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Healing Trauma from the Inside Out:

 Using Reflective Practice to Support Self, Community, Systemic, and Global Healing

Course Details

Fall 2023 (Sept. 3-Dec. 17, 2025)
Wednesdays from 9am-11:50am and select Fridays (9am-11am)
Office hours: by appointment only

Instructor Details

Rameya Shanmugavelayutham, LCSW.
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(312) 469-0314

Modality

Hybrid

Course Description

This course will support students in critically examining the concept of trauma and the way it shows up in our, bodies, behavior, relationships, and the systems we engage with. Students will explore trauma through the lens of attachment, neurobiology, ecological systems and their own individual and collective experiences to develop a holistic understanding of trauma and trauma-informed intervention from the inside out. Students can expect to reflect on the embodied trauma in their own somatic systems, family systems, and community systems within a global context. Upon completing this class, students will be able to use this self-knowledge to inform their approach to trauma and trauma healing related to their work in peacebuilding and/or chaplaincy.

Land Acknowledgement

The land on which we gather, inhabit, work, and live is the original homeland and traditional territory of the Poquonook, Sicoags, Tunxis, and Wangunks people. These lands were the home of these Native Nations prior to their forced removal and relocation. In offering this statement on this syllabus, I acknowledge the

long-standing custodians of this land, and pay respects to those who have been and continue to be its stewards.

Course Outcomes

1. Engage with various conceptualizations of trauma and resilience
2. Articulate an understanding of various forms of trauma including shock, developmental, racial and intergenerational traumas
3. Demonstrate the capacity to reflect on one's own experiences and their interaction with trauma and resilience
4. Demonstrate the capacity to analyze one's own family system for intergenerational trauma, intergenerational love and resilience
5. Build an understanding of various trauma interventions and analyze their contextual applicability
6. Demonstrate a capacity to reflect one one's own areas for growth and healing

Relevant MAP Program Learning Outcomes

1. Building the internal resources necessary to engage conflict constructively.
   a. Investigate your own inner world, including your motivations for participating in peacebuilding work, the mindsets you bring to conflict, your loyalties and biases, your reactions to complexity and ambiguity, and important components.

2. Demonstrating skills necessary to transform conflict.
   a. Apply trauma awareness and restorative practice ideas in your approach to community peacebuilding.

Concepts and Skills Covered

- Definitions and conceptualizations of trauma
/
- Types of trauma
    - Shock Trauma/PTSD
    - Attachment/Developmental/Relational Trauma/Complex PTSD
    - Adverse Childhood Experiences (ACEs)
    - Intergenerational Trauma
    - Racialized Trauma

- Neurobiology of trauma
    - Polyvagal Theory
    - Window of Tolerance

- Common Trauma Responses
    - Fight, Flight, Freeze
    - Tend and Befriend

- Trauma Interventions

  - Body-Based Interventions
  - Cognitive Interventions
  - Relational Interventions
  - Spiritual Interventions

- Skills
  - Self-reflection/reflective functioning
  - Genogram Diagramming
  - Cognitive, Somatic and Relational Modes for self-regulation

Teaching Philosophy and Methods

In this course, you will be asked to examine yourself and the events and environments that have made you who you are. You will be challenged to reflect deeply and uncover parts of your lived experience that might be uncomfortable, difficult, sad, angering, or any number of other emotions. As the facilitator of this course, I will work to create a brave space which supports this kind of self-exploration. If there are ways in which this space can be improved, I encourage you to approach me 1:1 or provide feedback on the weekly Google Survey. My approach to educational facilitation seeks to honor the following:

A. **Reflective engagement/reflective practice (self-knowledge as the highest form of knowledge)**
   - *"The more you know yourself, the more clarity there is. Self knowledge has no end: you don't come to an achievement, you don't come to a conclusion. It is an endless river." ~Jiddu Krishanmurti*
B. **Relationality (learning happens best when we learn through relationships)**
   - *"Learning is best achieved through relationships – having the right conversations with the right people in the right context – and collaborative action." ~Keith Ferazzi*
C. **Collectivity (learning is better facilitated by sharing collective wisdoms)**
   - *" If you want to go fast, go alone. If you want to go far, go together. ~African Proverb*
D. **Multiple ways of knowing (we will use each other, videos/activities, and mixed media to learn through challenging our biases and assumptions)**
   - *"Everybody is a genius. But if you judge a fish by its ability to climb a tree, it will live its whole life believing that it is stupid."~Albert Einstein*
E. **Embodied knowledge (knowledge is most powerful when it is lived and acted upon)**
   - *"Yesterday I was clever so I wanted to change the world. Today I am wise so I am changing myself." ~Jalaluddin Rumi*
F. **Play (learning happens best when we are having fun!)**
   - *"We don't stop playing because we grow old...We grow old because we stop playing." ~George Bernard Shaw*

Given the difficult nature of the topics discussed in this class, each class will involve a short activity that helps calm the nervous system, self-regulation tools, connecting with others, and playing. If there is an idea you have around something that helps you feel calm, connect with others, or a short game you think we can play as a group, please feel free to suggest it to me.

Participation

Participation is an extremely important part of this class. Participation includes timely attendance at each class, non-verbal and verbal participation in paired activities, group activities and whole group activities and exercises. You are expected to attend every class for the full duration of the class. You are responsible for signing in when you arrive and when you leave. That said, I recognize that our ability to stay engaged in class is dependent on many different things. We will engage in various activities that may be uncomfortable or difficult and which may pull you in and out of being fully present. This is important data for you to reflect on. Please consider what supports and strategies you need to stay present/connected.

If you are sick and unable to attend class, please send an e-mail prior to the start of class to Rameyalcsw@gmail.com to let me know. Please also connect with another student regarding materials that were missed.

What To Bring to Class Each Week:

1.) A tool for written reflection and/or note-taking
2.) Assigned text(s) for the weeks
3.) A critical and open mind

Required texts

Van der Kolk, Bessel. *The Body Keeps the Score: Brain, Mind, and Body in the Healing of Trauma*. Penguin, 2015.

Menakem, Resmaa. *My Grandmother's Hands: Racialized Trauma and the Pathway to Mending Our Hearts and Bodies*. Central Recovery Press, 2017.

Wolynn, Mark. *It Didn't Start with You: How Inherited Family Trauma Shapes Who We Are and How to End the Cycle. V*iking Press*, 2017*

Readings and Resources

Weekly readings and resources are listed in the Course Schedule below. You can also access these on our course Canvas page. In some instances, videos or readings that are assigned as preparation for a class may be re-watched and/or read together in class. When you review these materials before class your goal will be to focus on understanding the CONTENT. We will then revisit them in class to gain a deeper understanding and to reflect on the PROCESS of engaging with the material (i.e. What happens in your body when you engage with this content? What do you feel? What comes up for you?)

Many YouTube videos contain captioning/subtitles in English. Look for the little box with CC in the bottom towards the right of the screen. Some TED talks contain captioning/subtitles in many languages. Look for the little box with three dots at the bottom towards the right of the screen.

Assessment

This course is graded as high pass/pass/fail. The grading breakdown is as follows:

Assignment	Description	Points
Participation	Includes attendance, class discussions, activities, self-care reflection	30 Points
AI Philosophy	Reflection regarding your personal stance on AI such as ChatGPT	10 points
Trauma & Peacebuilding Reflections	Weekly reflections connecting course content to peacebuilding practices and personal insight	40 points (5 points each/ 8 reflections)
Healing Intervention Project	Analysis and exploration of a trauma-informed healing modality	20 points
Ancestral Healing Project	**Multi-part assignment exploring intergenerational trauma, healing, and personal lineage**	
	Genogram: Family map + written analysis of patterns, trauma, and strengths	20 Points
	Paper or Audio Recording: Deeper exploration of one ancestor's story and culturally relevant healing	15 Points
	Class Offering: Creative presentation or ritual to share insights with peers	15 Points
Total points:	**150 Points**	

Assignments

AI Philosophy Statement

The use of Generative AI such as ChatGPT has changed education and assessment considerably. Rameya recognizes that students will use these resources and instead of punishing students for their use believes in fostering self-awareness and ethical engagement with AI. To this end, you will be asked to create an AI Philosophy Statement to help guide you this semester. This is a a brief statement (1 paragraph - 1 page length) that answers the following questions:

1.) How do you feel about generative AI?
2.) How have you used generative AI in the past?
3.) What is your intention for using it in this class?

*Please note that if you are using generative AI for any assignment you are required to write an "AI Use Statement" following the assignment to disclose the way it supported you to complete your assignment.

Trauma and Peacebuilding Reflections

For 8 out of the 12 weeks of class, you will be asked to produce reflections answering the question: **How does what we talked about this week relate to my growing understanding of peacebuilding?** Reflections can take the shape of the platform that best suits your reflective style. This can include the written word, spoken word (through audio or video recording), visual reflections (through drawings, photos, comics, collages, etc.) with accompanying captions or explanations, musical reflections (through recorded audio or video with titles or explanations), or some other form as determined by the student. Feel free to reach out to me with questions if you are uncertain about if your preferred modality is suitable. Reflections should be submitted to Canvas within 1 week of the relevant class. (For example if you choose to do a reflection on Week 1, September 3rd, then the reflection should be uploaded to Canvas by Week 2, September 10th)

Healing Intervention Group Project

You will be asked to create a powerpoint slide deck, blog post, youtube video or pamphlet where you will identify, explore, and critically evaluate a trauma healing intervention that you believe would be relevant and effective within a **specific cultural, national, or community context**.

This assignment is an opportunity to apply the concepts from this course to real-world peacebuilding settings by investigating a healing practice, modality, or framework that addresses trauma in ways that are **culturally responsive, spiritually grounded, and community-centered**.

Your project should include the following

1) Overview of the Intervention
    a) What is the healing intervention or method?
    b) Where does it come from (geographical, cultural, spiritual, or clinical roots)?
    c) Is it traditional, indigenous, faith-based, body-based, cognition-based, somatic, artistic, therapeutic, etc.?
2) How it Works
    a) What is the philosophy or science behind the intervention?
    b) How is it practiced or facilitated?

   c) Who is it designed for (individuals, families, communities, specific identities)?
3) Trauma-Informed Elements
   a) What is this intervention's mechanism for change? How does it support trauma healing?
   b) How does it address the body, emotions, relationships and/or the spirit
   c) Is it appropriate for complex or collective trauma? Why or why not?
4) Cultural Relevance
   a) Why is this intervention appropriate or promising in your local context or region? How does it align with local values, histories, spiritualities, or communal practices? What challenges might arise in implementing it?
5) Peacebuilding Implications
   a) How could this healing method support peacebuilding, reconciliation, or community restoration efforts?
   b) How does it align with your personal values related to peacebuilding?

Research Requirements

- Include at least **3 credible sources**, such as academic journals, practitioner reports, or case studies.
- You may also reference **oral traditions, community knowledge, or lived experience**.

Ancestral Healing Project

Through this assignment, students will reflect on the intergenerational patterns in their own family and consider healing practices embedded in their cultural contexts. There are three parts of this assignment. Students will reflect on their own family lineage by creating a genogram (a type of family-tree) and reflecting on what is learned through the process. Students will then choose one family member whose healing would be supportive of the generations that came after. Students will imagine "intervening" by describing contextually appropriate healing approaches. Students will write a traditional written paper OR audio recording with time stamped captions and finally create an offering to the class of your choosing. You are welcome to consult with me at any point in the semester about your offering. This could be a piece of artistic expression, a pamphlet, a video, a presentation, a poem, etc. This deliverable is intentionally open for self-expression. If there is any uncertainty regarding the expectation of this second deliverable or you are seeking more direction, it is your responsibility to communicate with me in order to gain greater clarity.

Part 1: Genogram and Reflection Essay (12 pt Times New Roman font with 1.5 spacing)

Create a Genogram for your family that includes all key members in your family that you are aware of, for at least 3 generations(you, your parents and your grandparents). If you have children you will add a 4th generation.

For each member, please include the following information either on the genogram or on a chart after your genogram. You can do this on paper or digitally using programs such as Venngage.

   - Name
   - Gender
   - Current age or age when deceased
     - If deceased include cause of death if known

- Profession
- Physical health conditions
- Mental health conditions
- Marriages/divorces/separations
- Relationship qualities (i.e. close, fused, distant, cutoff etc.)

In addition to a diagrammed genogram (a key/legend will be provided to assist you in making the genogram) that includes the above items, you will **write a paper of 500-750 words that answers the following questions**:

1. What trends do you notice in your family system?
2. Are there any differences between men and women in your family?
3. What good and bad intergenerational patterns seem to be passed down?
4. What strengths exist?

5. What else have you learned about yourself or your family from the process of making your genogram?

I recognize that this assignment may not be easy for all students, including those whose exact ancestral lineage has been clouded by migration (forced or otherwise), those who have been fostered or adopted and do not know their biological ancestry, or those with whom such questions of familial lineage are otherwise complex. Much of the the genogram literature is also written from a white/Western lens which might make polygamous/polyandrous/polgynous relationships more difficult to denote genogramically. The discomfort/loss/grief that may come up through the process of reflecting on and completing this assignment is understandable. If there are factors that make this task untenable, please reach out for an accommodation. Please do not hesitate to ask questions.

Part 2: Paper or Audio Recording (4-5 pages of 12 pt Times New Roman font with 1.5 spacing OR 8-15 minutes of audio/video plus timestamp key)

After reflecting on your genogram, choose one ancestor who you want to think about more deeply. Describe your chosen ancestor. What were their strengths? What were their challenges? In what ways (if any) did they contribute to your sense of hurt/harm/trauma? In what ways did they contribute to your sense of strength/resilience? **Write a paper or produce an audio recording addressing the following questions**:

1.) Where did the person live?(City or rural area, what kind of home did they grow up in ,who did they grow up with?
2.) When did they live? Were there any major political or social events happening when they were growing up?
3.) What were some strengths and resources they had? What were some challenges and adversities they dealt with?
4.) Did they experience anything traumatic in their life?
5.) What is a culturally appropriate healing practice that could have been supportive to this person (keeping in mind their cultural, historical and broader ecological context)? Describe the healing practice in sensory detail. What materials/environment/context conditions would be necessary? What would it look/sound/feel/smell/taste/touch like to be a part of that healing practice? What is the significance of the ritual?

6.) How could the healing of that family member have impacted your own life? In what ways may it have altered your experience? What might it do for future generations?

Part 3: Offering/In-Class Sharing

Create an Offering that allows you to share what you've learned from this assignment. You may **choose to give a brief presentation in class, record a video, provide a pamphlet, do a short demonstration, or present your learnings in another way**. I encourage you to pick a modality that honors the person you have chosen. Examples of Offerings students have conducted in the past include reading a letter, writing a poem, sharing music, creating a video, sharing food, bringing in spices, walking the class through a simulation, and so on. In your Offering, address the following:

- Who is the chosen ancestor and why did you pick them?
- Where and when did the person live?
- Who did this person grow up with?
- What were some strengths and resources they had?
- What were some challenges and adversities they dealt with?
- What was the healing practice you chose?
- If this person had experienced healing through the practice you chose, how might future generations be changed?
- What did it feel like for you to do this project?

Course Schedule

Date & Time	Themes	Preparation (To Be Done **BEFORE** Class)
1. Wednesday, September 3rd, 2025 9am- 11:50am In Person 	**Week 1: Course Orientation & Foundations of Reflective Practice** ● Introduction to the course, instructor and each other ● Defining reflective practice as a peacebuilding tool ● Questions about the syllabus ● Reflective Practice, self-awareness and vulnerability in learning	1. [Complete Student Google Survey](https://forms.gle/w6se9WsvS5dZ9yn48): https://forms.gle/w6se9WsvS5dZ9yn48 2. Upload recording of how to say your name into [this Google Drive Folder](#) 3. Reflect (in your head or in writing) on: what you need to feel safe/comfortable/engaged in class. If you have any questions or concerns feel free to reach out to me at rameyalcsw@gmail.com

2 - Virtual 9/10/25 - Wednesday 9am- 11:00am 2 hours	**Week 2: Creating Safety and Presence- Community Agreements and Somatic Safety** ● Learn/practice: Grounding, resourcing, orientation ● Reflection: What does "healing" mean for me?	1. **Submit AI Philosophy Statement to Canvas**
3 - Virtual 9/17/25 - Wednesday 9am- 11:00am	**Week 3: Understanding Trauma: Definitions and Frameworks** ● Definitions of trauma (shock, complex, developmental, historical, collective) ● Trauma and Resilience ● Effects of Trauma ● Introduction to trauma-informed peacebuilding	1. Watch for content: Trauma and the Brain Video 2. Read Chapter 3 of *The Body Keeps The Score*: "Looking into the Brain: The Neuroscience Revolution" 3. Watch for content: What is trauma? The author of "The Body Keeps the Score" explains | Bessel van der Kolk | Big Think 4. .Read for different descriptions of what trauma is: Chapter 1 of *My Grandmother's Hands*: "Your Body and Blood"
4 - Virtual 9/24/25 - Wednesday 9am- 11:00am	**Week 4: The Science of Trauma in the Body** ● How Emotions Show Up in the Body ● Sensations, Emotions, Cognitions & Behavior	1. Read: "Where Are Emotions Felt in the Body? This Infographic Will Tell You" https://greatist.com/connect/emotional-body-maps-infographic 2. Read Chapter 10 of *The Body Keeps the Score*: "Developmental Trauma: The Hidden Epidemic"

	● Introduction to neurobiology: fight/flight/freeze/fawn ● Polyvagal Theory & nervous system regulation	
5 - Virtual 10/1/25 - Wednesday 9am- 11:00am	**Week 6: Attachment, Development, and Relational Trauma** ● Early relational dynamics and attachment theory ● Developmental trauma and its long-term effects ● Rupture and repair as a healing process ● Complex Trauma ● Adverse Childhood Experience's ● Post Traumatic Growth and Intergenerational Love	1. Read Chapter 1 of *It Didn't Start with You: How Inherited Family Trauma Shapes Who We Are and How to End the Cycle.* 2. Watch Video for Content: The Attachment Theory: How Childhood Affects Life 3. Read assignment description for Ancestral Healing Project
6 - Virtual 10/8/25 - Wednesday 9am- 11:00am	**Week 6: Intergenerational Trauma and Collective Memory** ● Genograms and family systems analysis ● Legacy burdens and resilience ● Grief, loss and injustice ● Working with ancestral narratives in healing	1. Read Chapter 10 of *My Grandmother's Hands*: "Your Soul Nerve" 2. Skim Chapters 16-20 of *The Body Keeps the Score* for big concepts/trauma intervention strategies *** Your goal for this reading is to expose yourself to different trauma intervention ideas. You do not need to read word-for-word*

	● Historical trauma and inherited suffering (e.g., colonization, slavery, genocide) ● Epigenetics and cultural transmission of trauma ● Community healing traditions and rituals	
7 - Face- to-Face **2 Sessions**	10/15/25- Wednesday 9am-11:00am **Week 7: Self-Compassion and Inner Resilience** ● Burnout, vicarious trauma, and nervous system hygiene ● Mindfulness, boundaries, and inner resource-building ● Self-care practice ● Practice: Boundaries, consent, somatic "yes/no"	1. Read Healing Intervention Group Project Description
	10/17/25 - *Friday Skills Lab* 9am-12:00pm ● Self-Care and Resourcing	N/A
8 - Face- to-Face **2 Sessions**	10/22/25- Wednesday 9am-11:00am **Week 8: Trauma and Conflict** ● Trauma as both a cause and consequence of conflict ● Trauma cycles in interpersonal and structural violence	**1. Submit Genogram**

	- Exploring trauma in post-conflict societies - Trauma in the context of racism, gender-based oppression, displacement - Intersectionality and embodied marginalization - Social healing and systemic change - Guest speaker or community case study	
	10/24/25 - *Friday Skills Lab* 9am-12:00pm	N/A
9- Face- to-Face **2 Sessions**	**Week 9: Healing Modalities - Cognitive Interventions** 10/29/25- Wednesday 9am-11:00am - Cognitive Behavioral Therapy - Dialectic Behavior Therapy	1. Read - What is Cognitive Behavioral Therapy (https://www.apa.org/ptsd-guideline/patients-and-families/cognitive-behavioral.pdf) 2. Read/ explore the following DBT Website - https://dialecticalbehaviortherapy.com/
	10/31/25 - *Friday Skills Lab* 9am-12:00pm	N/A
10- Face-to-Face **2 Sessions**	11/5/25 - Wednesday 9am-11:00am - **Week 10: Healing Modalities - Narrative and Story-based Interventions** - Storytelling as healing: trauma narratives and reconstruction	1. Read Lorraine DeKruyf. *An Introduction to Narrative Therapy*. Graduate School of Counseling, George Fox University. https://digitalcommons.georgefox.edu/cgi/viewcontent.cgi?params=/context/gsc/article/1014/&path_info=An_Introduction_to_Narrative_Therapy.pdf
	11/7/25 - *Friday Skills Lab* 9am-12:00pm	N/A

11- Face-to-Face **2 Sessions** 	11/12/25 - Wednesday 9am-11:00am **Week 11: Somatic and Embodied Practices** ● Yoga, breathwork, movement, and grounding techniques ● Using the body as a site of healing	1. Read What is Somatic Therapy? https://www.health.harvard.edu/blog/what-is-somatic-therapy-202307072951 2. Read What is Dance Movement Therapy https://www.psychologytoday.com/us/blog/hope-for-eating-disorder-recovery/201704/what-is-dance-movement-therapy
	11/14/25 - *Friday Skills Lab* 9am-12:00pm	N/A
12- Face-to-Face **2 Sessions** 	11/19/25 - Wednesday 9am-11:00am **Week 12: Neuroexperiential and Integrative Western Therapies** ● EMDR ● Brainspotting ● Internal Family Systems	1. Explore 3 websites : https://www.emdr.com/what-is-emdr/ https://ifs-institute.com/ https://brainspotting.com/about-brainspotting/
	11/21/25 - *Friday Skills Lab* 9am-12:00pm	N/A
13- Face-to-Face Wednesday 11/26/25 **No class Friday**	● **Week 13: Indigenous and faith-based , and integrated-arts as healing** ● Ritual, art, music, and ancestral practices ● Navigating cultural humility as peacebuilders ● Practice: group ritual or expressive arts activity	1. Read- What is Arts Therapy? 2. Read- 10 Indigenous Holistic Healing Practices
14 - Face- to - Face	12/3/25- Wednesday Ancestral Healing Project Offerings	Prepare your Ancestral Healing Project Offering

2 Sessions	12/5/25 - *Friday Skills Lab* 9am-12:00pm Ancestral Healing Project Offerings	Ancestral Healing Project Offerings **Ancestral Healing Paper Due by December 15th**

Accommodations: For students who could benefit from writing assistance, or who ask for accommodations due to a disability, please contact the Student Services Team. Start with the Dean's office.

Plagiarism:

Plagiarism, the failure to give proper credit for the words and ideas of another person, whether published or unpublished, is strictly prohibited. All written material submitted by students must be their own original work; where the words and ideas of others are used they must be acknowledged. Additionally, if students receive editorial help with their writing they should also acknowledge it appropriately.

Credit will not be given for work containing plagiarism, and plagiarism can lead to failure of a course. Faculty will report all instances of plagiarism to the Academic Dean. The Academic Dean will then collect documented details of the case and advance any recommendations for further action to the Academic Policy Committee. Through this process the situation will be reviewed and any additional penalties that may be warranted (up to and including expulsion from the school) will be determined. For clarity as to what constitutes plagiarism, the following description is provided:

1. Word for word plagiarism: (a) the submission of another person's work as one's own; (b) the submission of a commercially prepared paper; (c) the submission of work from a source which is not acknowledged by a footnote or other specific reference in the paper itself; (d) the submission of any part of another person's work without proper use of quotation marks.

2. Plagiarism by paraphrase: (a) mere re-arrangement of another person's works and phrases does not make them your own and also constitutes plagiarism; (b) paraphrasing another person's words, ideas, and information without acknowledging the original source from which you took them is also plagiarism. See Part II of Kate L. Turabian, A Manual for Writers of Research Papers, Theses and Dissertations, (7th Edition, University of Chicago Press, 2007) for an explanation of the proper ways to acknowledge the work of others and to avoid plagiarism.

3. Reuse of your own work: Coursework submitted for credit in one course cannot be submitted for credit in another course. While technically not plagiarism, this type of infraction will be treated in the same manner as plagiarism and will be subject to the same penalties. If you are using small amounts of material from a previous submitted work, that work should be referenced appropriately. When a student is writing their final program requirement (paper, project or thesis) it may be appropriate, with their advisor's permission, to include portions of previously submitted materials if properly referenced.

Generative AI Use Policy: Generative AI, including Large Language Models (LLMs) like ChatGPT, use massive datasets to create text, images, and other media. LLMs carry an enormous amount of data that can be harnessed to enhance efficiency and productivity and level the playing field for varying diversity factors (neurodiversity, differential in English proficiencies etc.) They are not, however, a replacement for human judgement, expertise, creativity, heart, soul, and humanity.

In this class you are asked to do the following:

- Understand that GenAI tools are prone to false, out of date or prejudicial information, and therefore responses must always be carefully verified by a human.
- Consider every bit of information you provide to a GenAI tool as something that can go viral and be traced back to you, regardless of what AI creators say or you
- Inform Rameya when you have used a GenAI tool to help perform a task. If you use GenAI on any assignment submitted to Canvas include a "GenAI Disclosure" at the end of the assignment indicating ways GenAI has helped you complete this task - this includes any queries you may have put into a GenAI platform. Please ask Rameya if you have questions as to how to do this.

Other Academic policies are listed at [Academic Policies | Hartford International University](#).

Inclusive language: Hartford Seminary is committed to a policy of inclusion in its academic life and mission. All members of the community are expected to communicate in language that reflects the equality of genders, openness to diverse cultural and theological perspectives, and sensitivity to one another's images of God.

Email Policy: The instructor will use the official Hartford Seminary student email address for all course communications. Students should check their hartsem.edu email account regularly.

Gender Pronoun & Names: Please let me know the pronoun you would like to be used when referencing your contributions. If your name is not aligned with what is recorded for the school, please do not hesitate to correct this with the professor and to inform the registrar's office to note your preferred name.

Statement of Inclusivity: This class strives to be an inclusive learning community, celebrating those of differing backgrounds, beliefs, identities, and traditions. As a community, we aim to support students in showing up authentically in their identities regardless of race, ethnicity, religion, gender or sexual orientation, ability, size, or other salient parts of self. Please approach me to discuss any individual differences you have that may have that could be relevant to your learning.

Appendix:

AI Philosophy Statement Examples:

#1 I do not believe in using AI tools such as ChatGPT for any academic work. I strongly believe in the importance of independent thinking. I do not want machines to take over our world. I will not be using ChatGPT or any such AI Chatbot to help me with any of my assignments. Quite frankly, I don't think anyone should use ChatGPT but I can't control other people.

#2 I rely really strongly on AI tools such as ChatGPT, Claude etc particularly for written assignments. As someone who is neurodiverse I often get anxious starting an assignment or figuring out how to organize my complex thoughts. In the past I have taken ideas, structures or entire blocks of text from ChatGPT to help me with an assignment. I try not to copy things directly but in a few stressful situations I have. I use ChatGPT at least 2-3 times a day. In this course I intend to use ChatGPT occasionally as a resource but I will not copy word-for-word from ChatGPT. Whenever I use ChatGPT I will include a short statement at the end of my assignment saying how I used it in that assignment.

#3. I think ChatGPT and other AI tools are a resource that can be utilized to help augment my work but I use it very infrequently. Mostly I put my assignments into ChatGPT and ask it to critique my assignment before I create a final draft to submit. I may look at ChatGPT once or twice a week. In this course I may use ChatGPT to help me understand or explain a concept. I will include a short statement at the end of my assignment saying how I used ChatGPT

P.A.U.S.E
Self De-Escalation

BEAM
BLACK EMOTIONAL AND MENTAL HEALTH
COLLECTIVE

Black
MASCULINITY
(re)imagined

P — Pay attention to my body, thoughts, and feelings.
What happens to my body when I get angry? eg. clenched fist, elevated heart-rate? These are messages that I need to pause. Am I breathing? What story am I telling myself?

A — Assess what is activating me
What feelings are being activated? Do I not feel heard? Do I feel misunderstood? Am I upset about what is said or something else that happened to me recently?

U — Understand the roots of my feelings
What values of mine are being challenged? Am I seeking to resolve a disagreement or maintain power and control over something or someone else?

S — Set boundaries, Separate, Ensure Safety
If you are not able to show up in dignity and respect. Step away. Set boundaries. Work with the problem when you are less frustrated. It is important everyone feels safe.
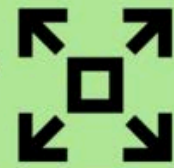
E — Empathize with those involved
Everyone deserves respect. How could the other person be experiencing me? How will my actions impact others? What are others trying to express? How can we create understanding?

Adapted from Mariame Kaba and Shira Hassan's *Fumbling Towards Repair 2019*

Self Accountability Flow

BEAM BLACK EMOTIONAL AND MENTAL HEALTH COLLECTIVE

Black MASCULINITY (re)imagined
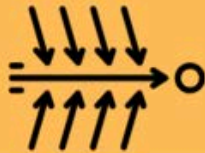
What were my behaviors that created harm?

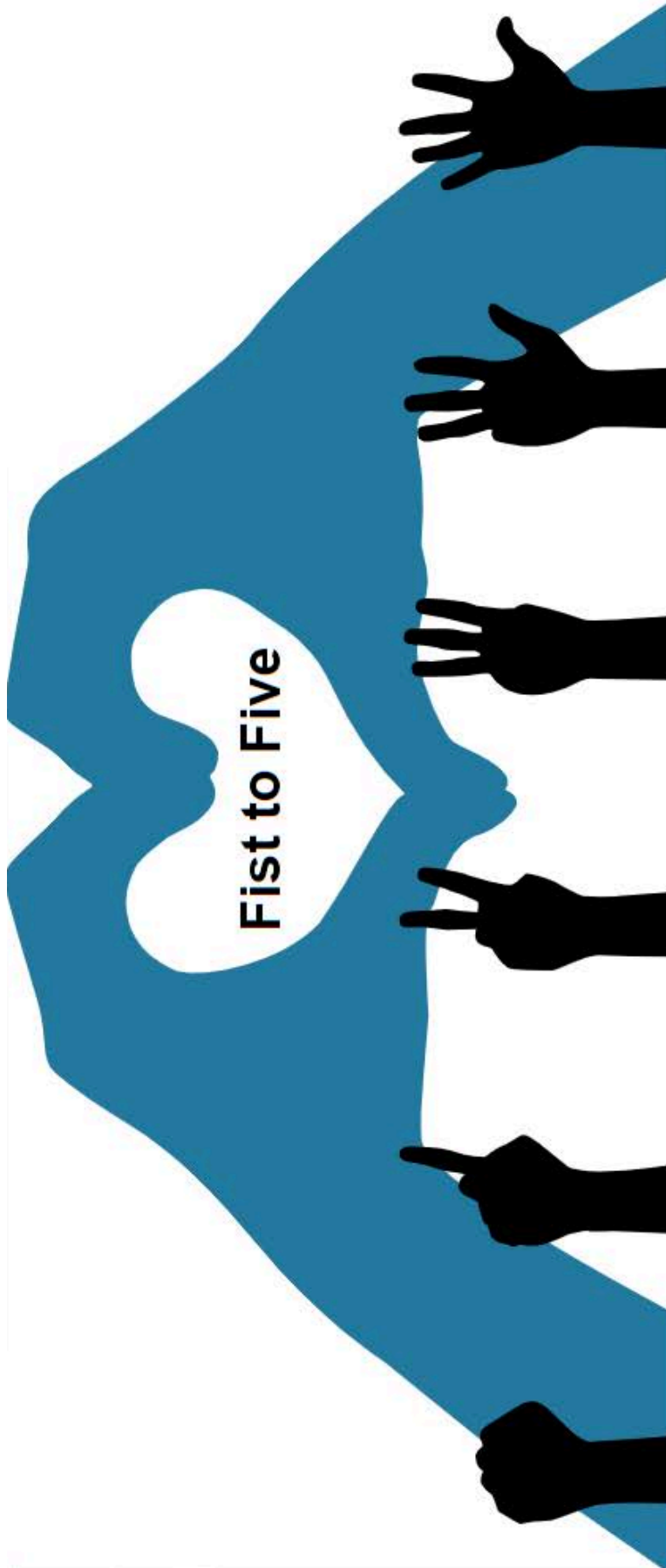**What impact did my behaviors potentially have on others?**

What has the person/persons who have been harmed say they need from me to address the harm? (If anything).

What's my plan to change my behavior so I don't repeat this in the future?

What resources, people, training or support do I need to change this behavior?

Fist to Five

No way!
I'll block this.

I see MAJOR
issues we need
to resolve.

I see MINOR
issues we need
to resolve now.

I see minor
issues we can
resolve later.

I'm fine with
this as it is.

I love this!
I will champion it.

Lack of Consensus

Consensus

EMOTION &
FEELING WHEEL

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