



Master of Arts in Clinical Counseling Online
College of Health Sciences

PSY6058: Crisis and Trauma Counseling

3 Units

Summer 2026 | Quad 2

July 6 - August 30

Hybrid (with Online Synchronous Meetings)

Meeting days/times: Tuesdays, 7:15 - 9:15 PM (Pacific)

Meeting location: Zoom ([Meeting Link](#)).

Instructor Information:

Instructor title and name: Jenée James

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Phone: by appointment

PLNU Mission

To Teach ~ To Shape ~ To Send

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service is an expression of faith. Being of Wesleyan heritage, we strive to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

Course Description

An investigation into the history and development of crisis intervention and trauma response. Develops required skills to effectively intervene and assist victims of tragedy or abuse.

This course introduces students to the theory, research, and clinical practices associated with crisis intervention and trauma-informed care. Students will examine the biological, psychological, relational, cultural, and spiritual dimensions of trauma and explore how traumatic experiences influence emotional regulation, memory, identity, and relationships.

This course is delivered in a flipped classroom format. Students will engage with recorded lectures, readings, and activities prior to weekly class meetings. Synchronous class sessions will emphasize discussion, clinical application, case analysis, and skill development through role-plays and collaborative learning activities.

Program Learning Outcomes

The educational goals of Point Loma Nazarene University's *Masters of Arts in Clinical Counseling (MACC)* are to develop graduate students and clinicians who are:

1. competent clinicians and professionals that practice from a wide-range of clinically valuable and research-based approaches;
2. able to cultivate self-awareness and apply professional ethics to the practice of clinical counseling; and,
3. providing services that are respectful of individuals and families as well as the cultural contexts that shape them, particularly focusing on those who are underserved.

PLO 1: Demonstrate competent application of theoretical models and research-based clinical interventions to therapeutic work with individuals, couples, groups and/or families

- Competency 1: Demonstrate comprehensive knowledge of theories, principles, and practices relevant to clinical counseling, particularly across the lifespan and in family systems.
- Competency 2: Utilize assessment tools effectively to diagnose, develop treatment plans, and monitor progress.
- Competency 3: Apply clinical knowledge by effectively implementing theory-informed intervention with individuals, couples, groups, and families.
- Competency 4: Evaluate and apply relevant research to the practice of clinical counseling.

PLO 2: Develop and apply self-awareness and professional ethics to the practice of clinical counseling.

- Competency 1: Demonstrate knowledge of the ACA/AAMFT code of ethics and identify ethical issues when they arise with clients
- Competency 2: Demonstrate awareness and effective use of self in the therapeutic process
- Competency 3: Develop personal characteristics that enhance professional competence, most importantly effective communication, empathy, boundaries, self-awareness, and respect for others

PLO 3: Demonstrate competence in working with clients from diverse backgrounds, particularly in settings where sociocultural factors influence treatment and there is limited access to care.

- Competency 1: Integrate contextual factors, apply multicultural theories, and modify treatment approaches to effectively work with diverse client populations.
- Competency 2: Demonstrate awareness of how personal values, beliefs, and sociocultural context impact work with clients.
- Competency 3: Attend to the spiritual dimensions of clients and apply faith integration processes as clinically appropriate.

Course Learning Outcomes

By the end of this course, students will be able to:

- **CLO1.1.1** Understand and articulate biological, historical and theoretical underpinnings related to the development of psychopathology resulting from traumatic events
- **CLO1.1.2** Conceptualize biological and psychological reactions and outcomes due to various forms of trauma
- **CLO 1. 2.1** Assess traumatic psychopathology based on the DSM-5-TR
- **CLO 1.2.2** Assess for child abuse and trauma applying CA laws and procedures for reporting.
- **CLO 1.3** Practice applying a trauma-informed clinical approach utilizing evidence based models, including crisis intervention and Psychological First Aid, for children, adults and families that have experienced trauma

- **CLO 2.3** Practice using the therapeutic alliance with clients during crisis and trauma situations
- **CLO 2.2** Apply self-care strategies necessary to promote personal resilience as a mental health provider.
- **CLO 3.1** Evaluate and conceptualize trauma states through a biopsychosocial-spiritual lens
- **CLO 3.2** Practice therapeutic modalities that are clients that have experienced trauma due to sociocultural factors.

This course meets the following CA BBS Education requirements for LMFT:

- Diagnosis, assessment, prognosis, treatment planning, and treatment of mental disorders, including severe mental disorders, evidence-based practices, psychological testing, psychopharmacology, and promising mental health practices that are evaluated in peer-reviewed literature.
- The broad range of matters and life events that may arise within marriage and family relationships and within a variety of California cultures, including instruction in all of the following:
 - (x) Effects of trauma.
 - (xi) The psychological, psychotherapeutic, community, and health implications of the matters and life events described in clauses (i) to (x), inclusive.
- The effects of socioeconomic status on treatment and available resources.
- Resilience, including the personal and community qualities that enable persons to cope with adversity, trauma, tragedy, threats, or other stresses.
- On or after January 1, 2021, an applicant for licensure as a marriage and family therapist shall show, as part of the application, that they have completed a minimum of six hours of coursework or applied experience under supervision in suicide risk assessment and intervention.

This course meets the following CA BBS Education requirements for LPCC:

- Crisis or trauma counseling, including crisis theory; multidisciplinary responses to crises, emergencies, or disasters; cognitive, affective, behavioral, and neurological effects associated with trauma; brief, intermediate, and long-term approaches; and assessment strategies for clients in crisis and principles of intervention for individuals with mental or emotional disorders during times of crisis, emergency, or disaster.
- The understanding of human behavior within the social context of socioeconomic status and other contextual issues affecting social position.
- An understanding of the effects of socioeconomic status on treatment and available resources.
- Integrate an understanding of various cultures and the social and psychological implications of socioeconomic position

PLO	CLO	Assignment/Activity
PLO 1: Demonstrate competent application of theoretical models and research-based clinical interventions to therapeutic work with individuals, couples, groups and/or families Competency 1: Demonstrate comprehensive knowledge of theories, principles, and practices relevant to clinical counseling, particularly across the lifespan and in family systems. Competency 2: Utilize assessment tools effectively to diagnose, develop treatment plans, and monitor progress. Competency 3: Apply clinical knowledge by effectively implementing theory-informed intervention with individuals, couples, groups, and families.	CLO1.1.1 Understand and articulate biological, historical and theoretical underpinnings related to the development of psychopathology resulting from traumatic events CLO1.1.2 Conceptualize biological and psychological reactions and outcomes due to various forms of trauma CLO 1. 2.1 Assess traumatic psychopathology based on the DSM-5-TR	Weekly Class Readings Lectures Discussion Posts & Peer Responses PFA Online Training Modules Clinical Training Team Presentations

Competency 4: Evaluate and apply relevant research to the practice of clinical counseling.	CLO 1.2.2 Assess for child abuse and trauma applying CA laws and procedures for reporting. CLO 1.3 Practice applying a trauma-informed clinical approach utilizing evidence based models, including crisis intervention and Psychological First Aid, for children, adults and families that have experienced trauma	
PLO 2: Develop and apply self-awareness and professional ethics to the practice of clinical counseling. Competency 1: Demonstrate knowledge of the ACA/AAMFT code of ethics and identify ethical issues when they arise with clients Competency 2: Demonstrate awareness and effective use of self in the therapeutic process Competency 3: Develop personal characteristics that enhance professional competence, most importantly effective communication, empathy, boundaries, self-awareness, and respect for others	CLO 2.3 Practice using the therapeutic alliance with clients during crisis and trauma situations CLO 2.2 Apply self-care strategies necessary to promote personal resilience as a mental health provider.	Lectures In-class Role Plays Self-Care Plan and Journal
PLO 3: Demonstrate competence in working with clients from diverse backgrounds, particularly in settings where sociocultural factors influence treatment and there is limited access to care.	CLO 3.1 Evaluate and conceptualize trauma states through a biopsychosocial-spiritual lens	Lectures Discussion Posts & Peer Responses

Competency 1: Integrate contextual factors, apply multicultural theories, and modify treatment approaches to effectively work with diverse client populations.	CLO 3.2 Practice therapeutic modalities that are clients that have experienced trauma due to sociocultural factors.	Clinical Training Team Presentation
Competency 2: Demonstrate awareness of how personal values, beliefs, and sociocultural context impact work with clients.		
Competency 3: Attend to the spiritual dimensions of clients and apply faith integration processes as clinically appropriate.		

Course Credit Hour Information

In the interest of providing sufficient time to accomplish the stated Course Learning Outcomes, this class meets the PLNU credit hour policy for a 3-unit class delivered over 8 weeks. Specific details about how the class meets the credit hour requirement can be provided upon request.

Requirements	Total Course Hours
Class Attendance	14 hours
Required Readings	44 hours
Lectures	10 hours
Discussion Posts/Responses	10 hours
Self-Care Plan, Logs, and Final Reflection Post	10 hours
Psychological First Aid Training	5 hours
CALM Suicide Prevention Training	2 hours
Clinical Team Training Presentation	10 hours
Role Play Reports	4 hours
TOTAL	109 hours

Required Texts and Recommended Study Resources

Required

Herman, J. (2015). *Trauma and recovery: The aftermath of violence—from domestic abuse to political terror*. Basic Books/Hachette Book Group.

Van der Kolk, Bessel A. (2014). *The body keeps the score: Brain, mind, and body in the healing of trauma*. Penguin Books.

NOTE: Students are responsible for having the required course textbooks prior to the first day of class. Students are also encouraged to begin reading the books in preparation for the class as soon as possible.

Recommended (optional for extended learning)

American Psychological Association. (2020). *Publication Manual of the American Psychological Association*. (7th ed). American Psychological Association.

Cozolino, Louis (2014) *The neuroscience of human relationships: Attachment and the developing social brain*, 2nd Ed. New York: W.W. Norton & Company.

Siegel, Daniel J. (2012). *Pocket guide to Interpersonal Neurobiology: An integrative handbook of the mind*. New York: W.W. Norton & Company.

Brown, L. S. (2008). *Cultural competence in trauma therapy: Beyond the flashback*. Washington, D.C.: American Psychological Association. (available as an e-book)

Courtois, C. A., & Ford, J. D. (2013). *Treatment of complex trauma: A sequenced, relationship-based approach*. New York: The Guilford Press.

Pearlman, L. A., & Saakvitne, K. W. (1995). *Trauma and the therapist: Countertransference and vicarious traumatization in psychotherapy with incest survivors*. New York: W. W. Norton & Company.

Sapolsky, R. M. (2004). *Why zebras don't get ulcers: The acclaimed guide to stress, stress-related diseases, and coping*, 3rd Ed. New York: Holt Paperbacks.

Assessment and Grading

Assignment Categories

Academic Honesty Verification

Students must complete the verification before gaining access to the rest of the content.

Attendance

Please see Attendance Policy in syllabus under course policies

Professionalism

Please see Professionalism Policy in syllabus under course policies

Discussion Posts with Peer Responses

As part of the flipped classroom format, students will complete periodic discussion board assignments designed to support engagement with out-of-class learning activities. These discussions provide an opportunity for students to reflect on course material, apply concepts to clinical practice, and raise questions that can be explored during synchronous class meetings.

Discussion prompts may include reflection questions related to assigned readings, responses to recorded lecture material, or brief applied activities such as reviewing or completing clinical assessment tools (e.g., the PTSD Checklist for DSM-5, PCL-5). These discussions help prepare students for in-class learning and extend the lecture material by encouraging critical thinking and collaborative dialogue with classmates.

For each discussion assignment, students will post an initial response to the prompt and engage with their peers by responding to at least two classmates' posts. Initial posts should demonstrate thoughtful engagement with the assigned material, and responses to peers should contribute meaningfully to the discussion.

Self-Care Plan, Logs, and Final Reflection Post

Working with trauma-related material can evoke strong emotional responses for both clients and clinicians. Developing awareness of one's emotional reactions and cultivating effective self-care strategies are essential components of ethical trauma-informed practice. This assignment is designed to help students reflect on their responses to course content and develop practices that support personal resilience and professional sustainability.

This is a scaffolded, multi-step assignment completed over the course of the semester. Students will receive credit for each stage, including plan development, weekly logs, and a final reflection with peer responses.

Step 1: Self-Care Plan

During the first week of class, students will develop an initial self-care plan. The plan will include: (1) personal signals that indicate when you may be experiencing stress, emotional overload, or compassion fatigue, and (2) a list of self-care strategies and activities that may help you regulate stress and maintain balance while engaging with trauma-related material. A self-care plan template is provided on Canvas.

Step 2: Weekly Self-Care Logs

Throughout the course, students will upload a brief weekly self-care log to Canvas. This log should include short reflections on emotional responses to course readings, recorded lectures, discussions, or other course activities. Students should also note any self-care strategies they used during the week and reflect briefly on whether those strategies were helpful. Students are encouraged to revisit and modify their self-care plan as they learn more about what supports their well-being and resilience.

Step 3: Final Self-Care Reflection Discussion

At the end of the semester, students will participate in a Canvas discussion reflecting on their self-care experiences throughout the course. This discussion provides an opportunity for students to share insights about developing sustainable self-care practices while engaging with trauma-related material.

Students will post a reflection discussing their experiences implementing and modifying their self-care plan over the semester.

- insights gained about personal emotional responses to trauma-related course material
- self-care strategies that were most helpful
- strategies that were less effective or required modification
- how the student plans to incorporate self-care practices into their future clinical work

To encourage dialogue and shared learning, students are also required to respond to two classmates' posts. Responses should be thoughtful, respectful, and contribute meaningfully to the discussion. Students may reflect on shared experiences, offer supportive feedback, or suggest additional strategies related to therapist resilience and self-care. Each response should extend the conversation rather than simply agreeing with a classmate.

Psychological First Aid Training

As part of this course, students will complete an online Psychological First Aid (PFA) training. Psychological First Aid is an evidence-informed approach used to support individuals and communities in the immediate aftermath of crisis, disaster, or traumatic events. Students will work through the training modules independently over the course of the semester. This is a multistep assignment that includes 8 training modules with a completion time of 5 hours. The instructor has assigned completion dates for the modules to support steady progress. For these milestone assignments, students will upload a screenshot showing completion of the assigned training module for that week.

By the end of the course, students must upload their certificate of completion through Canvas in order to receive final credit for the training requirement.

Suicide Prevention Training

Students will complete the Counseling on Access to Lethal Means (CALM) training. CALM is an evidence-based suicide prevention training that teaches practical strategies for reducing suicide risk by helping individuals limit access to lethal means during periods of crisis.

The training is available through the Suicide Prevention Resource Center and takes approximately two hours to complete. Students will complete the training independently outside of class. To receive credit for this assignment, students must upload proof of completion for the training modules through Canvas.

Completion of the CALM training, along with course readings, discussions, and in-class role-play activities focused on suicide risk assessment and intervention, fulfills the course requirement of three hours of suicide prevention training.

Clinical Team Training Presentation

The first week of class, students will be assigned to a small group and a specific trauma treatment modality. Treatment modalities include Dialectical Behavior Therapy (DBT), Cognitive Processing Therapy (CPT), Somatic Experiencing (SE), Community Resilience Model (CRM). The purpose of this assignment is to increase exposure to trauma treatment modalities and help students understand how different approaches conceptualize trauma and support recovery.

The Clinical Training Team Presentation is a scaffolded, multi-step assignment completed over the course of the semester. Students will receive credit for each stage of the project, including preparation, literature review, and presentation development, in addition to the final presentation.

Step 1: Getting Started

Students will begin by reviewing starter resources provided by the instructor. Each group member will then locate one additional empirical or review article related to the modality.

Step 2: Article Summary

Students will submit a brief article summary as part of a milestone assignment and share their findings with their group members.

Step 3: Presentation Outline

After reviewing the literature, groups will collaborate to prepare a class presentation that teaches their peers about the treatment modality. In another milestone assignment, students will work together to create a working outline that will help move the project forward. Class time will be allotted for this part of the assignment.

Step 4: Class Presentations

For the final presentation, students should assume the role of emerging “subject matter experts.” Group presentations should be informative, well-organized, and approximately 40–45 minutes in length. Presentations may include slides, brief video demonstrations, or interactive activities (such as practicing treatment techniques) to help engage the class. Groups should also be prepared to answer questions from classmates at the conclusion of the presentation. A group score (30 pts) will be assigned for the content and individual scores (10 pts) will be assigned for presentation engagement.

In-Class Role Plays & Post-Class Reports

Role-play exercises provide students with the opportunity to practice foundational trauma-informed clinical skills in a supportive learning environment. Throughout the course, students will participate in structured role-play activities during synchronous class meetings.

In breakout group sessions, students will alternate between the roles of therapist and client while practicing specific clinical skills related to trauma-informed assessment and intervention. Each role-play will focus on a particular clinical skill, including: (1) Providing individualized psychoeducation about trauma responses, (2)

Evaluating a client’s trauma history and symptoms, and (3) Practicing early trauma-informed treatment interventions.

Following each role-play activity, students will submit a brief video reflection through Canvas describing their experience, including what they practiced, strengths observed in their clinical responses, and areas for further development. Note. Attendance reflects presence and participation in class activities. Role play reflections are evaluated separately and assess clinical thinking, self-reflection, and application of trauma-informed skills. Students are not graded on in-the-moment performance.

Weighted Grades

This course uses weighted grades for each assignment category as follows:

Assignment	Points	%
Attendance	50	10%
Professionalism	50	10%
Discussion Posts & Responses	100	20%
Self-Care Plan, Logs, Final Reflection	50	10%
Psychological First Aid Training & Certificate	70	14%
CALM Suicide Prevention Training	30	6%
Clinical Training Team Presentation	100	20%
In-Class Role Plays	50	10%
Total	500	100%

Grading Scale

The following grading scale will be used for all exams and final course grades:

- 93-100% = A
- 90 - 92% = A-
- 87 – 89% = B+
- 83 – 86% = B
- 80 – 82% = B-
- 77 – 79% = C+
- 73 – 76% = C
- 70 – 72% = C-
- 67 – 69% = D+
- 63 – 66% = D
- 60 – 62% = D-
- ≤ 59% = F

Students must achieve a minimum grade of B- to pass this class.

Other Course Specific Info

Expectations for Recorded Lectures and Pre-Class Preparation

This course is designed using a flipped classroom format, meaning that students engage with core instructional content outside of scheduled class time. Recorded lectures, readings, and assigned activities introduce foundational concepts that will be applied during synchronous class meetings.

Students are expected to complete all assigned recorded lectures, readings, and pre-class assignments prior to the weekly class meeting. Pre-class preparation allows our synchronous sessions to focus on deeper discussion, clinical application, role-play exercises, and skill development rather than introductory lecture content.

Students should come to class prepared to discuss course material, ask questions, and actively participate in applied learning activities. Consistent preparation is essential for supporting collaborative learning and making the most of our limited synchronous class time. The flipped classroom format is designed to promote deeper understanding of trauma-informed clinical practice by allowing students to engage with material independently and then apply it in interactive learning experiences during class.

Ground Rules of the Course

Together, we will create a dynamic learning environment where:

1. Learning is challenging but safe
 2. Learning is experiential and active
 3. Communication is open . . . opposing viewpoints are welcomed
 4. All are learners, and all are teachers . . . we will learn from each other
 5. Mistakes are okay . . . this is a no-guilt, no-blame zone
 6. The point is to learn and grow ... grades are a by-product and not the goal
 7. Integrity and honesty are expected
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General Course Concerns

If you have a concern related to the content or structure of this course, please bring your concern(s) to me (the instructor) in a timely manner, so that we have the opportunity to discuss your thoughts and work together toward a solution.

PLNU Spiritual Care

PLNU strives to be a place where you grow as a whole person. To this end, we provide resources for our Graduate and Accelerated Undergraduate students to encounter God and grow in their Christian faith. We have onsite chaplains at our different campuses who may be available during class break times across the week. If you have questions or a desire to meet or share any prayer requests with our chaplains, you can find them at the [Chaplain's Page](#) via myPLNU.

In addition, the Mission Valley and Balboa campuses have a prayer chapel for use as a space set apart for quiet reflection and prayer.

Student Success

The Center for Student Success supports our Graduate and Professional Studies students throughout their academic journey. We provide student services such as academic advising and planning, resource workshops, and connect students to career services, writing support, tutorial services, and wellness resources. The Center itself is located on the first floor of the Mission Valley Campus. If you have any questions about how to access resources at PLNU, please start by reaching out to the Center for Student Success [by email](#) or by phone at 619-563-2850. Please visit [myPLNU Student Success](#) for more details. If you are in the School of Education, please contact [SOE Advising](#).

State Authorization

State authorization is a formal determination by a state that Point Loma Nazarene University is approved to conduct activities regulated by that state. In certain states outside California, Point Loma Nazarene University is not authorized to enroll online (distance education) students. If a student moves to another state after admission to the program and/or enrollment in an online course, continuation within the program and/or course will depend on whether Point Loma Nazarene University is authorized to offer distance education courses in that state. It is the

student's responsibility to notify the institution of any change in his or her physical location. Refer to the map on [State Authorization](#) to view which states allow distance education outside California.

PLNU Copyright Policy

Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. Any use of those materials outside the class may violate the law.

PLNU Recording Notification

In order to enhance the learning experience, please be advised that this course may be recorded by the professor for educational purposes, and access to these recordings will be limited to enrolled students and authorized personnel.

Note that all recordings are subject to copyright protection. Any unauthorized distribution or publication of these recordings without written approval from the University (refer to the Dean) is strictly prohibited.

Please note the [PLNU recording policy](#). Many MACC Online classes require students to record themselves and another person to enhance your learning. At times the recording may be of other MACC Online students, whereby students that complete the assignment implicitly consent to the recording. If students are recording a community volunteer, the student must ask the volunteer for permission to record before recording. Once the recording begins the volunteer must be recorded giving their consent. For example, the volunteer would say, "I (name) give my consent to be recorded for educational purposes." When MACC Online students are asked to record clients in their practicum setting, additional policies apply. These will be discussed in detail in classes that require this.

PLNU Academic Honesty Policy

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. Academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when, in reality, they are the results of another person's creativity and effort. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for that assignment or examination or, depending on the seriousness of the offense, for the course.

For all student appeals, faculty and students should follow the procedures outlined in the University Catalog. See [Graduate Academic and General Policies](#) for definitions of kinds of academic dishonesty and for further policy information.

During the first week of class, you will be asked to submit an Academic Honesty Verification Statement. Submitting the statement is a requirement of this course. By submitting the Academic Honesty Verification Statement, you will be verifying all assignments completed in this course were completed by you. Carefully review the Academic Honesty Statement below.

Statement: "In submitting this form, I am verifying all the assignments in this course will be completed by me and will be my own work."

PLNU Academic Behavior Policy

Both faculty and students at Point Loma Nazarene University have the right to expect a safe and ordered environment for learning. Students are expected to take the initiative to learn and conduct themselves in a mature and civil manner in the classroom environment. Any student behavior that is disruptive or threatening is a serious affront to Point Loma Nazarene University as a learning community. Students who fail to adhere to these behavioral standards may be subject to disciplinary action, including removal from class or further university

sanctions. For a full definition of disruptive behavior, response procedures, and the appeal process, please consult the [Academic Behavior Policy](#) in the [University Catalog](#).

Artificial Intelligence (AI) Policy

AI Use Policy: Limited

The MACC Online program believes that your ability to think critically on your own is essential to your capacity to work with clients independently and/or in situations where AI will not be available to you (e.g., in session, during crisis). The purpose of assignments is not just to help you to learn information, but to develop your ability to generate and evaluate ideas and courses of actions. This process is the bedrock of developing clinical judgment.

Under limited circumstances, you may be allowed to use Artificial Intelligence (AI) tools (e.g., ChatGPT, Gemini Pro, GrammarlyGo, Perplexity, etc.). AI should only be used as a supplement or quick reference, not as a replacement for completing assignments. We recommend that you use AI as you would for general searches where you would like a quick reference to answer the question, “What?” (e.g., what is the name of the intervention where you....). If you need to answer the question, “How?” (e.g., how should this diagnosis be treated), it is better for you to generate your own thoughts. It is ok if it is not perfect. It is better to receive formative feedback so that you can develop the skills necessary of an independently practicing clinician. **Do not use AI to generate drafts of your assignments or to revise your writing at any stage of the writing process. In addition, for confidentiality purposes do not upload client information (even if it is de-identified) into AI.** If you are permitted or encouraged to use AI, I will specify in individual assignments what constitutes appropriate use of AI for that assignment. When using AI, you must cite it appropriately (see [Purdue OWL](#) for guidance on APA citation of AI). If you are unsure if it is appropriate to use AI, please contact me to clarify.

PLNU Academic Accommodations Policy

PLNU is committed to providing equal opportunity for participation in all its programs, services, and activities in accordance with the Americans with Disabilities Act (ADA). Students with disabilities may request course-related accommodations by contacting the Educational Access Center (EAC), located in the Bond Academic Center on the PL campus, the first floor of the Balboa campus, and the second floor of the Mission Valley campus. For all students, including the Bakersfield campus, virtual appointments are available. You can reach the Educational Access Center (EAC) [by email](#) or phone at 619-849-2533. Students can access both requests for and evidence of disability through the Accommodate link off the main page of [OneLogin](#). Once a student’s eligibility for an accommodation has been determined, the EAC will work with the student to create an Accommodation Plan (AP) that outlines approved accommodations. Professors are able to view a student’s approved accommodations through [Accommodate](#).

PLNU highly recommends that students speak with their professors during the first two weeks of each semester/term about the implementation of their approved accommodations in that particular course. Accommodations are not retroactive; as such, clarifying with the professor at the outset is one of the best ways to promote positive academic outcomes.

Students who need accommodations for a disability-related need should contact the EAC as early as possible (i.e., ideally before the beginning of the semester) to assure appropriate accommodations can be provided. In accordance with ADA, accommodations cannot constitute a fundamental alteration to course outcomes; therefore, planning ahead is vital in establishing appropriate accommodations for equal access to this course. It is the student’s responsibility to make the first contact with the EAC. Students cannot assume that because they had accommodations in the past, their eligibility at PLNU is automatic. All determinations at PLNU must go through the EAC eligibility process. This is to protect the privacy of students with disabilities who may not want to disclose this information and are not asking for any accommodations.

Language and Belonging

Point Loma Nazarene University faculty are committed to helping create a safe and hospitable learning environment for all students. As Christian scholars we are keenly aware of the power of language and believe in treating others with dignity. As such, it is important that our language be equitable, inclusive, and prejudice free. Inclusive/Bias-free language is the standard outlined by all major academic style guides, including MLA, APA, and Chicago, and it is the expected norm in university-level work. Good writing and speaking do not use unsubstantiated or irrelevant generalizations about personal qualities such as age, disability, economic class, ethnicity, marital status, parentage, political or religious beliefs, race, gender, sex, or sexual orientation. Inclusive language also avoids using stereotypes or terminology that demeans persons or groups based on age, disability, class, ethnicity, gender, race, language, or national origin. Respectful use of language is particularly important when referring to those outside of the religious and lifestyle commitments of those in the PLNU community. By working toward precision and clarity of language, we mark ourselves as serious and respectful scholars, and we model the Christ-like quality of hospitality.

If you (or someone you know) have experienced other forms of discrimination, you can find more information on reporting and resources at [PLNU's Nondiscrimination webpage](#).

Sexual Misconduct and Discrimination

In support of a safe learning environment, if you (or someone you know) have experienced any form of sexual discrimination or misconduct, including sexual assault, dating or domestic violence, or stalking, know that accommodations and resources are available through the [Title IX Office](#). Please be aware that under Title IX of the Education Amendments of 1972, faculty and staff are required to disclose information about such misconduct to the [Title IX Office](#).

If you wish to speak to a confidential employee who does not have this reporting responsibility, you can contact [Counseling Services](#) or [consult the list of campus pastors](#).

If you (or someone you know) has experienced other forms of discrimination or bias, you can find more information on reporting and resources via the [Nondiscrimination and Anti-harassment Policy](#).

Course Modality Definitions

1. Online Courses: These are courses with class meetings where all instruction and interaction are fully online.
 1. Synchronous Courses: At least one class meeting takes place at a designated time.
 2. Asynchronous Courses: All class meetings are asynchronous.
 2. Hybrid Courses: These are courses with class meetings that take place both in the classroom and online synchronously and/or asynchronously.
 3. In-Person Courses: These are courses that meet in person with the instructor and students in a physical classroom setting. With approval by the area dean, this may include up to 25% of qualified class interactions through a Learning Management System (such as Canvas).
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PLNU Attendance and Participation Policy

Regular and punctual attendance at all class sessions is considered essential to optimum academic achievement. Therefore, regular attendance and participation in each course are minimal requirements.

PLNU Policy: If the student is absent for more than 10 percent of class sessions, the faculty member will issue a written warning of de-enrollment. If the absences exceed 20 percent (equivalent to two (2) classes in the MACC program), the student may be de-enrolled without notice until the university withdrawal date or, after that date, receive an "F" grade.

Note: If a student incurs a third absence, they may petition the faculty to remain enrolled in class. The faculty will provide a make-up assignment proportionate in length and difficulty to the class missed. This third absence may also result in a referral to the Student Development Committee.

In addition to the university policy, 10% of your course grade will reflect your attendance. Coming to class is mandatory and expected. For semester-long classes, as extenuating circumstances may happen that prevent you from attending class, a student may incur one absence without losing points. Each subsequent absence will drop this portion of the grade by 5% of the total course points (up to 10%). **For quad-length classes, a student may incur one absence without losing points.** A second absence will incur a 10% deduction, and after a third absence the student will be unenrolled from the class. Note: absences are not categorized as excused or unexcused.

Attending class on time is essential to promote a respectful and professional learning environment. Arriving to class more than 15 minutes late is counted as a tardy. Two tardies count as one absence. Arriving 30 minutes or more late to a class, or leaving 30 minutes or more early from a class will be considered an absence.

Students taking asynchronous courses with no specific scheduled meeting times are expected to actively engage throughout each week of the course. Attendance is defined as participating in an academic activity within the online classroom which includes, but is not limited to:

- Engaging in an online discussion
- Submitting an assignment
- Taking an exam
- Participating in online labs
- Initiating contact with faculty member within the learning management system to discuss course content

Note: Logging into the course does not qualify as participation and will not be counted as meeting the attendance requirement.

Students who anticipate being absent for an entire week of a course should contact the instructor in advance for approval and make arrangements to complete the required coursework and/or alternative assignments assigned at the discretion of the instructor. Acceptance of late work is at the discretion of the instructor and does not waive attendance requirements.

Students may be warned if a student demonstrates a lack of academic activity. After a warning, students who miss more than one week of academic activity without prior approval and arrangements with the instructor may be de-enrolled or withdrawn from the course. If the date of de-enrollment is past the last date to withdraw from a course, the student will be assigned a letter grade of "F" or "NC." There are no refunds for courses where a de-enrollment was processed after the last date to withdraw from a course.

Refer to [Academic Policies](#) for additional details.

Synchronous Attendance/Participation Definition

For synchronous courses that have specific scheduled meeting times (including in-person, hybrid, and synchronous online courses), absences are counted from the first official meeting of the class regardless of the date of the student's enrollment. For courses with specific attendance requirements, those requirements are outlined in the course syllabus.

Note: For synchronous courses with an online asynchronous week, refer to the Online Asynchronous Class Attendance policy listed below.

Online Asynchronous Attendance/Participation Definition

Students taking online courses with no specific scheduled meeting times are expected to actively engage throughout each week of the course. Attendance is defined as participating in an academic activity within the online classroom which includes, but is not limited to:

- Engaging in an online discussion
- Submitting an assignment
- Taking an exam
- Participating in online labs
- Initiating contact with faculty member within the learning management system to discuss course content

Note: Logging into the course does not qualify as participation and will not be counted as meeting the attendance requirement.

Professionalism

Student professionalism will be assessed in each course, constituting 10% of the total course grade. Professionalism indicators include class participation, interactions with peers and instructors, and self-awareness. The full rubric can be found here: [PLNU MACC Online Professionalism Rubric](#)

Late Policy

Assignments submitted up to 24 hours past the due date will be deducted 25% of the grade. Assignments submitted up to 48 hours past the due date will be deducted 50% of the grade. Any assignment turned in after 48 hours past the due date will receive no credit. Students are encouraged to alert the professor if an assignment is anticipated to be late. Professors can extend these late penalties if arrangements are made in advance.

Use of Technology

MACC is committed to a distraction-free learning environment. Aside from the computer students are using to attend class, other devices (phones, tablets, etc.) should *remain stored* throughout class time unless directed otherwise by the instructor. Phones, laptops, iPads/tablets, and other personal devices are not permitted to be passively used during lectures, discussions, or any other activity unless expressly communicated by the instructor.

In order to be successful in the online or hybrid environment, you'll need to meet the minimum technology and system requirements; please refer to the [Technology and System Requirements](#) information. Additionally, students are required to have headphone speakers, microphone, or webcams compatible with their computer available to use. Please note that any course with online proctored exams requires a computer with a camera (tablets are not compatible nor allowable) to complete exams online.

Problems with technology do not relieve you of the responsibility of participating, turning in your assignments, or completing your class work.

GPS Academic Resources

PLNU offers the following free academic resources virtually for Graduate Professional Studies (GPS) Students. Visit myPLNU through the links below for more information.

- [The GPS Writing Center](#) offers:
 - **Zoom Writers Workshops** offered each quad on a variety of helpful topics
 - **One-to-one appointments** with the Writing Coach
 - **Microlearning YouTube Video Library** for helpful tips anytime
- [Research Help Guide](#) to help you start your research
 - The physical office is located on the third floor of the [Mission Valley Regional Center](#) off the student lounge
- **[Academic Writing Resources Course](#):** Found on your Canvas Dashboard, this course is non-credit with 24/7 access, no time limits, and self-paced content. [Watch a quick video run-through](#) and take time now to explore!
- **[Grammarly](#):** Students have unlimited FREE access to Grammarly for Education, a trusted tool designed to help enhance writing skills by providing real-time feedback, identifying areas for improvement, and providing suggestions. Grammarly's Generative AI is NOT available with our student accounts.

- **Tutoring:** Students have access to 24/7 live or scheduled subject tutoring through Tutor.com, including a Paper Drop-Off Service with feedback within 12 hours.

Course Schedule and Assignments

Week	Topics	Readings/Resources	Assignments	Due Dates
Foundations of Crisis and Trauma Counseling				
1	Introduction	Herman Ch. 1-3 Van der Kolk Ch. 1-2 Psychological First Aid (PFA) Online Course	No Class Meeting This Week	Tuesday
	History of Trauma Treatment		Assignments: Lectures(Tuesday)	Tuesday
	Human Stress Response		Group Presentation: Getting Started (Wednesday)	Wednesday
	Diagnosis		Self-Care Plan (Wednesday)	Wednesday
	Psychological First Aid and Critical Incident Response		Self- Care Journal Entry #1 (Sunday)	Sunday
			PFA Modules 1 & 2 (50 mins total) (Sunday)	Sunday
Neurobiology of Stress & Trauma				
2	Triune Brain	Herman: Ch. 4	During Class:	Tuesday
	Social and Emotional Laterality	Van der Kolk Ch. 3-6	In-Class Role Play: Psychoeducation on traumatic reactions	
	Trauma and Memory	Brulliard, K. (2021)	Presentation Groups Break-Out: Article Sharing	Tuesday
	Single event trauma PTSD		Assignments: Lectures(Tuesday)	Wednesday
			Article Summary Post to Presentation Group (Wednesday)	Wednesday

			Role Play Reflection (Wednesday) Self-Care Journal Entry #2 (Sunday) PFA Module 3 (45 mins) & 4 (25 mins) (Sunday)	Sunday Sunday
Attachment and Developmental Trauma				
3	Attachment and affect regulation		During Class: In-Class Role Play: ACEs Groups Break-Outs: Develop Outline for Presentation Assignments: Lectures(Tuesday)	Tuesday Tuesday
	cPTSD and Developmental Trauma	Herman: Ch. 5-6		
		Van der Kolk Ch. 7-10	Discussion Board: Presentation Outline (Wednesday)	Wednesday
	The therapeutic alliance: attachment, attunement, boundaries	Counseling on Access to Lethal Means (CALM) Training	Role Play Reflection: : ACEs (Wednesday)	Wednesday
			Self-Care Journal Entry #3 (Sunday)	Sunday
			CALM Training Module (2 hours) - Upload Certificate (Sunday)	Sunday
Stabilization and Regulation				
4	Three-Phase Treatment Model	Herman: Ch. 7-8	During Class:	
	Phase 1: Stabilization and Emotion Regulation	Van der Kolk Ch. 13 Ford, J. D., et al. (2005). Pages 441-447. Jobes, D. A. (2017)	In-class Presentation: Group 1 presents on Dialectical Behavior Therapy	Tuesday Tuesday

	Assessment	Safety Planning Template	In-class Role Play: Safety Planning exercise	
			Assignments:	Tuesday
			Lectures(Tuesday)	
			Role Play Reflection (Wednesday)	Wednesday
			Discussion Post Response: PCL-5 (Wednesday/Sunday)	Wednesday/Sunday
			Self- Care Journal Entry #4 (Sunday)	Sunday
			PFA Module 5 (45 mins) (Sunday)	Sunday
Trauma Processing				
			During Class:	
			In-class Presentations: Group 2 presents on Cognitive Processing Therapy	Tuesday
		Herman: Ch. 10	Assignments:	
			Lectures (Tuesday)	Tuesday
		Van der Kolk Ch. 15	Discussion Post/Response: DES vs. DSPS (Wednesday/Sunday)	Wednesday/Sunday
		APA Treatment Modalities for PTSD website review		
		APA Treatment Modalities: EMDR review	Self- Care Journal Entry #5 (Sunday)	Sunday
			PFA Module 6 (45 mins) (Sunday)	Sunday
Dissociation				
6	Phase 2: Working with Dissociation	Van der Kolk Ch. 17	During Class:	

		Neves & Nuno (2025)	In-class Presentations: Group 3 presents on Somatic Experiencing In-Class Role Play: Grounding Skills Assignments: Lectures (Tuesday) Role Play Reflection (Wednesday) Discussion Post/Response: Spirituality (Wednesday/Sunday) Self- Care Journal Entry #6 (Sunday)	Tuesday Tuesday Tuesday Wednesday Wednesday/Sunday Sunday
Collective Trauma, Culture, and Community				
7	Phase 3: Healing Collective Trauma Reconnecting with Self & Community Post-traumatic Growth	Herman: Ch: 10-11 Van der Kolk: Ch. 20 APA Presidential Task Force: Collective Trauma APA Monitor: Growth After Trauma CAC Crisis Contemplation: Healing Intergenerational Wounds	During Class: In-class Presentations: Group 4 presents on the Community Resilience Model Assignments: Lectures(Tuesday) Discussion Post/Response: Somatic Abolitionism (Wednesday/Sunday) Self- Care Journal Entry #7 (Sunday) PFA Module 7 (45 minutes) (Sunday)	Tuesday Tuesday Wednesday/Sunday Sunday Sunday

The Therapist’s Role, Vicarious Trauma, and Resilience				
8	Vicarious and Secondary Trauma	APA Monitor: The Ethical Imperative of Self-Care	During Class:	
			Self-of the Therapist	Tuesday
	Self-care: ethics and best practices	Psychiatric Times: Vicarious Trauma in Clinicians	Assignments:	
			Lectures (Tuesday)	Tuesday
			Final Reflection Post on Self-Care Journal and Peer Response (Wednesday/Sunday)	Wednesday/Sunday
			PFA Module 8 (30 minutes) - Upload Certificate for PFA (Sunday)	Sunday

Assignments-at-a-Glance

The course summary below lists our assignments and their due dates. Click on any assignment to review it.