



College of Health Sciences | MA in Clinical Counseling

PSY6058 Crisis and Trauma

3 Units

Course Information:

Fall 2024/Full Semester

Course Dates: 09/03/2024 - 10/27/2024 (9/2 is a holiday)

Meeting days/times:

Tuesdays and Thursday, 2:00 PM - 4:45 PM

Meeting location: Mission Valley Campus, Room 301

Instructor Information:

Instructor title and name: Carrie Tremble, Ph.D., LPCC, LAADC, SAP, EMDR

Email: ctremble@pointloma.edu

Office location and hours: 250B Thursdays 12:30 – 1:30 PM - If office hour times do not work for you, please email me to set up a time to meet.

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

Counselors in all settings are on the front lines for identifying and responding to crises. This course will help students develop an understanding of crisis and trauma related principles, including development of foundational skills for responding to and treating a broad range of client crises (e.g., suicide, self-injurious behavior, violence/aggression, abuse and neglect, chemical dependency, interpersonal victimization, loss). Students will familiarize themselves with crisis theories, crisis intervention models, and practical skills for effective crisis intervention in response to traumatic events. In addition, students will learn interventions for trauma-related symptoms. Through ongoing study, discussion, and practical applications, students will be able to apply acquired knowledge and skills to effectively work with clients who have experienced crisis and/ or traumatic events. Letter Grade.

Program and Course 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.

Upon successful completion of this course, students will be able to:

1. Identify fundamental trauma-informed concepts, theories, strategies, and counseling skills needed to conduct effective crisis interventions, disaster, and trauma counseling in diverse settings
2. Demonstrate an understanding of the effects of crisis, disasters, stress, grief, and other trauma-causing events on persons of all ages
3. Demonstrate an understanding of the background, dynamics, and counseling interventions and assessment strategies (brief, intermediate, and long-term approaches) needed to effectively help individuals and groups in crisis, including those with mental or emotional disorders
4. Have an understanding of the process of prevention, intervention, and follow-up in crisis and trauma counseling
5. Explain and apply ethical principle to crisis and trauma counseling, including suicide/self-harm prevention and response models and strategies
6. Identify cognitive, affective, behavioral, and neurological effects associated with trauma

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 16 weeks. Specific details about how the class meets the credit hour requirement can be provided upon request.

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

Course Hours			
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	9	10	10
	24	65	45
TOTAL HOURS			134

Required Texts and Recommended Study Resources

Lopez Levers, L. (2022). *Trauma Counseling: Theories and Interventions for Managing Trauma, Stress, Crisis, and Disaster* (2nd ed.). Springer.

NOTE: Students are responsible to have 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.

Assessment and Grading

1. Attendance and Professionalism (25 Points)

Weekly attendance and active participation in class are expected. Students are expected to critically engage with course material and activities, be curious, explore diverse perspectives, and challenge assumptions. Together, we are responsible for fostering and maintaining a professional, positive, and stimulating classroom environment. Attendance, attitude, and involvement in class are essential components of being a successful student in this class. Your presence is critical to course outcomes for this class especially because of the in-class activities and role-plays you will be involved in with your partner. If you are not there it will be extremely difficult for them, as well as your teamwork for your clinical presentations.

Readings and Assignments: It is the students' responsibility to complete all required readings prior to coming to class in order to do well in class discussions, role-plays, and to promote a rich class time experience to demonstrate you can apply what you have learned. Lecture and class activities will not repeat the readings but rather add to them. Therefore, the readings provide necessary context for course material. All assignments are due by the beginning of class on the date specified on the syllabus. No late assignment will be accepted.

Important note: This course will increase your awareness and convey information to help you in developing knowledge about the impact of crises and psychological trauma. However, this course is not purely academic. It is very possible that you, someone you know, or any of your classmates have survived very significant crises or traumas in their lives. Some of the lectures, media presentations, and class role-play activities may have a strong emotional impact on you. This course is not intended to facilitate the exploration and healing of trauma for individual students in the class, although it is possible that experiences you have had may be recalled and thus be felt more deeply because of the class. **Please make an appointment with a mental health care provider if needed and please practice self-care both inside and outside of class time.**

Participation: The experiential nature of the course requires participation from all students. Class discussion, role-plays, experiential learning activities, and process groups will help the facilitation of new knowledge. Students are expected to come to class prepared to engage with the material and participate in activities. The instructor reserves the right to deduct points for a student's grade due to lack of participation.

Electronic devices: The use of cell phones and laptops for any reason other than taking notes is not permitted during class time. Students may check their phones during the break and before/after class. Student engagement in texting or perusing internet sites during class time may result in point deductions on final grade. Please put electronic devices used for taking notes during class on airplane mode to reduce distractions.

Confidentiality limitations: An essential element of this course is self-reflection and the integration of new knowledge into previously established paradigms. It is the students' responsibility to determine the appropriate level of self-disclosure for class discussion and reflection papers. The instructor cannot guarantee confidentiality of information shared, as the instructor is a mandated Title IX reporter. If the instructor acquires information relevant to a student's progress or performance in the program, he will contact the student for a meeting to discuss the issue.

2. Psychological First Aid Training (10 points)

Students are required to complete a free 6-hour Online Psychological First Aid Training. NCTSN Psychological First Aid Online, (<https://learn.nctsn.org>). Additionally, students must submit certificate of the training completion to Canvas.

3. Suicide Prevention Training (10 points)

Students will visit the Suicide Prevention Resource Center's online training website and complete a total of 6 modules. This assignment is designed to enhance your clinical skill and to meet the California Board of Behavioral Sciences requirement to complete six hours of suicide prevention education. This requirement is for both LPCC and LMFT. In order to receive full credit for this assignment, students must provide the course instructor with proof of course module completion to Canvas.

<https://sprc.org/online-courses/> AND <https://zerosuicidetraining.edc.org>

Students will complete the following online training modules:

- Counseling on Access to Lethal Means
- Preventing Suicide in Emergency Department Patients
- Safety Planning for Youth Suicide Prevention
- Beyond Numbers: Navigating Data for Suicide Prevention
- A Strategic Planning Approach to Suicide Prevention
- Locating and Understanding Data for Suicide Prevention

4. VA Provider Strategies for Burnout & Secondary Trauma Training (5 points)

The National Center for PTSD has created a [one-hour training for preventing burnout, Links to an external site.](#) or secondary trauma when working with patients who have experienced trauma. Student complete this training and load their certificate of completion to Canvas.

5. Student Directed Presentation/ Discussion (25 points)

For this assignment, you and a classmate will work together to research and present on a topic related to the assessment and treatment of a specific population of victims/survivors or a particular type of traumatic experience. Your presentation should educate your classmates about the unique challenges faced by the chosen population or trauma type, as well as evidence-based assessment and treatment approaches. You will use a PowerPoint, Prezi, or other creative presentation tools to convey your information effectively and engagingly.

Assignment Instructions:

1. **Choose a topic** from one of the chapters to be covered on your assigned presentation day. For course equity, all materials for this presentation must be submitted to Canvas in module 3, session 6 on the date indicated in Canvas for this session.
2. **Conduct Research:** Gather information from credible sources such as academic journals, books, and reputable mental health organizations. Focus on:

- **Background and Prevalence:** Understand the scope of the issue, prevalence rates, and specific challenges faced by the population or those experiencing the trauma.
- **Impact of Trauma:** Explore how the trauma affects individuals psychologically, emotionally, and physically. Consider both short-term and long-term effects.
- **Assessment Tools:** Identify evidence-based tools and techniques used to assess trauma in this population (e.g., PTSD checklists, trauma history questionnaires, culturally specific assessment methods).
- **Treatment Approaches:** Research effective treatment methods, including therapeutic modalities (e.g., Cognitive Behavioral Therapy, EMDR), support services, and any specific adaptations for the population.
- **Cultural and Ethical Considerations:** Understand cultural sensitivities, ethical considerations, and any barriers to treatment that may exist.

3. Develop the Presentation: Your presentation should be well-organized, covering the following sections:

- **Introduction:** Introduce the topic, including why it’s important and relevant.
- **Background Information:** Provide an overview of the population or trauma type, including statistics and key facts.
- **Impact of Trauma:** Describe the psychological, emotional, and physical effects of trauma on this population.
- **Assessment Methods:** Explain the assessment tools and techniques used for evaluating trauma in this context.
- **Treatment Approaches:** Discuss evidence-based treatment methods and interventions. Highlight any unique adaptations for the population or trauma type.
- **Cultural and Ethical Considerations:** Address cultural, ethical, or systemic issues relevant to the population or trauma type.

The presentation should include no more than 10-15 slides and should be created using a PowerPoint or Prezi template that reflects professional graduate level scholarship, including proper APA citations and references for works used on slides. The presentation should use a minimum of FIVE peer-reviewed journal articles or books to substantiate the information presented. Internet sources or other non-peer reviewed sources are acceptable, but they will be counted above and beyond the mandatory five sources. This is expected to be an in-depth and thorough presentation of the topic vs. a cursory overview and will be graded as such. Your presentation should be approximately 20 minutes. Do not simply read your slides to the class. Give an engaging presentation. Your slides should be a guide for your presentation; you do not need to include everything you are going to say on your slides. You can use the “speaker notes” section to include more information for your personal use during your presentation and be sure not to read them verbatim. Show you know your material and have fun with it! After your presentation, there will be approximately 10 minutes for peer questions/ discussion.

4. Provide a professional conference quality deliverable/ handout for your classmates that expands on the information presented in the slides.

Assignment Components	Proficient	Points
Content Quality	Depth of research, relevance, and accuracy of information provided about the population/trauma type, assessment methods, and treatment approaches. At least 5 peer-reviewed sources are used.	/5pts
Organization and Clarity	Logical structure, clear communication, and effective delivery of the presentation.	/5pts
Creativity and Engagement	Use of creative elements, visuals, and interactive components to enhance engagement and understanding.	/5pts
Professionalism and Presentation Skills	Professional delivery, confidence, and ability to engage the audience and respond to questions.	/5pts
Quality of Handout	The handout is clear, organized, and engaging. Supporting materials are well-prepared and enhance the understanding of the project.	/5pts
Total		/25 pts

6. Crisis Intervention Specialty Project (30 points)

This assignment is designed to engage your creativity and apply your knowledge of crisis intervention and trauma counseling in a hands-on, interactive way. Through out-of-the-box thinking and hands-on application of trauma counseling principles, you will develop a project focused on crisis intervention for a specific population affected by trauma. The goal is to create a practical, innovative, and engaging resource or tool that could be used by counselors, support staff, or the population itself. This project allows you to explore creative methods of trauma counseling, making the intervention accessible and relatable for the chosen population. This creative project assignment will help you explore innovative ways to provide crisis intervention and trauma counseling to a specific population. By developing and presenting a practical resource, you will enhance your skills in trauma-informed care, cultural competence, and creative problem-solving. This project will prepare you to address the complex needs of trauma survivors in diverse and impactful ways.

Assignment Instructions:

- 1. Select a Specific Population or presenting issue** that commonly experiences trauma and might benefit from specialized crisis intervention strategies. Conduct background research to understand the common trauma-related issues faced by your chosen population. Examples include:
 - **Veterans:** Focusing on combat-related PTSD and reintegration issues.
 - **Teenagers in Foster Care:** Addressing trauma from abuse, neglect, and instability.
 - **Survivors of Domestic Violence:** Focusing on immediate safety, emotional support, and recovery.
 - **LGBTQ+ Youth:** Addressing bullying, family rejection, and discrimination-related trauma.
 - **Refugees and Immigrants:** Coping with trauma from displacement, war, or persecution.
- 2. Develop a Creative Crisis Intervention Resource or Tool:** Choose one of the creative formats below (or propose your own) to design a crisis intervention resource:
 - **Interactive Workshop or Support Group Program:** Develop a curriculum for a workshop or support group tailored to the chosen population. Include activities, discussion topics, and coping strategies. Create materials such as handouts, a facilitator's guide, and interactive exercises.
 - **Educational Video or Animation:** Create a short video (5-10 minutes) that provides trauma education, coping strategies, and resources. The video could include role-playing scenarios, interviews, or animations that explain trauma concepts in an engaging way.
 - **Mobile App or Online Resource:** Design a prototype for a mobile app or website that offers crisis support, trauma education, and resources specific to the population. Include features like a mood tracker, guided meditations, emergency contacts, and links to support services.
 - **Art or Creative Expression Toolkit:** Develop a toolkit that uses art, music, writing, or other creative methods to help individuals express their trauma and find coping mechanisms. Include prompts, instructions, and examples to guide users through creative expression.
 - **Board Game or Card Game:** Create a game that teaches players about trauma, coping strategies, and crisis intervention. Use scenarios, questions, and challenges that reflect real-life situations faced by the chosen population.
- 3. Incorporate Trauma-Informed Principles:** Ensure that your project is trauma-informed and culturally sensitive. Consider:
 - **Safety:** How does the project promote a sense of safety and security?
 - **Trustworthiness:** How does it build trust between the counselor and the individual or group?
 - **Empowerment:** How does it encourage individuals to take an active role in their recovery?
 - **Cultural Sensitivity:** How does it respect the cultural background and values of the population?
- 4. Submit Supporting Materials:** Alongside your presentation, submit any supporting materials such as:
 - Handouts, slides, or guides you've developed.
 - Scripts, storyboards, or outlines for videos or animations.
 - Prototypes or screenshots for mobile apps or websites.
 - Copies of the game, art prompts, or creative toolkits.

Evaluation Criteria:

- 1. Understanding of the Population (20%):** Demonstrates a thorough understanding of the chosen population's unique trauma-related needs and challenges.
- 2. Creativity and Innovation (15%):** The project is original, creative, and engages the chosen population in a meaningful way.
- 3. Trauma-Informed Principles (25%):** The project reflects trauma-informed care principles, promoting safety, trust, empowerment, and cultural sensitivity.

4. **Practical Application (30%):** The project is practical and applicable in real-world settings. The presentation clearly demonstrates how it can be used effectively.
5. **Quality of Supporting Materials (10%):** The presentation is clear, organized, and engaging. Supporting materials are well-prepared and enhance the understanding of the project.

Assignment Rubric

Assignment Components	Proficient	Points
Understanding of the Population	Demonstrates a thorough understanding of the chosen population's unique trauma-related needs and challenges.	/6pts
Trauma-Informed Principles	Uses a wide range of relevant and credible sources; integrates research seamlessly into the argument.	/6pts
Creativity and Innovation	The project is original, creative, and engages the chosen population in a meaningful way.	/6pts
Practical Application	The project is practical and applicable in real-world settings. The presentation clearly demonstrates how it can be used effectively.	/6pts
Quality of Supporting Materials	The presentation is clear, organized, and engaging. Supporting materials are well-prepared and enhance the understanding of the project.	/6pts
Total		/30 pts

Assignment Distribution

Assignment	Points
Attendance and Class Participation (20% of grade)	20 points
Crisis Intervention Specialty Project	30 points
Psychological First Aid Training	10 points
Suicide Prevention Training	10 points
Student Directed Discussion/ Presentation	25 points
VA Provider Training	5 points
Total	100 points

Grading 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	

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

PLNU Spiritual Care

Mission Valley: PLNU strives to be a place where you grow as a whole person. To this end, we provide resources for our Graduate students to encounter God and grow in their Christian faith. At the Mission Valley (MV) campus we have an onsite chaplain who is available during class break times across the week. If you have questions for or a desire to meet or share any prayer requests with the onsite chaplain, you may email Dr. Sylvia Cortez Masyuk at scortezm@pointloma.edu.

In addition, on the MV campus there is a prayer chapel on the third floor. It is open for use as a space set apart for quiet reflection and prayer.

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.

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.

Note: Additionally, include the below if this pertains to your course:

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."

Artificial Intelligence (AI) Policy

You are allowed to use Artificial Intelligence (AI) tools (e.g., ChatGPT, Gemini Pro 1.5, GrammarlyGo, Perplexity, etc) to generate ideas, but you are not allowed to use AI tools to generate content (text, video, audio, images) that will end up in any work submitted to be graded for this course. If you have any doubts about using AI, please gain permission from the instructor.

[MLA Style Center: Citing Generative AI](#)

[APA Style: How to Cite ChatGPT](#)

[Chicago Manual of Style: Citing Content Developed or Generated by AI](#)

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 (EAC@pointloma.edu or 619-849-2486). 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 allowed accommodations. The EAC makes accommodations available to professors at the student's request.

PLNU highly recommends that students speak with their professors during the first two weeks of each semester/term about the implementation of their AP in that particular course. Accommodations are not retroactive so 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 should contact the EAC as early as possible (i.e., ideally before the beginning of the semester) to assure appropriate accommodations can be provided. 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 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 special accommodations.

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 at pointloma.edu/Title-IX. 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 at counselingservices@pointloma.edu or find a list of campus pastors at pointloma.edu/title-ix or as shown in the PLNU Spiritual Care section of this syllabus.

If you (or someone you know) have experienced other forms of discrimination or bias, you can find more information on reporting and resources at www.pointloma.edu/bias

PLNU Course Modality Definitions

1. Online Courses: These are courses with class meetings where all instruction and interaction is fully online.
 - Synchronous Courses: At least one class meeting takes place at a designated time.
 - 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).

PLNU Attendance

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. 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%). 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 5 minutes late is counted as a tardy. Two tardies count as one absence. Arriving 30 minutes or more late to a class will be considered an absence.

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

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 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.

****Please note course-specific policies regarding late assignments. In this course, late assignments will not be accepted. In cases of documented emergencies, please see the instructor.***

Use of Technology

MACC is committed to a distraction-free learning environment. Students are welcome to bring devices to class, but they *must 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.

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.

We are here to support you! Contact us anytime: GPSWritingCenter@pointloma.edu

Course Schedule and Assignments

Class Schedule: Instructor reserves right to change course schedule based on class needs

Week 1	Light Week: Complete on-line video discussion assignments	Readings	Assignments Due:
Tues 9/3	An Introduction to Counseling Survivors of Trauma Theoretical Contexts of Trauma Counseling	Chapters 1-2	Online Discussion #1
Thurs 9/5	An Introduction to Stress Management and Crisis Intervention Neurobiological Effects of Trauma and Psychopharmacology	Chapters 3-4	Online Discussion #2
Week 2	Ethical Perspectives on Trauma Work	Chapters 29/30	
Tues 9/10	Vicarious Traumatization		
Thurs 9/12	Mindfulness-Based Self-Care for Counselors Assessment in Psychological Trauma	Chapter 31 Chapter 26	VA Provider Strategies Training Certificate
Week 3	Sexual Trauma	Chapter 6	Student Directed Presentation PP
Tues 9/17	Intimate Partner Violence	Chapter 10	Presentation 1
Thurs 9/19	Trauma Experienced in Early Childhood Trauma Experienced in Adolescence	Chapters 7/8	Presentation 2
Week 4	Treating Adults With Complex Trauma	Chapter 9	Presentation 3
Tues 9/24	Older Adults’ Health Resourcing	Chapter 12	
Thurs 9/26	Trauma Survivorship and Disability Addictions and Psychological Trauma	Chapter 11 Chapter 13	Presentation 4
Week 5	Issues of Loss and Grief	Chapter 5	Presentation 5

Tues Oct 1	Historical Trauma and Trauma-Affected Communities	Chapter 19	Presentation 6
Thurs Oct 3	Criminal Victimization Traumatic Aftermath of Homicide and Suicide	Chapter 14 Chapter 15	Suicide Prevention Certificates
Week 6 Tues Oct 8	Racial, Ethnic, and Immigration Intolerance Affectional and Transgender Prejudice and Victimization	Chapters 17/18	Presentation 7
Thurs Oct 10	Mass Violence School Violence and Trauma	Chapters 20/21	Presentation 8 Psychological First Aid Certificate
Week 7 Tues Oct 15	Genocide, War, and Political Violence Migration, Climate Change, Mass Casualties, War, Civil Unrest	Chapters 23/24	Presentation 9
Thurs Oct 17	Trauma, Crisis, and Disaster Interventions Survivors of Trauma in the Time of COVID-19	Chapters 27/28	Presentation 10
Week 8 Tues Oct 22	Natural Disasters and First Responder Mental Health Trauma-Informed and Trauma-Specific Clinical Supervision	Chapter 22 Chapter 32	Presentation 11
Thurs Oct 24	The Impact of War on Military Veterans Systemic Approach to Trauma, Stress, Crisis, and Disaster	Chapter 25 Chapter 33	Presentation 12 Crisis Intervention Specialty Project