



## Course Information

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**Course Title, Number, Section:** Clinical Trauma Informed Counseling, COUN 720-001

**Term & Year:**

**Number of Credits:** 3 Credits

**Course Location:** Online via Zoom Synchronous and Asynchronous Class (Zoom link will be available via email, outlook at the announcement page on Moodle.)

### Dates & Times

Weekend 1: 05/15/2020 Lecture Friday 05:00PM - 10:00PM;

05/16/2020 Lecture Saturday 08:00AM - 05:00PM

Weekend 2: 06/05/2020 Lecture Friday 05:00PM - 10:00PM;

06/06/2020 Lecture Saturday 08:00AM - 05:00PM

Weekend 3: 06/19/2020 Lecture Friday 05:00PM - 10:00PM;

06/20/2020 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: Wed. 4:00 – 5:30 PM via Zoom and before class each week. Please look at the announcements page for the Zoom link for office hours. Please contact me via email to schedule an appointment.

## Course Description

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Examines theory and research pertaining to trauma and crisis response counseling and current practices in trauma-informed care with an emphasis on developmental, bio-psycho-social-cultural and spiritual dimensions of clients. Emphasis is placed on understanding the role of supervision for counselors working with trauma and crisis, as well as understanding the impact of secondary trauma.

## Required Course Materials

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Required texts

- Van der Kolk, B. (2014). *The body keeps score: Brain, mind, and body in the healing of trauma*. Penguin ISBN: 978-0-14-312774-1
- 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
- And Additional Readings as Assigned on Moodle

Recommended:

- Black, L. L., & Flynn, S. V. (2021) *Crisis, trauma, and disaster: A clinician's guide*. Sage Publishing. ISBN: 978-1-4833-6903-7
- American Psychological Association. (2010). *Publication Guide of the American Psychological Association* (6th ed.). Washington, DC: Author.

## Course Student Learning Outcomes

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*This course is designed to address the following Counselor Education and Supervision program outcomes.*

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

1. Demonstrate knowledge, scholarly examination, and an integration of theories relevant to working with crisis, trauma and disaster response (6.B.1.a., 6.B.1.b.)
2. Demonstrated ability to conceptualize clients who have experienced trauma, crisis, and disaster events through various theoretical perspectives (6.B.1.a., 6.B.1.b.).
3. 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.
4. Describe Professional Counselors' roles as leaders of an interdisciplinary community outreach and emergency management response team during and following a crisis, disaster, or other trauma causing event. (6.B.5.f.)
5. 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. (6.B.1.f.)
6. Describe the nature and symptoms of secondary traumatic stress and compassion fatigue and begin to implement appropriate prevention and intervention supervision strategies

## Methods of Instruction

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This course is a mix of both didactic and experiential learning. Students will learn via lecture, reading, discussion, and demonstration.

## Course Expectations

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### Learning Context and Stance

This course is not based on a set of absolute truths, but rather founded on the idea that personal meaning is constructed in proximity with other committed learners. Given that the world around is always in flux, students (and instructors) are encourage to keep an open mind about the contexts in which new information (novelty) may be useful, with an alertness to distinction, awareness to multiple perspectives, and an awareness to the present. It is expected that all members of this learning community will embrace both knowledge and uncertainty with curiosity, openness, acceptance, and

kind regard. These are essential learning competencies of multicultural counseling and supervision as well as advocating for social justice.

### **Student Expectations**

1. Regular attendance to class lectures and discussions. Students are expected to attend all classes as well as arrange and complete three individual counseling supervision sessions with a master level counseling intern. Missing classes/appointments will impact the students' evaluation, and missing the equivalent of more than two classes will result in a No Credit evaluation.
2. Active participation in class discussions and exercises at the graduate level (e.g. to engage in both small and large group interactions in a manner that demonstrates interpersonal effectiveness, openness to feedback, and respect for the community of learners).
3. Completion of assigned readings (see Course Outline).
4. Completion of written assignments with intermediate competency or above (see Appendix A: Graduate Writing Rubric). Students may submit papers electronically through Moodle or via email (preferred).
5. Students are expected to demonstrate advanced graduate level analytical thinking as well as self-reflection and self-critique.
6. 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. Students will have the opportunity for one revision. Further revisions are at the discretion of the instructor.

## **Student Expectations**

### *Attendance and Class Participation*

Experiential class and dyad/triadic processing activities that provide opportunities to interact with and learn from peers are significant factors in students' educational growth and development. Therefore, students are expected to attend class regularly and participate in class discussions, class activities, and presentations at the graduate level (e.g. to engage in both small and large group interactions in a manner that demonstrates interpersonal effectiveness, openness to feedback, and respect for the community of learners).

Each student is expected to be on time and attend for all classes. Failure to attend less than 90% of the course will result in no credit, unless appropriate makeup work is completed. If there is a need to miss a class based on emergency, it is expected that the student will contact the instructor **before** the missed class. Furthermore, missing more than one class for any reason may result in a No Credit evaluation.

### *Reading Assignments*

A schedule of readings and other multimedia will be available in Moodle and should be completed prior to the listed class date. It is expected that students will integrate their readings into class activities, written submissions, as well as a foundation to their developing theory of counseling and change. Since this course presumes prior understanding to relevant counseling theories, it is expected that students will review prior course materials as needed.

### *Written Assignments*

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.

### Evaluation Method

#### Grading Criteria CMHC Students

Type of Evaluation	<i>Professional Competencies</i>	<i>Research Paper</i>	<i>PFA</i>	<i>SPR</i>	<i>Discussion Leader</i>	<i>Journal</i>
Percentage/ Points	25	25	5	5	20	15

A = 95–100%  
 B = 84–88%  
 C = 74–78%  
 D = 64–68%

AB = 89–94%  
 BC = 79–83%  
 CD = 69–73%  
 F = <64%

#### Grading Criteria CES Students

Type of Evaluation	<i>Professional Competencies</i>	<i>Research Paper</i>	<i>PFA</i>	<i>Discussion Leader</i>	<i>Journal</i>	<i>Theory Paper</i>
Percentage/ Points	25	25	5	20	15	5

A = 95–100%  
 B = 84–88%  
 C = 74–78%  
 D = 64–68%

AB = 89–94%  
 BC = 79–83%  
 CD = 69–73%  
 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%)

## **Course Policies and Procedures**

Scholarship: All written papers must conform to the style and writing standards of graduate level scholarship. Failure to adhere to these standards of scholarly writing will result in the automatic return of a paper. No students will be permitted more than one opportunity to rewrite a paper that fails to meet graduate scholarship standards. No re-written final papers will be accepted beyond the end of the fourteenth week of the semester.

Netiquette: All members of the class are expected to follow rules of common courtesy in all email messages, threaded discussions and chats. Please write your name at the end of discussion postings and email messages so we know who has contributed to the learning process.

Viterbo Email It is very important that you access your Viterbo e-mail often as all the email messages sent from this class will go to this account. I will seek to respond to course related questions within 24–48 hours (Monday through Friday). If I find those questions relevant and important to others, I will post them on the Announcement page (please check this regularly). It is important for students to remember that faculty are not available 24 hours a day, 7 days a week. Wellness and appropriate boundaries are important values for all counselors and counselor educators. I will do my best to respond to all inquiries, questions, and other electronic correspondence within a timely, but not necessarily immediate, manner.

Gatekeeping: 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.

Adaptation: The information in this syllabus is not set in stone. I reserve the right to make adjustments based on the progress and perceived needs of the class. This may include adding or eliminating

assignments, readings, and activities, or adjustments to the course schedule. I also invite you to make suggestions for improving the class. This is your professional training. I invite you to advocate for your needs, but also to remember that I have to balance individual wants with the needs of the whole class and the standards set forth by the field. Please let me know if you have ideas or suggestions.

## **Viterbo University Policies**

### *Credit Hour Equivalents*

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.

### *Academic Integrity Policy*

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.

### *Late Work Policy*

Work turned in late will be penalized up to 50% and with some assignments (outlined above) you may receive a score of 0.

### *Electronic Submissions Policy*

Assignments are to be submitted via the assignment tab on MOODLE. Digital video recordings are to be submitted on either a CD or a USB storage.

### *Course Support Services*

Learning assistance is available from the Academic Resource Center. Content tutoring is available for all students by signing up in the Center. 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.

### *Disability Statement*

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 at 796-3190.

*Syllabus Statement on Sex Discrimination, Sexual Harassment, and Sexual Misconduct*  
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>

For the complete Viterbo University Sex Discrimination, Sexual Harassment, and Sexual Misconduct Policy with resources, procedures, and flowchart, please visit this web site: <http://www.viterbo.edu/sexual-misconduct/sexual-misconduct-policy-and-sanctions>

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

- 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*

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).