



CED 6075: Trauma: Conceptualization and Treatment Planning

COURSE INFORMATION

Section:
Semester/Year:
Division:
Class location:
Class day/time:
Credit hours: 3
Class type: Lecture

FACULTY CONTACT INFORMATION

Name:
Office Address:
Office Hours:
Telephone:
E-mail Address:

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Accessibility

Accessibility provides helpful pathways for using materials and learning opportunities for all WSU students, including international students, students with disabilities, and LGBTQ+ students. Free text to speech software, screen readers, and learning support services may be available.

[Student Disability Services](#) can offer assistance with accessibility software and options. Here are more resources which may also be helpful.

[Accessibility](#)

[International Students](#)

[Student Disability Services](#)

[LGBTQ+ Resources](#)

Course Description

Impact of trauma on adjustment and coping including definitions and constructs of trauma and ways of conceptualizing trauma and crisis. Students are introduced to skills and techniques utilized in trauma/crisis intervention.

Course Goal:

Crisis intervention and trauma treatment are specialty areas within the field of counseling that are continuously growing. Due to the prevalence of potentially traumatic events in our society it is important for counselors in all settings to become knowledgeable in crisis and trauma preparedness, assessment and response. The course is designed to assist students in understanding the foundational knowledge and skills necessary to perform crisis assessment, crisis interventions, disaster response and trauma treatment. Students will become familiar with the practical application of crisis response and psychological first aid, assessment procedures, theories of trauma and trauma treatment interventions.

Therefore, the goal of this class is to assist students in the acquisition of knowledge and skills relative to the development and operation of emergency management systems; the effects and impact of crises and trauma; and the appropriate interventions and treatments based on models, theories and research

Method(s) of Instruction: Synchronous Lecture

Course Materials

Required Textbooks

Levers, L. L. (2012). *Trauma counseling: Theories and interventions*. New York, NY: Springer Publishing.

Jackson-Cherry, L. R., & Erford, B. T. (2014). *Crisis assessment, intervention, and prevention* (2nd ed.). Boston, MA: Pearson.

Optional

ACA 2014 Code of Ethics: <http://www.counseling.org/Resources/aca-code-of-ethics.pdf>

American Psychological Association. (2009). *Publication Manual of the American Psychological Association* (6th. ed.). Washington, DC: Authors.

American Psychiatric Association (2013). *Diagnostic and statistical manual of mental disorders* (5th ed.). Washington, DC: Authors.

Hoff, L. A., Hallisey, B. J., & Hoff, M. (2009). *People in crisis: Clinical and diversity perspectives* (6th ed.). New York, NY: Taylor & Francis.

James, R. K. (2012). *Crisis intervention strategies* (7th ed.). Belmont, CA: Brooks/Cole.

Kanel, K. (2007). *A guide to crisis intervention*. Pacific Grove, CA: Cole Publishing Company.

Roberts, A. R. (2005). *Crisis intervention handbook: Assessment, treatment, and research*. Oxford; New York, NY: Oxford University Press.

Slaikeu, K. A. (1990). *Crisis intervention: A handbook for practice and research*. Boston, MA: Allyn & Bacon.

Course Outcome Alignment with Assignments (& Standards)

2016 CACREP STANDARDS	LEARNING OUTCOMES	Week(s) Covered	Measured With
2.F.3.g 5.C.2.f 5.D.2.h	1) Describe the impact of crises, disaster, and trauma on individuals, students, educators, schools, couples, families, and the community, factoring in diverse backgrounds.		Weekly online discussion posts; trauma portfolio
2.F.7.d 2.F.5.k,m	2) Identify crisis intervention strategies for specific types of crises including abuse, Psychological First Aid, and an introduction to trauma treatment strategies.		Final Exam; trauma portfolio
2.F.5.1 5.D.1.e	3) Describe the roles and responsibilities of clinical mental		Final Exam; trauma portfolio

	health counselors and school counselors as part of an emergency management response team.		
2.F.7.c	4) Describe suicide prevention models and strategies, suicide and homicide assessment strategies, assessment procedures for risk of harm to self/others.		Final Exam; trauma portfolio

Grading System

Graduate Grading Scale

Grade Letter	Grade Percent Range
A	93-100%
A-	90-92%
B+	88-89%
B	84-87%
B-	80-83%
C+	78-79%
C	74-77%
F	<74%

Course Requirement	Points
Attendance and Class Participation	10
Online Assignments	30 <i>(5 points each)</i>
Trauma/Crisis Portfolio	100
Final Exam	60
Points Possible	200

Grading policies for tests, assignments, and attendance:

1. Students are expected to attend and participate in all classes and all assigned out-of-class activities.
2. Assignments are to be completed on time. Any requests for extensions must be discussed before the due date and extension may, if granted, result in loss of points for grading.
3. All papers should reflect graduate level content and preparation. Careless preparation and/or inappropriate presentation will adversely affect the grade for that assignment.
4. Incomplete grades are not routinely given. The request for an incomplete grade must be made before the end of the semester. Such requests should be limited to unusual circumstances.

Course Assignments and Exams

1. *Attendance and Participation 10 points*

This course will involve lecture, discussion, and group activities. As such, it is learner-centered. You will be expected to initiate and engage in discussions of the major topics assigned. Attendance is mandatory and is required at all class sessions. Any absence will result in a failing grade for the course. Please note that Incomplete Grades will only be given under extreme circumstances that meet clear university criteria.

2. *Online Assignments 30 points (5 points each)*

Students are required to submit at least (1) one discussion post per week on the selected discussion topic. Students must cite at least one peer-reviewed research article in their response.

3. *Trauma and Crisis Intervention Portfolio 100 points*

To demonstrate an understanding of crisis intervention, disaster response, and trauma treatment, each student will develop a portfolio regarding one specific, potentially traumatic, event. The portfolio should be well-organized and creativity is encouraged. The portfolio must include a cover page and abstract.

Each of the following areas must be covered:

Topics	Points
1. Introduction of specific type of crisis, background, facts, and myths	20
2. Key concepts of theory utilized to assist individual/groups	10
3. Possible outcomes (e.g. DSM diagnoses, onset of disability)	10
4. If crisis typically effects a specific population, discussion of characteristics of population	10
5. Discussion of multicultural aspects, psychosocial and cultural dynamics, including methods of coping and meaning-making	10
6. Discussion of possible assessment techniques/tools	10
7. Discussion of suicide/homicide assessment procedures	5
8. Key community resources relative to specific crisis (minimum of three (3) resources)	5
9. Discussion of detailed intervention strategies by phase	10
10. Discussion of counselor self-care strategies	10
Total	100

4. *Final Examination (60 pts)*

Students will be given a multiple-choice exam that demonstrates their knowledge of theories and constructs of specific types of crises and traumatic events, assessment of trauma and functioning as well as relevant treatment protocols.

COURSE SCHEDULE

Week Date Topic Assignment Due

1 1/8/2020 Course Introduction and Overview

Trauma and Context

Historical Context

Theoretical Context

Neurobiological Effects and Psychopharmacology

Readings: Chapter 1-4

2 1/15/2020 ONLINE ASSIGNMENT Discussion Post

- Cultural Responses to Trauma

3 1/22/2020 Psychological First Aid, Crisis Counseling and

Trauma Counselling

Loss, Grief and Grief Recovery

Assessing and Diagnosing Trauma and Posttraumatic Outcomes

Formal and Informal Assessment

Ethical Considerations in Trauma and Crisis Work

Readings: Chapter 5, 30-34, and Handouts

4 1/29/2020 ONLINE ASSIGNMENT Discussion Post

- Psychoeducation and Trauma

5 2/05/2020 Trauma in Childhood and Adolescence

- Mental, Emotional, Physical and Sexual Abuse in Childhood

School Violence and Trauma

Cyberbullying and Bullying

Readings: Chapters 8, 9, 20 and Handouts

6 2/12/2020 ONLINE ASSIGNMENT Discussion Post

- Negative coping, addiction and trauma

7 02/19/2020 Trauma and Disability

Cultural Trauma

Suicide

Readings: Chapter 6 and Handouts

8 2/26/2020 ONLINE ASSIGNMENT Discussion Post

- Sexual and Gender Prejudice and Victimization

9 3/4/2020 Sexual Trauma and Military Sexual Trauma

Human Trafficking

Readings: Chapter 7 and Handouts

10 03/21/2020 ONLINE ASSIGNMENT Discussion Post

- Biopsychosocial Implications of Coping
- Community Coping and Meaning-making/Assumptions

11 03/11/2020 Community Violence

Mass Shootings

Workplace Violence

Natural Disasters and Acts of Terrorism

Readings: Chapters 19, 21, 22, 26 and Handouts

12 03/18/2020 ONLINE ASSIGNMENT Discussion Post

- Vicarious Traumatization
- Trauma and Supervision

13 03/25/2020 Clinical Interventions and Techniques Portfolio

Treatment Planning

Trauma and Resilience

Proactive Approaches and Prevention

14 04/1/2020 Final Exam

Instructor reserves the right to amend syllabus

Class Policies

Expectations for Students

1. Know and adhere to the 2014 American Counseling Association [Code of Ethics](#), applicable university, college of education, and program policies, and all applicable laws.
2. Challenge your personal values, biases, and assumptions while maintaining an openness and curiosity toward the perspectives, values, and beliefs of others.
3. Demonstrate consistently high levels of awareness of self and awareness of others. This includes awareness regarding the ways in which your personal values, biases, beliefs, sources of knowledge, and behaviors could impact counseling clients.
4. Promote social justice, honor and embrace diversity and multiculturalism, and demonstrate respect for and awareness of the worth of others.
5. Come to every class or online meeting prepared and on time and participate in all activities and discussions.
6. Engage fully with readings, assignments, and group work.
7. Students are expected to write at the graduate level. For the purposes of this course, all assignments are expected to display complexity, depth, and knowledge synthesis, while formal APA style assignments must also be exemplary stylistically, grammatically, and mechanically. Students are encouraged to use the internet to learn about grammar and writing. The instructor reserves the right to submit student papers for inclusion in plagiarism databases, such as SafeAssign.
8. Check your university email and Canvas accounts regularly, as these will be the primary means for out-of-class communication between students and the instructor. NOTE: for FERPA reasons, I communicate with students using their assigned university email accounts. When emailing the course

instructor, please begin and conclude your message with salutations (e.g., Dr. Branson,) and professional language. Proofread all emails or online postings before sending them.

9. Build your identity as an independent learner by challenging yourself to access supplemental research and materials. Students are encouraged to persist in becoming comfortable with using research and reliable information when making decisions or exploring answers to questions.
10. Students must be able to regularly use a computer with internet access.
11. Respect the confidentiality of your classmates, and strive to create a safe, respectful learning environment. This expectation does not apply to allegations of misconduct. For example, confidentiality may be breached as necessary for mandated reporting, discrimination complaints, Title IX complaints, and other, similar circumstances. Note that confidentiality cannot be guaranteed in group settings.

Religious Holidays

Because of the extraordinary variety of religious affiliations of the University student body and staff, the Academic Calendar makes no provisions for religious holidays. However, it is University policy to respect the faith and religious obligations of the individual. Students with classes or examinations that conflict with their religious observances are expected to notify their instructors well in advance so that mutually agreeable alternatives may be worked out.

Student Disabilities Services

If you have a documented disability that requires accommodations, you will need to register with Student Disability Services for coordination of your academic accommodations. The Student Disability Services (SDS) office is located at 1600 David Adamany Undergraduate Library in the Student Academic Success Services department. However, during the fall 2020 semester SDS will only be delivering services remotely. The SDS telephone number is 313-577-1851 (main number) or 313-202- 4216 for videophone use. Please continue to use these numbers as SDS is still receiving calls. Once you have your accommodations in place, I will be glad to meet with you privately during my office hours to discuss your special needs. Student Disability Services' mission is to assist the university in creating an accessible community where students with disabilities have an equal opportunity to fully participate in their educational experience at Wayne State University. You can learn more about the disability office at www.studentdisability.wayne.edu

To register with Student Disability Services, complete the online registration form at: https://wayne-accommodate.symplicity.com/public_accommodation

Counseling and Psychological Services (CAPS)

It is quite common for college students to experience mental health challenges, such as stress, anxiety and depression that interfere with academic performance and negatively impact daily life. Help is available for any currently enrolled WSU student who is struggling with a mental health difficulty, at WSU Counseling and Psychological Services (caps.wayne.edu; 313 577-3398). Other options, for students and nonstudents, include the Counseling and Testing Center, and the Counseling Psychology Training Clinic, in the WSU College of Education (<https://education.wayne.edu/counseling-clinic>). *Services at all three clinics are free and confidential. Remember that getting help, before stress reaches a crisis point, is a smart and courageous thing to do – for yourself, and for those you care about.* Also, know that the WSU Police Department (313 577-2222) has personnel trained to respond sensitively to mental health emergencies at all hours.

Sexual Misconduct and Title IX

Sexual Misconduct and Mandatory Reporting

Every Warrior has the right to live, learn, and work at WSU – free from Harassment or Discrimination.

Any member of the WSU Community that is impacted by sexual misconduct has the right to report to the University (i.e. Responsible Employee or Title IX Coordinator), to law enforcement (i.e. WSUPD or other jurisdiction), to both, or to neither. Every Warrior is encouraged to make the reporting decision that is right for them.

Please be advised: Most faculty and staff are considered “**Responsible Employees**” and are **required to report** information they receive about incidents of sexual misconduct (including sexual assault, intimate partner violence, sexual harassment, and stalking) to appropriate authorities when it involves WSU students, faculty, or staff.

Free, confidential, and anonymous support is available 24 hours a day, seven days a week to survivors, their friends, and their family through the [Rape, Abuse & Incest National Network \(RAINN\)](#). Call [1-800-656-4673](tel:1-800-656-4673) or [Chat](#) online with a professional support specialist.

Please visit TitleX.wayne.edu to learn more about resources and support on campus and in the local community.

Options for Reporting Sexual Misconduct

Any member of the WSU Community that is impacted by sexual misconduct has the right to report to the University (i.e. Responsible Employee or Title IX Coordinator), to law enforcement (i.e. WSUPD or other jurisdiction), to both, or to neither. Every Warrior is encouraged to make the reporting decision that is right for them.

Reporting to the University

[The Title IX Office](#) is available to consult with individuals impacted by sexual violence or discrimination regarding resource referrals, supportive and protective measures, and reporting and resolution options. Where WSU has jurisdiction, the affected party may request an administrative investigation by the University.

Phone: 313-577-9999

Email: TitleIX@wayne.edu

Reporting to Law Enforcement

[The Wayne State University Police Department](#) is available 24/7 to assist individuals reporting criminal activity or concerns on or near campus. Report off-campus incidents to the appropriate police jurisdiction. In the event of an emergency or imminent threat, reporting to the police is highly encouraged.

Phone: 313-577-2222

Every Warrior has the right to live, learn, and work at WSU – free from Harassment or Discrimination.

If you or someone you know has been impacted by sexual violence or discrimination, please visit TitleX.wayne.edu to learn more about resources and support on campus and in the local community.

Academic Dishonesty – Plagiarism and Cheating

Academic misconduct is any activity that tends to compromise the academic integrity of the institution or undermine the education process. Examples of academic misconduct include:

- Plagiarism: To take and use another's words or ideas as your own without appropriate referencing or citation.
 - College of Education policy on plagiarism: The College of Education has a “zero tolerance” approach to plagiarism and other forms of academic dishonesty. Plagiarism includes copying material (any more than 5 consecutive words) from outside texts or presenting outside information as if it were your own by not crediting authors through citations. It can be deliberate or unintended. Students are advised to think

carefully and thoroughly, ask for help from instructors if it is needed, and make smart decisions about their academic work.

- Cheating: Intentionally using or attempting to use or intentionally providing unauthorized materials, information or assistance in any academic exercise. This includes copying from another student's test paper, allowing another student to copy from your test, using unauthorized material during an exam and submitting a term paper for a current class that has been submitted in a past class without appropriate permission.
- Fabrication: Intentional or unauthorized falsification or invention of any information or citation, such as knowingly attributing citations to the wrong source or listing a fake reference in the paper or bibliography. Other: Selling, buying or stealing all or part of a test or term paper, unauthorized use of resources, enlisting in the assistance of a substitute when taking exams, destroying another's work, threatening or exploiting students or instructors, or any other violation of course rules as contained in the course syllabus or other written information.

Such activity may result in failure of a specific assignment, an entire course, or, if flagrant, dismissal from Wayne State University. <https://dos0.wayne.edu/conduct/academic-misconduct>

Course Drops and Withdrawals

In the first two weeks of the (full) term, students can drop this class and receive 100% tuition and course fee cancellation. After the end of the second week there is no tuition or fee cancellation. Students who wish to withdraw from the class can initiate a withdrawal request on Academics. You will receive a transcript notation of WP (passing), WF (failing), or WN (no graded work) at the time of withdrawal. No withdrawals can be initiated after the end of the tenth week. Students enrolled in the tenth week and beyond will receive a grade. Because withdrawing from courses may have negative academic and financial consequences, students considering course withdrawal should make sure they fully understand all the consequences before taking this step. More information on this can be found at: http://reg.wayne.edu/Withdrawing_From_a_Course.php

Student Services

- The Academic Success Center (1600 Undergraduate Library) assists students with content in select courses and in strengthening study skills. Visit www.success.wayne.edu for schedules and information on study skills workshops, tutoring and supplemental instruction (primarily in 1000 and 2000 level courses).
- The Writing Research and Technology Zone is located on the 2nd floor of the Undergraduate Library and provides individual tutoring consultations free of charge. Visit <http://clasweb.clas.wayne.edu/writing> to obtain information on tutors, appointments, and the type of help they can provide.
- Library research assistance: Working on a research assignment, paper or project? Trying to figure out how to collect, organize and cite your sources? Wayne State librarians provide on-campus or online personalized help. Contact them at <http://library.wayne.edu/consult>

Class Recordings (Face to Face Instruction) If this section does not make sense for your course you are free to remove it.

Students need prior written permission from the instructor before recording any portion of this class. If permission is granted, the audio and/or video recording is to be used only for the student's personal instructional use. Such recordings are not intended for a wider public audience, such as posting to the internet or sharing with others. Students registered with Student Disabilities Service (SDS) who wish to record class materials must present their specific

accommodation to the instructor, who will subsequently comply with the request unless there is some specific reason why s/he cannot, such as discussion of confidential or protected information.

Online Courses Only

- Will class be held in case of school closures (e.g., due to snow)?
- Hardware and software requirements
- Are there any extra fees associated with access to required course materials (e.g., a subscription to Netflix)?
- Are any synchronous meetings required; if so, what are the dates and times?
- Are any proctored exams required; if so, how many and what is the method for proctoring (e.g., at a testing center or via an electronic proctoring system that might involve costs)?
- Information on how to remotely access library resources

Technology Access and Support

Because this is a WEB course, all or part of your instruction will require reliable hardware including a desktop or laptop computer with reliable internet access, camera, microphone, and speakers, as well as appropriate software including a web browser, Microsoft Office ([available at no charge to students](#)), and the Canvas app (also free to students). For assistance with Canvas, see [C&IT's Student Intro to Canvas Course](#) and [Comprehensive Student Guide](#). For assistance with any of these technology issues, contact [C&IT Helpdesk](#) M-F from 7:30 am to 8 pm at 313-577-4357 or helpdesk@wayne.edu.

Students who lack adequate hardware or reliable internet access should email doso@wayne.edu or call 313-577-1010 for assistance. Students on campus also have access to equipment through University Libraries. See [Equipment Checkout Policy and Procedures](#). The University Libraries also have [computer labs](#) in several campus locations.

Support for Online Learning

"[The Effective Online Learner](#)" is a self-paced Canvas course to bolster the skills needed for remote and online learning. [WSU's Learn Anywhere](#) webpage provides resources and tips for taking online courses. [WSU's Academic Success Center](#) offers resources for improving study skills, building study groups, and similar activities. The [Study Skills Academy](#) offers [free study skills counseling](#) and other services.

Privacy and Confidentiality Rules

The University's shift to remote teaching has created some new privacy and confidentiality concerns. Recordings of classes taught via Zoom may capture students saying things they consider embarrassing. Zoom recordings often include views of the inside of students' residences, which many students consider to be private. Students have the right to be confident that video, audio, and still images of class sessions will not be viewed by anyone other than those who are enrolled in the course. To preserve the integrity of the course when it is taught in future semesters, the contents of quizzes and other class materials must be kept confidential.

For these reasons, every student enrolled in the course must agree to the following set of rules aimed at protecting privacy and confidentiality.

If you feel that you need to make your own recordings of class sessions, please contact me so we can discuss your situation individually.

* * *

I agree that I will adhere to the following rules in connection with my participation in [identify professor, course, and semester]:

I will not record the audio or video of any online class session.

- I will not take a screenshot of any screen displayed as part of any online class session.
- I will not share any audio, video, or still image from an online class session with anyone who is not a student enrolled in the class.
- I will not share any material from quizzes [add other relevant materials here] with anyone who is not a student enrolled in the class.
- I will not share any recording of a class session made by the professor with any other person.

Signed: _____

MTTC Preparation (TED ONLY)

The Michigan Test(s) for Teacher Certification (MTTC) are required for all candidates who want to obtain (additional) Michigan teacher certification. The College of Education can provide you with additional resources when you prepare to take a certification exam: <https://education.wayne.edu/students/mttc>

Data Collection (TED ONLY, COURSE SPECIFIC)

Assessments are used for the College's continuous improvement efforts and as data for its reaccreditation plan for Council for the Accreditation of Educator Preparation (CAEP). Collected data are analyzed on an ongoing basis to improve course experiences and programs. Key assessments have been designed so that the related processes and products serve as evidence of candidates' effective professional growth in knowledge, performance, and dispositions across programs. Candidate progress and achievement on these key assessments provide opportunities for instructors to confirm candidate progress and intervene for additional support as needed. This course serves as a data collection point in the initial certification program area, and the assessment description and rubrics are available to students at the start of the semester in either the syllabus or the course's Canvas shell. Information about data collection is available on the College of Education website: <https://education.wayne.edu/about/caep-annual-reporting-measures>