage Publications.
- Courtois, C.A. & Ford, J.D. ed. (2013) *Treating Complex Traumatic Stress Disorders: Scientific Foundations and Therapeutic Models*. The Guilford Press.
- Fisher, J. (2017). *Healing the fragmented selves of trauma survivors: Overcoming internal self-alienation*. Routledge.
- Levine, P. (2010). *In an unspoken voice: How the body releases trauma and restores goodness*. North Atlantic Books
- Levine, P. (2015) *Trauma and Memory*. North Atlantic Books.
- Ogden, P. (2013). *The body as a resource: A therapist's manual to sensorimotor psychotherapy*. Norton.
- Ringel, S., & Brandell, J. (2020) *Trauma: Contemporary Directions in theory, practice and research*. Sage
- Rossen, E., & Hull, R (Eds.) (2013). *Supporting and educating traumatized students: A guide for school-based professionals*. Oxford.
- Rothschild, B. (2017). *The body remembers: Revolutionizing trauma treatment (Vol. 2)*. Norton.
- Schwarz, L., Corrigan, F. et al (2017) *The Comprehensive Resource Model: Effective therapeutic techniques for the healing of complex trauma*. Routledge.
- Steele, W., & Malchiodi, C. (2011). *Trauma-informed practices with children and adolescents*. Routledge
- Van der Kolk, B. (2014). *The body keeps the score: Brain, mind and body in the healing of trauma*. Penguin Books.

Recommended Journals

Journal of Loss and Trauma
Journal of Traumatic Stress
Psychological Trauma: Theory, Research, Practice and Policy