

AMBERTON UNIVERSITY
SYLLABUS FOR LECTURE/CLASSROOM COURSE

CSL6785.01 Trauma Counseling
Winter 2023
Location: Garland Campus

PROFESSOR INFORMATION:

Name: Dr. Pamela Johnson
Phone Number: 972-279-6511 ext. 147
Faculty Fax #: 972-686-5890
Office Location: Garland Campus, Room C
Office Hours: Office Hours for session: 5:30-6:30 before each class
Email Address: PJohnson@Amberton.edu

COURSE INFORMATION:

CSL6785.01 Trauma Counseling
Level: Graduate

Beginning Date of Session: Saturday, December 3, 2022
Ending Date of Session: Thursday, February 23, 2023

Student access available to the Student Portal: Saturday, December 3, 2022

The first class meeting is **December 7, in Room #19 Garland Campus**

Winter Holiday Break:

Sunday, December 18th, 2022, through Sunday, January 1st, 2023
(Classes resume on Monday, January 2nd, 2023)

All Monday-Thursday lecture classes begin promptly at 6:30 p.m.
All Saturday lecture classes begin promptly at 8:30 a.m.

COURSE PREREQUISITES:

CSL6782-Counseling Theories

RECOMMENDED:

CSL6765 Crisis Counseling
Psychopathology course--either Child & Adolescent or Adult & Geriatric

TEXTBOOK(S) AND REQUIRED MATERIALS:

Title: Trauma Therapy
Author: John N. Briere & Catherine Scott
Publisher: Sage
Year Published: 2015
Edition: 2nd
ISBN: 978-1-4833-5124-7
Price: Available at <http://amberton.ecampus.com>

Amberton University has an agreement with eCampus.com to provide a full-service online bookstore to students. The Amberton University Virtual Bookstore is accessible through the University's website, www.Amberton.edu. There is also a bookstore link in the Student Portal.

The AU Virtual Bookstore provides an easy to use interface, online buyback of books, and same day shipment of most titles with an average delivery time of 2-3 days depending on the student's location. Textbook options include new, used, rental, and electronic media as available.

Since no books are sold on campus, students should plan accordingly and purchase their books in advance of

the first day of class, allowing time for shipping. Be certain you are enrolled in the course before purchasing your book(s). All textbook information (Title, Author, ISBN, etc.) is available in course syllabi so students can shop competitively. Most textbooks can be purchased from many different textbook vendors. Some textbooks may only be available on the University's Virtual Bookstore. Students should be careful to obtain the exact resource(s) required for the course.

LINKS TO COUNSELING HANDBOOKS

MA in Professional Counseling

<https://www.amberton.edu/media/Files/2020-2021%20Professional%20Counseling%20Handbook.pdf>

MA in Marriage and Family Therapy

https://www.amberton.edu/media/Files/2020-2021_MFT_Handbook.pdf

MA in School Counseling

<https://www.amberton.edu/media/Files/2021-2022%20School%20Counselor%20Handbook.pdf>

APA Requirement

APA (American Psychological Association) style is most commonly used to cite sources within the social sciences. This resource, revised according to the 7th edition, offers examples for the general format of APA research papers, in-text citations, endnotes/footnotes, and the reference page. For more information, please consult the *Publication Manual of the American Psychological Association*, (7th ed.). All coursework at Amberton University will comply with the standards contained in the APA Publication Manual.

COURSE DESCRIPTION

This course presents an introduction to the practice of effective trauma-focused therapy. The course includes study of the nature of psychological trauma and its effects, the problems, symptoms, and disorders that can follow traumatic events and an overview of the primary trauma-focused assessment strategies and instruments used in the field currently. The course provides information on treating one-time adult trauma and treatment for individuals with more complex presentations, including treatment for the effects of childhood maltreatment from various scientific and humanistic domains.

Attention is given to the individual context of survivors: the adverse sociocultural factors, needs of diverse cultures and the substance abuse/addiction issues that affect trauma survivors. The course provides information on trauma-relevant, research-based treatment approaches, interventions and practices, trauma psychobiology, neuroscience & psychopharmacology, and best practices for assessment, diagnosis, and treatment of trauma. The course also addresses ethics in trauma treatment, secondary trauma and promotion of positive counselor self-care.

COURSE COMPETENCIES

The following represents the course competencies for this class. Competencies are equivalent for all lecture and distance learning courses. Following each competency is the assignment used to gain mastery of this area of study.

UPON COMPLETION OF THE COURSE, THE STUDENT WILL BE COMPETENT IN:

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| 1. Knowledge of the historical context of trauma & core trauma concepts. |
| 2. Knowledge of the differences in various types of abuse and trauma, including physical, emotional & sexual abuse; domestic violence, experiences of war for combat veterans and survivors of war; natural disasters and community violence. |
| 3. Knowledge of symptoms & effects of trauma on children, adolescents & adults |
| 4. Knowledge of the varying effects that different types of trauma have on human development and the development of psychological and substance use issues. |
| 5. Knowledge of the nature and neurobiology of trauma & current neuroscience regarding how the brain processes traumatic experiences. |

6. Knowledge of the accepted methods of assessment for psychological trauma including diagnostic interviews and psychological tests to determine specific targets for treatment, & DSM-5 criteria.
7. Knowledge of diagnostics involved in determination of other differential diagnoses related to traumatic experiences.
8. Knowledge of how trauma affects diverse people throughout their lifespans, including with differing mental health problems, cognitive and physical disabilities, and substance use issues.
9. Knowledge of the impact of trauma on diverse cultures with regard to the meaning various cultures attach to trauma and the attitudes they have towards behavioral health treatment.
10. Knowledge of the Social-Ecological Model of Trauma & how it effects individuals.
11. Understanding the effects of trauma on individual domains of functioning (cognitive, emotional, physical, spiritual, relational, and identity) and how they express stress reactions both behaviorally and psychologically.
12. Knowledge & skills in screening and assessment of individuals' trauma history including knowledge of and practice with specific screening tools, and ability to identify clients' strengths, coping resources, and resilience.
13. Knowledge of necessity to ensure physical and emotional safety of clients and to avoid confrontation of apparently unhealthy client behaviors that could trigger trauma symptoms or acute stress reactions.
14. Knowledge of evidence-based treatment modalities, common factors, and emerging trends and training needed to deliver effective treatment for varying presentations of trauma.
15. Knowledge of research, methodology, and goals of mindfulness-relevant trauma treatments & their use in reducing psychological symptoms of trauma survivors.
16. Knowledge of ethics of trauma treatment & strategies to address secondary trauma and promote positive counselor self-care.
17. Knowledge and skill in general trauma-informed counseling strategies, including grounding techniques that manage dissociative experiences, cognitive-behavioral tools that focus on anxiety reduction and distress tolerance, and stress management and relaxation tools that reduce hyperarousal.

COURSE POLICIES:

Student's Responsibilities

This syllabus contains information, policies, and procedures for a specific course. By enrolling, the student agrees to read, understand, and abide by the policies, rules, regulations, and ethical standards of Amberton University as contained in the current university catalog and schedule of classes.

Attendance Policy:

Regular and punctual class attendance and engagement is expected at Amberton University. In case of an absence, it is the student's responsibility to contact the professor as soon as possible. If a student intends on withdrawing from a course, it is the student's responsibility to follow the university's policy on formally withdrawing from a course. **Ceasing to attend classes does not constitute an official withdrawal.**

Attendance in a lecture course is defined as punctual arrival to, and engagement in, a full lecture session. Attendance in a distance learning course is defined as active participation in the weekly online class sessions. "Active participation" can be defined as: submitting an academic assignment, taking an exam, engaging in an interactive tutorial, participating in an online discussion forum (or chat session), or initiating (or responding to) a

communication with a faculty member about an academic assignment or the subject matter of the course. A student not meeting these requirements may be dropped at the discretion of Amberton University.

Plagiarism Policy

Plagiarism is the presentation of someone else's work as though it were your own. If you use another person's words, ideas, or information; or if you use material from an outside source – whether a book, magazine, newspaper, business publication, broadcast, speech, or electronic media – you must acknowledge that source. Plagiarism is a violation of the University's code of student ethical conduct and is one that is taken seriously. Amberton University operates on an honor system; therefore, honesty and integrity are essential characteristics of all who are associated with the institution. All Amberton students are expected to abide by the honor system and maintain academic integrity in all their work. Amberton University and its instructors monitor student work for plagiarism and reserve the right to submit such work to technology-based plagiarism detection services and applications at any time.

Students agree that by taking this course, all required assignments may be subject to submission for a textual similarity review to Turnitin.com for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism in future papers. Use of Turnitin.com service is subject to the Usage Policy posted on the Turnitin.com website.

Turnitin is a writing improvement and plagiarism prevention tool which uses special algorithms, to compare text-based student submissions to the Turnitin database and other online sources. Turnitin produces a detailed **similarity report** that can be customized and viewed by instructors and students.

Turnitin "Draft Coach" is a Google based add-on to Turnitin which supports students in developing high-quality academic writing; and serves as an integrity coach. Draft Coach, helps address errors and improve the quality of student's writing by highlighting grammar mistakes, identifying incorrectly cited sources, and scanning for similarity across several databases. By providing formative feedback on how to address citation issues, incorrect grammar, and matches with the Turnitin database, Draft Coach provides explanations to help students become more confident writers, capable of producing higher quality work both in academics and in the workplace.

COURSE DELIVERY METHODOLOGY:

This course is offered as a Hybrid Lecture/Classroom/Zoom course. This course requires that students meet a designated time in the classroom or via Zoom Technology. A graduate project will be required. Details to be provided in class on Week One.

Professor will be holding in-classroom sessions at the Garland Campus on the following weeks:

Week 1

Week 2

Week 5

Week 6

Week 10

All other sessions will be via Zoom Technology lectures 6:30 pm (cst)

COURSE OUTLINE AND CALENDAR:

Week	Topic	Assignment	Competencies Covered	Due Date
1	What is Trauma? The Effects of Trauma	Ch. 1 & 2	1, 2, 3, 4, 8, 9, 11	Session 1

2	Assessing Trauma and Posttraumatic Outcomes Central Issues in Trauma Treatment	Ch. 3 & 4	5, 6, 7, 8, 9, 10, 11, 12	Session 2
3	Psychoeducation	Ch. 5	12, 13, & 14	Session 3
4	Distress Reduction and Affect Regulation Training	Ch. 6	11, 12, 13, & 15	Session 4
5		Midterm exam, Readings 1- 6	All of the above.	Session 5
6	Cognitive Interventions Emotional Processing	Ch. 7 & 8 Projects due	5, 13, 14	Session 6
7	Increasing Identity and Relational Functioning Mindfulness in Trauma Treatment	Ch. 9 & 10 Projects due	12, 13, 14, 15, 16	Session 7
8	Treating the Effects of Acute Trauma	Ch. 11 Projects due	12, 13, 14, 15, 16, 17	Session 8
9	Psychobiology and Psychopharmacology of Trauma	Ch. 12 Projects due	13, 14, 15, & 17	Session 9
10		Final exam, Readings 1-12	All of the above.	Session 10

GRADING CRITERIA:

Midterm Exam: 40%
 Final Exam: 50%
 Special Project: 10%
 Total Possible: 100%

Graduate
 92 – 100 A
 82 – 91 B
 72 – 81 C
 62 – 71 D
 Below 62 F

GRADE NOTIFICATION AND INSTRUCTOR FEEDBACK:

Each assignment/exam submitted will be reviewed, graded and return to the student in a timely manner, along with appropriate commentary.

Final grades are processed approximately one week after the last day of the session and may be located in the My Grades section of the online registration portal as well as being emailed to the student's Amberton University email. Amberton University staff will not release grades over the phone. University instructors will not leave a message with comments or grades in any type of media that is not secure.

For questions regarding grades after the semester has ended, students should use their email account and contact the instructor at the faculty email address as provided above in *Professor Information* area.

Incomplete Grades

An "I" (incomplete grade) is given at the discretion of the professor and may be given only when an emergency or illness prevents the student from completing course requirements. Should an "I" be granted, the student has 30 days from the end of the session to complete the conditions of the incomplete. An "I" which is not properly removed within 30 days following the session enrolled will become an "F" grade.

How to Withdraw From a Course

To be official, the class withdrawal must be in writing and signed by the student requesting the withdrawal; no withdrawal is accepted verbally. Please review the "Schedule of Classes" (online or in-print) for procedures for class changes or withdrawals and the refund policy and schedule.

COURSE COMMUNICATIONS:

This course is offered as a lecture course; however, several technological options are available to faculty and students that can enhance communication both during the session and after the session has ended. The **Student Portal** is the gateway to email, Remote Research, General Tools and Electronic Instructor Folders (FTP). The Student Portal may be accessed through a link on the University's website, <http://www.Amberton.edu>, or at <http://apps.Amberton.edu>.

After selecting the "Student Portal" link, you will be prompted for a Username and Password. Use your assigned **username and password** (AUID) as described below:

Username = your capitalized firstname **initial**+lastname+last 3 digits of your SSN.

* Use your name exactly as it is listed on the University's records, including any suffixes or hyphenations, such as Jr, Sr, or II, as a part of your username.

For example: James Jones, Jr. SSN: 123-45-6789
Username: JJonesJr789

Password = your Amberton University ID# (AUID) **including the dashes**

For example: 04-999-999

Once your login has been validated, you may select from a variety of menu options, including online course materials, email access, Remote Research, General Tools, all Syllabi, Research Tutorials and Electronic Instructor Folders (FTP).

Email Communication

Each student enrolled is assigned an Amberton email account, which gives the student access to the Amberton email system (my.Amberton.edu). This email account is provided by Google Apps for Education. Students are encouraged to check their email regularly for University news, notices, and to communicate with instructors.

The student's assigned email address would be Username@my.Amberton.edu

Example: LJones-Smith789@my.Amberton.edu

The student Username is determined by:

firstname initial+lastname+last 3 digits of student ssn.

For example: Linda Jones-Smith SSN: 123-45-6789

Email Address = LJones-Smith789@my.Amberton.edu

Students will be prompted for a Username and Password when accessing their email account. Use the Username portion of the email address as the username (Example: LJones-Smith789) and your Amberton ID# (including the dashes) as the password.

If you already have a Google gmail account, you might be prompted to add this account to your current settings. Click 'Yes' and you will be logged into your my.Amberton.edu email account. It will be a separate email account from your personal gmail account.

If you need assistance with your email account, please visit <https://support.google.com/mail>

The Amberton University Moodle Website

Students enrolled in this course will also be using the Moodle Learning Platform, with access available through the Student Portal or by going to: <http://moodle.Amberton.edu>

For those utilizing Moodle for the first time, the **username and password** for the Moodle Learning Platform will be emailed to the student's email account prior to the start of the course. For those returning to Moodle who do not remember their username and password, click on the link "*Forgotten your username or password*" available on the Moodle log in page (<http://moodle.Amberton.edu>). Otherwise use the same username and password as previous session.

Moodle Tutorial:

Upon successful log in and access to the Moodle learning platform, there is a *Student Moodle Tutorials* course available, to learn about the basics of Moodle. Simply click on the link for the *Student Moodle Tutorials* and read through the various learning topics: Navigating; Communicating; Assignments & Exams; Grades; and Student Resources.

COURSE EVALUATION:

Each session, all Amberton students are requested to evaluate their courses. The evaluation process is an important one and provides students with an anonymous and confidential way to give meaningful feedback to the University. Summary information and comments are provided to faculty after the close of the session. Students' identities are not disclosed.

Students will be notified through the Amberton email system of the Course Evaluation procedures. Usually, the evaluations take place in class during week 9 of the session. Please take advantage of this opportunity and participate in the evaluation process.

RECOMMENDED ONLINE SOURCES:

Online research resources are available through "Research Tools Database", accessible through the Student Portal, under "General Tools."

RESEARCH RESOURCES:

The Library provides access to full-text, and peer reviewed articles, and digital research tools. Students can search Library holdings through the online catalog and databases search engines available on the Library website or browse the physical library space and holdings located at the Garland campus.

Research items not contained in the Amberton Library collection can be located through interlibrary Loan (ILL) or through the TexShare program with the help of the Library staff. Students with questions about available services, resources, or research, may contact the Library via email at Library@amberton.edu.

RESEARCH ACCESS:

Databases can only be accessed by authorized users, and students at Amberton must enter their Amberton ID credentials-same as Moodle login-to gain access when off-campus. Use an Amberton website, such as the University site (Amberton.edu) or the library site (Library.amberton.edu) to find links to databased and digital books. Online resources are available all day, every day.

Library Live Chat Feature

Library staff are available to assist students with research problems or questions during Library hours through a live online chat feature, telephone, email, "How-to" videos, or in person. The Library telephone is (972-279-6511 ext. 136, 137, or 138. You can email questions to library@amberton.edu or visit the Library in person on the Garland campus for assistance.