EPS 669: Crisis, Trauma, and Disaster Counseling

Semester/Year (dates or format)

Instructor Information
Instructor:
Office:
Phone / eMail:
Office Hours:

General Course Information
Course Format: (e.g., In-Person: On Site Only or Hybrid)
Days/Times: (e.g., Wednesdays 1:05 p.m. – 3:35 p.m.)

Note: for Hybrid, show both In-person and Online Schedules and any special dates, e.g., Red Cross weekend meetings.

Credit Hours: 3

Course Prerequisites
Pre-requisites for this course are EPS 601 and admission to an EPS graduate program for which this course is required.

Course Description
This course is an introduction to the research and practice of crisis counseling, trauma counseling and disaster mental health. Issues related to the assessment, diagnosis and treatment of clients affected by crises, trauma and disasters will be thoroughly addressed.

Student Learning Expectations / Outcome for this Course
Students will become knowledgeable about:

1. counselors’ roles and responsibilities as members of an interdisciplinary emergency management response team during a local, regional, or national crisis, disaster or other trauma-causing event; (CACREP II G1c, CMHC A10)

Note: While it is the intention of this syllabus to capture necessary aspects of this course, I reserve the right to amend and/or add necessary information as we progress through the semester.
2. effects of crises, disasters, and other trauma-causing events on persons of all ages; (CACREP II G3c)
3. crisis intervention and suicide prevention models, including the use of psychological first aid strategies; (CACREP II G5g)
4. the impact of crises, disasters, and other trauma-causing events on people; (CACREP II CMHC A9)
5. the principles of crisis intervention for people during crises, disasters, and other trauma-causing events; (CACREP II CMHC C6)
6. appropriate use of diagnosis during a crisis, disaster, or other trauma-causing event; (CACREP II CMHC K5)
7. differentiating between diagnosis and developmentally appropriate reactions during crises, disasters, and other trauma-causing events; (CACREP II CMHC L3)
8. the ways that assessment, diagnoses and treatment may be influenced by crises, traumas and disasters;
9. principles and research related to resilience and risk factors in learning and mental health, services in schools and communities to support multi-tiered prevention, and evidence-based strategies for effective crisis response; (NASP 2010, Prevention & Responsive Services, 2.6.1) (for School Psychology students only)
10. in collaboration with others, demonstrate skills to promote services that enhance learning, mental health, safety, and physical well-being through protective and adaptive factors and to implement effective crisis preparation, response, and recovery. (NASP 2010, Prevention & Responsive Services, 2.6.2) (for School Psychology students only)

Course Structure / Format / Approach

The course will be conducted as a hybrid, with primarily online components.

Textbook and Required Materials

- Access to Blackboard Learn (Bb Learn) at https://bblearn.nau.edu/webapps/login/
  - There are some videotaped interviews online in Bb Learn. e-Learning recommends that students use the latest version of the Adobe Flash player installed on their computer. They should already have it, but if they don't, it's free and can be downloaded at:
  - Tech support for accessing anything in e-Learning is available at:
    - (866) 802-5256 and at elc-help@nau.edu
Assessment of Student Learning Outcomes

Due Dates and Points are described in the Points-Tracking System shown near the end of this syllabus.

Participation

Participation includes active work as a discussant and role-player in class, as well as roles as discussants online. Students are also expected to discuss chapter and handout readings as assigned by instructor. Participation also includes an 8-hour Red Cross Disaster mental health training, as well as an online component.

Quizzes

1. Online quizzes are due Sunday at midnight for most weeks (see schedule for details).
2. Quizzes will entail multiple choice and short answer questions from the chapter assigned that week. Read the directions carefully, as quizzes may also cover additional readings due that week.
3. Quizzes will be timed. You will have a set amount of time to complete the quiz online. You may consider the quizzes “open-book,” however; it will make sense to know the chapter content thoroughly before each quiz.

Projects

1. Crisis Project: Lethality Assessments
   - Each student will complete 2 in-class lethality assessments during Week 6. Details about the assessments provided well in advance of the project.
2. Trauma Project
   - Students will work in pairs to complete an evidence-based trauma-treatment presentation. This project will involve Assessment, Diagnosis and Treatment components, and will culminate in presentations during Week 14. The research and presentation will involve a population from each students’ respective major (i.e., Student Affairs students will complete a project involving trauma related to a college-aged population; Clinical Mental Health Counseling students’ projects will involve a mental health population & setting, and; School Psychology students’ projects will involve a K-12 population and setting. Project details will be discussed in class, and will be provided during our 2nd in-person class meeting in Week 6.
3. Disaster Mental Health Project
   - Students will complete the Red Cross Disaster Mental Health Volunteer training for their disaster mental health project. This project involves a brief online component, as well as attending and passing all required aspects of the training. Training dates and times are shown on page 1 of this syllabus.
Writing Assignments

1. There are multiple writing assignments designed to tap into content from chapter readings, DVD scenarios, and additional reading assignments. These assignments will involve:

   a. Reflection papers posted in Dropboxes in Bb Learn.
   b. Discussions posted in Discussion boxes in Bb Learn, as well as discussion “replies” to other students’ work.

Crisis, Trauma, and Disaster Resource Portfolio

1. Obtain a 3” binder & label it Crisis, Trauma and Disaster Resource Portfolio.

2. After each week’s readings & assignments, add whatever you deem relevant to your portfolio binder. Make the binder yours, and emphasize practical applications. Our goal for you is to walk away from this course with a very useful and pragmatic set of tips and ideas for handling crises, trauma and disasters. Usually a mind-map or outline or collection of main ideas, all on one page or so, will suffice for this assignment. Examples of mindmaps are available by typing in “mindmaps” at http://images.google.com. The instructor will briefly evaluate these portfolios during in-class meetings (Weeks 6 and 14), and will formally evaluate the portfolio after the final class meeting. Details about the portfolio will be discussed during the first class meeting. The scoring rubric for the portfolio will be shared early on in the course.

Grading System

Overview of Assignments and Due Dates with Points System:

<table>
<thead>
<tr>
<th>Class</th>
<th>Theme</th>
<th>Wk#</th>
<th>Due Date</th>
<th>Assignments</th>
<th>Points available</th>
<th>My Points earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>In-Person</td>
<td>Crisis</td>
<td>1</td>
<td>[insert date] @ midnight</td>
<td>Quiz, Chapter 1 Reflection Paper about online Video: Tori Bourguignon on Crisis Counseling</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>In-Person</td>
<td>Crisis</td>
<td>1</td>
<td>[insert date] @ midnight</td>
<td>Quiz, Chapter 2 Online Discussion following DVD Scenario: Multicultural Crisis</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Online</td>
<td>Crisis</td>
<td>2</td>
<td>[insert date] @ midnight</td>
<td>Case study: Crisis assmt &amp; intervention Online Discussion following DVD Scenario: Pregnant Woman</td>
<td>40</td>
<td></td>
</tr>
<tr>
<td>Online</td>
<td>Crisis</td>
<td>2</td>
<td>[insert date] @ midnight</td>
<td>Quiz, Chapter 3 Quiz, Chapter 4 Online Discussion following DVD Scenario: Pregnant Woman</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Online</td>
<td>Crisis</td>
<td>3</td>
<td>[insert date] @ midnight</td>
<td>Quiz, Chapter 3 Quiz, Chapter 4 Online Discussion following DVD Scenario: Pregnant Woman</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Online</td>
<td>Crisis</td>
<td>3</td>
<td>[insert date] @ midnight</td>
<td>Case study: Crisis assmt &amp; intervention Online Discussion following DVD Scenario: Pregnant Woman</td>
<td>40</td>
<td></td>
</tr>
<tr>
<td>Class</td>
<td>Theme</td>
<td>Wk#</td>
<td>Due Date</td>
<td>Assignments</td>
<td>Points available</td>
<td>My Points earned</td>
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<tr>
<td>Online</td>
<td>Crisis</td>
<td>4</td>
<td>[insert date] @ midnight</td>
<td>Quiz Chapter 5</td>
<td>20</td>
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<tr>
<td>Online</td>
<td>Crisis</td>
<td>4</td>
<td>[insert date] @ midnight</td>
<td>Quiz Chapter 6</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Online</td>
<td>Crisis</td>
<td>4</td>
<td>[insert date] @ midnight</td>
<td>Article Critique</td>
<td>40</td>
<td></td>
</tr>
<tr>
<td>Online</td>
<td>Crisis</td>
<td>4</td>
<td>[insert date] @ midnight</td>
<td>Post Discussion on DVD #6</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Online</td>
<td>Crisis</td>
<td>4</td>
<td>[insert date] @ midnight</td>
<td>Reply to Discussion</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Online</td>
<td>Crisis</td>
<td>5</td>
<td>[insert date] @ midnight</td>
<td>Quiz, Chapter 8</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Online</td>
<td>Crisis</td>
<td>5</td>
<td>[insert date] @ midnight</td>
<td>Suicide/Homic. Rubric/Checklist</td>
<td>40</td>
<td></td>
</tr>
<tr>
<td>In-Person</td>
<td>Crisis</td>
<td>6</td>
<td>[insert date] @ midnight</td>
<td>Reflection Paper about Lethality</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>In-Person</td>
<td>Crisis</td>
<td>6</td>
<td>Done In-Class</td>
<td>Risk Assessments in Class</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>In-Person</td>
<td>Crisis</td>
<td>6</td>
<td>Done In-Class</td>
<td>Resource Portolio Checked</td>
<td>40</td>
<td></td>
</tr>
<tr>
<td>Online</td>
<td>Crisis</td>
<td>7</td>
<td>[insert date] @ midnight</td>
<td>Article Critique (Crises in schools, including integration of 2 DVD scenarios)</td>
<td>40</td>
<td></td>
</tr>
<tr>
<td>Online</td>
<td>Trauma</td>
<td>8</td>
<td>[insert date] @ midnight</td>
<td>School Psychology: Case study, OR CMCH/SA: Interview analysis of PTSD with Veterans</td>
<td>40</td>
<td></td>
</tr>
<tr>
<td>Online</td>
<td>Trauma</td>
<td>8</td>
<td>[insert date] @ midnight</td>
<td>Quiz, Chapter 7</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Online</td>
<td>Trauma</td>
<td>9</td>
<td>[insert date] @ midnight</td>
<td>Quiz, Chapter 12</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Online</td>
<td>Trauma</td>
<td>9</td>
<td>[insert date] @ midnight</td>
<td>Grief Session Transcript</td>
<td>40</td>
<td></td>
</tr>
<tr>
<td>Online</td>
<td>Trauma</td>
<td>10</td>
<td>[insert date] @ midnight</td>
<td>Quiz, Chapter 9</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Online</td>
<td>Trauma</td>
<td>10</td>
<td>[insert date] @ midnight</td>
<td>Discussion about Rape &amp; Sexual Assault DVD's</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Online</td>
<td>Trauma</td>
<td>11</td>
<td>[insert date] @ midnight</td>
<td>Quiz, Chapter 10</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Online</td>
<td>Trauma</td>
<td>11</td>
<td>[insert date] @ midnight</td>
<td>Discussion: Partner Violence</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Online</td>
<td>Trauma</td>
<td>11</td>
<td>[insert date] @ midnight</td>
<td>Reply to 1 peer's discussion</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>In-Person</td>
<td>Disaster</td>
<td>12</td>
<td>Attend Red Cross training on either [insert date] in Flag, or [insert date] in Phx</td>
<td>Earn DMH Certificate</td>
<td>150</td>
<td></td>
</tr>
<tr>
<td>In-Person</td>
<td>Trauma</td>
<td>13</td>
<td>[insert date] @ midnight</td>
<td>Quiz, Chapter 11</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>In-Person</td>
<td>Trauma</td>
<td>13</td>
<td>Due in Class</td>
<td>Trauma Treatment Presentations</td>
<td>150</td>
<td></td>
</tr>
<tr>
<td>Online</td>
<td>Disaster</td>
<td>14</td>
<td>[insert date] @ midnight</td>
<td>Quiz, Chapter 14</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Online</td>
<td>Disaster</td>
<td>14</td>
<td>[insert date] @ midnight</td>
<td>Quiz, Chapter 17</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Online</td>
<td>Disaster</td>
<td>14</td>
<td>[insert date] @ midnight</td>
<td>Reflection paper about Violent Behavior</td>
<td>50</td>
<td></td>
</tr>
<tr>
<td>Online</td>
<td>Disaster</td>
<td>15</td>
<td>[insert date] @ midnight</td>
<td>Quiz, Chapter 16</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Online</td>
<td>Disaster</td>
<td>15</td>
<td>[insert date] @ midnight</td>
<td>Discussion: Tornado Survivors</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Online</td>
<td>Disaster</td>
<td>15</td>
<td>[insert date] @ midnight</td>
<td>Self-Care Paper</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>In-Person</td>
<td>Disaster</td>
<td>16</td>
<td>Due in class</td>
<td>Participate in Discussion</td>
<td>50</td>
<td></td>
</tr>
</tbody>
</table>

**TOTAL POINTS** 1500
Points System (Grade Ranges)

A = 1,350-1,200 points  D = 900-1,049 points
B = 1,200-1,349 points  F = < 900 points
C = 1,050-1,190 points
Course Outline / Schedule

Schedule of Assignments/Activities – Week-by-Week

(Please Note: the Instructor may need to make minor adjustments to the schedule, and if so, students will be notified in advance via Announcements in Bb Learn).

<table>
<thead>
<tr>
<th>Module A: Crisis Counseling</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1 [insert date]</td>
</tr>
<tr>
<td>• In-person meeting:</td>
</tr>
<tr>
<td>o [insert date] for Flagstaff students</td>
</tr>
<tr>
<td>o [insert date] for Phx students</td>
</tr>
<tr>
<td>• Module A: Crisis Counseling</td>
</tr>
<tr>
<td>o This week’s focus:</td>
</tr>
<tr>
<td>▪ Differentiating Crisis, Trauma or Disaster</td>
</tr>
<tr>
<td>▪ Intro of Crisis Counseling</td>
</tr>
<tr>
<td>• Course Objectives addressed: CACREP G3c, CMHC A9, A10, C6</td>
</tr>
<tr>
<td>• In-Class Activities:</td>
</tr>
<tr>
<td>o Overview of Course</td>
</tr>
<tr>
<td>o Instructor Experience</td>
</tr>
<tr>
<td>o Define Crisis, Trauma &amp; Disaster</td>
</tr>
<tr>
<td>o Discussion: Tie in CTD to student Personal/Professional goals</td>
</tr>
<tr>
<td>o Review Syllabus</td>
</tr>
<tr>
<td>▪ Schedule trauma presentations</td>
</tr>
<tr>
<td>▪ Discuss Red Cross trainings</td>
</tr>
<tr>
<td>▪ Discuss Resource Portfolios, mindmaps, etc.</td>
</tr>
<tr>
<td>o History &amp; Definitions and of Crisis Counseling</td>
</tr>
<tr>
<td>o In-Class experience: Differentiating types of crises using several examples, and Crisis taxonomy</td>
</tr>
<tr>
<td>• Assignments Due at midnight, [insert date]</td>
</tr>
<tr>
<td>o Read Chapter 1 of James’ text</td>
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<tr>
<td>o Complete online quiz, Chapter 1 only</td>
</tr>
<tr>
<td>o Watch Crisis Counselor Tori Bourguignon’s Interview online in Bb Learn</td>
</tr>
<tr>
<td>▪ Write 3-5 page reflection paper addressing:</td>
</tr>
<tr>
<td>• Tori’s Main Ideas</td>
</tr>
<tr>
<td>• Ideas Tori addressed that were reflected in Chapter 1</td>
</tr>
<tr>
<td>• Your personal/professional responses/reflections, including how you would feel doing work similar to what Tori has described.</td>
</tr>
<tr>
<td>• Post paper in Dropbox in Bb Learn</td>
</tr>
<tr>
<td>o Watch James’ DVD: Introduction segment: Nothing due in writing</td>
</tr>
<tr>
<td>o Obtain a 3” binder &amp; label it Crisis, Trauma &amp; Disaster Resource Portfolio. See Syllabus for more details</td>
</tr>
</tbody>
</table>
Week 2 [insert date]

- Online week, no in-class meeting
- Module A: Crisis Counseling
  - This week’s focus: Culturally effective helping
- Course Objectives addressed: CACREP G1c, G3c, CMHC A9, C6, L3
- Assignments Due [insert date] @ midnight
  - Read Chapter 2 of James’ text
  - Complete online quiz, Chapter 2
  - Watch James’ DVD
    - Watch DVD Scenario #1, Multicultural Crisis
      - Write 1-2 page reflection addressing:
        - Main Ideas of Scenario #1
        - Ideas that were reflected in Chapter 2 (Culturally Effective Helping)
        - Personal/Professional Reflection (how did the scenario affect you?)
  - Post in Discussion 1
  - Reply to at least 2 other person’s Discussion in your section
  - Add what you deem relevant from this week’s readings & assignments to your Resource Portfolio

Week 3 [insert date]

- Online week, no in-class meeting
- Module A: Crisis Counseling
  - Crisis Management in Practice
- Course Objectives addressed: CMHC A9, C6, K5
- Assignments Due [insert date] @ midnight
  - Readings
    - Chapter 3: Intervention & Assessment Models
    - Chapter 4: Crisis Tools
    - Crisis Assessment Tools (in Week 3 folder)
  - Watch DVD Scenario #2, “Pregnant Woman”
  - Complete online quizzes on Chapters 3 and 4
  - Writing Assignment
    - Discussion following DVD scenario #2. Post 2 questions about the “Pregnant Woman” DVD scenario, and, reply online to 2 different students’ questions.
    - Case study using assessment and intervention techniques
      - Choose 1 case study scenario from the Chapter 3 & 4 case study folder. Using the hybrid model described on pages 51-58, describe how you would approach each of the 7 tasks. Be concise.
      - Post in Dropbox in Bb Learn.
    - Add what you deem relevant from this week’s readings & assignments to your Resource Portfolio
Week 4 [insert date]

- Online week, no in-class meeting
- Module A: Crisis Counseling
  - This week’s focus:
    - Lethality (Danger to self/others)
    - Legal & Ethical Issues
- Course Objectives addressed: CACREP CMHC A9, C6
- Assignments Due [insert date] @ midnight
  - Readings
    - Chapter 5: Crisis Case Handling
    - Chapter 6: Phone/Online
    - Select article regarding ethical issues in crisis counseling for your respective field (student affairs, school psychology, mental health)
  - Pit – Post Violent Thoughts
  - Watch DVD Scenario #6, “Crisis Line”
  - Complete online quizzes on Chapter 5 & 6
  - Writing Assignment
    - Article Review using Article Review Format from syllabus
    - Discussion following DVD scenario #6. Post 2 key ideas or questions about the “Crisis Line” DVD scenario, and, reply online to 2 different students’ posts.

Week 5 [insert date]

- Online week, no in-class meeting
- Module A: Crisis Counseling
  - This week’s focus:
    - Lethality (Danger to self/others)
    - Legal & Ethical Issues
- Course Objectives addressed: CACREP G1c, G5g, CMHC A9, C6
- Assignments Due [insert date] @ midnight
  - Readings
    - Everyone:
      - Chapter 8, Lethality
      - Read “Depression, Suicide, Homicide, Abuse & Neglect” handout from NAU’s Practicum Manual
      - ACA ethics, especially codes B2a, F4b, & A12g9
    - For School Psychology Students only
      - Handout: “Legal and Ethical Considerations in Crisis Prevention & Response” (pages 359-377)
      - NASP Ethics
  - Complete online quiz on Chapter 8
  - Prepare for mock risk assessments
In next week’s class meeting, each student will be asked to participate as both a suicidal/homicidal client and as a lethality assessor. Each student’s assessment will be graded using a rubric provided in Bb Learn.

- Writing component: Develop your own 1-page checklist or rubric for assessing suicide, and your own 1-page checklist or rubric for assessing homicidal ideation. Creating your own checklist/rubric will enable you to critically think through all of the necessary components for such assessments. Use your text and any additional info from reading assignments as you wish. POST YOUR RUBRIC/CHECKLIST in Week 5’s Dropbox in Bb Learn.
  - Add what you deem relevant from this week’s readings & assignments to your Resource Portfolio

Week 6 [insert date]

- In-Person Meeting
  - Flagstaff students meet [insert date]
  - Phx students meet [insert date]
- Course Objectives addressed: CACREP G5g, CMHC A9, C6, NASP 2.6.1 & 2.6.2
- Module A: Crisis Counseling
  - This week’s focus:
    - Lethality
    - Legal & Ethical Issues
- In-Class Activities:
  - Lecture & Discussion
    - Lethality & Risk Assessments
    - Share personal/Professional concerns about risk assessments
  - Group Interaction: Role-play risk assessments, evaluated by instructors
  - Guest speaker:
    - Flagstaff: Crisis Counselor
    - Phx: Speaker about the PREPaRE model
- Homework Due [insert date] @ midnight
  - No Readings, quizzes or DVD scenarios to watch this week
  - Having participated in this week’s in-class risk assessment activities (suicidal homicidal interventions, etc.), write a reflection paper addressing what you learned from these experiences. Particularly focus on how these experiences helped shape your future abilities & attitudes about responding to potentially lethal situations. No particular page length. Post in Bb Learn as Discussion. No replies due, but you are of course welcomed to read others’ responses.
  - Add what you deem relevant from this week’s activities & assignments to your Resource Portfolio
  - Resource Portfolio checked in class.
**Week 7 [insert date]**

- Online week, no in-class meeting
- Module A: Crisis Counseling
  - This week’s focus: Research on Crisis Counseling
    - Critical Incident Stress Management & Debriefing
    - Crises in schools
- Course Objectives addressed: CACREP G5g, CMHC A9, C6, NASP 2.6.1 & 2.6.2
- Assignments Due [insert date] @ midnight
  - Readings
    - Chapter 13: Crises in Schools
    - Handouts on CISM, CISD, etc., located in BB LEARN
    - Select an article related to crises in schools.
  - Complete Quiz on Chapter 13
  - Watch James’ DVD:
    - Scenario 13: Bullied High school student
    - Scenario 15: CISD – A group recounts a shooting
  - Writing Assignments
    - Write up your article review using the article review format from syllabus, and be sure to integrate any content/concepts from Chapter 13 and the 2 DVD scenarios into your paper
    - Post in Dropbox in Bb Learn for Week 7
    - Add what you deem relevant from this week’s activities & assignments to your Resource Portfolio

**Module B: Trauma Counseling**

**Week 8 [insert date]**

- Online week, no in-class meeting
- Module B: Trauma Counseling
  - This week’s focus:
    - Traumatology
    - Trauma Definitions
    - Trauma Assessment
      - Clinical Interview
      - Assessment Tools
        - ACES
- Course Objectives addressed: CACREP G3c; CMHC A9, C6
- Assignments Due [insert date] @ midnight
  - Readings
    - Everyone:
      - Chapter 7: PTSD
      - Handouts on Trauma Assessment
      - Article on ACES and ACES tool itself
    - School Psychology students only:
      - Read “Developmental Considerations” handout posted in Bb Learn
- Read 1 of the 2 case studies posted in Bb Learn
  - Complete Quiz on Chapter 7
  - Watch James’ DVD:
    - Watch Scenario 7: PTSD
    - Watch Scenario 5: Borderline
  - CMHC & Student Affairs students only:
    - In Bb Learn, watch interview of Terry Couch, VA Counselor on PTSD among veterans
- Writing Assignments:
  - CMHC & Student Affairs students
    - Write 3-5 page reflection paper addressing:
      - Terry’s Main Ideas
      - Ideas Terry addressed that were reflected in Chapter 7
      - Your personal/professional responses/reflections, including how you would feel doing work similar to what Terry has described. Integrate Ideas from Scenario #7 into your paper.
      - Post paper in Dropbox in Bb Learn
  - School Psychology Students
    - Case study using about Trauma & Trauma Assessment
      - Choose 1 case study scenario from the Chapter 7 case study folder. Using the content in the “Developmental Considerations” handout as well as the ACES article, write a 2-3 page paper describing what additional information you would need to analyze the traumatized child from the case, and secondly, describe your best courses of action. Post in Dropbox in Bb Learn.
  - All students: Add what you deem relevant from this week’s activities & assignments to your Resource Portfolio

**Week 9 [insert date]**
- Online week, no in-class meeting
- Module B: Trauma Counseling
  - This week’s focus:
    - Trauma Assessment
    - NeuroBio of Trauma
    - Trauma Diagnoses
      - DSM
        - PTSD, Acute Stress Disorder
      - Personal Loss, Grief, Bereavement
- Course Objectives addressed: CACREP G3c, CMHC A9, K5, L3
- Assignments Due [insert date] @ midnight
  - Readings
    - Chapter 12: Personal Loss
- Handouts on:
  - Neurobiology of Trauma
  - Grief Counseling
- Read the case study scenarios posted in Bb Learn
- Read about Acute Stress Disorder and PTSD from the DSM.
  - Complete Quiz on Chapter 12
  - Watch James’ DVD:
    - Scenario #3: Losing custody
    - Scenario #8: Loss
- Writing Assignments
  - Write up a session transcript of a grief counseling scenario. Use a client from the type of professional setting you will be working in (i.e., school psychology students, describe a conversation with a K-12 student who has, for instance, lost a parent; CMHC students, describe a conversation with any aged client in a behavioral health scenario. Your paper should be in MS Word or Excel, with 2 columns: the left column for the back-and-forth session transcript, and the right column describing appropriate in processes from both the chapter and the handout.
  - Having read the case studies on trauma, describe how you would diagnose one of the cases. Be sure to support your diagnosis with DSM-IV-TR criteria (see psychiatryonline if you don’t have a DSM). Post in Dropbox in Bb Learn
  - All students: Add what you deem relevant from this week’s activities & assignments to your Resource Portfolio
  - Nothing to write up about other Trauma handouts for now --- just make sure you’ve read them.

Week 10 [insert date]
- Online week, no in-class meeting
- Module B: Trauma Counseling
  - This week’s focus:
    - Treatment of Trauma
    - Evidence-based Treatments
    - Sexual Assault
- Course Objectives addressed: CACREP CMHC A9
- Assignments Due [insert date] @ midnight
  - Readings
    - Sexual Assault
      - Chapter 9
      - Handouts on Treatment of sexual assault, interpersonal violence
    - Handouts on Trauma Treatment
  - Complete Quiz on Chapter 9
  - Watch James’ DVD:
    - Scenario #9: Rape
    - Scenario #10: Sexual Assault
Writing Assignments

- Having watched the 2 DVD’s, Summarize the main ideas of both scenarios (detailed bullet points). Post in Discussion, and reply to 2 others’ discussions.
- All students: Add what you deem relevant from this week’s activities & assignments to your Resource Portfolio

Week 11 [insert date]

- Online week, no in-class meeting
- Module B: Trauma Counseling
  - This week’s focus:
    - Treatment of Trauma
    - Evidence-based Treatments
    - Partner Violence
- Course Objectives addressed: CACREP CMHC A9
- Assignments Due [insert date] @ midnight
  - Readings
    - Partner violence
      - Chapter 10: Partner Violence
  - Complete Quiz on Chapter 10
  - Watch James’ DVD:
    - Scenario #4: Battered Female
    - Scenario #11: Minimizing Batterer
  - Writing Assignments
    - Post Discussion about Partner Violence online. Be sure to integrate key points from chapter as well as key ideas from both DVD scenarios. Reply to at least one peer’s post.
    - Nothing to write up about trauma handouts.
    - All students: Add what you deem relevant from this week’s activities & assignments to your Resource Portfolio

Weeks 12 [insert date]

- In-Person Week
  - Flagstaff students:
    - [insert date], at Flagstaff Red Cross
    - [insert date], at Flagstaff Red Cross
  - Phx students
    - [insert date], at Flagstaff Red Cross
    - [insert date], at Flagstaff Red Cross
- Course Objectives addressed: CACREP CMHC A9, K5, L3
- Module C: Disaster Counseling
  - This week’s focus:
    - Becoming a Disaster Mental Health Volunteer
  - Activities
- Attend the Red Cross training either in Flagstaff or Phoenix & become a Red Cross Disaster Mental Health Volunteer in the process
- No readings, quizzes, DVD’s or additional assignments in Weeks 12 & 13

**Week 13 [insert date]**

- In-Person meetings:
  - Flagstaff students meet [insert date]
  - Phoenix students meet [insert date]
- Module B: Trauma Counseling
  - This week’s focus:
    - Trauma Counseling
    - Crisis, Trauma & Addiction
- Course Objectives addressed: CACREP CMHC A9
- In-Class activities
  - Group discussion about Red Cross training
  - Trauma & Addiction presentation by Instructor
  - Guest speakers
    - Flagstaff:
      - EMDR (Instructor finds), TIR, Somatic experiencing
    - Phoenix
      - Counseling children who have been traumatized
- Assignments Due [insert date] @ midnight
  - Readings
    - Chapter 11, Crisis of Addiction
  - Complete Quiz on Chapter 11
  - Trauma Treatment Presentations
  - Watch James’ DVD:
    - Scenario #12, Alcoholic in denial
  - Writing Assignments
    - Discussion following DVD scenario #12. Nothing in writing required, but be ready to discuss scenario in class.
    - All students: Add what you deem relevant from this week’s activities & assignments to your Resource Portfolio

**Module C: Disaster Counseling**

**Week 14 [insert date]**

- Online week, no in-class meeting
- Module C: Disaster Mental Health
  - This week’s focus:
    - Disaster Mental Health
    - Disaster Responses
    - Violent Behavior
- Course Objectives addressed: CACREP G1c, G3c, CMHC A9, K5, L3
- Assignments Due [insert date] @ midnight
Readings
- Chapter 14, Violent Behavior
- Chapter 17, Disaster Response
- See Week 15’s folder for additional reading assignments

Watch DVD Scenarios:
- #14, Violence on Campus

Complete Quizzes on Chapters 14 & 17

Assignments
- Write a reflection paper integrating the main ideas from the readings and the DVD (#14) about Violent Behavior. Include your own reaction.
- All students: Add what you deem relevant from this week’s activities & assignments to your Resource Portfolio

Week 15 [insert date]
- Online week, no in-class meeting
- Module C: Disaster Mental Health
  - This week’s focus:
    - Disaster Research
    - Disaster response models
    - Avoiding burnout
- Course Objectives addressed: CACREP G1c, G3c, CMHC A9
- Assignments Due [insert date] @ midnight
  - Readings
    - Chapter 16, Avoiding Burnout
    - Handouts about
      - Natural Disasters
      - For School Psychology students only: “Promoting student’s strengths and assets” (Positive Psychology, Resiliency,
      - For CMHC/SA students: Handout on Post-traumatic growth
  - Complete Quiz on Chapter 16
  - Watch James’ DVD: Scenario #16, Avoiding Burnout
  - Watch James’ DVD: Scenario #17, Tornado Survivors
  - Assignments
    - Writing assignment: Summarize key points from DVD scenario on Tornado Survivors in a Discussion, and reply to at least one other student’s post on this topic
    - Complete Discussion on how YOU will “do” Self-Care successfully, and include the following themes:
      - Your plan for avoiding compassion-fatigue & vicarious trauma (including any ideas you can take from DVD scenario #16)
      - Your plan for enhancing your own well-being and self-care
      - How you related to the readings on “promoting student’s strengths and assets” (school psychology students only, OR on Post-traumatic growth (for CMHC/SA students only)
• Post as Discussion, and reply to at least 1 other students’ discussion.
  ▪ All students: Add what you deem relevant from this week’s activities & assignments to your Resource Portfolio

Week 16 [insert date]

• In-Person Meeting
  o Flagstaff [insert date]
  o Phoenix [insert date]
• Course Objectives addressed: CACREP G1c, CMHC A9; NASP 2.6.1 & 2.6.2
• Module C: Disaster Mental Health
  o This week’s focus:
    ▪ Disaster Mental Health applied: Watch Dr. Lindsey’s interview in class (his responses to manmade and natural disasters). NOTHING to write up about this – it will only be a group discussion
    ▪ Self-Care Lecture & Discussion: Avoiding Burnout, Compassion fatigue and vicarious trauma.
      • Guest speaker in Flagstaff from NAU EAP
      • Guest speaker in Phoenix from ASU
      • Discussion about YOUR main ideas for “doing” self-care.
    ▪ Course reflection discussion
    ▪ Complete Course Evaluations
  o Assignments Due during class
    ▪ Turn in Resource Portfolio (you will receive it back by [insert date])
Course Policies

Late Policy
Assignments turned in after their respective deadlines WILL be accepted, however, they will be graded at 75% of their maximum point value unless the student has contacted the instructor ahead of time and is able to provide evidence of a reasonable excuse (family/medical emergency, etc.) for the tardiness.

Red Cross Training
IF, for some reason you are not able to attend both Red Cross trainings, you will have to discuss a suitable alternative assignment as soon as possible. The instructor will then provide the student with a written statement outlining the alternative assignment, with both parties providing their signature.

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 DO NOT answer your call until you have left the room. Ignoring this request may result in your being asked to drop the class.
Northern Arizona University: Policy Statements

In the event there is a need to evacuate the building if the fire alarm is sounded, students are to leave in an orderly fashion. If the fire alarm is sounded during an examination, students are to leave their exam face down on the desk and exit the building.

IMPORTANT LINKS

All students are expected to review and be familiar with the information contained at each of the following links as well as those identified in the NAU Policy Statements.

**ACADEMIC POLICIES (INCLUDING ATTENDANCE AND ACADEMIC INTEGRITY)**
http://www4.nau.edu/stulife/StudentHandbook/AcademicPolicies.htm

**STATEMENT ON PLAGIARISM AND CHEATING**
http://www4.nau.edu/stulife/StudentHandbook/Appendix_G_AcademicDishonesty.htm

**STUDENT HANDBOOK**
http://www4.nau.edu/stulife/StudentHandbook/TableofContents.htm

**STUDENT CODE OF CONDUCT**
www.nau.edu/~stulife/code

The following link will take you to the NAU Policy Statements, which contains the Safe Environment Policy, Students with Disabilities, Institutional Review Board, Academic Integrity, Academic Contact Hour Policy, and Sensitive Course Materials.

http://www4.nau.edu/avpaa/UCCPolicy/plcystmt.html

CLASSROOM MANAGEMENT STATEMENT

Membership in the academic community places a special obligation on all members to preserve an atmosphere conducive to a safe and positive learning environment. Part of that obligation implies the responsibility of each member of the NAU community to maintain an environment in which the behavior of any individual is not disruptive.

It is the responsibility of each student to behave in a manner that does not interrupt nor disrupt the delivery of education by faculty members or receipt of education by students, within or outside the classroom. The determination of whether such interruption/disruption has occurred must be made by the faculty member at the time the behavior occurs. It becomes the responsibility of the individual faculty member to maintain and enforce the standards of behavior acceptable to preserving an atmosphere for teaching and learning in accordance with University regulations and the course syllabus.

At a minimum, a student will be warned if his/her behavior is considered by the faculty member to be disruptive. Serious disruptions, as determined by the faculty member, may result in immediate removal of the student from the instructional environment. Significant and/or continued violations of this policy may result in an administrative withdrawal of the student from the class. Additional responses by the faculty member to disruptive behavior may include a range of actions from discussing the behavior with the student to referral to the appropriate academic unit and/or the Office of Student Life for administrative review in an effort to implement corrective action up to and including suspension or expulsion from the University.