

College of Education

We develop educational leaders who create tomorrow's opportunities.

The College of Education at Northern Arizona University embraces its mission to prepare competent and committed professionals who are equipped to make positive differences for children, students, and adults in educational settings and communities.

Northern Arizona University sits at the base of the San Francisco Peaks, on homelands sacred to Native Americans throughout the region. We honor their past, present, and future generations, who have lived here for millennia and will forever call this place home.

COURSE SYLLABUS

EPS 669: TOPICS IN CRISIS, TRAUMA, AND DISASTER COUNSELING

Department of Educational Psychology

(3 CR.)

Instructor:

Contact:

Office:

Office hours:

Class Meetings:

Location:

Mode of Instruction:

COURSE PRE-REQUISITE(S), CO-REQUISITE(S), CO-CONVENED, AND/OR CROSS-LISTED COURSES

Admission to Clinical Mental Health Counseling (MA) or Counseling-School Counseling (MEd) or Counseling-Student Affairs (MEd) or Educational Psychology-Counseling Psychology (PhD) and EPS 601

COURSE PURPOSE

This course is an introduction to the research and practice of crisis, trauma, and disaster response and prevention. Issues related to the assessment, diagnosis, and treatment of individuals in the

context of their communities (school and/or larger community) affected by crises, trauma, and disasters will be addressed. Letter grade only. May be repeated for up to 6 units of credit with different topics. This course provides an introduction to the research and practice of crisis counseling, trauma counseling, and disaster mental health. Topics related to the assessment, diagnosis, and treatment of clients affected by crises, trauma, and disasters will be introduced. Students will develop skills through the practice of suicide screening, evidence-based trauma counseling approaches, and strategies for disaster mental health counseling and psychological first aid.

COURSE STUDENT LEARNING OUTCOMES

Students will be able to describe and conceptualize the following outcomes:

<u>CACREP 2024 STUDENT LEARNING OUTCOMES</u>	CACREP 2024 Standards	Evaluation
Self-care, self-awareness, and self-evaluation strategies for ethical and effective practice	3-A11	Development and Evaluation of Self-Care Plans
Effects of crises, disasters, stress, grief, and trauma across the lifespan	3-C13	Discussion Posts, Final Examination
Suicide prevention and response models and strategies NACE Competency: Communication	3-E19	Suicide Assessment Project Discussion Posts, Final Examination
Crisis intervention, trauma-informed, community-based, and disaster mental health strategies NACE Competency: Critical Thinking	3-E20	Discussion Posts, Final Examination, Completion of PFA Training or Red Cross Training
Procedures for assessing and responding to risk of aggression or danger to others, self-inflicted harm, and suicide	3-G13	Discussion Posts, Final Examination
Procedures for identifying and reporting signs of abuse and neglect	3-G15	Discussion Posts, Final Examination

Theories and neurobiological etiology of addictions	3-C5	Discussion Posts, Final Examination
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School Counselor consultation with families, PK-12 and post-secondary school personnel, community agencies, and other referral sources NACE Competency: Teamwork	5-H10	Discussion Posts, Final Examination
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ASSIGNMENTS/ASSESSMENTS OF COURSE STUDENT LEARNING OUTCOMES

1. FINAL EXAM

- a. The final exam will take place online and will cover the assigned chapters from the text and presentations in class.

2. HOMEWORK ASSIGNMENTS

a. Self-Care Plan

Using resources from the SAMHSA Trauma Informed Care ([TIC] 2014) manual, students will review the Professional Quality of Life Scale and develop a self-care plan as described in the SAMHSA TIC manual.

b. Completion of the Online C-SSRS Training

Students will complete the online CS-SSRS training module. Students upload the certificate of completion after completing the course.

c. Completion of the Online CALM Training

Students will complete the online CS-SSRS training module. Students upload the certificate of completion after completing the course.

d. Completion of the PTSD 101 and NCTSN Trainings: Students will complete the series of PTSD 101 trainings. Students upload the certificates of completion after completing the course.

- i. VA: Practical Assessment for PTSD
- ii. VA: PTSD 101: Practical Applications of Trauma-Focused Psychotherapies
- iii. VA: Cognitive Processing Therapy (CPT) 101

- iv. VA: PTSD 101: Prolonged Exposure Therapy: Effective Treatment for PTSD
- v. NCTSN: Pick a training that interests you at. Identifying Critical Moments and Healing Complex Trauma

e. *Discussion Posts - Reflective Writing Assignments*

There are 6 online reflective writing assignments designed to enhance content from chapter readings, video scenarios, and additional reading assignments.

3. IN-CLASS PROJECTS

a. *Suicide Assessment and Safety Planning*

Each student will complete a graded in-class suicide assessment using the C-SSRS and SAFE-T integrated models. Details about the assessment, including the rubric, are found in Canvas

b. *Trauma Treatment Presentation*

Students will work in groups of 3 to 4 to present a poster session of an evidence-based trauma psychotherapy topic they choose.

c. *Disaster Mental Health Project - Psychological First Aid or Red Cross Disaster Mental Health Training*

Depending on availability, students will complete the face-to-face Red Cross Disaster Mental Health Training Course or Psychological First Aid Online. Students upload the certificate of completion after completing the course for PFA, the sign in sheet for the Red Cross training will verify attendance.

GRADING SYSTEM

Grading Component	Units	Value/Unit	Max Pts	Percent of Grade
Self-Care Plan	1	75	75	7.5
Discussion Posts	6	50	300	30
Trauma Treatment Poster Presentation	1	100	100	10
In Class Suicide Assessment and Safety Planning	1	100	150	15
PTSD 101/NCTSN Trainings	5	20	100	10

Red Cross Training / PFA Training Online	1	100	100	10
C-SSRS Training	1	50	50	5
CALM Training	1	25	25	2.5
Final Exam	1	100	100	10
Total Points			1000	100
Points System (Grade Ranges): A = 900-1000; B = 800-899; C = 700-799; D = 600-699, F < 699 pts				

READINGS AND MATERIALS

1. Required: van der Kolk, B. (2015). *The body keeps the score*. New York (New York): Penguin Books.
2. Substance Abuse and Mental Health Services Administration. *Trauma-Informed Care in Behavioral Health Services*. (2014). Rockville: Substance Abuse and Mental Health Services Administration. Available Free Online.
3. Access to Canvas. Tech support for accessing anything in e-Learning is available at: (866) 802-5256 and at elc-help@nau.edu

Porges, S. (2014). The polyvagal theory: Demystifying the link between social behavior and Health. *Applied Psychophysiology And Biofeedback*, 39(2), 141.

Posner, K., Brown, G. K., Stanley, B., et al. (2011). The Columbia-Suicide Severity Rating Scale: initial validity and internal consistency findings from three multisite studies with adolescents and adults. *American Journal of Psychiatry*, 168(12), 1266–1277.

Roberts, A., & Ottens, A. (2005). The Seven-Stage Crisis Intervention Model: A Road Map to Goal Attainment, Problem Solving, and Crisis Resolution. *Brief Treatment and Crisis Intervention*, 5(4), 329-339.

Yehuda, R., & Lehrner, A. (2018). Intergenerational transmission of trauma effects: Putative role of epigenetic mechanisms. *World Psychiatry*, 17, 243–257. <https://doi.org/10.1002/wps.20568>

Note on the Emergency Textbook Loan Program: NAU has partnered with Follett to create the Emergency Textbook Loan program. The program is administered by the LEADS Center. The

program assists students with unmet financial need in obtaining required textbook(s) and other materials for courses. Students must apply and meet eligibility criteria before textbooks are purchased on their behalf. Textbooks must be returned at the end of the term in which the textbooks were loaned. More information can be found online: <http://nau.edu/LEADS-Center/Textbook-Loan-Program/>

COURSE SCHEDULE

Module	Topics	Chapter & Assignments (Assignments due by 11:59 p.m. on due date, Please Complete Chapter Readings before class. Online trainings are ongoing)	CACREP Standards Covered (either delete or update)
Introduction to Crisis Intervention Models and Theories Crisis Intervention for Non-Lethal Situations			
1	1. Class Expectations, Connections, Hopes Learning Outcomes, & Syllabus Review 2. Self-Care Plan Review 3. Mindfulness Practice	Read: Syllabus, Orient Yourself to the Canvas Shell and Learning Modules	2.d.1.l 2.D.3.g
2	1. Terms, Definitions, and Concepts in Crisis, Disaster, and Trauma Counseling 2. Self-Reflect Using the ProQQL Scale 3. Crisis Approaches and Models 4. Initial Non-Lethal Crisis Counseling Practice in Triads (Moderate – High Mobility)	Read: <i>Fundamental Approaches to Crisis Counseling</i> in Canvas & Online Trainings Roberts, A., & Ottens, A. (2005). The Seven-Stage Crisis Intervention Model: A Road Map to Goal Attainment, Problem Solving, and Crisis Resolution. <i>Brief Treatment and Crisis Intervention</i> , 5(4), 329-339.	2.d.1.l – Key Performance Indicator 2.D.3.g 2.F.1.m

Module	Topics	Chapter & Assignments (Assignments due by 11:59 p.m. on due date, Please Complete Chapter Readings before class. Online trainings are ongoing)	CACREP Standards Covered (either delete or update)
3	<ol style="list-style-type: none"> 1. Grief and Bereavement Theories 2. Review of Models and Approaches 3. Triadic Practice 	Read: CS-SSRS Online Training & VA/NCTSN Trainings Due: Self-Care Plan	2.d.1.l – Key Performance Indicator 2.F.1.m
Suicide Screening and Safety Planning			
4	<ol style="list-style-type: none"> 1. Introduction and Concepts 2. Current Statistics 3. Introduction to Suicide Assessment <ol style="list-style-type: none"> a. CS-SSRS, SAFE-T b. First Practice of CS-SSRS and SAFE-T with Cases 	Read: Online Trainings Posner, K., Brown, G. K., Stanley, B., et al. (2011). The Columbia-Suicide Severity Rating Scale: initial validity and internal consistency findings from three multisite studies with adolescents and adults. <i>American Journal of Psychiatry</i> , 168(12), 1266–1277. Due: C-SSRS Online Training (should load into Canvas automatically)	2.F.7.c
5	<ol style="list-style-type: none"> 1. Access to Lethal Means 2. Mental Health, Co-Occurring Disorders, and Suicide 3. Safety Planning 4. Practice of CS-SSRS, SAFE-T, and Safety Planning 	Read: Online Trainings Due: CALM Training	2.F.7.c 2.F.3.d CMHC – C.2.f

Module	Topics	Chapter & Assignments (Assignments due by 11:59 p.m. on due date, Please Complete Chapter Readings before class. Online trainings are ongoing)	CACREP Standards Covered (either delete or update)
6	1. CAMS Care 2. Introduction to Trauma Counseling and Trauma Informed Care 3. Practice of CS-SSRS, SAFE-T, and Safety Planning	Read: Online Trainings Yehuda, R., & Lehrner, A. (2018). Intergenerational transmission of trauma effects: Putative role of epigenetic mechanisms. <i>World Psychiatry, 17</i> , 243–257. https:// doi.org/10.1002/wps.20568 Due: VA: PTSD 101: Practical Applications of Trauma-Focused Psychotherapies	2.D.3.g CMHC – C.2.f
Trauma Counseling			
7	1. In Class Recording/Evaluation of CS-SRSS and Safety Planning	Due: Suicide Assessment and Safety Planning In Class Activity	2.F.7.c
8	1. The Rediscovery of Trauma – History and Trajectories	Read: Chapters 1 & 2 Due: Discussion Post 1	2.D.3.g
9	1. The Rediscovery of Trauma – History and Trajectories & Introduction to Trauma and The Brain 2. Self-Care Plan Check In	Read: Chapters 3 & 4 Porges, S. (2014). The polyvagal theory: Demystifying the link between social behavior and Health. <i>Applied Psychophysiology And Biofeedback, 39</i> (2), 141. Due: Discussion Post 2	2.D.3.g 2.d.1.l
10	1. Trauma and the Brain 2. Assessing for ASD and PTSD	Read: Chapters 5 & 6 Due: <ol style="list-style-type: none"> 1. Discussion Post 2. VA: Practical Assessment for PTSD 	2.D.3.g CMHC – C.2.f

Module	Topics	Chapter & Assignments (Assignments due by 11:59 p.m. on due date, Please Complete Chapter Readings before class. Online trainings are ongoing)	CACREP Standards Covered (either delete or update)
11	1. Attachment and Developmental Trauma 2. Adverse Childhood Events	Read: Chapters 7 & 8 Due: 1. Discussion Post 4 2. NCTSN: Pick a training that interests you at: Identifying Critical Moments and Healing Complex Trauma	2.D.3.g CMHC – C.2.f
12	1. Reporting Abuse 2. Attachment and Developmental Trauma	Read: Chapters 9 & 10 Due: Discussion Post 5	2.D.3.g CMHC – C.2.f
14	1. Assessing for Violence, Trauma, Addiction and Mental Health 2. Poster Presentations	Read: PFA Training (or Red Cross) Read: Chapters 11 & 12 Due: 1. Discussion Post 6 2. VA: Cognitive Processing Therapy (CPT) 101 3. VA: PTSD 101: Prolonged Exposure Therapy: Effective Treatment for PTSD	2.D.3.g 2.F.1.m 2.F.1.c 2.F.3.d CMHC – C.2.f
Disaster Mental Health and Psychological First Aid			
15	Disaster Counseling and Response 1. Psychological First Aid 2. Disaster Mental Health	Due: Red Cross Disaster Training or PFA Online	2.D.3.g 2.F.1.m 2.F.1.c CMHC – C.2.f

Module	Topics	Chapter & Assignments (Assignments due by 11:59 p.m. on due date, Please Complete Chapter Readings before class. Online trainings are ongoing)	CACREP Standards Covered (either delete or update)
16	Final Exam	Online Final Exam	2.D.3.g 2.F.1.i 2.F.1.m 2.F.7.c 2.F.1.c 2.F.7.d 2.F.3.d CMHC – C.2.f

COURSE POLICIES

ATTENDANCE POLICY

The class attendance policy is as follows: Each unexcused absence after the first will result in a 50-point deduction from the final grade. If you know ahead of time that you are going to miss class, contact the instructor in advance.

The NAU attendance policy states:

Regular class attendance is a strong predictor of student success.

The student is responsible for regularly attending all courses for which she/he is enrolled. Should an absence from class be unavoidable, the student is responsible for reporting the reason to her/his instructors.

In addition, students are responsible for making up any work they miss. Instructors are under no obligation to make special arrangements for students who have been absent.

Be aware that Fronske/Campus Health Services Center does not provide documentation of student health problems.

RELIGIOUS BELIEFS OR PRACTICES

The Arizona Board of Regents' policy forbids discrimination because of religious beliefs or practices or any absences resulting from them. In addition, students cannot be discriminated against for seeking a religious accommodation pursuant to this policy.

DISABILITY ACCOMMODATIONS

If a qualified student with a disability believes he or she may not be able to abide by the attendance policy for disability-related reasons, the student should contact the Office of Disability Resources prior to the beginning of the semester, or as soon as possible after the need for an exception arises, to discuss the matter of a possible accommodation. To qualify, students must be activated by the Office of Disability Resources.

LATE ASSIGNMENT POLICY

Please submit assignments by the due date. If you are running late with an assignment, please communicate with me about your reasons for being late and provide a date you can turn your assignment in.

SYLLABUS POLICY STATEMENTS

ACADEMIC INTEGRITY

NAU expects every student to firmly adhere to a strong ethical code of academic integrity in all their scholarly pursuits. The primary attributes of academic integrity are honesty, trustworthiness, fairness, and responsibility. As a student, you are expected to submit original work while giving proper credit to other people's ideas or contributions. Acting with academic integrity means completing your assignments independently while truthfully acknowledging all sources of information, or collaboration with others when appropriate. When you submit your work, you are implicitly declaring that the work is your own. Academic integrity is expected not only during formal coursework, but in all your relationships or interactions that are connected to the educational enterprise. All forms of academic deceit such as plagiarism, cheating, collusion, falsification or fabrication of results or records, permitting your work to be submitted by another, or inappropriately recycling your own work from one class to another, constitute academic misconduct that may result in serious disciplinary consequences. All students and faculty members are responsible for reporting suspected instances of academic misconduct. All students are encouraged to complete NAU's online academic integrity workshop available in the E-Learning Center and should review the full *Academic Integrity* policy available at <https://policy.nau.edu/policy/policy.aspx?num=100601>.

COPYRIGHT INFRINGEMENT

All lectures and course materials, including but not limited to exams, quizzes, study outlines, and similar materials are protected by copyright. These materials may not be shared, uploaded, distributed, reproduced, or publicly displayed without the express written permission of NAU. Sharing materials on websites such as Course Hero, Chegg, or related websites is considered copyright infringement subject to United States Copyright Law and a violation of NAU Student Code of Conduct. For additional information on ABOR policies relating to course materials, please refer to [ABOR Policy 6-908 A\(2\)\(5\)](#).

COURSE TIME COMMITMENT

Pursuant to Arizona Board of Regents guidance (ABOR Policy 2-224, *Academic Credit*), each unit of credit requires a minimum of 45 hours of work by students, including but not limited to, class time, preparation, homework, and studying. For example, for a 3-credit course a student should expect to work at least 8.5 hours each week in a 16-week session and a minimum of 33 hours per week for a 3-credit course in a 4-week session.

DISRUPTIVE BEHAVIOR

Membership in NAU's academic community entails a special obligation to maintain class environments that are conducive to learning, whether instruction is taking place in the classroom, a laboratory or clinical setting, during course-related fieldwork, or online. Students have the obligation to engage in the educational process in a manner that does not interfere with normal class activities or violate the rights of others. Instructors have the authority and responsibility to address disruptive behavior that interferes with student learning, which can include the involuntary withdrawal of a student from a course with a grade of "W". For additional information, see NAU's *Disruptive Behavior in an Instructional Setting* policy at <https://nau.edu/university-policy-library/disruptive-behavior>.

NONDISCRIMINATION AND ANTI-HARASSMENT

NAU prohibits discrimination and harassment based on sex, gender, gender identity, race, color, age, national origin, religion, sexual orientation, disability, veteran status and genetic information. Certain consensual amorous or sexual relationships between faculty and students are also prohibited as set forth in the *Consensual Romantic and Sexual Relationships* policy. The Equity and Access Office (EAO) responds to complaints regarding discrimination and harassment that fall under NAU's *Nondiscrimination and Anti-Harassment* policy. EAO also assists with religious accommodations. For additional information about nondiscrimination or anti-harassment or to file a complaint, contact EAO located in Old Main (building 10), Room 113, PO Box 4083, Flagstaff, AZ 86011, or by phone at 928-523-3312 (TTY: 928-523-1006), fax at 928-523-9977, email at equityandaccess@nau.edu, or visit the EAO website at <https://nau.edu/equity-and-access>.

TITLE IX

Title IX of the Education Amendments of 1972, as amended, protects individuals from discrimination based on sex in any educational program or activity operated by recipients of federal financial assistance. In accordance with Title IX, Northern Arizona University prohibits discrimination based on sex or gender in all its programs or activities. Sex discrimination includes

sexual harassment, sexual assault, relationship violence, and stalking. NAU does not discriminate on the basis of sex in the education programs or activities that it operates, including in admission and employment. NAU is committed to providing an environment free from discrimination based on sex or gender and provides a number of supportive measures that assist students, faculty, and staff.

One may direct inquiries concerning the application of Title IX to either or both the Title IX Coordinator or the U.S. Department of Education, Assistant Secretary, Office of Civil Rights. You may contact the Title IX Coordinator in the Office for the Resolution of Sexual Misconduct by phone at 928-523-5434, by fax at 928-523-0640, or by email at titleix@nau.edu. In furtherance of its Title IX obligations, NAU promptly will investigate or equitably resolve all reports of sex or gender-based discrimination, harassment, or sexual misconduct and will eliminate any hostile environment as defined by law. The Office for the Resolution of Sexual Misconduct (ORSM): Title IX Institutional Compliance, Prevention & Response addresses matters that fall under the university's Sexual Misconduct policy. Additional important information and related resources, including how to request immediate help or confidential support following an act of sexual violence, is available at <https://in.nau.edu/title-ix>.

ACCESSIBILITY

Professional disability specialists are available at Disability Resources to facilitate a range of academic support services and accommodations for students with disabilities. If you have a documented disability, you can request assistance by contacting Disability Resources at 928-523-8773 (voice), 928-523-8747 (fax), or dr@nau.edu (e-mail). Once eligibility has been determined, students register with Disability Resources every semester to activate their approved accommodations. Although a student may request an accommodation at any time, it is best to initiate the application process at least four weeks before a student wishes to receive an accommodation. Students may begin the accommodation process by submitting a self-identification form online at <https://nau.edu/disability-resources/student-eligibility-process> or by contacting Disability Resources. The Director of Disability Resources, Jamie Axelrod, serves as NAU's Americans with Disabilities Act Coordinator and Section 504 Compliance Officer. He can be reached at jamie.axelrod@nau.edu.

RESPONSIBLE CONDUCT OF RESEARCH

Students who engage in research at NAU must receive appropriate Responsible Conduct of Research (RCR) training. This instruction is designed to help ensure proper awareness and application of well-established professional norms and ethical principles related to the performance of all scientific research activities. More information regarding RCR training is available at <https://nau.edu/research/compliance/research-integrity>.

MISCONDUCT IN RESEARCH

As noted, NAU expects every student to firmly adhere to a strong code of academic integrity in all their scholarly pursuits. This includes avoiding fabrication, falsification, or plagiarism when conducting research or reporting research results. Engaging in research misconduct may result in serious disciplinary consequences. Students must also report any suspected or actual instances of research misconduct of which they become aware. Allegations of research misconduct should be reported to your instructor or the University's Research Integrity Officer, Dr. David Faguy, who can be reached at david.faguy@nau.edu or 928-523-6117. More information about misconduct in research is available at <https://nau.edu/university-policy-library/misconduct-in-research>.

SENSITIVE COURSE MATERIALS

University education aims to expand student understanding and awareness. Thus, it necessarily involves engagement with a wide range of information, ideas, and creative representations. In their college studies, students can expect to encounter and to critically appraise materials that may differ from and perhaps challenge familiar understandings, ideas, and beliefs. Students are encouraged to discuss these matters with faculty.