

Department of Educational Psychology

We develop educational leaders who create tomorrow's opportunities.

Our mission is to prepare competent and committed professionals who will make positive differences for children, young adults, and others in schools.

Department of Educational Psychology

EPS 669 - 001

Topics in Crisis, Trauma, and Disaster Counseling-CMHC

Semester and Year

Syllabus

Total Units of Course Credit: 3

Course Pre-requisite(s), Co-requisite(s), Co-convened, and/or Cross-Listed Courses: Pre-requisites for this course are EPS 601 and admission to an EPS graduate program for which this course is required.

Mode of Instruction:

Instructor's Name:

Instructor's Contact Information:

Office:

Phone / email:

Instructor's Availability:

Office Hours:

Catalog description: 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.

Goal of the course: 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 suicide screening, evidence-based trauma counseling approaches, and strategies for disaster mental health counseling and psychological first aid.

Course Student Learning Outcomes (CACREP 2016 Standards):

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

| Core Curricular Experiences/SLO | CACREP | Evaluation |
|---|---------|---|
| self-care strategies appropriate to the counselor role | 2.d.1.l | Development and Evaluation of Self-Care Plans |
| effects of crisis, disasters, and trauma on diverse individuals across the lifespan | 2.D.3.g | Discussion Posts, Final Examination |
| suicide prevention models and strategies | 2.F.1.i | Suicide Assessment Project Discussion Posts, Final Examination |
| crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid | 2.F.1.m | Discussion Posts, Final Examination, Completion of PFA Training or Red Cross Training |
| procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide | 2.F.7.c | Discussion Posts, Final Examination |
| counselors' roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams | 2.F.1.c | Discussion Posts, Final Examination |
| procedures for identifying trauma and abuse and for reporting abuse | 2.F.7.d | Discussion Posts, Final Examination |
| theories and etiology of addictions and addictive behaviors | 2.F.3.d | Discussion Posts, Final Examination |
| CMHC Section 5 Area C: | CACREP | Evaluation |

| | | |
|---|--------------|---|
| impact of crisis and trauma on individuals with mental health diagnoses | CMHC – C.2.f | Discussion Posts, Final Examination, In Class Presentation of Crisis and Trauma EBT |
|---|--------------|---|

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 Cognitive Processing Therapy Training Online*
Students will complete the CPT training offered by the Medical University of South Carolina and Review the CPT training manual. Students upload the certificate of completion after completing the course.
- d. *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 BBL.
- b. *Trauma Treatment Presentation*
Students will work in groups of 3 to 4 to present a 15-minute review of an evidence-based trauma psychotherapy topic they have been assigned. For fall 2019, students will provide demonstrations from the CPT modules. Details provided in class and in BBL.

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 (KPI) | 1 | 75 | 75 | 7.5 |
| Discussion Posts | 6 | 50 | 300 | 30 |
| Trauma Treatment Presentation (CPT for Fall 2019) | 1 | 100 | 100 | 10 |
| In Class Suicide Assessment and Safety Planning | 1 | 100 | 150 | 15 |
| CPT Training Online | 1 | 100 | 100 | 10 |
| Red Cross Training / PFA Training Online | 1 | 150 | 150 | 15 |
| C-SSRS Training Online | 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 Blackboard Learn (Bb Learn) at <https://bblearn.nau.edu/webapps/login/> 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/>

Class Outline (Topics may change as a result of course progress):

| Date | 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 |
|--|---|--|--|
| Introduction to Crisis Intervention Models and Theories Crisis Intervention for Non-Lethal Situations | | | |
| 1 8/12/20 | <ol style="list-style-type: none"> 1. Class Expectations, Connections, and Hopes Learning Outcomes, & Syllabus Review 2. Terms, Definitions, and Concepts in Crisis, Disaster, and Trauma Counseling 3. Self-Reflect Using the ProQQL Scale 4. Self-Care Plan Review 5. Mindfulness Practice | Read: Syllabus, Orient Yourself to the BB learn Shell and Learning Modules | 2.d.1.l 2.D.3.g |
| 2 8/19/20 | <ol style="list-style-type: none"> 1. Crisis Approaches and Models 2. Initial Non-Lethal Crisis Counseling Practice in Triads (Moderate – High Mobility) | Read: <i>Fundamental Approaches to Crisis Counseling</i> in BB Learn & CPT Online Training 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 |

| Date | 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 |
|--|--|---|--|
| 3 8/26/20 | <ol style="list-style-type: none"> 1. Review of Models and Approaches 2. Grief and Bereavement Theories 3. Triadic Practice | <p>Read: CS-SSRS Online Training & CPT Online Training</p> <p>Due: Self-Care Plan</p> | <p>2.d.1.l – Key Performance Indicator</p> <p>2.F.1.m</p> |
| Suicide Screening and Safety Planning | | | |
| 4 9/2/20 | <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 | <p>Read: C-SSRS Online Training & CPT Online Training</p> <p>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.</p> <p>Due: C-SSRS Online Training Certificate</p> | <p>2.F.7.c</p> |
| 5 9/9/20 | <ol style="list-style-type: none"> 1. Additional Concepts and Research <ol style="list-style-type: none"> a. Access to Lethal Means b. Mental Health, Co-Occurring Disorders, and Suicide 2. Safety Planning 3. Practice of CS-SSRS, SAFE-T, and Safety Planning | <p>Read: CPT Online Training</p> | <p>2.F.7.c 2.F.3.d CMHC – C.2.f</p> |

Topics in Crisis, Trauma, and Disaster Counseling

| Date | 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 |
|--------------------------|---|--|----------------------------|
| 6 9/16/20 | 1. Practice CS-SRSS and Safety Planning | Due: Suicide Assessment and Safety Planning In Class Activity | 2.F.7.c |
| Trauma Counseling | | | |
| 7 9/23/20 | 1. Record CSRSS Sessions | Read: CPT Online Training 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: CPT Certificate | 2.D.3.g CMHC – C.2.f |
| 8 9/30/20 | 1. The Rediscovery of Trauma – History and Trajectories | Read: Chapters 1 & 2 Due: Discussion Post 1 | 2.D.3.g |
| 9 10/7/20 | 1. EMDR Guest Lecture | Read: Chapters 3 & 4 Due: Discussion Post 2 | 2.D.3.g 2.d.1.l |

Topics in Crisis, Trauma, and Disaster Counseling

| Date | 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 |
|----------------|---|--|--------------------------|
| 10 10/14/20 | 1. Trauma and the Brain 2. Review of Trauma Therapies | Read: Chapters 5 & 6 Porges, S. (2014). The polyvagal theory: Demystifying the link between social behavior and Health. <i>Applied Psychophysiology And Biofeedback</i> , 39(2), 141. Due: Discussion Post 3 Due: Group 1: In Class CPT Demonstration (Introduction and Psychoeducation) | 2.D.3.g CMHC – C.2.f |
| 11 10/21/20 | 1. Attachment and Developmental Trauma 2. Adverse Childhood Events | Read: Chapters 7 & 8 Due: Discussion Post 4 Due: Group 2: In Class CPT Demonstration (The Meaning of the Event) | 2.D.3.g CMHC – C.2.f |
| 12 10/28/20 | 1. Attachment and Developmental Trauma 2. Assessing for ASD and PTSD and Identifying Developmentally Natural Responses | Read: Chapters 9 & 10 Due: Discussion Post 5 Due: Group 3: In Class CPT Demonstration (Identification of Thoughts and Feelings) | 2.D.3.g CMHC – C.2.f |
| 13 11/4/20 | 1. Traumatic Memories 2. Emerging Approaches (Yoga, WRT, Neurofeedback, etc) | Read: Chapters 11 & 12 Due: Discussion Post 6 Due: Group 4: In Class CPT Demonstration (Remembering the Traumatic Event) | 2.D.3.g CMHC – C.2.f |

| Date | 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 |
|---|--|---|---|
| 14 11/11/20 | 1. Community Based Strategies and Intro to Disaster Mental Health 2. Community Violence Data 3. VOCA 4. Assessing for Violence, Trauma, Addiction and Mental Health 5. Self-Care Plan Check In | Read: PFA Training | 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 11/18/20 | Disaster Counseling and Response 1. Psychological First Aid 2. Disaster Mental Health | Due: Red Cross Disaster Training or Psychological First Aid Training Online | 2.D.3.g 2.F.1.m 2.F.1.c CMHC – C.2.f |
| 16 11/25/20 | 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 |

Class Policies:

1. 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.

2. *Late Assignment Policy*

Assignments turned in after their respective deadlines can be accepted with deductions as follows:

- a) Up to 15 minutes late: up to 90% of maximum score
- b) More than 15 minutes to 60 Minutes late: up to 80% of maximum score
- c) More than 1 hour late to 24 hours late: up to 75% of maximum score
- d) Over 24 hours late: up to 70% of maximum score

3. *Cell Phones, Pagers, etc.*

The distraction of hearing cell phones and other electronic devices go off during class is highly disruptive to the learning process. Generally, it is expected that you will not receive calls during class time. If you absolutely must be available to others during class time, be sure that you are using a non-auditory signal for incoming calls. Take a seat close to the door and please answer your call once you have left the room.

COVID-19 REQUIREMENTS AND INFORMATION

Additional information about the University's response to COVID-19 is available from the **Jacks are Back!** web page located at <https://nau.edu/jacks-are-back>.

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>.

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, or veteran status. Due to potentially unethical consequences, 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 is the primary federal law that prohibits discrimination on the basis of sex or gender in educational programs or activities. Sex discrimination for this purpose includes sexual harassment, sexual assault or relationship violence, and stalking (including cyber-stalking). Title IX requires that universities appoint a "Title IX Coordinator" to monitor the institution's compliance with this important civil rights law. NAU's Title IX Coordinator is Elyce C. Morris. The Title IX Coordinator is available to meet with any student to discuss any Title IX issue or concern. You may contact the Title IX Coordinator by phone at 928-523-3515, by fax at 928-523-0640, or by email at elyce.morris@nau.edu. In furtherance of its Title IX obligations, NAU will promptly investigate and equitably resolve all reports of sex or gender-based discrimination, harassment, or sexual misconduct and will eliminate any hostile environment as defined by law. Additional important information about Title IX and related student 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), 928-523-6906 (TTY), 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.

Self-Care Plan and Rubric (For TIC)

Exhibit 2.2-13: Comprehensive Self-Care Plan Worksheet

| Name: | Personal | Professional/Workspace |
|----------------------|----------|------------------------|
| Date: | | |
| Physical | | |
| Psychological/Mental | | |
| Emotional/Relational | | |
| Spiritual | | |

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Source: Burke, 2006. Used with permission.

Readiness Ruler

Importance

How **important** is this change to you right now?

0
1
2
3
4
5
6
7
8
9
10

Not
Somewhat
Very

Produced by the Center for Evidence-Based Practices (CEBP) at Case Western Reserve University with support from the Ohio Departments of Health, Mental Health, and Alcohol & Drug Addiction Services.

Readiness Ruler

Confidence

How **confident** are you about making this change?

0
1
2
3
4
5
6
7
8
9
10

Not
Somewhat
Very

www.**centerforebp**.case.edu

Grading Rubric

1. Identifies Domains for Self-Care

Meets – Identifies Three Domains for Self-Care on the Comprehensive Self-Care Plan Worksheet (CSPW) (For Example: Physical – Personal: Walking Two Times Per Week for 20 minutes)

Needs Improvement – Identifies Less than Three Domains on the SCPW

2. Identifies Motivation for Self-Care Domains

Meets – Identifies Importance and Confidence Factors

Needs Improvement – Does not Identify Importance and Confidence Factors

3. Utilizes SMART Goals for Self-Care

Meets - Plan is specific, measurable, attainable, relevant, and timebound

For example, student will articulate: My Self Care Goal is important because:

_____, and I am confident I can achieve it because: _____.

By the end of the semester, I can reasonably _____ and will notice my progress when

Needs Improvement – Plan lacks 2 or more of the SMART factors