

Preview: MFT5822 : Systemic and Group Interventions for Grief, Loss, and Trauma

Syllabus

Course Overview

Course Overview

This course is an overview of grief, loss, and trauma. Learners continue to develop therapy skills using relational and systemic interventions as they apply to grief, loss, and trauma. Systemic and group interventions will also be introduced as treatment models. You will also learn about the impact of grief, loss, and trauma have on individuals and systems and how helping professionals can mitigate their effects on clients, families, and themselves.

In Units 1–5, this course introduces learners to trauma: what it is, what types, cultural and diversity issues, ethical considerations, and diagnosing and treating trauma. Units 6–8 introduce learners to grief and loss: what it means, what types, cultural and diversity issues, ethical considerations, and diagnosing and treating grief and loss. Unit 9 focuses on the ways in which trauma, grief, and loss can impact the therapist and how to mitigate these in order to decrease the risk of burnout and impairment.

COAMFTE Standards

MFT5822 Course Competencies	Version 12 COAMFTE Standards
1. Apply research and theories in the practice of individual, systemic, and relational therapy for grief, loss, and trauma.	<ul style="list-style-type: none">• FCA 1: Foundations of Relational/Systemic Practice, Theories & Models• FCA 4: Research & Evaluation SLO-1. Knowledge and Research: Effectively integrate and apply research and theories in the practice of marriage and family therapy, including individual, systemic and relational theories; theories of individual and family development across the life span

MFT5822 Course Competencies	Version 12 COAMFTE Standards
<p>2. Apply knowledge of practice with diverse, international, multicultural, marginalized, and/or under-served communities.</p>	<ul style="list-style-type: none"> • FCA 2: Clinical Treatment with Individuals, Couples and Families • FCA 3: Diverse, Multicultural and/or Underserved Communities • FCA 8: Contemporary Issues <ul style="list-style-type: none"> ◦ SLO- 2. Diversity and Multicultural competence: Demonstrates knowledge of culturally and ethnically sensitive matters in a variety of settings integrating concepts of social justice
<p>3. Apply knowledge of emerging and evolving contemporary challenges, problems, and/or recent developments in grief, loss, and trauma for diverse groups and communities.</p>	<ul style="list-style-type: none"> • FCA 2: Clinical Treatment with Individuals, Couples and Families • FCA 3: Diverse, Multicultural and/or Underserved Communities • FCA 8: Contemporary Issues <ul style="list-style-type: none"> ◦ SLO- 2. Diversity and Multicultural competence: Demonstrates knowledge of culturally and ethnically sensitive matters in a variety of settings integrating concepts of social justice

MFT5822 Course Competencies	Version 12 COAMFTE Standards
<p>4. Apply a relational and systemic perspective for client engagement, assessment, and intervention.</p>	<ul style="list-style-type: none"> • FCA 1: Foundations of Relational/Systemic Practice, Theories & Models • FCA 2: Clinical Treatment with Individuals, Couples and Families <ul style="list-style-type: none"> ◦ SLO - 3. Clinical Practice: Critical application and practice of systemic theory relevant to family dynamics in the field of marriage and family therapy. • FCA 7: Systemic/Relational Assessment & Mental Health Diagnosis and Treatment <ul style="list-style-type: none"> ◦ SLO - 5. Clinical Practice: Uses a systemic perspective for client engagement, assessment and intervention.
<p>5. Apply American Association for Marriage and Family Therapy (AAMFT) Code of Ethics and legal responsibilities and communicate in a manner that is professional and consistent with expectations for members of the marriage and family therapy profession..</p>	<ul style="list-style-type: none"> • FCA 5: Professional Identity, Law, Ethics & Social Responsibility <ul style="list-style-type: none"> ◦ SLO - 4. Ethics: Understand and apply the American Association for Marriage and Family Therapy Code of Ethics. • FCA 9: Community Intersections & Collaboration <ul style="list-style-type: none"> ◦ SLO – 6. Professional Identity and Social Responsibility: Identify as a marriage and family therapist, aligning systemic clinical practice with state and national standards for the marriage and family therapy discipline, and engaging in community and scholarly activities.

MFT5822 Course Competencies	Version 12 COAMFTE Standards
6. Communicate effectively through the appropriate application of grammar, punctuation, spelling, writing mechanics, and professional tone, while adhering to APA formatting and style.	

Assignments

Week 6: Develop part I of a case presentation that identifies systemic intervention, and includes assessment and diagnosis of trauma using the DSM-5. 50% of final grade. *Scoring Guide*

Week 9: Develop part II of a case presentation that discusses the ways in which you might mitigate impacts of trauma, grief, and loss to yourself and your clients. 35% percent of final grade. *Scoring Guide*

Discussions

Participation in discussions and blogs will count for 15% of your final grade.

Week 1: Read the articles and view the videos in the course materials and discuss your understanding of trauma.

Week 2: Identify the different types of trauma and discuss how the information has changed your understanding of trauma.

Week 3: Select a diverse population, identify the ways trauma has impacted and affected this population.

Week 4: Apply the DSM 5 criteria and additional tools used to identify, assess, and diagnose a specific trauma.

Week 5: Research the application of relational and systemic approaches as an intervention for different types of trauma.

Week 6: Discuss your personal thoughts about grief, loss, and the cycle of grief

Week 7: Discuss ways in which you might utilize codes of ethics and cultural competency to work effectively work with diverse populations.

Week 8: Discuss cultural diversity in grief and loss

Week 9: Reflect upon the ways in which trauma, grief, and loss might impact you as the therapist.

Week 10: Reflect upon what you have learned in this course and about your own self as a therapist.

Course Competencies

(Read Only)

To successfully complete this course, you will be expected to:

- 1 Apply research and theories in the practice of individual, systemic, and relational therapy for grief, loss, and trauma.
- 2 Apply knowledge of practice with diverse, international, multicultural, marginalized, and (or) under-served communities.
- 3 Apply knowledge of emerging and evolving contemporary challenges, problems, and/or recent developments in grief, loss, and trauma for diverse groups and communities.
- 4 Apply a relational and systemic perspective for client engagement, assessment, and intervention.
- 5 Apply American Association for Marriage and Family Therapy (AAMFT) Code of Ethics and legal responsibilities and communicate in a manner that is professional and consistent with expectations for members of the marriage and family therapy profession..
- 6 Communicate effectively through the appropriate application of grammar, punctuation, spelling, writing mechanics, and professional tone, while adhering to APA formatting and style.

Course Prerequisites

Prerequisite(s): MFT5107, MFT5270, MFT5271, MFT5273, MFT5820, MFT-R5821. Cannot be fulfilled by transfer.

Syllabus >> Course Materials

Required

The materials listed below are required to complete the learning activities in this course.

Library

The following required readings are provided in the Capella University Library or linked directly in this course. To find specific readings by journal or book title, use [Journal and Book Locator](#). Refer to the [Journal and Book Locator library guide](#) to learn how to use this tool.

- Aldrich, H., & Kallivayalil, D. (2016). [Traumatic grief after homicide: Intersections of individual and community loss](#). *Illness, Crisis, and Loss*, 24(1), 15–33.
- American Psychiatric Association. (2017) [Diagnostic and statistical manual of mental disorders: DSM-5](#). Arlington, VA: American Psychiatric Association.
- Aremu, B., Hill, P. D., McNeal, J. M., Petersen, M. A., Swanberg, D., & Delaney, K. R. (2018). [Implementation of trauma-informed care and brief solution-focused therapy: A quality improvement project aimed at increasing engagement on an inpatient psychiatric unit](#). *Journal of Psychosocial Nursing & Mental Health Services*, 56(8), 16–22.
- Austin, H. (2016). [Supervision for superheroes: The case for reflective professional supervision for senior doctors](#). *The New Zealand Medical Journal (Online)*, 129(1434), 69–72.
- Barlow, J. N. (2018). [Restoring optimal black mental health and reversing intergenerational trauma in an era of black lives matter](#). *Biography (Honolulu)*, 41(4), 895–908.
- Beijan, L. L. (2019). [Incorporating interpersonal neurobiology in child parent relationship therapy](#). *International Journal of Play Therapy*, 29(2), 65–73.
- Catalpa, J. M., & McGuire, J. K. (2018). [Family boundary ambiguity among transgender youth](#). *Family Relations*, 67(1), 88–103.
- Delalibera, M., Presa, J., Coelho, A., Barbosa, A., & Franco, M. H. P. (2015). [Family dynamics during the grieving process: A systematic literature review](#). *Ciência & Saúde Coletiva*, 20(4), 1119–1134.
- Demontigny, F., Verdon, C., Meunier, S., & Dubeau, D. (2017). [Women's persistent depressive and perinatal grief symptoms following a miscarriage: The role of childlessness and satisfaction with healthcare services](#). *Archives of Women's Mental Health*, 20(5), 655–662.
- Felitti, V. J. (2019). [Origins of the ACE study](#). *American Journal of Preventive Medicine*, 56(6), 787–789.
- Felitti, V. J., Anda, R. F., Nordenberg, D., Williamson, D. F., Spitz, A. M., Edwards, V., . . . Marks, J. S. (1998). [Relationship of childhood abuse and household dysfunction to many of the leading causes of death in adults: The adverse childhood experiences \(ACE\) study](#). *American Journal of Preventive Medicine*, 14(4), 245–258.
- Figley, C. R. & Kiser, L. J. (2013) [Helping traumatized families \(2nd ed.\)](#). New York, NY: Routledge.
- Greeson, J. K. P., Briggs, E. C., Layne, C. M., Belcher, H. M. E., Ostrowski, S. A., Kim, S., . . . Fairbank, J. A. (2014). [Traumatic childhood experiences in the 21st century: Broadening and building on the ACE studies with data from the national child traumatic stress network](#). *Journal of Interpersonal Violence*, 29(3), 536–556.
- Harrington, C. (2017). [Meaning making in wartime bereavement: Lessons learned from bereaved parents and siblings](#). *Omega: Journal of Death and Dying*, 76(2), 103–121.

- Harrison, M. (2016) [Release, reframe, refocus, and respond: A practitioner transformation process in a reflective consultation program](#). *Infant Mental Health Journal*, 37(6), 670–683.
- Jackson, J. B. (2018). [The ambiguous loss of singlehood: Conceptualizing and treating singlehood ambiguous loss among never-married adults](#). *Contemporary Family Therapy*, 40(2), 210–222.
- Kern, E., & Perryman, K. (2016). [Leaving it in the sand: Creatively processing military combat trauma as a means for reducing risk of interpersonal violence](#). *Journal of Creativity in Mental Health*, 11(3/4), 446–457.
- Kissil, K., & Niño, A. (2017). [Does the person-of-the-therapist training \(POTT\) promote self-care? Personal gains of MFT trainees following POTT: a retrospective thematic analysis](#). *Journal of Marital and Family Therapy*, 43(3), 526–536.
- Kolk, B., & Najavits, L. M. (2013). [Interview: What is PTSD really? Surprises, twists of history, and the politics of diagnosis and treatment](#). *Journal of Clinical Psychology*, 69(5), 516–522.
- Kristensen, P., Weisæth, L., & Heir, T. (2012). [Bereavement and mental health after sudden and violent losses: A review](#). *Psychiatry*, 75(1), 76–97.
- López-Zerón, G., & Parra-Cardona, J. R. (2015). [Elements of change across community-based trauma interventions](#). *Journal of Systemic Therapies*, 34(3), 60–76.
- Lapp, L. K., Agbokou, C., & Ferreri, F. (2011). [PTSD in the elderly: The interaction between trauma and aging](#). *International Psychogeriatrics*, 23(6), 858–868.
- Lehrner, A., & Yehuda, R. (2018). [Cultural trauma and epigenetic inheritance](#). *Development and Psychopathology*, 30(5), 1763–1777.
- Liao, Y., Shonkoff, E. T., Barnett, E., Wen, C. K. F., Miller, K. A., & Eddy, J. M. (2015). [Brief report: Examining children's disruptive behavior in the wake of trauma – A two-piece growth curve model before and after a school shooting](#). *Journal of Adolescence*, 44, 219–223.
- Locatelli, M. G. (2020). [Play therapy treatment of pediatric medical trauma: A retrospective case study of a preschool child](#). *International Journal of Play Therapy*, 29(1), 33–42.
- Lucero, R., Jones, A. C., & Hunsaker, J. C. (2018). [Using internal family systems theory in the treatment of combat veterans with post-traumatic stress disorder and their families](#). *Contemporary Family Therapy*, 40(3), 266–275.
- Maxwell, K. (2014). [Historicizing historical trauma theory: Troubling the trans-generational transmission paradigm](#). *Transcultural Psychiatry*, 51(3), 407–435.
- Mukba, G., Sanberk, İ., & Akbaş, T. (2019) [An eclectic intervention involving systemic intervention with storytelling](#). *Psikiyatride Güncel Yaklaşımlar*, 11(3), 386–401.
- Murphy, A., Steele, H., Bate, J., Nikitiades, A., Allman, B., Bonuck, K., . . . Steele, M. (2015). [Group attachment-based intervention: Trauma-informed care for families with adverse childhood experiences](#). *Family & Community Health*, 38(3), 268–279.
- Neimeyer, R. A., Torres, C., & Smith, D. C. (2011). [The virtual dream: Rewriting stories of loss and grief](#). *Death Studies*, 35(7), 646–672.
- O'Connell, M. E., Crossley, M., Cammer, A., Morgan, D., Allingham, W., Cheavins, B., . . . Morgan, E. (2014). [Development and evaluation of a telehealth videoconferenced support](#)

[group for rural spouses of individuals diagnosed with atypical early-onset dementias.](#)

Dementia, 13(3), 382–395.

- Patton, D. U., Leonard, P., Cahill, L., Macbeth, J., Crosby, S., & Brunton, D. (2016). ["Police took my homie I dedicate my life 2 his revenge": Twitter tensions between gang-involved youth and police in Chicago.](#) *Journal of Human Behavior in the Social Environment*, 26(3/4), 310–324.
- Sansbury, B. S., Graves, K., & Scott, W. (2015). [Managing traumatic stress responses among clinicians: Individual and organizational tools for self-care.](#) *Trauma*, 17(2), 114–122.
- Sories, F., Maier, C., Beer, A., & Thomas, V. (2015). [Addressing the needs of military children through family-based play therapy.](#) *Contemporary family therapy*, 37(3), 209–220.
- Spinazzola, J., der Kolk, B., & Ford, J. D. (2018) [When nowhere is safe: Interpersonal trauma and attachment adversity as antecedents of posttraumatic stress disorder and developmental trauma disorder.](#) *Journal of Traumatic Stress*, 31(5), 631–642.
- Stace, S. M. (2014). [Therapeutic doll making in art psychotherapy for complex trauma.](#) *Art Therapy: Journal of the American Art Therapy Association*, 31(1), 12–20.
- Stroebe, M., Schut, H., & Boerner, K. (2017). [Cautioning health-care professionals: Bereaved persons are misguided through the stages of grief.](#) *Omega: Journal of Death and Dying*, 74(4), 455–473.
- Thompson, D. E., Baptist, J., Miller, B., & Henry, U. (2017). [Children of the U.S. national guard: Making meaning and responding to parental deployment.](#) *Youth & Society*, 49(8), 1040–1056.
- Tie, S., & Poulsen, S. (2013). [Emotionally focused couple therapy with couples facing terminal illness.](#) *Contemporary Family Therapy: An International Journal*, 35(3), 557–567.

External Resource

Please note that URLs change frequently. While the URLs were current when this course was designed, some may no longer be valid. If you cannot access a specific link, contact your instructor for an alternative URL. Permissions for the following links have been either granted or deemed appropriate for educational use at the time of course publication.

- American Association for Marriage and Family Therapy (2015). [Code of ethics.](#) Retrieved from https://www.aamft.org/Legal_Ethics/Code_of_Ethics.aspx.
- Megan D. (2018). [Howdo you help a grieving friend? \[Video\].](#) | [Transcript](#) Retrieved from <https://www.youtube.com/watch?v=l2zLCCRT-nE>
- MinuteEarth. (2015). [Epigenetics: Why inheritance is weirder than we thought \[Video\].](#) | [Transcript](#) Retrieved from <https://www.youtube.com/watch?v=AvB0q3mg4sQ&feature=youtu.be>
- National Institute of Mental Health. (n.d.) [Post-traumatic stress disorder.](#) Retrieved from <https://www.nimh.nih.gov/health/topics/post-traumatic-stress-disorder-ptsd/index.shtml>
- Public Health Network Cymru. (2017). [Adverse childhood experiences \(ACEs\) \[Video\].](#) | [Transcript](#) Retrieved from <https://www.youtube.com/watch?v=XHgLY9KZ-A&feature=youtu.be>
- U.S. Department of Veterans Affairs. (2018). [Home.](#) Retrieved from <https://www.va.gov/>

- US Department of Veterans Affairs. (2018). [PTSD screening instruments](https://www.ptsd.va.gov/professional/assessment/screens/index.asp). Retrieved from <https://www.ptsd.va.gov/professional/assessment/screens/index.asp>
- van der Kolk, B. (2019). [How Trauma Lodges in the Body](https://onbeing.org/programs/bessel-van-der-kolk-how-trauma-lodges-in-the-body/) [Podcast]. Retrieved from <https://onbeing.org/programs/bessel-van-der-kolk-how-trauma-lodges-in-the-body/>
- Veterans Health Administration. (2014). [What is PTSD? \(Whiteboard Video\)](https://www.youtube.com/watch?v=YMC2jt_QVEE&feature=youtu.be) [Video]. | [Transcript](https://www.youtube.com/watch?v=YMC2jt_QVEE&feature=youtu.be) Retrieved from https://www.youtube.com/watch?v=YMC2jt_QVEE&feature=youtu.be

Suggested

The following materials are recommended to provide you with a better understanding of the topics in this course. These materials are not required to complete the course, but they are aligned to course activities and assessments and are highly recommended for your use.

Optional

The following optional materials may provide you with a better understanding of the topics in this course. These materials may be purchased online and are not required to complete the course.

External Resource

Please note that URLs change frequently. While the URLs were current when this course was designed, some may no longer be valid. If you cannot access a specific link, contact your instructor for an alternative URL. Permissions for the following links have been either granted or deemed appropriate for educational use at the time of course publication.

- American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC.
- van der Kolk, B. (2015). *The body keeps the score: Brain, mind, and body in the healing of trauma*. New York, NY: Penguin Books.
- Zimmerman, M. (2013) *Interview guide for evaluating DSM-5 psychiatric disorders and the mental status examination*. East Greenwich, RI: Psych Products Press.

Unit 1 >> What is Trauma?

Introduction

Understanding Trauma and Who it Affects

Danielle (Dani) is a marriage and family therapist who has started working with families at the community mental health center. During her orientation, she learned that there may be a lot of children and families that have experienced traumatic situations. Dani was surprised to learn that she didn't know much about trauma or that it affects a lot of different types of people of different ages.

As you complete the work this week, you will learn how to define trauma, why some people react to it more than others, and about how some of the cutting-edge leaders in the field of trauma research and treatment define trauma.

To Do List:

- **Discussion:** Select one of the media pieces or article provided in "What You Need to Know" to write about, define and discuss your understanding of trauma. Make sure to cite the media piece or article you are writing about and include other resources to support your writing.
- **What You Need to Know:** Listen to the media resources and read the provided articles to learn about trauma and PTSD.

Course Resources

[Week 1 Intro Image](#) | Transcript

Learning Activities

u01s1 - Activity Overviews

Discussion Overview

Listen to the media resources and read the articles in "What You Need to Know", select one and discuss your understanding of trauma.

u01s2 - What you Need to Know

This week the resources offer a look into trauma and will support you in this week's discussion and your work throughout the course.

Code of Ethics

- American Association for Marriage and Family Therapy (2015). [Code of ethics](https://www.aamft.org/Legal_Ethics/Code_of_Ethics.aspx). Retrieved from https://www.aamft.org/Legal_Ethics/Code_of_Ethics.aspx.

Diagnostic

- American Psychiatric Association. (2017) [*Diagnostic and statistical manual of mental disorders: DSM-5*](#). Arlington, VA: American Psychiatric Association.
- Figley, C. R. & Kiser, L. J. (2013) [*Helping traumatized families \(2nd ed.\)*](#). New York, NY: Routledge.

PTSD

- Kolk, B., & Najavits, L. M. (2013). [Interview: What is PTSD really? Surprises, twists of history, and the politics of diagnosis and treatment](#). *Journal of Clinical Psychology*, 69(5), 516–522.
- Veterans Health Administration. (2014). [What is PTSD? \(Whiteboard Video\) \[Video\] | Transcript](#). Retrieved from https://www.youtube.com/watch?v=YMC2jt_QVEE&feature=youtu.be
- National Institute of Mental Health. (n.d.) [Post-traumatic stress disorder](#). Retrieved from <https://www.nimh.nih.gov/health/topics/post-traumatic-stress-disorder-ptsd/index.shtml>

Reference

American Psychological Association. (2010). Publication manual of the American Psychological Association (6th ed.). Washington, DC: Author. ISBN: 9781433805622

Trauma

- [Hand Model of the Brain](#).
- van der Kolk, B. (2019). [How Trauma Lodges in the Body \[Podcast\]](#). Retrieved from <https://onbeing.org/programs/bessel-van-der-kolk-how-trauma-lodges-in-the-body/>

Optional Readings

The following optional materials may provide you with a better understanding of the topics in this course. These materials may be purchased online and are not required to complete the course.

- American Psychological Association. (2010). Publication manual of the American Psychological Association (6th ed.). Washington, DC: Author.
- van der Kolk, . K. B. A. (2015). The body keeps the score: Brain, mind, and body in the healing of trauma. New York, NY: Penguin Books.
- Zimmerman, M. (2013). Interview guide for evaluating DSM-5 psychiatric disorders and the mental status examination. East Greenwich, RI: Psych Products Press

u01d1 - Understanding Trauma

Read the Discussion Participation Scoring Guide to learn how your instructor will evaluate your discussion participation throughout this course.

For this discussion, select one of the media pieces or one of the articles that you have viewed or read in "What You Need to Know" and write a review of the article, include a definition for trauma and your understanding of trauma. Discuss your findings in your post, support your writing with resources from "What You Need to Know" and scholarly resources.

Response Guidelines

Respond to at least two other learners' posts. In your responses, here are some questions to consider

1. How does your definition and understanding of trauma differ from other learners' definitions and understanding?
2. How is your definition and understanding of trauma the same as other learners' definitions and understanding?
3. What questions do you have about the topic or their post?
4. What other information can you add to the post?

Unit 2 >> Different Types of Trauma

Introduction

Discovering Different Types of Trauma

Dani decided to read articles about the different types of trauma and stressors. She found that there were more types of trauma than she had expected. There was the single event trauma such as a car crash or a death of a loved one, developmental and cumulative trauma in which trauma stressors happen over and over for a number of years, historic trauma caused by colonialism and slavery, and societal fear resulting from acts of domestic and foreign terrorism.

As you complete the work this week, you will apply a relational and systemic perspective in the research of trauma, the different types of trauma and the effects of trauma.

To-Do List:

- **Discussion:** Discuss the application of a relational and systemic perspective in the research of trauma, the different types of trauma and the effects of trauma.
- **What You Need to Know:** Read about different types of trauma.

Course Resources

[Week 2 Intro Image](#) | Transcript

Learning Activities

u02s1 - Activity Overviews

Discussion Overview

Use the resources provided in "What You Need to Know" to identify, and define the different types of trauma.

u02s2 - What You Need to Know

This week's resources in "What You Need to Know" cover different types of trauma and will support you in this week's discussion and your work throughout the course.

ACE Study

- Felitti, V. J. (2019). [Origins of the ACE study](#). *American Journal of Preventive Medicine*, 56(6), 787–789.

Cultural

- Aldrich, H., & Kallivayalil, D. (2016). [Traumatic grief after homicide: Intersections of individual and community loss](#). *Illness, Crisis, and Loss*, 24(1), 15–33.
- Barlow, J. N. (2018). [Restoring optimal black mental health and reversing intergenerational trauma in an era of black lives matter](#). *Biography (Honolulu)*, 41(4), 895–908.
- Lehrner, A., & Yehuda, R. (2018). [Cultural trauma and epigenetic inheritance](#). *Development and Psychopathology*, 30(5), 1763–1777.
- Maxwell, K. (2014). [Historicizing historical trauma theory: Troubling the trans-generational transmission paradigm](#). *Transcultural Psychiatry*, 51(3), 407–435.

Children and Families

- Felitti, V. J., Anda, R. F., Nordenberg, D., Williamson, D. F., Spitz, A. M., Edwards, V., . . . Marks, J. S. (1998). [Relationship of childhood abuse and household dysfunction to many of the leading causes of death in adults: The adverse childhood experiences \(ACE\) study](#). *American Journal of Preventive Medicine*, 14(4), 245–258.
- Greeson, J. K. P., Briggs, E. C., Layne, C. M., Belcher, H. M. E., Ostrowski, S. A., Kim, S., . . . Fairbank, J. A. (2014). [Traumatic childhood experiences in the 21st century: Broadening and](#)

[building on the ACE studies with data from the national child traumatic stress network.](#) *Journal of Interpersonal Violence*, 29(3), 536–556.

- Liao, Y., Shonkoff, E. T., Barnett, E., Wen, C. K. F., Miller, K. A., & Eddy, J. M. (2015). [Brief report: Examining children's disruptive behavior in the wake of trauma – A two-piece growth curve model before and after a school shooting.](#) *Journal of Adolescence*, 44, 219–223.
- Locatelli, M. G. (2020). [Play therapy treatment of pediatric medical trauma: A retrospective case study of a preschool child.](#) *International Journal of Play Therapy*, 29(1), 33–42.
- Public Health Network Cymru. (2017). [Adverse childhood experiences \(ACEs\) \[Video\] | Transcript.](#) Retrieved from <https://www.youtube.com/watch?v=XHgLYI9KZ-A&feature=youtu.be>

Epigenetics

- MinuteEarth. (2015). [Epigenetics: Why inheritance is weirder than we thought \[Video\] | Transcript.](#) Retrieved from <https://www.youtube.com/watch?v=AvB0q3mg4sQ&feature=youtu.be>

PTSD

- Spinazzola, J., de Kolk, B., & Ford, J. D. (2018) [When nowhere is safe: Interpersonal trauma and attachment adversity as antecedents of posttraumatic stress disorder and developmental trauma disorder.](#) *Journal of Traumatic Stress*, 31(5), 631–642.

u02d1 - Types of Trauma

Read the Discussion Participation Scoring Guide to learn how your instructor will evaluate your discussion participation throughout this course.

Read the articles in "What you Need to Know" and research different types of trauma. Choose one of the types of trauma that interests you and discuss the ways in which this information has changed your understanding of trauma. Discuss your findings in your post, support your writing with resources from "What You Need to Know" and scholarly resources.

Response Guidelines

Respond to at least two other learners' posts. In your responses, here are some questions to consider:

1. How does your understanding of trauma differ from other learners understanding?
2. How is your understanding of trauma the same as other learners understanding?
3. What questions do you have about the topic or their post?
4. What other information can you add to the post?

Course Resources

Graduate Discussion Participation Scoring Guide

Unit 3 >> Trauma and Cultural Diversity Issues

Introduction

Traumatic Incidents and Diversity

Dani thought about the cultural and diversity issues related to trauma. She thought about how people might encounter traumatic incidents or the ways in which they might be treated by others as a result of their own diversity. She was surprised to think about age, gender, sex, abled-ness, LGBTQIA, and socioeconomic status as diversity issues. She had only thought of race and ethnicity as the main diversity issues before. She thought about possible ethical dilemmas she might encounter while working with clients from diverse backgrounds. She referred to the AAMFT code of ethics to see what steps she could take to protect her clients.

Identify diversity issues and how different types of trauma(s) might affect different populations, especially in seeking and receiving care. Utilize AAMFT code of ethics to identify ways to protect vulnerable clients from unintentional harm.

To-Do List:

- **Discussion:** Participate in a discussion on how trauma affects those in diverse populations.
- **What you Need to Know:** Read about trauma and diverse populations.

[Week 3 Intro Image](#) | Transcript

Learning Activities

u03s1 - Activity Overviews

Discussion Overview

Identify diversity issues and how different types of trauma(s) might affect different populations, especially in seeking and receiving care.

Utilize the following resource to identify ways to protect vulnerable clients from unintentional harm:

American Association for Marriage and Family Therapy (2015). [Code of ethics](https://www.aamft.org/Legal_Ethics/Code_of_Ethics.aspx). Retrieved from https://www.aamft.org/Legal_Ethics/Code_of_Ethics.aspx.

u03s2 - What You Need to Know

This week's resources offer a look into diversity issues and different types of trauma and will support you in this week's discussion and your work throughout the course.

Code of Ethics

- American Association for Marriage and Family Therapy (2015). [Code of ethics](https://www.aamft.org/Legal_Ethics/Code_of_Ethics.aspx). Retrieved from https://www.aamft.org/Legal_Ethics/Code_of_Ethics.aspx.

Diversity

- Barlow, J. N. (2018). [Restoring optimal black mental health and reversing intergenerational trauma in an era of black lives matter](#). *Biography (Honolulu)*, 41(4), 895–908.

- Maxwell, K. (2014). [Historicizing historical trauma theory: Troubling the trans-generational transmission paradigm](#). *Transcultural Psychiatry*, 51(3), 407–435.

PTSD

- Lapp, L. K., Agbokou, C., & Ferreri, F. (2011). [PTSD in the elderly: The interaction between trauma and aging](#). *International Psychogeriatrics*, 23(6), 858–868.

u03d1 - Diverse Populations

Read the Discussion Participation Scoring Guide to learn how your instructor will evaluate your discussion participation throughout this course.

For this discussion, select a diverse population to research and identify the ways in which trauma has impacted and affected this population. Discuss your findings in your post, support your writing with resources from "What You Need to Know" and other scholarly resources used to support your findings.

Response Guidelines

Respond to at least two other learners' posts. In your responses, here are some questions to consider:

1. How is trauma different for those of diverse populations?
2. How is trauma consistent across populations?
3. What questions do you have about the topic or their post?
4. What other information can you add to the post?

Course Resources

Graduate Discussion Participation Scoring Guide

Unit 4 >> Diagnosing Trauma

Introduction

Assessing and Diagnosing Trauma

Dani completed her research on different types of trauma and how diverse populations can be affected. She knew that she would need to assess and diagnose trauma for her job. Dani reviewed tools that could help her accurately and reliably diagnose or rule out trauma. Therapists use the DSM-5 to diagnose different trauma presentations. Clients must endorse symptoms that meet all of the criteria in the DSM-5 for a diagnosis of PTSD to be considered valid.

Learn about and apply approaches to identify, assess, and diagnose different types of trauma.

To-Do List:

- **Discussion:** Apply the DSM 5 and additional tools to identify, assess, and diagnose different types of trauma.
- **What You Need To Know:** Read about assessing and diagnosing trauma.

Learning Activities

u04s1 - Activity Overviews

Discussion Overview

Apply the DSM-5 criteria and additional tools to identify, assess, and diagnose a specific trauma.

u04s2 - What You Need to Know

This week's resources offer a look into tools to identify, assess, and diagnose trauma and will support you in this week's discussion and your work throughout the course.

Diagnosis

- American Psychiatric Association. (2017) [*Diagnostic and statistical manual of mental disorders: DSM-5*](#). Arlington, VA: American Psychiatric Association.
- US Department of Veterans Affairs. (2018). [PTSD screening instruments](https://www.ptsd.va.gov/professional/assessment/screens/index.asp). Retrieved from <https://www.ptsd.va.gov/professional/assessment/screens/index.asp>

PTSD

- Kolk, B., & Najavits, L. M. (2013). [Interview: What is PTSD really? Surprises, twists of history, and the politics of diagnosis and treatment](#). *Journal of Clinical Psychology*, 69(5), 516–522.

u04d1 - Identify, Assess, and Diagnose Trauma

Read the Discussion Participation Scoring Guide to learn how your instructor will evaluate your discussion participation throughout this course.

Apply the DSM-5 criteria and additional tools used to identify, assess, and diagnose a specific trauma. Select a specific trauma from week two and describe how you would apply the DSM-5 criteria and other tools to assess, diagnose, or rule out trauma. Discuss your findings in your post, support your writing with resources from "What You Need to Know" and other scholarly resources used to support your findings.

Response Guidelines

Respond to at least two other learners' posts. In your responses, here are some questions to consider:

1. How did your application of the DSM-5 differ from other learners?
2. What other tools did you use, did other learners tool selection differ from yours?
3. What questions do you have about the topic or the post?

4. What other information can you add to the post?

Course Resources

Graduate Discussion Participation Scoring Guide

Unit 5 >> Systemic Interventions for Trauma

Introduction

Relational and Systemic Interventions for Trauma

Dani wanted to know how systemic interventions are used in working with trauma. She researched several different systemic ways to work with trauma: family therapy, couple therapy, group therapy, and integrating play, sand tray, art, and movement. She also learned about the ways in which each method of intervention engaged the clients as well as the ways in which goals were identified.

This week you will research and discuss how to apply relational and systemic approaches as an intervention for different types of trauma.

To-Do List:

- **Discussion:** Select a specific intervention approach and discuss how it is applied.
- **What You Need to Know:** Read about relational and systemic approaches for trauma intervention.

Learning Activities

u05s1 - Activity Overviews

Discussion Overview

Research the application of relational and systemic approaches as an intervention for different types of trauma. Make sure to discuss the ways in which your chosen model engages the client(s) and helps them to move forward in meeting goals. Support your writing with literature and media from the course.

u05s2 - What You Need to Know

This week's resources offer a look into tools to identify, assess, and diagnose trauma and will support you in this week's discussion and your work throughout the course.

Engagement

- Aremu, B., Hill, P. D., McNeal, J. M., Petersen, M. A., Swanberg, D., & Delaney, K. R. (2018). [Implementation of trauma-informed care and brief solution-focused therapy: A quality improvement project aimed at increasing engagement on an inpatient psychiatric unit](#). *Journal of Psychosocial Nursing & Mental Health Services*, 56(8), 16–22.

Child and Family

- Beijan, L. L. (2019). [Incorporating interpersonal neurobiology in child parent relationship therapy](#). *International Journal of Play Therapy*, 29(2), 65–73.
- Stace, S. M. (2014). [Therapeutic doll making in art psychotherapy for complex trauma](#). *Art Therapy: Journal of the American Art Therapy Association*, 31(1), 12–20.

Combat Trauma

- Kern, E., & Perryman, K. (2016). [Leaving it in the sand: Creatively processing military combat trauma as a means for reducing risk of interpersonal violence](#). *Journal of Creativity in Mental Health*, 11(3/4), 446–457.
- Lucero, R., Jones, A. C., & Hunsaker, J. C. (2018). [Using internal family systems theory in the treatment of combat veterans with post-traumatic stress disorder and their families](#). *Contemporary Family Therapy*, 40(3), 266–275.

Intervention

- López-Zerón, G., & Parra-Cardona, J. R. (2015). [Elements of change across community-based trauma interventions](#). *Journal of Systemic Therapies*, 34(3), 60–76.
- Mukba, G., Sanberk, İ., & Akbaş, T. (2019) [An eclectic intervention involving systemic intervention with storytelling](#). *Psikiyatride Güncel Yaklaşımlar*, 11(3), 386–401.
- Murphy, A., Steele, H., Bate, J., Nikitiades, A., Allman, B., Bonuck, K., . . . Steele, M. (2015). [Group attachment-based intervention: Trauma-informed care for families with adverse childhood experiences](#). *Family & Community Health*, 38(3), 268–279.

u05d1 - Relational and Systemic Interventions

Read the Discussion Participation Scoring Guide to learn how your instructor will evaluate your discussion participation throughout this course

Read the articles provided in “What You Need to Know” and research the application of relational and systemic approaches as an intervention for different types of trauma. Select a model and discuss the ways in which your chosen model engages the client(s) and helps them to move forward in meeting goals. Discuss your findings in your post, support your writing with resources from "What You Need to Know" and other scholarly resources used to support your findings.

Response Guidelines

Respond to at least two other learners' posts. In your responses, here are some questions to consider:

1. How does your intervention approach differ from other learners?
2. How is your intervention approach the same as other learners?
3. What questions do you have about the topic or their post?
4. What other information can you add to the post?

Course Resources

Graduate Discussion Participation Scoring Guide

Unit 6 >> What is Grief and Loss

Introduction

What is Grief and Loss?

Dani discovered that trauma, grief, and loss are closely related and sometimes happen at the same time. She had a child client who missed her mother due to military deployment and found that this was a grief experience for the child as well as a traumatic adjustment. Dani was surprised to learn that there were so many variations of grief and loss.

As you complete the work for this week, refer to the Rivera Family Case study, scholarly resources, and the DSM-5 to diagnose and identify a systemic treatment. You will also start to discuss and define grief and loss.

To-Do List:

- **Discussion:** Discuss your personal thoughts about grief, loss, and the cycle of grief.
- **Assignment:** Develop a diagnosis and systemic treatment based on a case study.
- **What You Need to Know:** Read about grief, loss, and the cycle of grief.

Learning Activities

u06s1 - Activity Overviews

Discussion Overview

Select an article from this unit's "What You Need to Know" activity and view the following Internet resource to discuss your personal thoughts about grief, loss, and the cycle of grief.

- Megan D. (2018). [Howdo you help a grieving friend? \[Video\]](https://www.youtube.com/watch?v=l2zLCCRT-nE) | [Transcript](#). Retrieved from <https://www.youtube.com/watch?v=l2zLCCRT-nE>

Assignment Overview

Develop a diagnosis using the following resources for details:

- American Psychiatric Association. (2017) [*Diagnostic and statistical manual of mental disorders: DSM-5*](#). Arlington, VA: American Psychiatric Association.
- [Riverbend City: Rivera Family Case Study Part I](#).

u06s2 - What You Need to Know

This week's resources offer a look into tools to identify, assess, and diagnose trauma and will support you in this week's discussion and your work throughout the course.

Grief and Loss

- Demontigny, F., Verdon, C., Meunier, S., & Dubeau, D. (2017). [Women's persistent depressive and perinatal grief symptoms following a miscarriage: The role of childlessness and satisfaction with healthcare services](#). *Archives of Women's Mental Health*, 20(5), 655–662.
- Jackson, J. B. (2018). [The ambiguous loss of singlehood: Conceptualizing and treating singlehood ambiguous loss among never-married adults](#). *Contemporary Family Therapy*, 40(2), 210–222.
- Kristensen, P., Weisæth, L., & Heir, T. (2012). [Bereavement and mental health after sudden and violent losses: A review](#). *Psychiatry*, 75(1), 76–97.
- Thompson, D. E., Baptist, J., Miller, B., & Henry, U. (2017). [Children of the U.S. national guard: Making meaning and responding to parental deployment](#). *Youth & Society*, 49(8), 1040–1056.
- Tie, S., & Poulsen, S. (2013). [Emotionally focused couple therapy with couples facing terminal illness](#). *Contemporary Family Therapy: An International Journal*, 35(3), 557–567.
- Megan D. (2018). [How do you help a grieving friend? \[Video\] | Transcript](#). Retrieved from <https://www.youtube.com/watch?v=l2zLCCRT-nE>

Stages of Grief

- Stroebe, M., Schut, H., & Boerner, K. (2017). [Cautioning health-care professionals: Bereaved persons are misguided through the stages of grief](#). *Omega: Journal of Death and Dying*, 74(4), 455–473.

- U.S. Department of Veterans Affairs. (2018). [Home](https://www.va.gov/). Retrieved from <https://www.va.gov/>

u06v1 - Interactive Learning Module: Rivera Family Case Study Part 1

Review the Riverbend City: Rivera Family Case Study Part I to develop the Case study presentation in the week 6 assignment.

Course Resources

Riverbend City: Rivera Family Case Study Part I

u06a1 - Week 6 Rivera Family Case Study Part 1

For this assignment, read the [Rivera Family Case Study](#) and navigate through **Riverbend City: Rivera Family Case Study Part I** to develop a case presentation. The "What You Need to Know" readings and resources from the prior weeks will support you as you identify the appropriate systemic intervention, assessment, and diagnosis for the case.

Assignment Instructions

1. Write a case presentation using the Rivera family case study.
2. Identify which systemic intervention you would utilize when working with the client, couple, or family and include how you have assessed and diagnosed trauma using the DSM-5.
3. Write the case presentation incorporating what you have learned about trauma so far in the course and how what you have learned will inform your practice as a marriage and family therapist.
4. Support your writing with scholarly resources and the DSM-5.
5. Identify ethical considerations, federal and state laws, or statutes.
6. Use the [AAMFT Code of Ethics](#) and (or) HIPAA (if necessary).

7. Write to the scoring guide for this assignment.

Assignment Requirements

- **Written communication:** Papers will be written using APA formatting and be free of errors that detract from the overall message.
- **APA formatting:** Support your writing with scholarly resources and ensure citations are formatted according to current [APA Style and Format](#).
- **Length:** 5–7 typed, double-spaced pages.
- **Font and font size:** Times New Roman, 12 point.

Competencies Measured

By successfully completing this assessment, you will demonstrate your proficiency in the following course competencies and assessment criteria:

- **Competency 1:** Apply research and theories in the practice of individual, systemic, and relational therapy for grief, loss, and trauma.
 - Identify the chosen treatment model: family therapy, play, art, narrative, sand tray therapy, or group therapy.
- **Competency 2:** Apply knowledge of practice with diverse, international, multicultural, marginalized, and (or) underserved communities.
 - Develop a case presentation that addresses the cultural and diversity considerations in the case study.
- **Competency 3:** Apply knowledge of emerging and evolving contemporary challenges, problems, and (or) recent developments in grief, loss, and trauma for diverse groups and communities.
 - Identify the impacts of traumatic incidents on children and family systems.
- **Competency 4:** Apply a relational and systemic perspective for client engagement, assessment, and intervention.
 - Explain how trauma was assessed and diagnosed using the DSM-5
 - Apply what has been learned regarding different types of trauma in the case study presentation.
- **Competency 5:** Apply American Association for Marriage and Family Therapy (AAMFT) Code of Ethics and legal responsibilities and communicate in a manner that is professional and consistent with expectations for members of the marriage and family therapy profession.
 - Apply AAMFT codes of ethics and your state laws to the case study.
- **Competency 6:** Communicate effectively through the appropriate application of grammar, punctuation, spelling, writing mechanics, and professional tone, while adhering to

APA formatting and style.

- Apply APA style and formatting to scholarly writing.

u06d1 - What is Grief and Loss?

Read the Discussion Participation Scoring Guide to learn how your instructor will evaluate your discussion participation throughout this course.

Select an article from "What You Need to Know" and use the [How Do You Help a Grieving Friend? | Transcript](#) video to discuss your personal thoughts about grief, loss, and the cycle of grief.

Response Guidelines

Respond to at least two other learners' posts. In your responses, here are some questions to consider:

1. Were you surprised to learn there were so many variations of grief and loss?
2. How do your personal thoughts differ from other learners?
3. How are your personal thoughts similar to other learners?
4. What questions do you have about the topic or their post?
5. What other information can you add to the post?

Course Resources

Graduate Discussion Participation Scoring Guide

Unit 7 >> Cultural Diversity Factors

Introduction

Intersections of Culture and Diversity

Dani learned that there are cultural diversity factors in grief and loss. She learned that there was loss related to a missing future with clients who have experienced miscarriage. She learned that there was chronic grief related to systemically supported racial violence. She learned that there was grief related to LGBTQIA persons and their families. She learned that there were so many different presentations of grief and loss

This week you will research how diverse populations view and deal with grief and loss, and how a therapist can support their clients, including cultural competence and ethical considerations.

To-Do List:

- **Discussion:** Discuss how diverse populations view and deal with grief and loss.
- **What You Need to Know:** Read about the intersection of culture and diversity and how to utilize codes of ethics and cultural competency.

Learning Activities

u07s1 - Activity Overviews

Discussion Overview

Research diverse populations and how a therapist can support their clients in times of grief and loss and include cultural competence and ethical considerations.

u07s2 - What You Need to Know

This week's resources offer a look at how diverse populations view and deal with grief and loss and will support you in this weeks discussion and your work throughout the course.

Diversity and Family

- Catalpa, J. M., & McGuire, J. K. (2018). [Family boundary ambiguity among transgender youth](#). *Family Relations*, 67(1), 88–103.
- Figley, C. R. & Kiser, L. J. (2013) [Helping traumatized families \(2nd ed.\)](#). New York, NY: Routledge.

Bereavement

- Harrington, C. (2017). [Meaning making in wartime bereavement: Lessons learned from bereaved parents and siblings](#). *Omega: Journal of Death and Dying*, 76(2), 103–121.

Violence

- Patton, D. U., Leonard, P., Cahill, L., Macbeth, J., Crosby, S., & Brunton, D. (2016). ["Police took my homie I dedicate my life 2 his revenge": Twitter tensions between gang-involved youth and police in Chicago](#). *Journal of Human Behavior in the Social Environment*, 26(3/4), 310–324.

Reference

- American Association for Marriage and Family Therapy (2015). [Code of ethics](#). Retrieved from https://www.aamft.org/Legal_Ethics/Code_of_Ethics.aspx.

u07d1 - Intersections of Culture and Diversity

Read the Discussion Participation Scoring Guide to learn how your instructor will evaluate your discussion participation throughout this course.

Thinking about the intersections of culture and diversity and impacts related to these intersections, discuss ways in which you might utilize codes of ethics and cultural competency to make sure you are able to effectively work with these populations. Select an article from "What You Need to Know" and use the following ebook to support your discussion:

Figley, C. R. & Kiser, L. J. (2013) [Helping traumatized families \(2nd ed.\)](#). New York, NY: Routledge.

Response Guidelines

Respond to at least two other learners' posts. In your responses, here are some questions to consider:

1. How do the ways you might utilize codes of ethics and cultural competency differ from other learners?
2. How are the ways you might utilize codes of ethics and cultural competency similar to other learners?
3. What questions do you have about the topic or their post?
4. What other information can you add to the post?

Course Resources

Graduate Discussion Participation Scoring Guide

Unit 8 >> Systemic and Other Interventions

Introduction

Cultural Diversity in Grief and Loss

Dani learned that there were many ways in which she could help grieving and bereaved clients. She learned that family therapy can help families work through grief together. She also learned about couple's therapy, narrative, expressive, play, art therapy for all age groups and diversity considerations. She learned that there was ethical consideration when working with grieving and bereaved clients. She learned that grief and loss were more complicated than she had first thought.

This week you will read and discuss cultural diversity in grief and loss.

To-Do List:

- **Discussion:** Discuss cultural diversity in grief and loss.
- **What You Need to Know:** Read about cultural diversity in grief and loss.

Learning Activities

u08s1 - Activity Overviews

Discussion Overview

Discuss interventions to support diverse clients dealing with grief and loss.

u08s2 - What You Need to Know

This week's resources offer a look at cultural diversity in grief and loss and will support you in this week's discussion and your work throughout the course.

Family

- Delalibera, M., Presa, J., Coelho, A., Barbosa, A., & Franco, M. H. P. (2015). [Family dynamics during the grieving process: A systematic literature review](#). *Ciência & Saúde Coletiva*, 20(4), 1119–1134.
- Sories, F., Maier, C., Beer, A., & Thomas, V. (2015). [Addressing the needs of military children through family-based play therapy](#). *Contemporary family therapy*, 37(3), 209–220.

Terminal Illness and Death

- Neimeyer, R. A., Torres, C., & Smith, D. C. (2011). [The virtual dream: Rewriting stories of loss and grief](#). *Death Studies*, 35(7), 646–672.
- Tie, S., & Poulsen, S. (2013). [Emotionally focused couple therapy with couples facing terminal illness](#). *Contemporary Family Therapy: An International Journal*, 35(3), 557–567.

Telehealth

- O'Connell, M. E., Crossley, M., Cammer, A., Morgan, D., Allingham, W., Cheavins, B., . . . Morgan, E. (2014). [Development and evaluation of a telehealth videoconferenced support group for rural spouses of individuals diagnosed with atypical early-onset dementias](#). *Dementia*, 13(3), 382–395.

u08d1 - Cultural Diversity in Grief and Loss

Read the Discussion Participation Scoring Guide to learn how your instructor will evaluate your discussion participation throughout this course.

Discuss cultural diversity in grief and loss. You can use literature from "What You Need to Know" throughout the course or locate your own scholarly literature to support your discussion.

Response Guidelines

Respond to at least two other learners' posts. In your responses, here are some questions to consider:

1. How does your discussion on cultural diversity differ from other learners?
2. How is your discussion on cultural diversity similar to other learners?
3. What questions do you have about the topic or their post?
4. What other information can you add to the post?

Course Resources

[Graduate Discussion Participation Scoring Guide](#)

Unit 9 >> Self-care and Reflective Practice for Therapist Who Work in Trauma and Grief

Introduction

Reflection and Self-care

Dani has been working with families in her agency and is beginning to feel tired, she called in sick a few days over the past two weeks and has lost interest in her work with certain clients. Her caseload is

high, and she has been working with several families referred to her by county child protection social workers in which there has been physical abuse and neglect of the children. She has been waking up in the morning thinking about these families. Dani knows that self-care is important because she learned about it in her master's program, but she has been too busy to carve out time for herself. She has been thinking about calling her clinical supervisor to talk about her loss of interest in work. Dani met with her supervisor and was referred to a reflective supervision group. She learned that she was experiencing countertransference and vicarious trauma from her high-risk families. She learned that she needs to schedule a time for self-care and has stopped taking referrals. She is feeling less distressed and has begun to enjoy her work again.

This week you will develop a plan of self-care and reflection when working with clients experiencing grief and loss. You will also develop a case presentation that addresses a family event.

To-Do List:

- **Discussion:** Develop a plan of self-care and reflection when working with clients experiencing grief and loss.
- **Assignment:** Develop a case presentation that addresses a family's history and current events that may affect how they deal with grief and loss.
- **What You Need to Know:** Read about ways in which trauma, grief, and loss may impact the therapist.

Learning Activities

u09s1 - Activity Overviews

Discussion Overview

Reflect upon the ways in which trauma, grief, and loss might impact you as the therapist.

Assignment Overview

Develop a case presentation that discusses the ways in which you might mitigate impacts of trauma, grief, and loss to yourself and your clients.

u09s2 - What You Need to Know

This week's resources offer a look at how trauma, grief, and loss might impact a therapist and will support you in this week's discussion and your work throughout the course.

Code of Ethics

- American Association for Marriage and Family Therapy (2015). [Code of ethics](https://www.aamft.org/Legal_Ethics/Code_of_Ethics.aspx). Retrieved from https://www.aamft.org/Legal_Ethics/Code_of_Ethics.aspx.

Reflective Practice

- Austin, H. (2016). [Supervision for superheroes: The case for reflective professional supervision for senior doctors](#). *The New Zealand Medical Journal (Online)*, 129(1434), 69–72.
- Harrison, M. (2016) [Release, reframe, refocus, and respond: A practitioner transformation process in a reflective consultation program](#). *Infant Mental Health Journal*, 37(6), 670–683.

Self Care

- Kissil, K., & Niño, A. (2017). [Does the person-of-the-therapist training \(POTT\) promote self-care? Personal gains of MFT trainees following POTT: a retrospective thematic analysis](#). *Journal of Marital and Family Therapy*, 43(3), 526–536.
- Sansbury, B. S., Graves, K., & Scott, W. (2015). [Managing traumatic stress responses among clinicians: Individual and organizational tools for self-care](#). *Trauma*, 17(2), 114–122.

u09v1 - Interactive Learning Module - Rivera Family Case Study Part II

Review the [Rivera Family Case Study](#) and navigate through the **Interactive Learning Module: Rivera Family Case Study II** to develop the case study presentation for this week's assignment.

Course Resources

Riverbend City: Rivera Family Case Study Part II

u09a1 - Week 9 Rivera Family Case Study Part II

Build upon your case presentation for the [Rivera Family Case Study](#) in the Week 6 assignment. The readings and resources from the prior weeks will support you as you assess, identify, and diagnose grief and loss.

Assignment Instructions

Build upon your case presentation from Week 6. Incorporate what you have learned about grief, loss, and trauma. Think about and discuss the ways in which you might mitigate impacts to yourself and your clients into your case presentation.

1. Write a case presentation of the Rivera family.
2. Use the Rivera family case study and Interactive Learning Module: **Riverbend City: Rivera Family Case Study Part II** to assess, identify, and diagnose grief and loss.
3. Explore cycles of grief and different types of grief and loss.
4. Consider cultural and ethical considerations when identifying which type of systemic intervention you might choose in this situation (family therapy, therapy group, or support group [if beneficial]).
5. Write to the scoring guide for this assignment to address all of the requirements for this assignment.
6. You may use writing from your week six assignment in this paper.

Assignment Requirements

- **Written communication:** Papers will be written using APA formatting and be free of errors that detract from the overall message.

- **APA formatting:** Support your writing with scholarly resources and ensure citations are formatted according to current [APA Style and Format](#).
- **Length:** 2– 3 typed, double-spaced pages.
- **Font and font size:** Times New Roman, 12 point.

Competencies Measured

By successfully completing this assessment, you will demonstrate your proficiency in the following course competencies and assessment criteria:

- **Competency 1:** Apply research and theories in the practice of individual, systemic, and relational therapy for grief, loss, and trauma.
 - Develop a case presentation that addresses the grief and loss in the case study.
- **Competency 2:** Apply knowledge of practice with diverse, international, multicultural, marginalized, and (or) underserved communities.
 - Apply cultural and ethical considerations when identifying systemic interventions for a family.
- **Competency 3:** Apply knowledge of emerging and evolving contemporary challenges, problems, and (or) recent developments in grief, loss, and trauma for diverse groups and communities.
 - Identify the impacts of grief and loss on children and family systems.
- **Competency 4:** Apply a relational and systemic perspective for client engagement, assessment, and intervention.
 - Identify which type of grief and loss client(s) are experiencing in reference to the cycles of grief.
- **Competency 5:** Apply the American Association for Marriage and Family Therapy (AAMFT) Code of Ethics and legal responsibilities and communicate in a manner that is professional and consistent with expectations for members of the marriage and family therapy profession.
 - Discuss the impacts of diversity, cultural, and ethical issues related to presenting challenges.
- **Competency 6:** Communicate effectively through the appropriate application of grammar, punctuation, spelling, writing mechanics, and professional tone, while adhering to APA formatting and style.
 - Apply APA style and formatting to scholarly writing.

u09d1 - Reflection on Self-care

Read the Discussion Participation Scoring Guide to learn how your instructor will evaluate your discussion participation throughout this course.

Self-care is the most important way we can remain ethical providers. Failing to care for the self can cause burnout, which can lead to boundary crossings or violations, substance abuse or alcohol abuse, and impairment in other areas of the therapist's personal and professional life.

Vicarious trauma can also be a consideration when working with people who have experienced trauma. In order to make sure that we are physically and mentally sound, we need to seek our own supervision, therapy, or reflective consultation.

In your discussion, reflect upon the ways in which trauma, grief, and loss might impact you as the therapist and how those impacts can impact the therapist-client relationship. Include ethical considerations. Choose any of the media or readings from this week's course materials to support your writing.

Response Guidelines

Respond to at least two other learners' posts. In your responses, here are some questions to consider:

1. How does your reflection on the impact of trauma, grief, and loss differ from theirs?
2. How is your reflection on the impact of trauma, grief, and loss similar to theirs?
3. What questions do you have about the topic or their post?
4. What other information can you add to the post?

Course Resources

Graduate Discussion Participation Scoring Guide

Unit 10 >> Course Reflection

Introduction

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Reflection on Learning and Practice

Just like Dani, you have learned a lot about trauma, grief, and loss in this course. There are so many ways in which trauma impacts the body and affects relationships.

The Rivera Family Case Study was a good example of the ways in which trauma, grief, and loss can impact the family system.

Dani reflected on the ways in which learning about trauma, grief, and loss has helped her understand what her clients have experienced as well as the ways in which she might need to care for herself when working with trauma, grief, and loss. This week is about reflecting upon the ways in which the course material has informed you in your future practice of marriage and family therapy.

This week you will reflect on what you have learned in this course.

To-Do List:

- **Discussion:** Discuss what you have learned in this course
- **What You Need to Know:** Read and reflect on the course readings, resources, discussions, and assignments.

Learning Activities

u10s1 - Activity Overviews

Discussion Overview

Discuss and reflect upon what you have learned in this course and about your own self as the therapist.

u10s2 - What You Need to Know

This week's resources offer a look at the therapist's self-care. These resources will also support you in this week's discussion and your work throughout the course.

Code of Ethics

- American Association for Marriage and Family Therapy (2015). [Code of ethics](https://www.aamft.org/Legal_Ethics/Code_of_Ethics.aspx). Retrieved from https://www.aamft.org/Legal_Ethics/Code_of_Ethics.aspx.

Reflective Practice

- Austin, H. (2016). [Supervision for superheroes: The case for reflective professional supervision for senior doctors](#). *The New Zealand Medical Journal (Online)*, 129(1434), 69–72.
- Harrison, M. (2016) [Release, reframe, refocus, and respond: A practitioner transformation process in a reflective consultation program](#). *Infant Mental Health Journal*, 37(6), 670–683.

Self Care

- Kissil, K., & Niño, A. (2017). [Does the person-of-the- therapist training \(POTT\) promote self-care? Personal gains of MFT trainees following POTT: a retrospective thematic analysis](#). *Journal of Marital and Family Therapy*, 43(3), 526–536.
- Sansbury, B. S., Graves, K., & Scott, W. (2015). [Managing traumatic stress responses among clinicians: Individual and organizational tools for self-care](#). *Trauma*, 17(2), 114–122.

u10d1 - Course Reflection

Read the Discussion Participation Scoring Guide to learn how your instructor will evaluate your discussion participation throughout this course.

Discuss and reflect upon what you have learned in this course about trauma, grief, and loss as well as what you might have learned about your own self as the therapist. What might you carry forward into practice in fieldwork and post-degree practice? There is no need for citations unless you need to support your writing.