



SCHOOL OF COUNSELING

COUN 640 CRISIS & TRAUMA – PREVENTION AND TREATMENT

Term/Credits

Spring Term 1 / 2023
3 semester hours

Instructor

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Vision: The vision of the School of Counseling is to inspire global training of transformational leaders and social justice advocates who use counseling as an instrument of healing.

Mission: The mission of the Clinical Mental Health Counseling program is to teach and train graduates for community practice as competent, culturally sensitive, ethical, and morally sound professional counselors prepared to provide diagnosis and treatment of mental disorders and to effectively facilitate flourishing and personal transformation. Clinical Mental Health Counseling graduates are prepared to serve in their communities as advocates for social justice, and as service-oriented facilitators of mental health and wellness with a focus on the respect, dignity, and diversity of the person.

NOTE: KEEP A HARD COPY SYLLABUS! Many states require that students submit a copy of each course syllabus in order to document the completed educational content needed for licensure. Each syllabus submitted must be for the same course year in which the course was taken.

I. COURSE DESCRIPTION

COUN 640 Crisis & Trauma — Prevention and Treatment introduces students to the foundations, contextual dimensions, and basic knowledge and skills to function in specialized settings of agency, community, and emergency environments. Emphasis will be placed on providing intervention in clinical, disaster, crisis, and traumatic situations, including emergencies in which triage, intervention, support, referral and advocacy are required. Specialized areas will include counselor self-care, wellness and prevention, suicide de-escalation, crisis incident stress management, psychological first aid, other trauma informed interventions and treatment, and emergency management response teams. Attention is given to the role that spirituality and religion play in helping or hindering persons in crisis. Students will be able to utilize and assess intervention strategies in crisis and trauma situations. (3 credit hrs)

II. COURSE OBJECTIVES

#	Course Objectives	Measures of Outcomes	SOC Program Objectives and CACREP Standards*
1.	Demonstrate an understanding of the nature and etiology, prevention, impact,	Mod#2 Discussion: Compassion Fatigue	SOC: 1, 2, 4, 5

	<p>assessment, and treatment of the spectrum of traumatic stress responses, including those reflected in DSM and ICD.</p>	<p>Mod#3 Discussion: Therapist Reaction to Client Suicide</p> <p>Mod#4 Discussion: Sexual Trauma</p> <p>Mod#4 Assignment: Case Conceptualization</p> <p>Mod#4 Assignment: Treatment and Recovery of Sexual Trauma Survivors</p> <p>Mod#5 Discussion: Domestic Violence</p> <p>Mod#5 Assignment: Safety of the Survivor or Treatment of the Batterer</p> <p>Mod#6 Discussion: Substance Abuse and the CCMMP</p> <p>Mod#6 Assignment: AA and NA</p> <p>Mod#7 Discussion: Working with a Bullied Child</p> <p>Mod#7 Assignment: Case Conceptualization</p> <p>Mod#8 Discussion: Natural Disaster - Where was God</p> <p>Mod#8 Final Exam</p>	<p>CACREP Section 2: F.3.g, I F.5.I F.7.c, d, k</p> <p>Section 5: C.2.d, e, f, g, j C.3.b.</p>
2.	<p>Differentiate between diagnosis and developmentally appropriate reactions during a crisis, disaster, or other trauma causing event.</p>	<p>Mod#5 Discussion: Domestic Violence</p> <p>Mod#8 Discussion: Natural Disaster - Where Was God?</p> <p>Mod#8 Assignment: Green Cross Training</p>	<p>SOC: 1, 2, 4, 5</p> <p>CACREP Section 2: F.3.g, I F.5.I F.7.c, d, k</p> <p>Section 5:</p>

		<p>Mod#8 Assignment: FEMA Trainings</p> <p>Mod#8 Final Exam</p>	<p>C.2.d, e, f, g, j C.3.b.</p>
3.	<p>Assess symptoms and behaviors during crisis, trauma, and disaster for addiction, aggression, and danger to self and/or others, as well as co-occurring mental disorders.</p>	<p>Mod#3 Discussion: Therapist Reaction to Client Suicide</p> <p>Mod#6 Discussion: Substance Abuse and the CCMMP</p> <p>Mod#6 Assignment: AA and NA</p> <p>Mod#8 Assignment: Green Cross Training</p> <p>Mod#8 Assignment: FEMA Trainings</p> <p>Mod#8 Final Exam</p>	<p>SOC: 1, 2, 4, 5</p> <p>CACREP Section 2: F.3.g, l F.5.l F.7.c, d, k</p> <p>Section 5: C.2.d, e, f, g, j C.3.b.</p>
4.	<p>Appraise suicide prevention models and crisis and disaster intervention models for individuals, couples, families, communities, and cultures.</p>	<p>Mod#8 Assignment: Green Cross Training</p> <p>Mod#8 Assignment: FEMA Trainings</p> <p>Mod#8 Final Exam</p>	<p>SOC: 1, 4</p> <p>CACREP Section 2: F.2.a., b, f F.3.g, l; F.5.l, m</p> <p>Section 5: C.2.a C.3.a, b, c, d</p>
5.	<p>Apply appropriate prevention and intervention strategies of crisis and disaster, including Psychological First Aid, across the lifespan.</p>	<p>Mod#1 Discussion: Psychological First Aid and the CCMMP</p> <p>Mod#4 Assignment: Case Conceptualization</p> <p>Mod#4 Assignment: Treatment and Recovery of Sexual Trauma Survivors</p> <p>Mod#5 Assignment: Safety of the Survivor or Treatment of the Batterer</p> <p>Mod#6 Assignment: AA and NA</p>	<p>SOC: 1, 2, 3, 4, 5</p> <p>CACREP Section 2: F.2.a., b, f F.3.g, l F.5.l, m</p> <p>Section 5: C.2.a C.3.a, b, c, d</p>

		<p>Mod#7 Assignment: Case Conceptualization</p> <p>Mod#8 Assignment: Green Cross Training</p> <p>Mod#8 Assignment: FEMA Trainings</p> <p>Mod#8 Final Exam</p>	
6.	Analyze 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.	<p>Mod#8 Assignment: Green Cross Training</p> <p>Mod#8 Assignment: FEMA Trainings</p> <p>Mod#8 Final Exam</p>	<p>SOC: 1</p> <p>CACREP Section 2: F.1.b, c F.2.a, b, f;</p> <p>Section 5: C.2.a, j, k</p>
7.	Analyze the operation of Emergency Management systems within clinical mental health agencies and in the community.	<p>Mod#8 Assignment: Green Cross Training</p> <p>Mod#8 Assignment: FEMA Trainings</p> <p>Mod#8 Final exam</p>	<p>SOC: 1</p> <p>CACREP Section 2: F.1.b, c F.2.a, b, f;</p> <p>Section 5: C.2.a, j, k</p>
8.	Implement an ongoing self-care strategy, synthesizing the nature, symptoms, and strategies for addressing compassion fatigue and secondary traumatic stress.	<p>Mod#2 Discussion: Compassion Fatigue</p> <p>Mod#3 Discussion: Therapist Reaction to Client Suicide</p> <p>Mod#8 Assignment: Green Cross Trainings</p>	<p>SOC: 1</p> <p>CACREP Section 2: F.1.i</p>
9.	Differentiate between maladaptive and developmentally and culturally appropriate responses, including spiritual and religious, to crises, disasters, and other trauma-causing events.	<p>Mod#1 Discussion: Psychological First Aid and the CCMMP</p> <p>Mod#4 Assignment: Case Conceptualization</p> <p>Mod#7 Assignment: Case Conceptualization</p>	<p>SOC: 1, 2, 4, 5</p> <p>CACREP Section 2: F.2.d, g</p>

		Mod#8 Discussion: Natural Disaster - Where Was God? Mod#8 Assignment: Green Cross Trainings	
10.	Provide leadership in the area of trauma treatment through sound and ethical clinical practice, informed by the CCMMP.	Mod#8 Discussion: Natural Disaster - Where Was God? Mod#8 Assignment: Green Cross Trainings Mod#8 Assignment: FEMA Trainings	SOC: 1, 2, 4, 5 CACREP Section 5: C.3.e C.2.j, l
KPI	#9 Demonstrate counseling competence in crisis intervention, trauma informed approaches, and community-based strategies.	80% of students will achieve a Proficient score or above on the COUN 640 Case Conceptualization Presentation Outline rubric for the Case Conceptualization: The Case of Susan assignment [Knowledge]	Section 5.C.2.f. impact of crisis and trauma on individuals with mental health diagnoses

*SOC = School of Counseling Program Objectives, listed below; CACREP = Council for Accreditation of Counseling and Related Educational Programs standards, Section 2, eight common core areas of all entry-level counselor education graduates, and Section 5, entry-level specialty area, Clinical Mental Health Counseling

Program Objectives

Graduates of the DMU School of Counseling Clinical Mental Health Counseling program will be able to:

1. Exhibit a vibrant professional counselor identity with the foundational knowledge and skills of the profession.
2. Enter the client's life narrative with compassion and respect.
3. Develop person-centered, comprehensive case conceptualization for effective treatment planning.
4. Employ basic social and behavioral sciences, a habit of evidential reasoning, and the multiple roles of professional counseling to promote human flourishing.
5. Embody a vision of the flourishing person that inspires them, as professional counselors, and their clients to have courage to trust, hope and love.

III. COURSE TEXTBOOKS AND MATERIALS

A. Required

James, R. K. & Gilliland, B. E. (2017). *Crisis intervention strategies* (8th ed.). Cengage Learning. Boston, MA: Cengage Learning

Required readings will be assigned in each module / week and are listed in the Class Schedule and Assignments and Reference List.

B. Recommended

There are no recommended textbooks for this course.

IV. COURSE REQUIREMENTS

A. Class Attendance and Participation

1. The DMU CMHC program is delivered to students primarily in an online, asynchronous modality; however, portions of this program require synchronous interaction, and additional in-person residency attendance.
2. Attendance in the online classroom is required. Students must post as directed in the online classroom each week. Assignments must be posted on or before due dates.

B. Assigned Readings

1. Readings must be read as assigned on the reading schedule in order for the class to “be on the same page” and to facilitate discussions.
2. Additional readings may be given out in class to be read for the next class.

C. Discussion

1. Participation in weekly asynchronous discussions is required. Discussion activities include crafting a thoughtful and scholarly response to a prompt, including the personal application of the information to the role of the professional counselor, and responding to at least two colleagues’ posting. Each discussion assignment is worth 30 points.
 - i. 12 points Main Idea of Post (Mastery) – Shows superior knowledge and understanding of course material related to the question asked or topic of the discussion. Seamlessly integrates assigned readings and resources related to the topic. Demonstrates a depth of thought or high level of critical thinking.
 - ii. 9 points Personal Application (Mastery) – Initial post demonstrates a superior synthesis and personal reaction or analysis of the topic being discussed. Personal application is reflective and substantive.
 - iii. 6 points Responses to Colleagues’ Posts (Mastery) – Responses show a strong understanding of colleagues’ posts; clear and succinct response. Integrates assigned readings and resources related to the topic into the response. Brings a new dimension to the learning of the community.
 - iv. 3 points Grammar: Coherent Logical (Mastery) – Proper length; no grammar errors (spelling, punctuation, etc.); proper APA citations with no more than 1 error.

D. Green Cross and FEMA Trainings are assigned in Module 1. Students will participate in the Green Cross and FEMA Trainings focused on compassion fatigue and field trauma. Students will complete the training and pass a quiz. Students will submit their certificates of completion to obtain credit. The Green Cross training assignment is worth 200 points and the FEMA trainings are worth 100 points.

E. Case Conceptualizations are assigned in Modules 3 and 6. You will develop a case conceptualization that includes a diagnosis and treatment plan. Each case conceptualization is worth 75 points.

- i. 37.5 points Main Idea (Mastery) - Thorough response to the assigned prompts in the assignment. Goes beyond what is required in some meaningful way (e.g., ideas contribute a new dimension to what is known about the client); Is substantive and scholarly and includes a thorough discussion of the client.
- ii. 30 points Personal Application (Mastery) - Essay demonstrates a superior introspection on the student’s objective, cognitive, and personal response to the scenario; Personal application is substantive.
- iii. 7.5 points Grammar (Mastery) - Proper length; no grammar errors (spelling, punctuation, etc.); proper APA citations with no more than 1 error.

F. Reaction Paper Assignments are assigned in Module 4, Module 5, and in Module 6. In Module 4, students react to visiting a local program or practitioner specializing in treatment and recovery of sexual trauma survivors. In Module 5, students react to visiting a group or program specializing in safety of survivors or treatment of batterers. Finally, in Module 6 students react to attending an open AA (Alcoholics Anonymous) or NA (Narcotics Anonymous) meeting. Each reflection essay is worth 70 points.

- i. 35 points Main Idea (Mastery) - Provides a thoughtful and thorough reflection addressing all of the questions presented in the assignment. Clearly ties the reflection to the concepts presented in the course. Reflection demonstrates deep thinking on the topic.
- ii. 28 points Personal Application (Mastery) - Reflective essay demonstrates a superior introspection and competence in applying the concepts to the personal self and the personhood of the counselor. Personal application illustrates a high level of critical reflection and is substantive in content.
- iii. 7 points Grammar (Mastery) - Proper length; no grammar errors (spelling, punctuation, etc.); proper APA citations with no more than 1 error.

G. Final Exam: The comprehensive final exam is presented in Module 8. The exam will cover concepts introduced throughout the course, with a focus on topics presented in the course textbook. The exam will be open-book and worth 100 points.

V. GRADING

The following scale is used by the School of Counseling as the established criteria for grading assignments.

Final course grade for passing is 86%, B.

A	A-	B+	B	B-	C+	C
940 to 1000	920 to 939	900 to 919	860 to 899	840 to 859	820 to 839	780 to 819

C-	D+	D	D-	F	W	I
760 to 779	740 to 759	700 to 739	680 to 699	0 to 679	Withdrawal	Incomplete

Requirement	Items	Item Points	Total Points	Hours
Assigned Readings				48.12
1	James & Gilliland			34.80
2	Other Readings (see Class Schedule)	18		6.04
3	Viewing course media	15		7.28
Written Assignments			1000	104.33
1	Discussions	8	30	33.33
2	Green Cross and FEMA Training	1	200 / 100	50.00
3	Case Conceptualizations	2	75	6.00
3	Reaction Papers	3	70	12.00
4	Final Exam	1	100	3.00
Totals			1000	152.45

VI. SCHOOL OF COUNSELING POLICIES (Please review your Program Handbook for all policies. These are only listed to highlight key policies for this course)

METHODS OF INSTRUCTION

The SOC CMHC program curriculum is delivered mostly online with both asynchronous and synchronous components. The following methods of instruction may be employed:

- Synchronous Instruction: students and faculty will engage in “real-time” using a variety of technology such as chat rooms, web-based conferencing, telephone and during in-person residencies.
- Asynchronous Instruction: student-centered, student-managed facilitation of exchanging information and instructional materials outside of the constraints of “real-time” meetings between students and faculty.
- Reading assignments
- Lecture
- Academic Class Discussion
- Video/Audio Material: students are required to review video material as assigned.
- Demonstration of Skills

METHODS OF INSTRUCTION

- Role Play
- Written Assignments/Papers
- Research Activities
- Quizzes, examinations, and assessment of student learning
- Learning Activities: students are required to engage in critical thinking activities.
- Group Work
- Presentations
- Residencies: Residencies are embedded in three courses across the program.
- Interactive Multimedia
- Clinical Placement in Practicum and Internship courses only.

ACADEMIC INTEGRITY

“Integrity” is a character quality of holding ourselves to strong moral principles and simply maintaining honesty. Academic integrity is synonymous with academic honesty. Academic honesty is expected of all students at DMU in all papers, examinations, transcripts, record keeping, and documentation of clinical experience. Possible sanctions for academic dishonesty include, but are not limited to: grade penalties including course failure, loss of registration privileges, disqualification and dismissal from the institution.

Academic integrity entails a respect and reverence for knowledge as a human good and for the whole academic process, by which that knowledge is pursued and transmitted. Specifically, it entails honesty in all of one’s academic dealings. Students at DMU therefore, shall not engage in or tolerate acts of academic dishonesty. These acts include, but are not limited to, cheating, plagiarism, collusion, falsifying academic records, and any act or attempt to commit an act designed to give unfair academic advantage to the student (such as, but not limited to, submission of essentially the same written assignment for two courses without the prior permission of the instructor, providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment).

LATE ASSIGNMENT ACCEPTANCE POLICY

In an effort to develop high professional standards, no late work **without deductions** will be accepted unless prior arrangements have been made with the instructor. All requests and approvals for extensions must be documented via email at least one week prior to the due date for the work. Outside of this, no late work will be accepted **without deductions** unless the circumstances are dire and unusual.

If you miss an online course meeting or session of a residency, you must notify the instructor as soon as possible and you are responsible for finding out from the course schedule/syllabus, or a classmate what material was covered and what homework was assigned. You cannot submit assignments late because you missed the online course meeting or session of a residency when the assignment was given or when the assignment was due.

LATE ASSIGNMENT ACCEPTANCE POLICY

Online assigned work is due at 11:59 pm Eastern USA Time or at the beginning of the session of a residency on the date due. Primary discussion posts are due Saturdays at 3:00 pm Eastern USA Time.

- Assignments: (quiz, vignette, recordings, papers, etc.): No make-ups, no late work accepted **without deductions** unless pre-arranged as noted above.
- Exams: Make-ups only when scheduled/approved in advance.
- Discussion posts: If primary discussion posts (due on Saturdays at 3:00 pm Eastern USA Time) are submitted after the due date, they will receive the 10% per day late deduction for up to four days. No discussion responses will be graded after their due date (Monday, 11:59 pm Eastern USA Time).

Please see the M.S in Counseling Clinical Mental Health Counseling Program Student Program Handbook for more details.

STUDENTS WITH SPECIAL NEEDS

If you are a student who has or thinks you may have special needs, you are encouraged to contact the Disability Support Services, located in the Enrollment Services Office (DSS@divinemersey.edu, ext. 114), regarding accommodations. This office welcomes the opportunity to talk with students about their individual situation so students can make an informed decision about whether or not to seek accommodations. In compliance with the Americans with Disabilities Act (ADA) the University is committed to providing reasonable accommodation to any student who has a disability. Any student who has a documented disability must provide supporting documentation to the Disability Support Services at the beginning of the first semester. Once documentation is complete, the student should inform the instructor directly during the first week of classes about accommodations made for each class.

SYLLABUS CHANGE POLICY

This syllabus is a guide for the course and is subject to change with advanced notice.

VII. CLASS SCHEDULE AND ASSIGNMENTS

James, R. K. & Gilliland, B. E. (2017). *Crisis intervention strategies* (8th ed.). Cengage Learning. Boston, MA: Cengage Learning

Module Week	Topic	Author	Reading	Graded Assignments
1	Healing When Crisis Occurs:	SOC	Syllabus	Discussion: Psychological First Aid

Module Week	Topic	Author	Reading	Graded Assignments
	An Overview of Psychological First Aid and PTSD	<p>James & Gilliland (2017).</p> <p>Divine Mercy University. (2018).</p> <p>Keyes, B. (2018).</p> <p>Institute for the Psychological Sciences (Producer). (2014).</p>	<p><i>Crisis intervention strategies (8th ed.)</i>.</p> <ul style="list-style-type: none"> • Chapter 1, “Approaching Crisis Intervention” (pp. 3-26) • Chapter 2, “Culturally Effective Helping in Crisis” (pp. 27-47) • Chapter 3, “The Intervention and Assessment Models” (pp. 48-72) • Chapter 4, “Crisis Case Handling” (pp. 73-95) • Chapter 5, “Telephone and Online Crisis Handling” (pp. 96-115) <p>Green Cross and FEMA Training Course Descriptions.</p> <p><i>Welcome to the course</i> (video)</p> <p><i>Overcoming obstacles.</i> (video)</p>	<p>and the CCMMP</p> <p>Assignment: Green Cross and FFEMA Trainings</p>

Module Week	Topic	Author	Reading	Graded Assignments
2	Healing of Survivors of Trauma and Those Who Assist and Help: PTSD and Compassion Fatigue	James & Gilliland (2017). Gift from Within (Producer). (2005). Gift from Within (Producer). (2004).	<i>Crisis intervention strategies (8th ed.)</i> . <ul style="list-style-type: none"> Chapter 7, “Post Traumatic Stress Disorder” (pp. 145-202) Chapter 16, “Human Services Workers in Crisis: Burnout, Vicarious Traumatization, and Compassion Fatigue” (pp. 546-576) <i>Explaining PTSD is part of treating PTSD: Lessons for mental health professionals.</i> [Video]. <i>Living with PTSD: Lessons for partners, friends, and supporters.</i> [Video].	Discussion: Compassion Fatigue Looking Ahead: Site Visits and Reaction Essays

Module Week	Topic	Author	Reading	Graded Assignments
3	Healing in Times of Extreme Pain: Dealing with Grief, Loss, and Suicide	James & Gilliland (2017). Kinsler, P. (1995).	<i>Crisis intervention strategies (8th ed.)</i> . <ul style="list-style-type: none"> Chapter 8, “Crisis of Lethality” (pp. 203-239) Chapter 12, “Personal Loss: Bereavement and Grief” (pp. 373-427) A story for Marcie.	Discussion: Therapist Reaction to Client Suicide Looking Ahead: Case Conceptualization: The Case of Alana Looking Ahead: Treating Sexual Trauma Survivors

Module Week	Topic	Author	Reading	Graded Assignments
		Keyes, B. (2018). Divine Mercy University. (2018). Grief Watch (2014). Delaney, Susan. (2016, December).	The case of Alana. Case Conceptualization Presentation Outline <i>Tear soup – A recipe for healing after loss</i> (video) <i>Grief, it's complicated . . . 10% of the time.</i> [Video]	

Module Week	Topic	Author	Reading	Graded Assignments
4	Healing the Loss of Innocence, Safety, and Trust: Sexual Assault and Human Trafficking	James & Gilliland (2017). Barrows, J. & Finger, R. (2008). Oakes, K. (2017).	<i>Crisis intervention strategies (8th ed.)</i> . • Chapter 9, “Sexual Assault” (pp. 203-239) Human trafficking and the healthcare professional. <i>Southern Medical Journal</i> . 101(5), 521-524. Sex abuse happens across denominations. Here’s how one Protestant minister is helping people heal. <i>America, The Jesuit Review</i> . Retrieved from https://www.americamagazine.org/faith/2017/09/20/sex-abuse-happens-across-denominations-heres-	Discussion: Sexual Trauma Assignment: Case Conceptualization: The Case of Alana Reaction Essay: Treating Sexual Trauma Survivors

Module Week	Topic	Author	Reading	Graded Assignments
		<p>Spröber, N., Schneider, T., Rassenhofer, M., Seitz, A., Liebhardt, H., König, L., & Fegert, J. M. (2014).</p> <p>Wilson, B. (n.d.).</p> <p>Keyes, B. (2018).</p> <p>Missionary Kids Safety Net.org. (n.d.).</p>	<p>how-one-protestant-minister-helping</p> <p>Child sexual abuse in religiously affiliated and secular institutions: a retrospective descriptive analysis of data provided by victims in a government-sponsored reappraisal program in Germany. <i>BMC Public Health, 14</i>(1), 282 (pp. 1-12).</p> <p>Sex Trafficking Curriculum</p> <p>The case of Alana</p> <p>Missionary Kids Safety Net: Hope, Healing, Encouragement, Advocacy. Retrieved from http://mksafetynet.org/</p>	

Module Week	Topic	Author	Reading	Graded Assignments
5	Healing the Violent Home: Intimate Partner and Domestic Violence	<p>James & Gilliland (2017).</p> <p>Clawson, H. & Grace, L. (2010).</p>	<p><i>Crisis intervention strategies (8th ed.)</i>.</p> <ul style="list-style-type: none"> Chapter 10, “Partner Violence” (pp. 286-330) <p>Finding a path to recovery: Residential</p>	<p>Discussions: Domestic Violence</p> <p>Reaction Paper: Safety of the Survivor or Treatment of the Batterer</p>

Module Week	Topic	Author	Reading	Graded Assignments
		Domestic Abuse Intervention Programs. (2017).	facilities for minor victims of domestic sex trafficking. <i>U. S. Department of Health and Human Services, Office of the Assistant Secretary for Planning and Evaluation.</i> (pp. 1-10) Training. Retrieved from https://www.theduluthmodel.or/training/	Looking Ahead: Trauma and Addiction: AA or NA
	National Training Project Domestic Abuse Intervention Project (Producer). (2007).	Domestic Violence handouts <i>Profile of an assailant.</i> [Video]		
	Intermedia (Producer). (1992).	<i>The Savage Man.</i> [Video]		

Module Week	Topic	Author	Reading	Graded Assignments
6	Healing a Cause and an Effect of Trauma: The Crisis of Addiction and Substance Abuse	James & Gilliland (2017). Dunnington, K. (2011).	<i>Crisis intervention strategies (8th ed.)</i> . <ul style="list-style-type: none"> Chapter 11, “Family Crisis Intervention” (pp. 331-372) <i>Addiction and virtue: Beyond the models of disease and choice.</i>	Discussion: Positions on Substance Abuse and the CCMMP Reaction Essay: Trauma and Addiction: AA or NA

Module Week	Topic	Author	Reading	Graded Assignments
		<p>Keyes, B. (2018). Divine Mercy University. (2018).</p> <p>Hazelden (Producer). (1991).</p> <p>Psychotherapy.net (Producer). (2007).</p> <p>Keyes, B. (2018).</p>	<p>Westmont, IL: Intravarsity Press. Chapter 5, “Addiction and Modernity—The Addict as Unwitting Prophet” (pp. 99-123)</p> <p>The case of Susan.</p> <p>Case Conceptualization Presentation Outline</p> <p>Substance Abuse handouts</p> <p><i>Inside the addictive personality with Craig Nakken.</i> [Video].</p> <p><i>Integrating therapy with 12-step programs with Joanne Ellen Zweben, PhD and hosts Jon Carlson, PsyD, EdD and Judy Lewis, PhD.</i> [Video].</p> <p><i>Trauma Informed Treatment and Dual Diagnosis</i> [Video]</p>	<p>Looking Ahead: Case Conceptualization: The Case of Susan</p>

Module Week	Topic	Author	Reading	Graded Assignments
7	Healing the Most Vulnerable: Trauma in Schools and Institutions	James & Gilliland (2017).	<p><i>Crisis intervention strategies (8th ed.).</i></p> <ul style="list-style-type: none"> • Chapter 13, “Crises in Schools” (pp. 429-480) • Chapter 14, “Violent Behavior 	<p>Discussion: Working with a Bullied Child</p>

Module Week	Topic	Author	Reading	Graded Assignments
		Keyes, B. (2018). The Milton H. Erickson Foundation. (Producer). (2013). Intermedia (Producer).	in Institutions” (pp. 483-517 The case of Susan. <i>Trauma, spirituality and recovery</i> [Video]. <i>Love’s not supposed to hurt: Dating violence.</i> [Video].	Assignment: Case Conceptualization: The Case of Susan Looking Ahead: Green Cross and FEMA Training Courses Looking Head: Final Exam

Module Week	Topic	Author	Reading	Graded Assignments
8	Healing Other Trauma Events: Natural Disasters, Hostage Situations, and Spiritual Trauma	James & Gilliland (2017). Cashwell, C. S., Bentley, D. P., and Yarborough, P. (2007).	<i>Crisis intervention strategies (8th ed.)</i> . <ul style="list-style-type: none"> Chapter 6, “Telephone and Online Crisis Counseling” (pp. 116-142) Chapter 15, “Legal and Ethical Issues on Crisis of Trauma” (pp. 518-545) Chapter 17, “Disaster Response” (pp. 579-636) The only way out is through: The peril of spiritual bypass. <i>Counseling and Values</i> 51, 139-148.	Discussion: Natural Disaster – Where was God? Assignment: Green Cross and FEMA Trainings Final Exam

Module Week	Topic	Author	Reading	Graded Assignments
		Keyes, B.B. (2011).	Healing emotional affective responses to trauma (HEART): A Christian model of working with trauma and human trafficking. In, Aten, J., & Walker, D. <i>Treating Trauma in Christian Counseling and Psychotherapy</i> . Downers Grove, IL: InterVarsity Press. (IVP)	
		Litz, B., Maguen, S. (2012).	<i>Moral injuries in veterans of war. PTSD Research Quarterly</i> 23(1), 1-6.	
		The National Association for Christian Recovery. (2018).	<i>Spiritual abuse</i> . Retrieved from http://www.nacr.org/abusecenter/spiritual-abuse	
		Hazelden (Producer). (1989).	<i>The spirituality tape</i> . [Video].	
		Divine Mercy University (Producer). (2016).	<i>Understanding the person in front of you: Scenario 6: A person suffering from trauma</i> . [Video].	

VIII. REFERENCE LIST

Required Reading:

James, R. K. & Gilliland, B. E. (2017). *Crisis intervention strategies* (8th ed.). Cengage Learning. Boston, MA: Cengage Learning.

- Barrows, J. & Finger, R. (2008). Human trafficking and the healthcare professional. *Southern Medical Journal*. 101(5), 521-524.
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Domestic Violence handouts
Substance Abuse Handout Packet

Required Media

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