



COURSE: Basic Trauma Training - Group Applications

Course Description:

Trauma is the impact on a person of a distressing or disturbing experience, which can include both emotional and physical symptoms that affect a person's day to day life in different ways. This course is an introduction to basic trauma, and the use of group methods, as a treatment option. The course begins by introducing students to the basics of trauma in human beings, including its causes, types and symptoms. Students are then oriented to group counselling as a method for supporting those who experience trauma before learning and practicing group facilitation skills themselves. This is complemented with an introduction to trauma management strategies and overview of key principles needed for effective group facilitation, before the final module which guides participants through the enactment method of group therap. By the end of the course, participants will have basic knowledge of the causes and consequences of trauma in humans, and will learn how facilitated groups support individuals to more effectively cope with and move past their trauma injury. This course is useful for anyone who works with individuals who have experienced trauma, wants a deeper understanding of trauma, and wants to gain exposure to a practical and accessible group method of mitigating the impacts of trauma.

Learning Objectives

By the end of this course, students will be able to:

- Understand and describe trauma in humans, including its common causes and symptoms or manifestations
- Become familiar with basic trauma management strategies
- Apply the basic techniques in planning and group facilitation as a method of treating trauma
- Describe and evaluate different trauma management approaches

Effort:

This course will take approximately 15-20 hours of student effort to complete including time spent on readings and assignments.

Level:

Introductory

Institution:

University of British Columbia (UBC), Faculty of Education

Cost:

Free

Subject:

Psychology

Available in the Following Languages:

English, Dari/Farsi

Type:

Self-paced

Licensing:

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How It Works

This is a self-paced course, which means the student completes the course on their own, at times that suit them. However, it is recommended that you complete the entire course within 60 days from when you

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start. Each module consists of information for you to read, view or listen to, to help you learn about the topic, as well as practice exercises and assignments. You are also asked to read the material provided for each module. At the end of each module, there is a short quiz to assess your learning, and the cumulative results of these quizzes consist of your grade for the course. There is also a discussion forum where you can chat with the instructor and with other participants in the course. If you need any technical support, contact the course host. If you have questions about the course content or assignments, contact cgct.info@ubc.ca.

When you are finished with all the content on each page, click the arrow on the bottom right corner to move to the next page. There is a progress bar at the bottom that will show your progress in the course, as you move through each module. When you have completed the course, you will have the option to generate a certificate of completion for download.

Course Structure

Module	Content	Exercises & Assignments
1. Basic Understanding of Human Trauma	1.1 What is trauma? 1.2 Biological and Psychological Basis of Trauma Expression and Injury 1.3 How Trauma Inhibits Learning 1.4 War Related Trauma 1.5 The Implications of Trauma	<ul style="list-style-type: none"> • Case Study: Different Experiences of the Same Traumatic Event • Exercise: Understanding One's Own Trauma • Case Study: An Invitation to Talk • Case Study: Choosing How We Respond to Trauma • Module 1 Quiz
2. Introduction to Group Counselling	2.1 What is Group Counselling? 2.2 Effectiveness of Group-based Approaches for Trauma Work 2.3 Foundational Theory: Group Counselling 2.4 Building Leader Skills 2.5 Establishing Group Safety	<ul style="list-style-type: none"> • Exercise: Closing the Interpersonal Gap • Exercise: Distinguishing the Different Communication Tools in a Leader's Toolkit • Exercise: Putting Norms into Practice • Case Study: Establishing Norms in Group Therapy • Module 2 Quiz
3. Preparing for Group Facilitation	3.1 What is Therapeutic Re-enactment? 3.2 Guiding Practices for Group Facilitation 3.3 Giving Feedback 3.4 Assessment & Preparation	<ul style="list-style-type: none"> • Exercise: Match the Practice to the Scenario • Exercise: Preparing to Open the Session • Case Study Exercise: Sama's Life Review • Exercise: Delivering Feedback Effectively • Case Study: Readyng a Client for Group Therapy • Module 3 Quiz
4. Facilitating Groups	4.1 Phase 1: Group Building 4.2 Phase 2: Enactment 4.3 Phase 3: Review Enactment, Re-connect the Group 4.4 Phase 4: Integration, Client Self-Reflection, Completion	<ul style="list-style-type: none"> • Exercise: Reframing • Case Study: Deconstructing and Reconstructing Aspects of the Self • Reflection Exercise: Sculpting a New Self



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	<p>4.5 Phase 5: Expectations and Guidelines for Application and Transfer of Learning</p> <p>4.6 Phase 6: Post-group Integration and Follow-up</p> <p>4.7 Phase 7: Consolidation and Action</p>	<ul style="list-style-type: none"> • Video: Enactment in a Group of Veterans in Australia • Fifth Phase Video & Questions • Exercise: Consolidation & Action Case Study • Module 4 Quiz
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Reading & Resource List

Module 1

Video: [Beyond visible scars: Mental Health In Violence & War](#), International Committee of the Red Cross

Goepner, Erik (2018). [War State, Trauma State: Why Afghanistan Remains Stuck in Conflict](#), Cato Institute.

APA, (2004). [The Effects of Trauma Do Not Have to Last a Lifetime](#), American Psychological Association (APA)

Pamphlet: [Coping with Stress Following a Major Incident](#), NHS.

Levine, P. (1997). [Waking the tiger: Healing trauma](#). Audiobook.

Module 2

Deblinger, E., Pollio, E. & Dorsey, S. (2016). [Applying Trauma-Focused Cognitive–Behavioral Therapy in Group Format](#). *Child Maltreatment*, 21(1), 59-73.

[Cognitive Behavioral Therapy Skills: Counselor Toolbox Podcast with Dr. Dawn-Elise Snipes](#)
[Guidelines for Treatment: Cognitive Behavioural Therapy](#), American Psychological Association (APA)

[Your Ultimate Group Therapy Guide \(+Activities & Topic Ideas\)](#), Positive Psychology

Schutz, W.C. (1958). [Firo B: A three dimensional theory of interpersonal behavior](#). New York: Holt, Rinehart & Winston.

[Group Therapy Questionnaire](#)

Module 3

Cox, D.W., Buchanan, M.J., Hoover, S.M. & Westwood, M.J. (2014). [Re-experiencing military trauma in groups: A veteran's case study](#). *Canadian Journal of Counselling and Psychotherapy*, 48(4), 441-453.

Benne, K. D., & Sheats, P. (1948). [Functional roles of group members](#). *Journal of Social Issues*, 4(2), 41-49.

[Identifying Group Roles](#). A summary list of Benne & Sheats' roles.

Haber, D. (2006). [Life Review: Implementation, theory, research, and therapy](#). *International Journal of Aging and Human Development*, 63(2) 153-171.

Giving and Receiving Feedback, An Excerpt from: Jung, C., Rosalie, H. Emory, R. & Pino, R. (1972). *Interpersonal communications: Leader's manual*. Northwest Regional Educational Laboratory, Portland, OR.

Hoover, S. (2015). [The Impact of an Experiential Training Program on Group Counsellor Development](#) (Doctoral dissertation, University of British Columbia).

Goldman, R. (2020). [What Is Jacobsen's Relaxation Technique?](#) *Healthline*.

Module 4

Clark, D.A. (2014). [Cognitive restructuring](#). In: Hofmann SG, Dozois D, eds., *The Wiley Handbook for Cognitive Behavioral Therapy, First Edition*. New York: John Wiley & Sons, Ltd.

Raypole, C. [How Somatic Experiencing Can Help You Process Trauma](#). Healthline.

Morin, A. (2020). [Using Cognitive Reframing for Mental Health](#). Verywell Mind.