

Course Syllabus

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PSY658: Crisis & Trauma Counseling

Dates: 10/23/17 - 12/17/17

Meeting Day/Time:

Mondays, 2:00 p.m. - 5:00 p.m.

Wednesdays, 3:00 p.m. - 5:00 p.m.

Location: Mission Valley Campus

Credit Hours: 3

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 becomes an expression of faith. Being of Wesleyan heritage, we aspire to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

INSTRUCTOR INFORMATION



Instructor: Elizabeth Jenkins, Ph.D.

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(<mailto:bjenkins62@yahoo.com>)

COURSE DESCRIPTION

This course is an introduction to the psychological reaction and adjustment to various forms of trauma, including physical, sexual, and emotional trauma, abuse, and/or neglect. We address historical, theoretical, and biopsychosocial underpinnings of trauma, PTSD, and complex trauma, as well as assessment issues, clinical diagnostic considerations, and treatment. Special focus is given to individual case formulation and treatment of adults with trauma histories presenting with PTSD.

Lectures on course topics are designed to be as interactive as possible by utilizing multimedia, in-class activities, small group discussions, and class preparation assignments.

INSTITUTIONAL LEARNING OUTCOMES (ILO)

1. Learning, Informed by our Faith in Christ

Students will acquire knowledge of human cultures and the physical and natural world while developing skills and habits of the mind that foster lifelong learning.

2. Growing, In a Christ-Centered Faith Community

Students will develop a deeper and more informed understanding of others as they negotiate complex professional, environmental and social contexts.

3. Serving, In a Context of Christian Faith

Students will serve locally and/or globally in vocational and social settings.

PROGRAM LEARNING OUTCOMES (PLO)

1. Students will articulate a clear, accurate understanding of their professional identity as either an LMFT or LPCC, or both.
2. Students will demonstrate knowledge of the fundamental domains in their selected area of specialization, in professional clinical counseling (i.e., foundations; counseling prevention, and intervention, diversity & advocacy; assessment; research & evaluation; and diagnosis) or marriage and family therapy (i.e., human development, family dynamics, systemic thinking, interactional theories, traditional and contemporary marriage and family theories, research and cultural context).
3. Students will demonstrate ability to apply relevant research and evaluation models in practice of clinical counseling.
4. Students will demonstrate skills and practices of clinical counseling in the delivery of mental health services (e.g., assessment, diagnosis, treatment, termination, documentation, & ethical practice).
5. Students will deliver mental health services with multicultural competence and sensitivity.
6. Students will demonstrate ability to integrate faith with clinical counseling practice in clinically appropriate, culturally sensitive, and ethical manner.

COURSE LEARNING OUTCOMES

After completing this course, you should be able to:

1. Demonstrate understanding of the significant historical and theoretical underpinnings related to the development of psychological stress and stress disorders, including antecedence, soliloquy, and various clinical presentations;
2. Demonstrate understanding of the psychological reaction and adjustment to various forms of trauma, including physical, sexual, and emotional trauma and/or abuse or neglect;
3. Demonstrate understanding of posttraumatic stress states through a biopsychosocial framework;
4. Deepen understanding insofar as individual case formulation and treatment of adults with trauma histories;
5. Demonstrate understanding of various forms of stress reaction, including PTSD, various forms of dissociation, and/or complex trauma; and
6. Deepen understanding of the application of therapeutic techniques in working with trauma and diverse populations.

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.

CREDIT HOUR INFORMATION

This course meets PLNU and WASC credit hour policy requirements for contact hours as evidenced by the table below (3 credit units):

| Assignments | Pre-Course Hours | Course Hours | Post-Course Hours |
|--|------------------|--------------|-------------------|
| Face-to-face Class Sessions | | 40 | |
| Online Participation in forums, groups, etc. | 5 | | 5 |
| Reading | 10 | 5 | 10 |
| Writing | | 10 | 20 |
| Other Assignments and Learning Activities | 5 | 5 | 5 |
| Exams & Quizzes | 4 | 5 | 5 |
| | 24 | 65 | 45 |
| TOTAL HOURS | | | 134 |

REQUIRED TEXTS AND RECOMMENDED RESOURCES

Curran, Linda A. (2013). *101 Trauma-Informed Interventions: Activities, Exercises, and Assignments to Move the Client and Therapy Forward*. Pesi Publishing.

Kanel, Kristi. (2015). *A Guide to Crisis Intervention, 5th Edition*. Stamford, CT: Cengage.

Van der Kolk, Bessel. (2014). *The Body Keeps The Score: Brain, Mind, and Body in the Healing of Trauma*. New York, New York: Penguin.

ADDITIONAL READINGS

American Psychological Association. (2010). *Publication Manual of the American Psychological Association, 6th Edition*. Washington, DC: American Psychological Association.

COURSE REQUIREMENTS

1. **Canvas Journal Questions:** The course text and lecture materials have been supplemented with questions designed to personalize the material covered in class. It is expected that course material will be read before the scheduled lecture so that informed and lively discussion may be the primary focus of class meetings. Journal questions may also be utilized for class discussion, so please attempt to complete your thoughtful responses prior to class.

2. **Reflection Paper:** Write a reflection paper for *The Body Keeps The Score*. Some things you might include are: how the reading has shaped your beliefs about trauma and the best interventions for someone in crisis. Since these are your reflections, you may use first person in this paper. Minimum length: 5 pages. (APA style not required)
3. **Brief Presentation:** Identify one of the many interventions listed in *101 Interventions* and guide the class through its implementation. This presentation should be between 15 and 30 minutes in length. Be prepared to explain why you chose this intervention and why you think it may be effective as a treatment.
4. **Online CEUs:** Go to Psychological First Aid and complete the 6 hour training course and submit the proof of completion certificate by the end of the module.
5. **Four Exams:** Exams will be objective and include multiple choice as well as essay. They will not be cumulative. Exams will include assigned reading and lecture material.
6. **Attendance and Participation:** If a student misses a class for a University excused absence, the student must provide the appropriate documentation to the professor. No penalty will be assessed for an approved University excused absence from class. Any work, assignments, class notes, or other information presented during the class during which the student is absent is the sole responsibility of the student. Please seek this information from fellow students who attended that class session before contacting the professor.

In the event of an officially excused absence on the due date of an assignment, the assignment will be due the next class time. All penalties for late assignments will then be assessed from that revised due date.

Class participation is necessary to demonstrate familiarity with the assignments and the ability to transfer theory into practice. The following criteria will be used to evaluate participation.

- Participation in discussions
- Appropriateness of comments
- Comments useful for clarification or meaningful contribution to the class
- Willingness to participate in exercises and simulations
- Sensitivity to participation of others in the class; avoids dominating discussions
- Class participation demonstrates understanding of learned theory

APA Papers

All papers written in the Grad Counseling program should be in APA style. Here are some helpful websites to help you write and format your paper:

- [APA Style Essentials - Prof. Degelman Vanguard University](http://www.vanguard.edu/psychology/faculty/douglas-degelman/apa-style/)
- Downloadable APA Style Helper: [APA for Psychology](http://www.docstyles.com/apaguide.html)
- [Psychology with Style: A Hypertext Writing Guide](http://www.uwsp.edu/psych/APA4b.htm)
- [The OWL at Purdue: APA Style](https://owl.english.purdue.edu/owl/section/2/10/)

All papers should include the following sections unless indicated otherwise:

1. Title page
2. Abstract
3. Main body with headings
4. Reference page

Please check the *APA Manual* or the websites for further formatting helps.

CREDIT HOUR INFORMATION

This course meets PLNU and WASC credit hour policy requirements for contact hours as evidenced by the table below (3 credit units):

ASSESSMENT AND GRADING

| ASSIGNMENTS | POINTS |
|-----------------------------------|------------|
| Canvas Journal Questions 7@20 pts | 140 |
| Reflection Paper on Van Der Kolk | 100 |
| Brief Presentation | 100 |
| Examinations 4@100 pts | 400 |
| Psychological First Aid | 100 |
| Attendance and Participation | 60 |
| TOTAL | 900 |

GRADE SCALE

| Grade Scale Based on Percentage of Points Earned | | | | |
|--|----------|----------|----------|--------|
| A 93-100 | B+ 87-89 | C+ 77-79 | D+ 67-69 | F ≤ 59 |
| A- 90-92 | B 83-86 | C 73-76 | D 63-66 | |
| | B- 80-82 | C- 70-72 | D- 60-62 | |

- Only grades of C- or better will count toward program GPA.
- A cumulative program GPA of 3.0 or higher is required to graduate.

NOTE: It is your responsibility to maintain your class schedule. Should the need arise to drop this course (personal emergencies, poor performance, etc.); you have the responsibility to first contact the professors. Then if no accommodations can be made, you are responsible to follow through (provided the drop date meets the stated calendar deadline established by the University).

COURSE POLICIES

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.

1. Academic Honesty

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. As explained in the university catalog, 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. Violations of university academic honesty include cheating, plagiarism, falsification, aiding the academic dishonesty of others, or malicious misuse of university resources. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for a) that particular assignment or examination, and/or b) the course following the procedure in the university catalog. Students may appeal also using the procedure in the university catalog. See Academic Policies in the [current PLNU catalog \(https://catalog.pointloma.edu/\)](https://catalog.pointloma.edu/) for further information.

2. Identity Fraud

Committing identity fraud is considered particularly serious and could have legal as well as institutional implications. Any student who has another individual impersonate or in any other way commit identity fraud in any course, assignment, exam, or any type of academic exercise will be permanently suspended from Point Loma.

3. Final Examination Policy

Successful completion of this class requires taking the final examination **on its scheduled day**. The final examination schedule is posted on the [Class Schedules \(http://www.pointloma.edu/experience/academics/class-schedules\)](http://www.pointloma.edu/experience/academics/class-schedules) site. No requests for early examinations will be approved.

4. Participation

Your participation (think of this as 'contribution') in the course is monitored and graded. Your interaction with the course content, the instructor, fellow students, and the learning process directly influences your level of success in the course. You need to demonstrate that you have truly completed the assigned readings, shared what you learned from them, and demonstrate understanding and application of the concepts presented. Participation in the course will benefit your overall online experience as well as the experience of others in the course.

5. Classroom Etiquette

Students are expected to actively engage in an adult learning environment. Behaviors that disrupt the classroom environment and interfere with the learning of others are prohibited. Examples include talking with other students during a presentation or when others are speaking, texting, gaming, internet browsing, or reading non-course related materials. All pagers, cellphones, and other electronic communication devices will be turned off at the beginning of class. Tablets and computers are allowed in class for note-taking purposes only, unless otherwise directed by the instructor. Arriving late and leaving early are strongly discouraged and disruptive to the class.

Respect each person's opinions. Be considerate while your peers are speaking and actively engage them only when they have completed their point. Discourteous comments and side conversations will not be tolerated and will be addressed openly and directly by the instructor. Should a student's behavior become disruptive to the productivity of the course they will be asked to leave the classroom and not receive credit for

attendance.

6. **Withdrawal**

If you need to withdraw from the class, please notify the instructor **and** your Point Loma advisor immediately. A student may withdraw by the end of the first week of class and receive a grade of W. If a student withdraws from the program, he/she must submit a letter for withdrawal. A last date to withdraw is posted in the Academic Calendar on the PLNU website. Students will be assigned a grade of W or WF consistent with Point Loma Nazarene University policy in the grading section of the catalog. Failure to attend class does not constitute a withdrawal and students will receive an "F" if not properly withdrawn. Withdrawing from a class may result in a graduated refund and may affect your financial aid. Be sure to contact your financial aid counselor.

7. **Use of Technology**

In order to be successful in the online environment, you'll need to meet the minimum technology and system requirements; please refer to the Technology and System Requirements page. Problems with technology do not relieve you of the responsibility of participating, turning in your assignments, or completing your class work. If you do need technical help you may click on the HELP button (located on the top-right corner of Canvas) and choose from whom you want assistance, or you may contact the campus help desk (619.849.2222).

8. **University Catalog**

For additional Point Loma policy items, review the latest [Point Loma Nazarene University Catalog](https://catalog.pointloma.edu/index.php) (<https://catalog.pointloma.edu/index.php>).

9. **Accessibility of Historical Data in Point Loma Classes**

PLNU strives to protect and preserve student data in accordance with FERPA laws. It is important for students and faculty to note that due to the nature of digital information, no data transmitted via emails or online learning management systems is entirely free from observation. The contents of this class, including the class discussion, may be monitored by PLNU faculty and staff at any time for the purposes of assisting students, gathering data, instructor training, or assessing the program.

10. **Confidentiality of Course Discussion and Assignments**

Materials posted to the class discussion or to an assignment thread are for class use only. Students and faculty are to protect the confidentiality of all classroom materials and should never transmit any classroom materials without specific written permission of the person quoted and the instructor.

11. **Academic Accommodations**

If you have a diagnosed disability, please contact the Disability Services Representative within the first two weeks of class to demonstrate need and to register for accommodations by email at drc@pointloma.edu (<mailto:drc@pointloma.edu>).

12. **Spiritual Care**

A cornerstone of a PLNU education is helping students realize their mental, physical, social, moral, and spiritual ideals. Understanding and living out a personal commitment to faith and our Wesleyan heritage are means for achieving self-worth and understanding, the motivation for building a just social order. Students receive support to build skills and habits in spiritual formation that motivate a life of service which is lifetime.

PLNU encourages community engagement among students, faculty, and staff that honors service to others as an expression of that commitment. There are resources for your Christian faith journey available at [Graduate and Professional Student Spiritual Life \(https://www.pointloma.edu/opportunities/graduate-professional-student-spiritual-life\)](https://www.pointloma.edu/opportunities/graduate-professional-student-spiritual-life).

13. Copyright Policy

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COURSE SCHEDULE AND ASSIGNMENTS







| Date | Topic | Assignment | Required Reading |
|----------------|--|---|---|
| Week 1: | | | |
| 10/23 | What is a Crisis? | ACE Test | Kanel, Chapter 1, pp. 1-25; Van Der Kolk, Chapters 1 & 2, 1-38 |
| 10/25 | Ethical, Legal, and Professional Issues | Journal Question 1 | Kanel, Chapter 2, pp. 27-44; Van Der Kolk, Chapter 3, pp. 39-47 |
| Week 2: | | | |
| 10/30 | Crisis Intervention - Models to Guide Us | | Kanel, Chapter 3, pp. 48-79; Van Der Kolk, Chapter 4, pp. 51-73 |
| 11/01 | Exam 1 | Exam 1: Chapters 1-3 | |
| Week 3: | | | |
| 11/6 | Psychotic Decompensation and Dangerousness in a Crisis | Journal Question 2 Brief Presentations | Kanel, Chapter 4, pp. 82-105; Van Der Kolk, Chapters 5 & 6, 74-104 |
| 11/8 | Specific Developmental Crises | | Kanel, Chapter 5, pp. 109-129; Van Der Kolk, Chapters 7-10, pp. 107-170 |
| Week 4: | | | |

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|----------------|----------------------------------|---|--|
| 11/13 | Crises of Loss | Journal Question 3 Brief Presentations | Kanel, Chapter 6, pp. 133-151; Van Der Kolk, Chapters 11 & 12, 173-201 |
| 11/15 | Exam 2 | Exam 2: Chapters 4-6 | |
| Week 5: | | | |
| 11/20 | PTSD | Journal Question 4 Brief Presentations | Kanel, Chapter 7, pp. 154-173; Van Der Kolk, Chapter 13 & 14, pp. 205-249 |
| 11/22 | Thanksgiving - No Classes | | |
| Week 6: | | | |
| 11/27 | Veteran's Issues | Journal Question 5 Brief Presentations | Kanel, Chapter 8, pp. 176-194; Van Der Kolk, Chapters 15 & 15, pp. 250-278 |
| 11/29 | Sexual Assault and Rape | Brief Presentations | Kanel, Chapter 9, pp. 199-207; Van Der Kolk, Chapters 17 & 18, pp. 279-310 |
| Week 7: | | | |
| 12/4 | Crises of Personal Victimization | Journal Question 6 Brief Presentations | Kanel, Chapter 10, pp. 210-239; Van Der Kolk, Chapters 19 & 20, pp. 311-348 |
| 12/6 | Exam 3 | Exam 3: Chapters 7 - 9 | |
| Week 8: | | | |
| 12/11 | Crises Related to Illness | Journal Question 7 | Kanel, Chapter 12, pp. 270-294 |

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|-------|--------|--|--|
| | | Brief Presentations | |
| 12/13 | Exam 4 | Exam 4: Chapters 10 & 12 Reflection on Van Der Kolk | |

Course Summary:

| Date | Details | |
|------------------|--|----------------|
| Mon Oct 23, 2017 |  ACE Test https://canvas.pointloma.edu/courses/37575/assignments/237242 | due by 11:59pm |
| Wed Oct 25, 2017 |  Journal Question 1 https://canvas.pointloma.edu/courses/37575/assignments/237246 | due by 11:59pm |
| Wed Nov 1, 2017 |  Exam 1: Chapters 1-3 https://canvas.pointloma.edu/courses/37575/assignments/237240 | due by 11:59pm |
| Mon Nov 6, 2017 |  Journal Question 2 https://canvas.pointloma.edu/courses/37575/assignments/237247 | due by 11:59pm |
| Mon Nov 13, 2017 |  Journal Question 3 https://canvas.pointloma.edu/courses/37575/assignments/237248 | due by 11:59pm |
| Wed Nov 15, 2017 |  Exam 2: Chapters 4-6 https://canvas.pointloma.edu/courses/37575/assignments/237238 | due by 11:59pm |
| Sun Nov 19, 2017 |  Mid-Course Evaluation https://canvas.pointloma.edu/courses/37575/assignments/237237 | due by 11:59pm |
| Mon Nov 20, 2017 |  Journal Question 4 https://canvas.pointloma.edu/courses/37575/assignments/237249 | due by 11:59pm |
| Mon Nov 27, 2017 |  Journal Question 5 https://canvas.pointloma.edu/courses/37575/assignments/237250 | due by 11:59pm |
| Mon Dec 4, 2017 |  Journal Question 6 https://canvas.pointloma.edu/courses/37575/assignments/237251 | due by 11:59pm |
| Wed Dec 6, 2017 |  Exam 3: Chapters 7-9 https://canvas.pointloma.edu/courses/37575/assignments/237239 | due by 11:59pm |
| Mon Dec 11, 2017 |  Journal Question 7 https://canvas.pointloma.edu/courses/37575/assignments/237252 | due by 11:59pm |

| Date | Details | |
|------------------|---|----------------|
| Wed Dec 13, 2017 |  Exam 4: Chapters 10 & 12 (https://canvas.pointloma.edu/courses/37575/assignments/237241) | due by 11:59pm |
| |  Reflection Paper on Van Der Kolk (https://canvas.pointloma.edu/courses/37575/assignments/237254) | due by 11:59pm |
| Sun Dec 17, 2017 |  End-of-Course Evaluation (https://canvas.pointloma.edu/courses/37575/assignments/237245) | due by 11:59pm |
| |  Psychological First Aid (https://canvas.pointloma.edu/courses/37575/assignments/237253) | due by 11:59pm |
| |  Attendance and Participation (https://canvas.pointloma.edu/courses/37575/assignments/237243) | |
| |  Brief Presentations (Weeks 3-8) (https://canvas.pointloma.edu/courses/37575/assignments/237244) | |