

Syllabus

SCHOOL OF HEALTH AND SOCIAL SCIENCES
COUN 522: Systemic Theory: Crisis, Disaster and Trauma
Counseling

3 Credits
Effective: Fall 2020/2021

Access to the Internet is required.
All written assignments must be in Microsoft-Word-compatible formats.
See the library's APA Style Guide tutorial for a list of resources that can help you use APA style.

FACULTY

Faculty Name: FACULTY NAME

Contact Information: CONTACT INFORMATION

[INSTRUCTOR MAY INSERT PERSONAL MESSAGE IF DESIRED]

COURSE DESCRIPTION

This course is an introduction to the research and practice of crisis counseling, trauma counseling, and disaster mental health. Students will develop counseling competency to engage with survivors and perpetrators of violence in a process of change. Theoretical understanding and counseling competencies will include attention to social context, ethics, and legal implications, including analyzing social and cultural dimensions of power in interpersonal relationships. Methods of instruction primarily feature in-class face-to-face learning, with some additional asynchronous online work.

COURSE RESOURCES

Briere, J.N. & Scott, C. (2015). *Principles of trauma therapy; A guide to symptoms, evaluation, and treatment* (2nd Ed.- DSM 5 Update). Sage Publications.

American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders* (5th ed.). <https://doi.org/10.1176/appi.books.9780890425596>

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

Required and recommended resources to complete coursework and assignments are also found on the course [Reading List](#). The reading list can be found under Course Information in Blackboard as well as from the library homepage.

Note: Required resources that must be purchased by the student are tagged “Purchase from a vendor of your choosing.” Required resources with a direct link, “Available through CityU Library”, are available at no cost to students.

COURSE OUTCOMES (COs)

This course will prepare students to:

- a) Evaluate the potential impact of trauma and violence, and societal factors that impact a culture of violence.
- b) Describe and demonstrate self-care strategies that help counselors and clients cope with the impact of crises, disasters, and traumatic events.
- c) Complete specialized training in psychological first aid for disaster mental health relief.
- d) Complete specialized training in evidence-based treatments for traumatic stress.

PROGRAM LEARNING OUTCOMES (PLOs)

1. Professional Counseling Orientation and Ethical Practice

Demonstrates understanding and applies professional ethical standards including clear and appropriate relationships with clients, colleagues, and the community.

2. Social and Cultural Diversity

Collaborates with people of diverse ethnicity, culture, gender identity, sexual identity, physical ability, religious beliefs, and socioeconomic status through a lens of social justice and advocacy.

3. Human Growth and Development

Develops understanding and awareness into what impacts personal development through a lens of resiliency and wellness for clients across the lifespan.

4. Career Development

Demonstrates knowledge and working application of career development in counseling practice.

Counseling and Helping Relationships

Establishes and maintains effective counseling relationships, and employs theoretically grounded counseling techniques.

5. Group Counseling and Group Work

Applies methods, skills, and other group approaches in a multicultural society using theories of group counseling, principles of group dynamics, facilitation styles, and direct experiences.

6. Assessment and Testing

Gathers information to assess needs and next steps in the counseling process, including assessment for suicide/homicide risk and reporting requirements for abuse/ neglect of vulnerable populations.

7. Research and Program Evaluation

Locates resources and critically evaluates research related to core areas of counseling to incorporate into clinical practice.

8. Social Justice

Demonstrates systemic understanding of the role of counselors in promoting social justice for the well-being of the greater community.

Specialty Areas:

9. Addiction Counseling

Demonstrates knowledge and abilities to identify presenting symptoms and differential diagnoses including co-occurring disorders incorporated into the American Society of Addiction Medicine (ASAM) six-dimensional assessment model with appropriate theoretical-based treatment planning including interventions for projected outcomes.

10. Clinical Mental Health Counseling

Applies counseling theory to client presenting problems and diagnoses, including co-occurring disorders, with appropriate theoretical-based treatment planning and interventions for projected outcomes.

11. Marriage, Couple, and Family Counseling

Applies family systems theory to client(s) presenting problems and diagnoses.

12. Professional School Counseling

Demonstrates understanding and application of collaborative work with school and community resources to implement a K-12 comprehensive counseling program.

(Note: KPI-F: Formative/First Assessment, KPI-S: Summative/Second Assessment; where applicable)

CACREP STANDARDS

CACREP Entry Standards: Section 2. F.

- 1.c. Counselors' roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams
- 1.e. Advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients
 - 1.i. Self-care strategies appropriate to the counselor role
- 2.f. Help-seeking behaviors of diverse clients
- 3.g. Effects of crisis, disasters, and trauma on diverse individuals across the lifespan
- 5.j. Evidence-based counseling strategies and techniques for prevention and intervention
- 5.k. Strategies to promote client understanding of and access to a variety of community-based resources
- 5.m. Crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid

CMHC Specialty: Section 5.C.

- 2.f. Impact of crisis and trauma on individuals with mental health diagnoses

MCFC Specialty: Section 5.F.

- 2.g. Impact of crisis and trauma on marriages, couples, and families
- 2.i. Impact of interpersonal violence on marriages, couples, and families

AC Specialty

- None

PSC Specialty: Section 5.G.

- 2.e. School counselor roles and responsibilities in relation to the school emergency management plans, and crises, disasters, and trauma
- 2.g. Characteristics, risk factors, and warning signs of students at risk for mental health and behavioral disorders

Course Objectives Matrix:

Course Activity/Assignment	COs	PLOs	CACREP Core	CACREP CMHC	CACREP MCFC	CACREP AC	CACREP PSC
1. Req. Assign 1 – Crisis/Disaster/Trauma Treatment Plan and Resources	a); b);		1.c., 1e., 1.l., 2.f., 3.g., 5.j., 5.k., 5.m.	2.f.	2.g.,2.i.		2.e., 2.g.
2. Req. Assign 2 – Self-Care Reflection and Plan	a); b);		1.e.,1.l., 2.f., 3.g., 5.k.	2.f.	2.g.,2.i.		2..g
3. Req. Assign 3 – Online Training Activities	c); d);		2.f., 3.g., 5.j., 5.k., 5.m.	2.f.	2.g.,2.i.		2.e., 2.g

Course Schedule

(Specific topics and class activities will be developed by the course instructor)

WEEKS/DATE	Topic/Activity	Readings before class	Class Activity	Assignments
Week 1				
Week 2				
Week 3				
Week 4				
Week 5				
Week 6				

Required Course discussion topics:

- Definitions/descriptions of trauma, crisis, and disaster
- Assessing the effects/impacts of traumatic situations
- Developmental, social, and cultural issues in trauma, crisis, and disaster interventions
- Domestic violence, sexual violence, and child abuse
- Assessment, diagnosis, and impact of PTSD
- Evidence-based treatments for PTSD
- Interventions for trauma-impacted people
- Disaster mental health and acute stress reactions
- Emotional processing
- Cognitive interventions
- Mindfulness strategies for intervention/treatment
- Crisis response plans and treatment strategies
- Vicarious traumatization, compassion fatigue, and posttraumatic growth
- Debriefing and self-care strategies

Standards met with required course readings, in-class discussions, and class activities:

CO: a); b); c); d);

PLO:

CACREP Core: 2.F. – 1.e., 1.l., 2.f., 3.g., 5.j., 5.k., 5.m.

CMHC: 5. C. – 2.f.

MCFC: 5. F. – 2.g., 2.i.

AC: n/a

PSC: 5.G. – 2.d., 2.g.

OVERVIEW OF COURSE GRADING

The grades earned for the course will be derived using City University of Seattle's decimal grading system, based on the following:

<i>Overview of Required Assignments</i>	<i>Points</i>
Assign 1: Crisis/Disaster/Trauma Treatment Plan and Resources	300
Assign 2: Self-Care Reflection and Plan	100
Assign 3: Online Training Activities	100
(Additional Assignments – TBD by instructor)	(500)
TOTAL	1000 POINTS

SPECIFICS OF COURSE ASSIGNMENTS

The instructor will provide grading rubrics with more detail as to how this assignment will be graded.

Assign 1: Crisis/Disaster/Trauma Treatment Plan and Resources (300 points)

CO: a); b)

PLO: n/a

CACREP Core: 1.e., 1.l., 2.f., 3.g., 3.h., 5.j., 5.k., 5.m.

CMHC: 2.f

MCFC: 2.g., 2.i.,

AC: n/a

PSC: 2.e., 2.g.

This assignment consists of three sections. Students will research a topic (listed below) in order to create a potential treatment plan and will include a compilation of available resources, including local community/regional supports and organizations. The assignment is expected to adhere to APA Style (no abstract needed, but references should be included).

First, students will choose a topic that aligns with their area of specialty. Students will do a literature review (at least five sources) regarding their topic and evidence-based treatment options for those directly impacted. This short research paper (7-10 pages) should directly address potential impacts of that trauma/crisis on diverse client populations. Using a social justice and advocacy focus, students should identify and address barriers to access and equity of services.

Second, based on their research, students will create a brief treatment plan for a potential client impacted by their topic area (3-4 pages). The treatment plan needs to include specifics regarding the demographics of their client and possible impacts due to age, developmental stage, racial identity, socio-economic status, etc. and other possible impacts of privilege/ marginalization.

Third, this paper should include a list of resources (including local/regional community-based) that could be used to support people impacted by this trauma/crisis. Specific attention should be given to resources that reach diverse communities.

Potential Topics (topic not from list must be pre-approved by instructor):

- Sexual Abuse/Assault/Rape/Sex Trafficking
- Addiction Crisis
- Hate Crime
- Terrorism
- Domestic Violence
- Violent Death (homicide)
- Vicarious Trauma/Compassion Fatigue
- Terminal Illness/Sudden Death
- Severe Health /Disability Crisis
- War/Hostage Taking
- Natural Disaster
- Childhood Abuse/Trauma
- School Violence

<i>Components</i>	<i>% of Grade</i>
Analysis and Integration of Research	30%
Integration of Concepts and Research into Treatment Plan	30%
Identification and Inclusion of Social Justice Issues/Advocacy	20%
Organization, Coherence, Style, & Mechanics (APA)	10%
TOTAL	100%

Assign 2: Self-Care Reflection and Plan (100 points)

- CO: a); b)
 PLO: n/a
 CACREP Core: 1.e., 1.l., 2.f., 3.g., 5.k.
 CMHC: 2.f
 MCFC: 2.g., 2.i.
 PSC: 2.g.

Students will reflect upon and explain how abuse, violence, and trauma have affected either their own life or the life of someone they know. Students should consider the impact of trauma and interpersonal violence on their relationships, marriages, and families. This reflection should include indications how societal factors, privilege, and marginalization can impact a culture of violence within the multiple systems of the impacted person(s). There should be clear presentation of any potential issues for transference/ countertransference and/or or trauma triggers that they need to keep in awareness as they provide counseling for traumatic situations and/or traumatized clients.

Using these reflections, students will create a personal self-care plan for themselves. This plan should include specifics regarding activities, supports, etc. that the student can access to address personal impact of working with crisis, disaster, and trauma-impacted humans.

<i>Components</i>	<i>% of Grade</i>
Demonstration of Insight/Awareness	40%
Specificity and Personalization of Self-care Plan	30%
Comprehensive Inclusion of Societal/Cultural Impacts	15%
Organization and Coherence	15%
TOTAL	100%

Assign 3: Online Training Activities (100 points)

CO: c); d);
PLO: n/a
CACREP Core: 2.f., 3.g., 5.j., 5.k., 5.m.
CMHC: 2.f.
MCFC: 2.g., 2.i
AC: n/a
PSC: 2.e., 2.g.

Through online activities, students will explore evidence-based practice in crisis intervention and trauma treatment. Students will complete two free online trainings. The first training, Psychological First Aid (PFA), is approximately 6 hours and worth 10 course points. The student will submit a copy of the PFA certificate as evidence of completion. Students have two choices for the second training, both of which are worth 20 course points. The first choice, Trauma Focused Cognitive Behavior Therapy (TF-CBT), is approximately 10 hours. The second choice, Cognitive Processing Therapy (CPT), is also approximately 10 hours. Other evidence-based online training could be substituted with the prior approval of the instructor. Student must submit a copy of certification/evidence of completion in order to receive credit. Resources for completion will be discussed in class.

<i>Components</i>	<i>% of Grade</i>
Completion of PFA Online Training	65%
Completion of Additional Online Training	35%
TOTAL	100%

(Additional Assignments/Discussion Threads) (Instructor specific) (500pts)

COURSE POLICIES

Late Assignments

Per Division of Arts and Sciences policy, graduate students are required to submit all assignments by the due dates stated in the syllabus. A late assignment is one that is submitted after the due date and time or after any extension has expired.

If circumstances prevent a student from meeting the due date, the student is obliged to contact the instructor and request an extension at least 48 hours prior to the date the assignment is due. Emergency situations will be considered on a case-by-case basis. Being busy, pressured with outside work, or having competing academic commitments are not valid reasons to grant extensions. A student who receives an extension in advance of the due date and abides by the agreement with the instructor is not subject to late penalties.

Without prior arrangement with the instructor, students who submit assignments late will receive a 5 percent deduction in grade each day or part of the day that the assignment is late. For example, if the assignment is submitted two days late, 10 percent of the grade will be deducted.

Coursework received after one week (seven days) will not be graded and will receive a zero grade.

OVERVIEW:

- All assignments are expected to be turned in on time
- 5% of the overall grade for the assignment will be deducted each day the paper is late up to 7 days
- No paper will be accepted 7 days after due date
- Agreements must be made with the course instructor 48 hours prior to due date for assignment if an exception is to be made

Participation

As future counselors, you are expected to behave in a professional and ethical manner during class time. Students who are unfamiliar with ethical responsibilities are required to review the American Counseling Association's most recent Code of Ethics. This will be made available on request.

With regard to electronic devices: cell phones are to be turned off and texting is not allowed during class time. If you are on call or expecting an emergency phone call, please step out of the classroom in order to respond. Computers are to be used for class-related assignments or note taking only. If they are used for other purposes (i.e., social communication), students will be asked to leave class.

Professional Writing

Assignments require error-free writing that uses Standard English conventions and logical flow of organization to address topics clearly, completely, and concisely. CityU requires the use of APA style.

UNIVERSITY POLICIES

You are responsible for understanding and adhering to all of City University of Seattle's academic policies. The most current versions of these policies can be found in the [University Catalog](#) that is linked from the CityU Web site.

Non-Discrimination & Prohibition of Sexual Misconduct

City University of Seattle adheres to all federal, state, and local civil rights laws prohibiting discrimination in employment and education. The University is committed to ensuring that the education environment is bounded by standards of mutual respect and safety and is free from discriminatory practices.

In the U.S., the University is required by Title IX of the Education Amendments of 1972 to ensure that all of its education programs and activities do not discriminate on the basis of sex/gender. Sex include sex, sex stereotypes, gender identity, gender expression, sexual orientation, and pregnancy or parenting status. Sexual harassment, sexual assault, dating and domestic violence, and stalking are forms of sex discrimination, which are prohibited under Title IX and by City University of Seattle policy. City University of Seattle also prohibits retaliation against any person opposing discrimination or participating in any discrimination investigation or complaint process internal or external to the institution. Questions regarding Title IX, including its application and/or concerns about noncompliance, should be directed to the Title IX Coordinator. For a complete copy of the policy or for more information, visit <https://my.cityu.edu/titleix> or contact the Title IX Coordinator.

In Canada, in compliance with the British Columbia Human Rights Code, the Alberta Human Rights Act, WorksafeBC, and the Workers' Compensation Board of Alberta, the University believes that its environment should at all times be supportive and respectful of the dignity and self-esteem of individuals. Discrimination, harassment and bullying conduct, whether through person to person behaviour or via electronic communications such as email or social media is not acceptable and will not be tolerated. As an educational institution, it is our responsibility to cultivate an environment of excellence, equity, mutual respect and to recognize the value and potential of every individual. The University will take all necessary steps to meet or exceed the requirements of the law to prevent discrimination, harassment and bullying. The Respectful Workplace Policy for the prevention of discrimination, harassment and bullying policy and procedure can be found at <https://www.cityu.edu/discover-cityu/about-cityu/> under the Policies section or at <https://www.cityuniversity.ca/about/>.

Religious Accommodations

City University of Seattle has a policy for accommodation of student absences or significant hardship due to reasons of faith or conscience, or for organized religious activities. The University's policy, including more information about how to request an accommodation, is available in the University Catalog and on the my.cityu.edu student portal. Accommodations must be requested by the 20% mark of this course (e.g. day 14 of a ten-week course, day 7 of a 5-week course) using the Religious Accommodations Request Form found on the student dashboard in the my.cityu.edu student portal.

Academic Integrity

Academic integrity in students requires the pursuit of scholarly activity that is free from fraud, deception and unauthorized collaboration with other individuals. Students are responsible for understanding CityU's policy on academic integrity and adhering to its standards in meeting all course requirements. A complete copy of this policy can be found in the University Catalog in the section titled [Academic Integrity Policy](#) under Student Rights & Responsibilities.

Attendance

Students taking courses in any format at the University are expected to be diligent in their studies and to attend class regularly. Regular class attendance is important in achieving learning outcomes in the course and may be a valid consideration in determining the final grade. For classes where a physical presence is required, a student has attended if they are present at any time during the class session. For online classes, a student has attended if they have posted or submitted an assignment. A complete copy of this policy can be found in the [University Catalog](#) in the section titled Attendance under Student Rights & Responsibilities.

Final Assignments Due Date

Final assignments for each class at CityU must be due on or before the final date of the course as indicated in the university's course information system. Due dates that extend beyond the final date of the course may negatively impact tuition funding for students.

SUPPORT SERVICES

Disability Services Accommodations Statement

Students with documented disability who wish to request academic accommodations are encouraged to contact Disability Support Services to discuss accommodation requests and eligibility requirements. Please contact Disability Support Services at disability@cityu.edu or 206.2369.4752 or visit the [Disability Support Services](#) page in the my.cityu.edu portal. Confidentiality will be observed in all inquiries. Once approved, information about academic accommodations will be shared with your course instructors.

Library Services

CityU librarians are available to help students find the resources and information they need to succeed in this course. Contact a CityU librarian through the [Ask a Librarian](#) service, or access [library resources and services](#) online, 24 hours a day, seven days a week.

Smarthinking Tutoring CityU students have 24/7 access to free online tutoring offered through Smarthinking, including writing support, from certified tutors. Contact CityU's Student Support Center at mycityusupport@cityu.edu to request a username and password.