



**VITERBO UNIVERSITY**

**COUN 580: Trauma and Crisis: An Integrated Approach  
Syllabus  
Fall 2021**

**Course Information**

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**Course Title, Number, Section Number:** Trauma and Crisis: An Integrated Approach, COUN 580, 001

**Term & Year:**

**Number of Credits:** 3 Credits

**Course Location:** Murphy Center 500

**Dates & Times**

Weekend 1: 03/11/2022 Lecture Friday 05:00PM - 10:00PM;

03/312/2022 Lecture Saturday 08:00AM - 05:00PM

Weekend 2: 04/08/2022 Lecture Friday 05:00PM - 10:00PM;

04/09/2022 Lecture Saturday 08:00AM - 05:00PM

Weekend 3: 04/29/2022 Lecture Friday 05:00PM - 10:00PM;

04/30/2022 Lecture Saturday 08:00AM - 05:00PM

**Instructor Information**

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Name:

Office:

Office Phone:

Cell Phone:

Email: <mailto:jlatten@viterbo.edu>

**Instructor Preferred Method/Times for Student Contact:** During the semester I am available one hour prior to class on Friday. If this time does not work for you please contact me via email to schedule an appointment. I also have office hours on Wednesday from 2:30 to 4:00 PM

**Course Description**

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The course addresses the impact of trauma on individuals, families, and communities. Emphasizing the knowledge, skills, and attitudes essentials for mental health counselors, to effectively engage clients. The bio-psycho-social-cultural and spiritual dimensions are integrated into the course. The course also examines the health and wellness components for professionals, and the clients they serve, working in trauma based settings.

## Methods of Instruction

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This course will contain lectures, large and small group discussions, role-play demonstrations, recorded sessions, individual evaluation reviews, and experiential activities in and outside the classroom.

## Required and Recommended Course Materials

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### Course Texts

#### Required:

- Black, L. L., & Flynn, S. V. (2021) *Crisis, trauma, and disaster: A clinician's guide*. Sage Publishing
  - ISBN: 978-1-4833-6903-7
- Van der Kolk, B. (2014). *The body keeps score: Brain, mind, and body in the healing of trauma*. Penguin
  - Books. ISBN: 978-0-14-312774-1
- And Materials/Readings on Moodle

#### Recommended:

- American Psychological Association. (2010). *Publication Guide of the American Psychological Association* (6th ed.). Washington, DC: Author.
- Dubi, M., Powerll, P., & Gentry, J. E. (2017). *Trauma, PTSD, Grief & Loss: The 10 Core Competencies for Evidence-Based Treatment*. Eau Claire, WI: PESI Publishing. ISBN: 9781683730392
- Perry, B. D., & Szalavitz, M. (2017). *The boy who was raised as a dog: And other stories from a child psychiatrist's notebook*. Basic Books. ISBN: 978-0-465-09445-5

#### Additional Course Readings:

- Boullier, M., & Blair, M. (2018) Adverse childhood experiences. *Paediatrics and Child Health*, 28(3), 132-137.
- Jones, T. M., Nurius, P. Song, C. & Fleming, C. M. (2018). Modeling life course pathways from adverse childhood experiences to adult mental health. *Child Abuse and Neglect*, 80, 32-40.
- Sanderson, C. (2019). Creating a secure base: Fundamental Principles of Safe Trauma Therapy. In C. Sanderson, (Ed.), *Introduction to Counselling Survivors of Interpersonal Trauma*, (pp. 56-76). Kingsley Publishing.
- Stebnicki, M. (2017). Interventions in disaster mental health counseling. In M. Stebnicki (Ed.) *Disaster Mental Health Counseling: Responding to Trauma in a Multicultural Context* (pp. 193-213). Springer Publishing, New York: NY.
- Stebnicki, M. (2017). Personal growth to heal trauma. In M. Stebnicki (Ed.) *Disaster Mental Health Counseling: Responding to Trauma in a Multicultural Context* (pp. 315-337). Springer Publishing, New York: NY

## Program Mission

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The mission of the Viterbo University counselor education graduate programs is to prepare professional counselors capable of building professional helping relationships, provide empirically supported techniques in a variety of settings and who will integrate the values of contemplation, integrity, hospitality, stewardship, and service into their personal and professional lives.

## Course Student Learning Outcomes

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**Course Objectives (CACREP)** As a result of successfully completing this course, the student will:

- Develop an enhanced understanding of the nature, etiology, assessment, and treatment of the spectrum of traumatic stress responses, including those reflected in DSM-5 and ICD-10. (2016 CACREP Competencies: 2.F.5.l., 2.F.7.d., 2.F.7.c., CMHC Competencies: 5.C.2.f., 5.C.2.g, SC Competencies 5.C.2.g., 5.G.2.g)
- Demonstrate knowledge of the effects of crises and disasters on individuals, families, communities, and cultures, and apply appropriate prevention and intervention strategies including Psychological First Aid. (2016 CACREP Competencies: 2.F.3.g., 2.F.5.j., 2.F.5.m.)
- Describe Professional Counselors' roles as members of an interdisciplinary community outreach and emergency management response team during and following a crisis, disaster, or other trauma causing event. (2016 CACREP Competencies: 2.F.1.c., 5.G.2.b)
- Describe the nature and symptoms of secondary traumatic stress and compassion fatigue and begin to implement appropriate prevention and intervention strategies, including self-care. (2016 CACREP Competencies: 2.F.1.l.)
- Differentiate between maladaptive and developmentally or culturally appropriate responses to crises, disasters, and other trauma-causing events and evaluate the appropriate use of diagnosis in the treatment process. (2016 CACREP Competencies: 2.F.2.a., 5.C.2.f., 5.C.2.g)

### COUN 580 Standards/Alignment Chart

The curriculum is also designed to enhance a student's professional identity and clinical mental health counseling knowledge and skills. The Student Learning Outcomes for this course are aligned with CACREP standards and explicated through specific assignments as noted below.

Student Learning Outcomes	Standards	Assignments/Activities
Develop an enhanced understanding of the nature, etiology, assessment, and treatment of the spectrum of traumatic stress responses, including those reflected in DSM-5 and ICD-10.	<i>2.F.5.l. suicide prevention models and strategies</i>	<i>Small Group activity and Class discussion Course Readings.</i>
	<i>2.F.7.d. procedures for identifying trauma and abuse and for reporting abuse</i>	<i>Skill Set #2 Case Studies and class discussion</i>
	<i>2.F.7.c. procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide</i>	<i>Skill Set #1</i>
	<i>5.C.2.f., impact of crisis and trauma on individuals with mental health diagnoses</i>	<i>Reading, Class Discussion, and Case Study Trauma Paper and Presentation</i>
	<i>5.C.2.g. impact of biological and neurological mechanisms on mental health</i>	<i>Reading, class discussion, Skill set #3</i>
	<i>5.G.2.g. characteristics, risk factors, and warning signs of students at risk for mental health and behavioral disorders</i>	<i>Course readings, class discussion, case studies, Trauma Paper and presentations</i>

Demonstrate knowledge of the effects of crises and disasters on individuals, families, communities, and cultures, and apply appropriate prevention and intervention strategies including Psychological First Aid	<i>2.F.2.c. multicultural counseling competencies</i>	<i>Trauma Paper and Presentation.</i>
	<i>2.F.3.g. effects of crisis, disasters, and trauma on diverse individuals across the lifespan</i>	<i>Skill Set #2 Psychological First Aid Training Certificate</i>
	<i>2.F.5.j. evidence-based counseling strategies and techniques for prevention and intervention</i>	<i>Small group activity &amp; class discussion</i>
	<i>2.F.5.m crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid</i>	<i>Psychological First Aid Training Certificate &amp; Trauma Informed Care Notebook</i>
Describe Professional Counselors' roles as members of an interdisciplinary community outreach and emergency management response team during and following a crisis, disaster, or other trauma causing event.	<i>2.F.1.c. counselors' roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams</i>  <i>5.G.2.e. school counselor roles and responsibilities in relation to the school emergency management plans, and crises, disasters, and trauma</i>	<i>Guest Speakers Class Discussion Psychological First Aid Training Certificate</i>
Describe the nature and symptoms of secondary traumatic stress and compassion fatigue and begin to implement appropriate prevention and intervention strategies, including self-care	<i>2.F.1.l. self-care strategies appropriate to the counselor role</i>	<i>Psychological First Aid Training Certificate Case Study and Class Discussion</i>
Differentiate between maladaptive and developmentally or culturally appropriate responses to crises, disasters, and other trauma-causing events and evaluate the appropriate use of diagnosis in the treatment process.	<i>2.F.2.a multicultural and pluralistic characteristics within and among diverse groups nationally and internationally</i>	<i>Research Paper and Presentation</i>  <i>Skill Set #2</i>

## Evaluation Method

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### Grading Criteria

COUN 580 Assignment Grading Criteria						
Type of Evaluation	Professional Competencies	PFA	Skill Sets	Presentation	Peer Feedback	Journal
Points	15	5	30	10	5	15

A = 95–100%

B = 84–88%

C = 74–78%

AB = 89–94%

BC = 79–83%

CD = 69–73%

D = 64–68%

F = <64%

### **Evaluation of assignments and graded activities**

All students are expected to demonstrate Required Competence in order to receive credit for the course. The different levels of possible competency attainment will be assessed for this course as follows:

Below Competence: Demonstrates an insufficient understanding and application of the knowledge and skills outlined within the course assignment and overall purpose of the course. As a mastery course, the student will be provided an opportunity (if time permitting) to resubmit prior to the end of the semester in order to minimally meet the requirements for the course assignment.

Required Competence: Demonstrates a sufficient understanding and application of the knowledge and skills outlined within the course assignment and overall purpose of the course.

Intermediate Competence: Meets the Required level of Competency, *and* demonstrates the ability to consider competing needs and opposing perspectives involved in the knowledge and skills outlined within the course assignment and overall purpose of the course. This may include the grounding of assertions and recommendations from not only course readings, but related research from the counseling literature as well. The student has demonstrated a proficiency at the level that is expected of graduate level MHC student.

Advanced Competence: Meets the Intermediate level of Competency, *and* demonstrates a depth and breadth to the knowledge and skills outlined within the course assignment and overall purpose of the course that *exceeds* expectations. This may include the grounding of assertions and recommendations from course readings, related research from the counseling literature, and an extension of the assignment relevant to the course and the professional curiosity and development of the student. The student has demonstrated a proficiency at the level that is expected of an advanced graduate level MHC student. (90-100%)

## Policies & Resources

### Academic Integrity Policy

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Maintaining a standard of academic honesty is a responsibility shared by the students, faculty and administration at Viterbo University. The faculty has the responsibility to create an atmosphere in which students may display their knowledge. This atmosphere includes sufficient safeguards to control dishonesty including an orderly testing room, restrictions on text messages, etc. Students have the responsibility to understand academic misconduct and to refrain from it.

### Attendance Policy

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Viterbo University challenges students to be learners who assume responsibility for being part of a community of scholars. Moreover, students are expected to attend all classes, as noted in the graduate catalog.

**Excused Absence:** Absences are considered excused only in the cases below, and only if appropriate documentation is provided.

- A medical condition or emergency with documentation from an appropriate person.

- Students with a medical condition or emergency are responsible for talking to the instructor about missed/late work and arranging for any extensions (as deemed warranted by the instructor).
- Attendance at a required extracurricular activity such as a field trip, or when a student is officially representing Viterbo University at a scheduled activity, such as a fine arts production, a conference, or an intercollegiate athletic event.

If you have an excused absence, you are still responsible for completing any missed activities or assignments by the due date.

## Communication via E-mail

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All course communication will occur via your university email. You are strongly encouraged to check your university email daily in order to ensure that you do not miss important correspondence. Please use my email to contact me. I will answer your email within 48 hours during the work week. Weekend correspondence may take a bit longer.

## Conduct

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I expect that we will treat each other respectfully. Thus, disruptive behaviors will not be tolerated. Be courteous and we will have an environment conducive to learning.

## Where to Get Help: Additional Policies and Resources for Students

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- [Viterbo Speaks Up](#): Report crimes, worrisome behaviors, harassment, sexual violence or assault, hate/bias discrimination, or violations of the Viterbo University Code of Student Conduct
- [Chosen First Name Policy](#)
- [Concerns or Complaints Regarding Instruction](#)
- [Moodle & Technology Guides](#)
- [Sex Discrimination, Sexual Harassment, and Sexual Misconduct Policy](#)
- [Student Disability Policies and Procedures](#)
- [Student Resources](#)
- [Technology Requirements](#) and [Technical Support](#)

*Please review additional items noted in the Policies and Resources block in the Moodle course site.*

## Counseling Services

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It is common for college students to struggle with stress or other emotional challenges, and you may feel a need or desire to seek professional help. If you would like to talk to someone, you are encouraged to contact Viterbo University's Counseling Services: <https://www.viterbo.edu/counseling-services>; 608-796-3825. For assistance after normal business hours, you can call the Great Rivers 24-hour helpline: dial 211 from a campus phone or 800-362-8255. For emergencies, dial 911 or campus security (3911 from campus phone or 608-796-3911). The National Alliance on Mental Illness (NAMI) is another great resource for more information regarding mental health ([www.nami.org](http://www.nami.org)). In addition, NAMI has a national toll-free call line for crisis counseling (1-800-950-6264).

## Course Support Services

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Learning assistance is available from the Academic Resource Center. Content tutoring is available for all students. Writing specialists are also available to assist students in any course. Students may schedule writing appointments by going to the ARC web page and clicking on the book now icon.

## Course Website

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You are responsible for checking Moodle and your Viterbo email for important class information. Course documents, slides, and announcements will be posted on Moodle.

## Gatekeeping

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As counselor educators, we have an ethical and professional responsibility to protect current and future clients, the profession, and our program by insuring that all students are professionally and clinically competent. When concerns about your academic or non-academic performance are noted by instructors or supervisors, a meeting will be held with you to share concerns with you and identify ways for you to address them and demonstrate your improvement. During this meeting, a written remediation plan as per the Counseling Program Student Retention and Dismissal Policy may be developed. This plan will specify clear expectations for completion along with required and/or suggested activities to meet those expectations. Remediation plans will be shared with the student's primary adviser, and may also be shared with supervisors and other faculty, so that together we can support and review your progress. Lack of participation in the remediation plan or failure to fully meet the expectations of the plan will result in program dismissal. Cases of serious ethical violation or unprofessional behavior will result in immediate program dismissal without an opportunity for additional improvement. As a student, it is your responsibility to be aware of and follow the Counseling Program Student Retention and Dismissal Policy.

## Written Assignments

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Completion of written assignments should be typed, double-spaced, proofed, and reflect graduate competency in both technical and grammatical arenas utilizing APA format. Students may submit papers electronically through Moodle or in hard copy to the instructor. Electronic papers are preferred.

Students are expected to demonstrate graduate level analytical thinking as well as self-reflection and self-critique. All assignments are expected to be on time. Assignments that receive "partial credit" or "no credit" should be considered below graduate level work, and place the student in jeopardy of not receiving credit for the course. If an assignment falls into this category a student may be able to redo the assignment for partial credit.

## COVID-19

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**Student Health:** Students are expected to monitor daily their temperature and physical health. If you are feeling poorly please let me know. Students are not encouraged to come to campus when feeling unwell. For additional information and resources in regard to preventing the transmission of COVID-19 and what to do in the case of positive COVID-19 symptoms see the Viterbo Moving Forward Plan resource page at: <https://www.viterbo.edu/moving-forward-viterbo/covid-19-coronavirus-information>

**Instructor Health:** In the event the instructor needs to quarantine or isolate due to COVID-19 contact or illness, students will be notified of a course format change, and the instructor's course(s) will be taught online until cleared to return to campus (by HR, in consultation with the county health department and/or medical provider), at which point in-person instruction will resume. If the instructor is unable to

continue teaching, the department chair or program director will reassign instruction until the faculty member is able to return.

**Face Coverings:** Under Viterbo University's Fall 2020 Moving Forward Plan, all campus community members are required to wear a face mask when in close proximity to others. This includes all instructional spaces (classrooms, labs, studios, etc.), as well as non-instructional ones, such as: Public areas of residence halls, dining halls, hallways, stairwells, bathrooms and while conducting business on campus. Students are asked to bring their own personnel masks with them to campus. For those without masks, contact Sue Danielson in Health Services who has a limited supply of extra masks.

The strength of our community rests on trust and care for one another. During this public health emergency, we expect all university community members to abide by the required public health guidelines of our community by appropriately wearing a mask/face covering (i.e., covering both your mouth and nose). Students not wearing a mask in instructional spaces (classrooms, labs, studios, etc.) will be asked to leave. Students who have specific concerns or questions about the masking requirement should contact Rick Trietley, Interim Provost. For the health and safety of our community, those who do not wear face masks/coverings may face disciplinary action.

## Credit Hour Course Expectations

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Regardless of format, all courses are required to meet the required credit hour standards by a combination of seat time and outside work. Outside work could include additional outside reading, group work, service projects, field work, clinical rotations, among other learning activities. Viterbo defines one credit hour as 750 minutes over 15 weeks. In addition, each credit of a course requires that students spend two hours of work outside of class per week. Minimum class and outside work time are calculated according to this formula:

$$(750 + 1800) * \text{the \# of credits of a course} = \text{the minimum number of minutes of seat time and outside work required}$$

For example, a three-credit course requires a minimum of 7,650 total minutes.

## Disability Statement

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The Academic Resource Center provides services to students who have indicated that they have a disability. Students who have a diagnosed disability and require legitimate accommodations must complete an Application for Accommodations Based on Disability-Related Need and should contact the Academic Resource Center. Located at 332 Murphy Center, or you can call: 608-796-3190.

## Electronic Submissions Policy

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Assignments are to be submitted via the assignment tab on Moodle. A failure to turn in submissions because of "technology issues" is not acceptable unless clearly documented or an area wide outage.

## Grade Appeals

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- Should you have a strong and solid objection to a grade you receive, you have one week after it is assigned to appeal it. For appeals to be considered, they must be submitted to your instructor by email.



- The instructor will meet with you individually to discuss the grade and your appeal before any (if any) action is taken.
- After this one-week period you still have the option to appeal formally through the University's grade appeal process.

## Late Work Policy

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Work turned in late will receive a 5% late penalty for being late and 5% for each day it is late (up to 50%). If you have a valid reason (personal emergency) that is supported with the appropriate documentation, contact your instructor. The instructor will determine exceptions to the late work policy on a case-by-case basis (given that documentation is provided).

## Syllabus Statement on Sex Discrimination, Sexual Harassment, and Sexual Misconduct

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Viterbo University seeks to ensure that campus community members learn and work in a hospitable and inclusive environment. To this end, Viterbo policy and Title IX prohibit sex discrimination, sexual harassment, and sexual misconduct including, but not limited to sexual assault, sexual exploitation, dating violence, domestic violence, and stalking.

As a faculty member, I am required to report incidents of sexual misconduct and thus cannot guarantee confidentiality. I must provide our Title IX Coordinator with relevant details such as the names of those involved in the incident. Viterbo is legally obligated to respond to reports of sexual misconduct, and therefore we cannot guarantee the confidentiality of a report, unless made to a confidential resource. Although I have to report the situation, you will still have options about how your case will be handled, including whether or not you wish to pursue a formal complaint. Viterbo's goal is to make sure you are aware of the range of options available to you and that you have access to the resources you need.

- Viterbo encourages anyone who has experienced sexual misconduct or relationship violence to get support and assistance from one of the confidential or non-confidential resources listed at this link: <http://www.viterbo.edu/sexual-misconduct/make-report-or-file-complaint>
- Please visit [this website](#) for the complete Viterbo University Sex Discrimination, Sexual Harassment, and Sexual Misconduct Policy with resources, procedures, and flowchart.

## Turnitin/Electronic Submission

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This is a source-matching tool that checks students' work for plagiarism against a database of stored papers, internet sites, and publications. Any assignments that you submit via Turnitin will be added to the global Turnitin database, which is a repository of assignments submitted via Turnitin. The instructor also reserves the right to submit your work to Turnitin. If you have any questions or concerns about electronic assignment submissions or Turnitin please let me know.