

Huntington University Graduate Counseling Program

We provide Christ-centered, quality counselor training that promotes both scholarship and service.

CN649 Foundations of Crisis & Trauma Counseling

Summer Semester, 2018

Wednesday 6:00pm – 9:00pm

Dowden Science Hall, room 126

Dates of the Course: May 9, 2018 – August 1, 2018

Professor: James E. Swanson, Ph.D., LMHC

Phone(s): Cell: 574-527-9843 **E-mail:** jswanson@huntington.edu

Office Hours: By appointment one hour before or after class.

Course Description:

This course is designed to introduce students to basic crisis intervention strategies. The course addresses fundamental crisis intervention theory and offers practical applications in various crisis situations. Students will explore various assessment, intervention and crisis treatment issues. Special emphasis will be placed on the impact of trauma on the individual, family and community. Students will engage in crisis intervention role-plays and practice applying specific interventions in crisis scenarios. Also, students will learn and engage in specialized skills, methods, and interventions for working with those suffering with traumatic stress. (3 hours)

Program Learning Outcomes (PLO)

Upon completion of the M.A. in Counseling, students will have . . .

1. Ethics - Accurately applied the codes of ethics to a wide-range of counseling dilemmas, clients, and contexts.
2. Diversity - Demonstrated proficient cross-cultural counseling skills with diverse clients and in diverse contexts.
3. Integration - Developed an initial, integrated counseling model. Evidenced ethical integration of Christian faith in working with diverse clients and in diverse contexts.
4. Spiritual Formation - Developed a secure attachment with God.
5. Human Development - Applied selected developmental concepts to diverse counseling scenarios.
6. Career Counseling - Applied career counseling models, skills, and assessment with diverse clients.
7. Counseling Models - Developed a sufficient counseling model for working a broad range of clients.
8. Counseling Skills - Demonstrated proficient counseling skills in working with a broad range of clients.

9. Group Work - Demonstrated proficient leadership skills in the facilitation of a group.
10. Assessment - Designed and conducted several selected assessment processes for counseling scenarios.
11. Research - Designed counseling-oriented research or program evaluation.

MACMHC Program Outcomes

1. **PROFESSIONAL IDENTITY** – Students will understand and value all aspects of professional functioning, including history, roles, organizational structures, ethics, legalities, standards, and credentialing.
2. **SOCIAL AND CULTURAL DIVERSITY** – Students will apply core theory and research regarding the cultural context of relationships, including current issues and trends in a multicultural and diverse society, to the practice of professional counseling.
3. **HUMAN GROWTH AND DEVELOPMENT** – Students will apply core theory and research regarding the nature and needs of individuals at all developmental levels to their work as professional counselors.
4. **CAREER DEVELOPMENT** – Students will apply core theory and research pertaining to career development, the psychology of work, and related life factors to the practice of professional counseling.
5. **HELPING RELATIONSHIPS** – Students will exhibit the knowledge base and skills needed to ethically and effectively deliver a range of professional counseling and consultation services.
6. **GROUP WORK** – Students will understand the theoretical and experiential foundations of group purpose, development, and dynamics and will apply group counseling methods and skills to the practice of professional counseling.
7. **ASSESSMENT** – Students will understand principles of testing and measurement and will apply both individual and group methods of assessment and evaluation to their work as professional counselors.
8. **RESEARCH AND PROGRAM EVALUATION** – Students will understand how research methods, statistical analysis, needs assessment, and program evaluation are conducted and the role of these practices in the counseling profession.

Course Objectives: Upon completion of this course students will be able to:

1. Apply effective strategies to promote client understanding of and access to a variety of community-based resources (CACREP 2.F.5.k)
2. Know suicide prevention models and strategies (CACREP 2.F.5.l)
3. Understand crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid (CACREP 2.F.5.m)
4. Differentiate the impact of crisis and trauma on individuals with mental health diagnoses (CACREP CMHC 5.C.2.f)

Required Texts and Readings

- American Psychological Association (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.
- Briere, J. N., and Scott, C. (2014). *Principles of Trauma Therapy: A guide to symptoms, evaluation, and treatment*. Thousand Oaks, CA: Sage Publications. ISBN 978-1483351247
- Cohen, J., Mannarino, A., and Deblinger, E. (2006). *Treating Trauma and Traumatic Grief in Children and Adolescents*. New York: Guilford. ISBN: 978-1593853082
- Gingrich, H. D. (2013). *Restoring the shattered self: A Christian counselor's guide to complex trauma*. (2nd ed.). Westmont, IL: IVP Academic ISBN: 978-0830827121
- Holy Bible (*Translation of student's choice*)

Recommended Texts

- McMackin, R. A., Newman, E. E., Fogler, J. M., & Keane, T. M. McMackin, R. A. (Eds.). (2012). *Trauma therapy in context: The science and craft of evidence-based practice*. Washington, D.C: American Psychological Association.
- Schultz, T., & Estabrook, H. (2012). *Beyond desolate: Hope versus hate in the rubble of sexual abuse*. Winona Lake, IN: BMH Books.

Additional Resources Available in Moodle

- American Association of Christian Counseling (AACC; 2014). *AACC Code of ethics*. Forest, VA: Author.
- American Counseling Association (ACA; 2014). *ACA code of ethics*. Alexandria, VA: Author.
- Ratts, M. J., Singh, A. A., Nassar-McMillan, S., Butler, S. K., & McCullough, J. R. (2015). *Multicultural and social justice counseling competencies*. Alexandria, VA: American Counseling Association.

Evaluation:

Attendance and Participation 5%

(This includes class assignments, experiential activities, discussion, and case studies)

PFA online training 10%

CBT web-based training 10%

Journal Articles (2) 20%

Theodicy Paper 20%

Class Group Presentation 20%

Final Exam 15%

1. JOURNAL ARTICLE SUMMARY (20%)

DUE: May 30 and June 27, 2018.

Select and read two (2) empirical (testable hypothesis gained by observation or experimentation) journal articles. Choose from areas covered in class or other appropriate areas dealing with trauma and crisis (see instructor if you have questions). Articles may be found using library search engines (ERIC) or referring to professional journals in the field of counseling/Trauma. The articles should be on a subject that interests you and is related to crisis and trauma. The summary should be **3-5 pages** in length and typed in APA style with title page and abstract. A copy of the article must be attached to the summary and submitted with summary. **PAPERS MAY BE PRINTED AND TURNED IN DURING CLASS OR SUBMITTED ON MOODLE WITH LINK TO ARTICLE.**

Specifics of the journal assignment:

Summarize:

Explain the reasons for the study and the variables examined.

Describe the results of the study and how the results compare to other studies in this area.

Critique:

Identify and describe what made this a good study, what limitations you see and what improvements need to be made to make it better.

Apply:

Explain how you would use the results of this study.

Grading criteria (total possible points = 100):

1. The writing is fluid, concise, and thoughts are easy to understand and follow. (25 pts.)
2. Demonstrates an understanding of the assignment and an application of that understanding that responds to the entirety of the assignment. (50 pts.)
3. Correct use of APA style, grammar, punctuation, and spelling are error free. (25 pts.)

2. PFA ONLINETRAINING (PFA): (10%)

Students will complete UCLA's National Center for Traumatic Stress Network's online Psychological First Aid course <http://learn.nctsn.org/course/index.php?categoryid=11>.

1. Students are required to upload the certificate of completion as evidence of completing the assignment on Moodle.
2. Students need to obtain a minimum passing grade of 75% on the online Psychological First Aid training post-test. Students are required to indicate on the upload to Moodle that they obtained this minimum score.
3. Goal of this assignment is deeper learning in the area of trauma-informed, and community-based strategies such as Psychological First-Aid

3. TF-CBT WEB-BASED LEARNING COURSE (TFCBT): (10%)

For this assignment, complete the Medical University of South Carolina's online Trauma Focused-Cognitive Behavioral Therapy (TFCBT) course <http://tfcbt.musc.edu>. Students must upload the Certificate of Completion as evidence of completing the assignment.

4. THEODICY/THEOLOGY OF SUFFERING PAPER (TSP): (20%)

Each student will write a brief initial theodicy and theology of suffering. A theodicy is a statement of beliefs regarding the existence of evil and, from a Christian perspective, the related goodness of God. The paper will need to address specific questions outlined below. You will compose a paper of not more than eight pages (not including title page or references; no abstract necessary) that addresses the following questions:

- What is the ultimate origin of evil and suffering?
- What is the relationship of God to evil and suffering?
- What are the inner dynamics of human suffering?
- What is the purpose/redemption of suffering (both eternally and in this life)?
- What is an immediate and ultimate resolution of suffering and evil?
- As a mental health counselor, what are the implications of my theodicy and theology of suffering for crisis and trauma counseling?

Grading criteria (total possible points = 100):

1. The writing is fluid, concise, and thoughts are easy to understand and follow. (25 pts.)
2. Demonstrates an understanding of the assignment and an application of that understanding that responds to the entirety of the assignment. (50 pts.)
3. Correct use of APA style, grammar, punctuation, and spelling are error free. (25 pts.)
4. APA style includes double spaced, use of four headings, 8-10 pages and sources (only 2 can be electronic).

5. CRISIS INTERVENTION PRESENTATION (20%)

The purpose of this assignment is to provide students with the opportunity to research and present information concerning a current topic in crisis intervention. Students will have the opportunity to organize and facilitate a class discussion concerning this topic. In an individual or group format (two to a group), students will:

Choose a crisis topic.

Give a brief overview of the topic in an experiential way

Demonstration of an intervention or counseling intervention related to the topic

Include a 1-page summary of notes and key points for the class

Students must utilize outside references (at least 5 scholarly references) and should not rely on the texts used in class.

Each presentation including discussion should be planned for a 15-20 minute.

(Rubric for this activity located on Moodle)

6. Final Exam (15%)

The final exam will be cumulative and will ask you to reflect on theories and models related to crisis and trauma counseling, as well as material covered in the course texts and any identified handouts. The exam will consist of multiple-choice, true/false, short answer, case study and essay questions.

Summer Session Course Schedule

Week	Date	Topic	Reading/Assignment*
1	May9, 2018	Review of the course syllabus What is Trauma? Definitions relevant to crisis and trauma counseling. Trauma, suffering and Christianity	<i>Review Syllabus</i>
2	May16, 2018	Elements of Crisis Phases of a Crisis Crisis & Culture Stress & Trauma Disorders and the Effects of Trauma	<i>Briere & Scott, chps 1 & 2</i> <i>Cohen chp 1</i> <i>Gingrich chp 1</i>
3	May 23, 2018	Crisis Intervention Bereavement and Loss	<i>Cohen part III</i> PFA Certificate Due!
4	May 30, 2018	Crisis of Lethality	<i>Briere & Scott, chps. 3 & 4</i> <i>Cohen chps 2 & 3</i> <i>Gingrich chp 2</i> Journal Article Due!
5	June6, 2018	Physical and Sexual Assault School, Institutional & Disaster Crisis	<i>Briere & Scott, chps. 5 & 6</i> <i>Cohen chp 4</i> <i>Gingrich chps 3 & 4</i>
6	June 13, 2018	Working with Attachment and Affect of Trauma	<i>Briere & Scott, chp 7</i> <i>Cohen part II</i> <i>Gingrich chps 5 & 6</i>
7	June 20, 2018	SUMMER BREAK!	

8	June 27, 2018	Treatment of PTSD in Adults	<i>Gingrich chps7&8</i> <i>Briere & Scott chps 8&9</i> <i>Cohen part III</i> Journal Article Due!
9	July 4, 2018	Treatment of PTSD in Children and Adolescents	<i>Gingrich chps9&10</i> <i>Briere & Scott chps 10</i>
10	July 11, 2018	Treatment of Complex Trauma	<i>Briere & Scott chps 11&12</i> Theodicy Paper Due!
11	July 18, 2018	CLASS PRESENTATIONS	<i>Briere & Scott chp 13</i>
12	July 25, 2018	CLASS PRESENTATIONS	
13	August 1	FINAL EXAM	

CLASS POLICIES:

Work Turned in Policy: All work assigned must be turned in for a student to successfully complete this course. Each assignment is tied to the course objectives and assessment of this class and therefore needs to be completed to comply with assessment requirements of our regional accrediting body. Should a student fail to turn in an assignment, the professor decides if that student may pass the course.

Missed and Late Assignments Policy: All paperwork and assignments must be completed to pass this class. There is no exception to this policy. Late assignments reflect on a student's developing professionalism as a mental health counselor. If you know in advance that you cannot turn an assignment in on time, an alternate due date *may* be negotiated without penalty if you make arrangements with the professor before the date the assignment is due. Discussion assignments must be completed in the week due unless student has discussed the reason for the delay with the professor prior to the end of the grading period. Late posting after the online week closes will not be graded.

Writing Expectations: Graduate students are expected to submit written work that reflects personal engagement and cognitive, affective and skill-based learning. Papers will be graded for

content that analyzes, evaluates and synthesizes, spelling, grammar, and style. APA format is not required for discussion forums unless otherwise indicated. When APA style is required, the elements of APA that typically apply are the following: Title Page, Running Head, Content Heading if applicable, in paper citation of references used and list of all References at the end of the paper. You may want to purchase: *The Publication Manual of the American Psychological Association*, Sixth Edition.

Formatting File Names: When saving files to your computer, and submitting for a grade, be sure to name the file according to these conventions: the assignment name followed by one's first and last name. This allows your files to be downloaded by the grading instructor and prevents the loss of files that do not reflect the student, course, or project.

Email Communication: Students are expected to check their Huntington University email address on a regular basis throughout the week to access course information and updates. To facilitate efficient email communication, the subject line of all email messages to the professor should include the course number and the name of the student (e.g., SUBJECT: CN 500 – Student's name: question or comment). Email messages should include students' first and last names in the signature.

Attendance Policy: Residential students - Students who have been absent from as many as one-third of the total class sessions for a course are considered to have failed the course. Faculty members have the ability to grant exceptions for extenuating circumstances (i.e. death, illness, work, etc.). See the Student Handbook on the Huntington University portal for additional details. <http://my.huntington.edu>

Plagiarism and Cheating:

Plagiarism is the use of the ideas, information, or wording of another without proper acknowledgement, leaving the false impression that the material is original with the student. Students will be held responsible for knowing the difference between legitimate and illegitimate use of source material. The academic community places high value on intellectual honesty. Representation of work as one's own but taken from another source by plagiarism or cheating is a serious offense, the penalty for which will result in failure for the paper or exam and may result in failure for the course.

Technology Support: If you have any technical questions or problems with Moodle, Zoom, or other technology, you can email moodlehelp@huntington.edu or call phone support at 260-359-4357. Phone support hours are: Monday – Friday 8:00 AM to 5:00 PM

Library Services: You will see a Library Guide that will connect you to all the library services available to you from Huntington University.

Disability and Accessibility:

In compliance with Section 504 of the Rehabilitation Act of 1973, Huntington University makes reasonable accommodations for students with disabilities. The director of the Academic Center for Excellence (ACE) is the advocate and coordinator of services for students with disabilities at the University.

Any student who has a learning, orthopedic, sensory or psychiatric condition that substantially limits one or more major life activities and who would benefit from accommodations may be

eligible for assistance. Students may contact the ACE in person, by phone at 260-359-4290 or by e-mail at kchafin@huntington.edu for more information.

Phones and Electronic Devices

Phones must be turned off during class time. If you are on-call or expecting an emergency call, please notify me and you may have your phone on vibrate. I-pads, other tablets, and computers may be used for classroom purposes and searches relevant to our classroom discussion.

Student Development with NAADAC/IAAP Membership: The **IAAP website** (www.iaapin.org) will provide interested students information on **Student Memberships**. The **IAAP web-site Membership** icon will provide you with the appropriate form under membership. By becoming a student member, you will be a dual member of NAADAC and IAAP. You will receive several benefits of full membership and be able to seek office as a Student Member Representative on the IAAP Board of Directors. **All IAAP/NAADAC Students members can attend all IAAP state conferences and workshops for free.** In addition, you also have access to weekly journal articles on current addiction-related topics and free webinars through the NAADAC website. Webinars may be assigned to supplement material and may be used for tests.

Grading Scale

A	=	95 - 100	C-	=	72 -74
A-	=	92 - 94	D+	=	69 - 71
B+	=	89 - 91	D	=	65 - 68
B	=	85 - 88	D-	=	62 -64
B-	=	82 - 84	F	=	61 and below
C+	=	79 – 81			
C	=	75 - 78			

Final course grades of 74 or lower are not acceptable and the course will need to be repeated.

This chart identifies the CACREP objectives and course instruction methods:

CACREP Objective	Instruction (When, How)
Apply effective strategies to promote client understanding of and access to a variety of community-based resources (CACREP 2.F.5.k)	Reading and instruction in <i>the Community Resource assignment</i> ; Briere & Scott Chapter 11
Know suicide prevention models and strategies (CACREP 2.F.5.l)	Reading and instruction in classroom discussion; Gingrich Chapter 4;
Understand crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid (CACREP 2.F.5.m)	Reading and instruction in <i>Community Resource assignment</i> ; Briere & Scott Chapter 11
Know the impact of crisis and trauma on individuals with mental health diagnoses (CACREP CMHC 5.C.2.f)	Reading and instruction in Weeks Four – Six; <i>Trauma Intervention Presentation</i>