Course Information

Title: Trauma: Conceptualization and Treatment Planning
SAC (Subject Area Code) & Number: CED 6075
Section: 001
Semester/Year: Fall 2020
Division: Theoretical and Behavioral Foundations
Class location: Online
Class time: 5:00 - 7:30
Credit Hours: 3
Class Type: Lecture

Faculty Contact Information

Name: Sameerah Davenport, Ph.D., LPC, NCC
Office Address: 325 Education Building
Office Hours: Virtual office hours 4:00-5:00 Tuesdays and by appointment
E-mail Address: sameerah.davenport@wayne.edu

Official Bulletin 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.
### Course Learning Outcomes

<table>
<thead>
<tr>
<th>2016 CACREP STANDARDS</th>
<th>LEARNING OUTCOMES</th>
<th>Week(s) Covered</th>
<th>Measured With</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.F.3.g 5.C.2.f</td>
<td>1) Describe the impact of crises, disaster, and trauma on individuals, students, educators, schools, couples, families, and the community, factoring in diverse backgrounds.</td>
<td>Ongoing</td>
<td>Weekly online discussion posts; trauma portfolio</td>
</tr>
<tr>
<td>2.F.7.d 2.F.5.m</td>
<td>2) Identify crisis intervention strategies for specific types of crises including abuse, Psychological First Aid, and an introduction to trauma treatment strategies.</td>
<td>Ongoing</td>
<td>Final Exam; trauma portfolio</td>
</tr>
<tr>
<td>2.F.5.l</td>
<td>3) Describe the roles and responsibilities of clinical mental health counselors and school counselors as part of an emergency management response team.</td>
<td>Week 11</td>
<td>Final Exam; trauma portfolio</td>
</tr>
<tr>
<td>2.F.7.c</td>
<td>4) Describe suicide prevention models and strategies, suicide and homicide assessment strategies, assessment procedures for risk of harm to self/others.</td>
<td>Week 3</td>
<td>Final Exam; trauma portfolio</td>
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</tbody>
</table>

### Course Materials

**Required Textbook**


**Recommended Textbook**


**Optional**


Assessment of Student Performance

<table>
<thead>
<tr>
<th>Course Requirement</th>
<th>Points</th>
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<tbody>
<tr>
<td>Attendance and Class Participation</td>
<td>10</td>
</tr>
<tr>
<td>Online Discussion</td>
<td>30</td>
</tr>
<tr>
<td>(6 points each)</td>
<td></td>
</tr>
<tr>
<td>Trauma/Crisis Portfolio</td>
<td>100</td>
</tr>
<tr>
<td>Quizzes</td>
<td>60</td>
</tr>
<tr>
<td><strong>Points Possible</strong></td>
<td><strong>200</strong></td>
</tr>
</tbody>
</table>

Course Assignments and Exams

1. **Attendance and Participation**  
   10 points

   1. 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. Each absence will result in a deduction of five (5) points. Three or more absences 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 (6 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:

<table>
<thead>
<tr>
<th>Topics</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>1. Introduction of specific type of crisis, background, facts, and myths</td>
<td>20</td>
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<tr>
<td>2. Key concepts of theory utilized to assist individual/groups</td>
<td>10</td>
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<tr>
<td>3. Possible outcomes (e.g. DSM diagnoses, onset of disability)</td>
<td>10</td>
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<td>4. If crisis typically effects a specific population, discussion of characteristics of population</td>
<td>10</td>
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<td>5. Discussion of multicultural aspects, psychosocial and cultural dynamics, including methods of coping and meaning-making</td>
<td>10</td>
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<tr>
<td>6. Discussion of possible assessment techniques/tools</td>
<td>10</td>
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<tr>
<td>7. Discussion of suicide/homicide assessment procedures</td>
<td>5</td>
</tr>
<tr>
<td>8. Key community resources relative to specific crisis (minimum of three (3) resources)</td>
<td>5</td>
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<tr>
<td>9. Discussion of detailed intervention strategies by phase</td>
<td>10</td>
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<tr>
<td>10. Discussion of counselor self-care strategies</td>
<td>10</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100</strong></td>
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4. **Quizzes (30 points each/ 60 pts total)**

   Students will be given two (2) multiple-choice quizzes 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.
Grading System

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
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<tbody>
<tr>
<td>A</td>
<td>93-100%</td>
</tr>
<tr>
<td>A-</td>
<td>90-92%</td>
</tr>
<tr>
<td>B+</td>
<td>88-89%</td>
</tr>
<tr>
<td>B</td>
<td>84-87%</td>
</tr>
<tr>
<td>B-</td>
<td>80-83%</td>
</tr>
<tr>
<td>C+</td>
<td>78-79%</td>
</tr>
<tr>
<td>C</td>
<td>74-77%</td>
</tr>
<tr>
<td>F</td>
<td>&lt;74%</td>
</tr>
</tbody>
</table>

Class Policies

Professionalism
Evaluation procedures for prospective professional counselors are unique, as they include evaluating students based on their professional dispositions. In this course, students’ dispositions will be evaluated based on the congruence between their behaviors and the Expectations for Students. A single percent will be deducted from a student’s final grade for each minor incongruence. Multiple percentages points will be deducted for major deviations from the expectations. Point deductions are at the instructor’s discretion.

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. Davenport,) 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.

Confidentiality

Communications between students and the instructor are not guaranteed to be confidential. As a mandated reporter, the instructor is required to report allegations of child abuse to the appropriate governmental agency or authorities. Court orders, gatekeeping concerns, imminent threats, academic need to know, and other contexts may result in the instructor disclosing student communications to third parties.

Submitting Assignments

As assignments will be turned in via Canvas, late assignments will not be accepted. Students are responsible for verifying that assignments successfully uploaded to Canvas. If Canvas is malfunctioning, please email your assignment to the instructor ASAP, to avoid being penalized. Assignments that are not received via Canvas or email prior to the deadline will not be graded. All assignments are due by 11:59 pm on the due date.

1. All formal papers are to be typed.
2. Use APA format for all formal papers:
   a. Cover page with relevant information; short abstract; body of paper should include an introductory paragraph, paragraphs that elaborate on points from introductory one (thus pursuing a central theme), then a summary paragraph. If you quote or paraphrase other material, a reference page must be included.
   b. Spelling and grammar are important. All papers should reflect graduate level content and preparation. Careless preparation and/or inappropriate presentation
will adversely affect the grade for the assignment.

c. A few quotations and a little paraphrasing from experts is permissible and desirable, but your words and ways of interpreting are essential.

***Plagiarism will result in severe disciplinary action.***

**Attendance Policy**

2. **Attendance** at all scheduled classes is **mandatory**. Each absence will result in a deduction of five (5) points. Three or more absences will result in a failing grade for the course.

**Wayne State University Policies**

**Religious Holidays (from the online Academic Calendar)**

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 (edited statement from the SDS web site):**

- 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 in the Adamany Undergraduate Library. The SDS telephone number is 313-577-1851 or 313-202-4216 (videophone use only). Once your accommodation is in place, someone can meet with you privately 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.

- Students who are registered with Student Disability Services and who are eligible for alternate testing accommodations such as extended test time and/or a distraction-reduced environment should present the required test permit to the professor at least one week in advance of the exam. Federal law requires that a student registered with SDS is entitled to the reasonable accommodations specified in the student’s accommodation letter, which might include allowing the student to take the final exam on a day different than the rest of the class.
Academic Dishonesty – Plagiarism and Cheating (edited statement from the DOSO’s web site unless otherwise noted)

Academic misbehavior means any activity that tends to compromise the academic integrity of the institution or subvert the education process. All forms of academic misbehavior are prohibited at Wayne State University, as outlined in the Student Code of Conduct: https://doso.wayne.edu/conduct/student

Students who commit or assist in committing dishonest acts are subject to downgrading (to a failing grade for the test, paper, or other course-related activity in question, or for the entire course) and/or additional sanctions as described in the Student Code of Conduct.

- **Cheating**: Intentionally using or attempting to use, or intentionally providing or attempting to provide, unauthorized materials, information or assistance in any academic exercise. Examples include: (a) copying from another student’s test paper; (b) allowing another student to copy from a test paper; (c) using unauthorized material such as a "cheat sheet" during an exam.

- **Fabrication**: Intentional and unauthorized falsification of any information or citation. Examples include: (a) citation of information not taken from the source indicated; (b) listing sources in a bibliography not used in a research paper.

- **Plagiarism**: To take and use another’s words or ideas as one’s own. Examples include: (a) failure to use appropriate referencing when using the words or ideas of other persons; (b) altering the language, paraphrasing, omitting, rearranging, or forming new combinations of words in an attempt to make the thoughts of another appear as your own.

- **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.

- **Other** forms of academic misbehavior include, but are not limited to: (a) unauthorized use of resources, or any attempt to limit another student’s access to educational resources, or any attempt to alter equipment so as to lead to an incorrect answer for subsequent users; (b) enlisting the assistance of a substitute in the taking of examinations; (c) violating course rules as defined in the course syllabus or other written information provided to the student; (d) selling, buying or stealing all or part of an un-administered test or answers to the test; (e) changing or altering a grade on a test or other academic grade records.
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 Academica. 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

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.

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 (coe.wayne.edu/tbf/counseling/center-index.php). 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.

Online Course Policies

As a Hybrid, this course will meet on campus every other week, the alternate weeks will be online. You will need to be able to access Canvas for online assignments.
# COURSE SCHEDULE

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Assignment Due</th>
</tr>
</thead>
</table>
| 1    | 9/1/2020 | Course Introduction and Overview  
Trauma and Context  
  Historical Context  
  Theoretical Context  
  Neurobiological Effects and Psychopharmacology  
**Readings:** Chapter 1-4 |                         |
| 2    | 9/08/2020| ONLINE ASSIGNMENT  
  • Psychological First Aid  
  • Ethics in Trauma Work  
**Readings:** Handouts | Discussion Post          |
| 3    | 9/15/2020| Trauma Survivorship and Disability  
Loss, Grief and Grief Recovery  
Suicide/Homicide Prevention Models and Strategies  
**Readings:** Chapters 5 and 6 |                         |
| 4    | 9/22/2020| ONLINE ASSIGNMENT  
  • Sexual Trauma  
**Readings:** Chapter 7 | Discussion Post          |
| 5    | 9/29/2020| Assessment in Psychological Trauma  
Trauma Experienced in Early Childhood and Adolescence  
Treating Adult Trauma Survivors  
**Readings:** Chapter 27, 8, 9 and 10 | Quiz #1                  |
| 6    | 10/6/2020| ONLINE ASSIGNMENT  
  • Intimate Partner Violence  
**Readings:** Chapter 13 | Discussion Post          |
| 7    | 10/13/2020| Models for Trauma Intervention  
Criminal Victimization  
Traumatic Aftermath of Homicide and Suicide  
**Readings:** Chapter 28, 14 and 15 |                         |
| 8    | 10/20/2020| ONLINE ASSIGNMENT  
  • Racial and Ethnic Intolerance  
**Readings:** Chapter 17 | Discussion Post          |
| 9    | 10/27/2020| Counseling Strategies and Techniques |                         |
Sexual and Gender Prejudice and Victimization  
Human Trafficking  
**Readings: Chapter 29, 18 and Handouts**

<table>
<thead>
<tr>
<th>Date</th>
<th>Assignment</th>
<th>Due Date</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>ONLINE ASSIGNMENT</td>
<td>11/03/2020</td>
<td>Discussion Post</td>
</tr>
<tr>
<td></td>
<td>• Assessment in Psychological Trauma</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td><strong>Readings: Chapter 27</strong></td>
<td></td>
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</tr>
<tr>
<td>11</td>
<td>Community-Based Violence, Violence-Specific Crisis And Disaster, and Institutional Response</td>
<td>11/17/2020</td>
<td>Quiz #2</td>
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<tr>
<td></td>
<td>School Violence and Trauma</td>
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<td></td>
<td>Workplace and Campus Violence</td>
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<tr>
<td></td>
<td><strong>Readings: Chapters 19, 21, 22, 26 and Handouts</strong></td>
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<tr>
<td>12</td>
<td>The Impact of War</td>
<td>12/01/2020</td>
<td>Portfolio Due</td>
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<td>Disaster Mental Health</td>
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<tr>
<td></td>
<td><strong>Readings: Chapters 22, 24, and 26</strong></td>
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<tr>
<td>14</td>
<td>Self-Care</td>
<td>12/8/2020</td>
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<tr>
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<td>Vicarious Traumatization</td>
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**Instructor reserves the right to amend syllabus**