



Antioch University Seattle
School of Applied Psychology, Counseling, and Family Therapy

COUN 7220: Advanced Trauma Counseling & Crisis Response

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| Credits: | 3 |
| Prerequisite: | open only to CES/Ph.D. students |
| Day/Date & Time: | Mondays, 3-6pm; dates |
| Quarter: | Fall, year |
| Location: | Antioch University Seattle |
| Instructor: | instructor |
| Contact Info: | Antioch email |
| Office Hours: | By appointment |
| Teaching Liaison: | faculty name |
| Contact Information: | Antioch email |

COURSE DESCRIPTION:

This course focuses on the study of theory and research pertaining to trauma and crisis response counseling with an emphasis on understanding the role of supervision for counselors working with trauma/crisis response clients as well as the impact of secondary trauma. In addition, attention will be paid to how trauma and crisis response content may be integrated into counselor training curricula and identifying areas where further research may be warranted.

PROGRAM COMPETENCIES AND OUTCOMES

The goal of the program is to expand student abilities in adult learning andragogy specific to counselor and creative arts counselor training, while developing critical thinking skills toward a focused research agenda. To meet CACREP 2016 Doctoral Standards, students must demonstrate proficiency in five core areas: Teaching, Supervision, Research, Counseling, and Leadership & Advocacy. As such, the AUS CES program is designed with curricula that specifically addresses these five areas across multiple required courses as outlined in the student handbook and Ph.D./CES plans of study. Additionally, the AUS CES program specifically addresses expectations for student learning and competency via the following program objectives:

Objective1: Diversity and Change. Doctoral students are expected to demonstrate attitudes and understandings that support engaging with, and appropriately responding to the needs of, a constantly changing population of clients and students whose cultures, experiences, and personal characteristics may be marginalized in the mainstream society.

Objective 2: Counselor Education. Students are expected, by the end of their doctoral internships, to demonstrate levels of knowledge, understandings of the processes of teaching and learning, and teaching skills appropriate for high-quality Masters-level instruction as well as student assessment and program evaluation.

Objective 3: Supervision. Students are expected to demonstrate, by the end of their doctoral internships, the ability to conceptualize supervisory relationships and deliver high-quality supervision.

Objective 4: Advanced Practice. Students are expected to identify an area for advanced professional growth demonstrated within their internship experience in the domains of clinical counseling, counselor education and/or counseling supervision.

Objective 5: Research. Students are expected to demonstrate, by the completion of their programs, high levels of competence in conceptualizing, planning, conducting, and interpreting research appropriate to their counseling interests and the needs of the counseling profession.

Objective 6: Engagement and Advocacy. Students are expected to demonstrate an active role in their professional communities and the larger society they serve, advocating for improvement in standards of service delivery and access to resources.

Objective 7: Creative Arts Cognate. Students in this cognate are expected to integrate the knowledge and skills of counselor education and supervision to the specific training competencies of creative arts therapists

COURSE AND STUDENT LEARNING OBJECTIVES:

The Council for Accreditation of Counseling and Related Educational Programs (CACREP) requires that, for doctoral students, learning experiences in Counseling, Teaching, and Supervision related to trauma and crisis response will meet the following:

6.B.

1.a scholarly examination of theories relevant to trauma & crisis counseling

1.d evidence-based counseling practices for working with trauma

1.f ethical and culturally relevant trauma & crisis counseling in multiple settings

2.f assessment of supervisees' developmental level and other relevant characteristics

2.i evaluation, remediation, and gatekeeping in clinical supervision

2.j legal and ethical issues and responsibilities in clinical supervision

2.k culturally relevant strategies for conducting clinical supervision

3.a roles and responsibilities related to educating counselors about trauma

3.h. ethical and culturally relevant strategies used in counselor preparation

4.g research questions appropriate for professional research and publication

As such, the AUS Ph.D./CES program is designed with courses not only to cover the necessary content areas but also specific topics designated by CACREP as crucial in counselor training.

By successfully completing the requirements for this course, students will be able to understand and demonstrate:

| <i>KNOWLEDGE</i> | <i>KEY PERFORMANCE INDICATORS (kpi)</i> |
|---|--|
| Examine and analyze current understanding of the trauma literature including current theories and evidence-based practice (CACREP 6.B.1a, 1d, 4g) | Demonstrate ability to discuss and evaluate the current research on trauma and crisis response counseling, including gaps in research. |
| Explore the role of supervision for counselors working with clients who suffer from the impact of trauma, including the impact of secondary trauma on clients and counselors. (CACREP 6.B.2f, 2i, 2j) | Apply concepts and strategies in supervision theory and practice with an emphasis on working with counselor trainees and counselors who work with trauma and crisis survivors. |
| Synthesize and evaluate how, as an instructor, one might design curriculum focusing on trauma and crisis response into counseling curriculum. Roles & responsibilities to educate counselors. (CACREP 6.B.1d, 3a, 3h) | Apply concepts and strategies into syllabus creation and/or course modules in order to educate counselors in training about trauma & crisis response, including relevant theories & evidence-based practice. |
| Explore the role of diversity within the trauma and crisis response literature. (CACREP 6.B.1.f, 2k, 3h) | Demonstrate understanding of current literature addressing the impact of trauma on minority and other diverse communities. |

Andragogical Design

This course is a mix of both didactic and experiential learning; both in-class and online. Students will learn via lecture, reading, discussion, and demonstration. Emphasis will be on understanding and learning about the role of trauma and crisis response counseling within supervision, teaching and research.

REQUIRED TEXT AND READING RESOURCES:

Lipsky, L. v. & Burk, C. (2009). *Trauma stewardship: An everyday guide to caring for self while caring for others*. San Francisco, CA: Berrett-Koehler (ISBN 978-1576759448)
 van der Kolk, B., M.D. (2015r). *The body keeps the score*. New York, NY: Penguin Books (ISBN 978-0143127741)

Additional articles will be available in the “resources” page on our Sakai site.

Suggested Reading:

HERMAN, J., M.D. (2015R). *TRAUMA AND RECOVERY*. NEW YORK, NY: BASIC BOOKS.

JACKSON-CHERRY, L.R. & ERFORD, B.T. (2014). *CRISIS ASSESSMENT, INTERVENTION, AND PREVENTION*. BOSTON, MA: PEARSON.

Webber, J., Bass, D.D., & Yep, R. (Eds.). (2005). *Terrorism, trauma, and tragedies: A counselor's guide for preparing and responding*. Alexandria, VA: American Counseling Association Foundation.

Course Assignments:

1. While trauma is a topic that has been researched and written about more in the past 10 years than ever before – there are still many topics that have received little attention in the counseling literature. The American Counseling Association has made Trauma and Crisis Intervention a top priority in recent years; especially focusing on the needs of counselor training. Attention in the literature to effective interventions, secondary trauma, similarities and differences between individual trauma and mass disaster trauma, and trauma within special and/or minority populations are still areas for exploration. For this assignment, you are to choose a specific topic within the field of trauma and crisis response (ex: specific type of trauma, trauma interventions, trauma training, trauma and culture, trauma and supervision) and do an abbreviated literature review, including at least two suggested areas for further research on that topic that will be of specific usefulness to the counseling profession (e.g. further our understanding of trauma, clinical trauma interventions, or methods of training or supervision related to trauma. **Due Class 5**
2. Choosing one of the case studies (to be provided early in the quarter), create a supervision plan on how you would address working with your supervisee. Attention should be paid to your philosophy and model of supervision as well as how you would approach supporting and guiding your supervisee in working through the trauma related issue(s) noted. Please reference as appropriate. **Due Class 8**
3. Including trauma and crisis response training into counselor preparation curricula is now part of CACREP standards. This may be done with a specific course and/or integrated into courses across the curriculum. Please develop and present to the class a 20-30 minute training module that you could incorporate into one of the AUS CMHC courses of your choosing. You will also share with the class (and instructor) a reference/bibliography page to support your training module. **Due Class 10**

CLASS SCHEDULE AND SUMMARY OF ASSIGNMENTS

| CLASS | TOPIC | READING | HOMEWORK DUE |
|-------|--|---------|--------------|
| 1. | -Introduction and overview of the course. What is trauma and secondary trauma? | | |

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| 2. | <p>-Understanding Trauma & Crisis Response</p> <p>Why is it important to train counselors-in-training about trauma?</p> <p>The status of crisis preparation</p> <p>Brief look at trauma and the brain</p> | <p>van der Kolk chs. 1,2,3;</p> <p>Minton & Pease-Carter article</p> | |
| 3. | <p>-The neuroscience of Trauma</p> <p>-Crisis Response</p> <p>The impact of trauma on the brain</p> <p>Crisis intervention & resiliency training for counselors in training</p> <p>Culturally situated case study</p> | <p>van der Kolk, chs. 4,5, 6;</p> <p>Davenport dissertation</p> | |
| 4. | <p>-Developmental Trauma</p> <p>Personal Trauma and the impact of working with trauma survivors</p> <p>Attachment theory and trauma</p> | <p>van der Kolk, chs. 7, 8, 9, 10,</p> <p>Chaverri dissertation</p> | |
| 5. | <p>-Trauma Response – Traumatic Memory</p> <p>Trauma & Crisis Supervision</p> <p>Multicultural Implications of trauma and trauma interventions</p> | <p>van der Kolk, chs. 11, 12;</p> <p>Lipsky, Intro, chs. 1, 2, Dupre dissertation</p> | <p>Online class.</p> <p>Assignment #1 due.</p> |
| 6. | <p>-Trauma Response/Trauma Exposure Response</p> <p>Shared trauma</p> <p>Culturally situated case study</p> | <p>Lipsky, chs. 3, 4;</p> <p>Bell & Robinson article</p> | |
| 7. | <p>-Trauma Recovery</p> <p>Emotional Processing Theory</p> <p>Quality of Life for trauma counselors</p> | <p>van der Kolk, chs. 13, 14;</p> <p>Lipsky, chs. 5, 6;</p> <p>McKim & Smith-Adcock article</p> | |

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| 8. | - Trauma Recovery – continued EMDR for trauma Yoga therapy for trauma Mindfulness interventions | van der Kolk, chs. 15, 16; Lipsky, chs. 7, 8 | Assignment #2 due. |
| 9. | - Trauma Recovery – continued Cognitive theory and trauma Self-Care | van der Kolk, chs. 17, 18; Lipsky, chs. 9, 10 | |
| 10. | - Trauma Recovery – Final Thoughts Trauma Teaching Presentations | van der Kolk, chs. 19, 20; Lipsky, chs. 11, 12 | Assignment #3 due. |
| 11. | No class scheduled | | |

Assessment Criteria for Ph.D. Students:

Ph.D. students are assessed in 9 areas across 4 competency levels as defined below. In order to be granted credit for a specific course, students must demonstrate an overall *required level of competency*.

Definitions of Competency Areas:

Critical Thinking - shows ability to think abstractly, recognize multiple sides of an issue and generate creative solutions; demonstrates intellectual curiosity, flexibility, and active engagement with new knowledge.

Verbal Communication - articulates ideas effectively and maintains congruence between verbal and non-verbal behaviors; shows understanding of group dynamics and awareness of own impact on the group.

Oral Presentation - able to present ideas in a well-organized format; open and able to respond to questions.

Written Communication - writes clearly, presents ideas and information in an organized format; demonstrates technical writing skills including appropriate punctuation, spelling, quotations, grammar, and APA style.

Cultural Awareness and Responsiveness - understands influence of culture on self and others; holds multicultural awareness, knowledge, and skills sufficient to work effectively with people of diverse cultures and worldviews.

Social Responsibility - aware of social, political, and economic inequalities and their psychological effects; shows willingness to address needs of underserved populations.

Emotional Maturity - willing to examine and take responsibility for personal and professional choices; open and non-defensive in receiving and responding to feedback; flexible and willing to change.

Ethical Conduct - demonstrates personal integrity, honesty, and responsibility; works toward integration of personal and professional identity.

Interpersonal Skills - demonstrates empathy, patience, respect, caring, and sense of humor; willing and able to tolerate ambiguity; maintains appropriate boundaries.

Below Competency: Fails to meet the minimum course requirements as outlined in this syllabus. This includes attendance, class participation, and successful completion of all assignments in a manner which demonstrates a basic understanding of the existing trauma literature, how to approach supervision of counselors working with trauma and crisis, essential aspects of teaching around trauma and crisis response, as well as cultural implications.

Required Competency: Demonstrates a basic understanding of the trauma and crisis literature, effective approaches to supervising counselors working with trauma and crisis, essential aspects of teaching trauma and crisis response content, cultural implications in all of these areas, and by meeting all of the minimum requirements for the class, as outlined in the syllabus.

Intermediate Competency: Meets Required Competency as well as demonstrating an ability to think critically in terms of theoretical and multicultural perspectives in relation to trauma and crisis response. This includes attention to strengths, limitations, contraindications, and multicultural implications.

Advanced Competency: Meets Intermediate Competency as well as demonstrating a flexible stance and openness to feedback, and a demonstration of a level of expertise expected in any entry level counselor educator and supervisor.

COUNSELOR COMPETENCY AND FITNESS

Antioch University is obligated, as a CACREP institution, to hold our students to the highest professional, personal, and ethical standards and to respond when those standards are compromised. The 2014 American Counseling Association *Code of Ethics*, in Section F.5.b, states in part, "Students and supervisees monitor themselves for signs of impairment from their own physical, mental, or emotional problems and refrain from offering or providing professional services when such impairment is likely to harm a client or others. They notify their faculty and/or supervisors and seek assistance for problems that reach the level of profession impairment, and, if necessary, they limit, suspend, or terminate their professional responsibilities until it is determined that they may safely resume their work." Section F.9.b states in part, "Counselor educators, throughout ongoing evaluation, are aware of and address the inability of some students to achieve counseling competencies. Counselor educators do the following: 1) assist

students in securing remedial assistance when needed, 2) seek professional consultation and document their decision to dismiss or refer students for assistance, and 3) ensure that students have recourse in a timely manner to address decisions to require them to seek assistance or to dismiss them and provide students with due process according to institutional policies and procedures.”

In this course you will be required to demonstrate competencies that cannot be adequately evaluated based on written assignments and classroom discussion alone. Therefore a passing grade for this course requires successful performance on nine factors that have been established as essential for performance as a competent and ethical counselor (Wiggins-Frame & Stevens-Smith, 1995*). You are expected to be: 1) open, 2) flexible, 3) positive, 4) cooperative, 5) willing to use and accept feedback, 6) aware of impact on others, 7) able to deal with conflict, 8) able to accept personal responsibility, and 9) able to express feelings effectively and appropriately. You will be informed by your instructor if your performance on any of these factors is substandard and will be given specific, written feedback with guidelines for improvement.

COURSE REQUIREMENTS

1. Regular attendance to class lectures and discussions. Students are expected to attend all classes. Missing classes will impact the students' evaluation, and missing the equivalent of more than two classes will result in a No Credit evaluation.
2. Active participation in class discussions and exercises at the graduate level (e.g. to engage in both small and large group interactions in a manner that demonstrates interpersonal effectiveness, openness to feedback, and respect for the community of learners).
3. Completion of assigned readings (see course schedule below).
4. Completion of written assignments (written work should be typed, double-spaced, proofed, and reflect graduate competency in both technical and grammatical arenas; research papers should reflect APA format). Students may submit papers electronically through Sakai or in hard copy to the instructor. Hard copies of final papers can be picked up by students in the appropriate course envelope posted in the out-box outside the instructor's office at the beginning of the next quarter, or can be mailed if the student supplies a self-addressed stamped envelope.
5. Students are expected to demonstrate graduate level analytical thinking as well as self-reflection and self-critique.
6. Assignments are expected to be on time. Assignments that receive “partial credit” or “no credit” should be considered below graduate level work, and place the student in jeopardy of not receiving credit for the course. Students will have the opportunity for one revision. Further revisions are at the discretion of the instructor.
7. Course Evaluations: Students evaluate all courses during Weeks 4 and 10. The final course evaluation (Week 10) is required for all students in all courses.

Antioch University Policies

In addition to the above Course Requirements, Antioch University is committed to building a vibrant and inclusive educational environment that promotes learning and the free exchange of ideas. Our academic and learning communities are based upon the expectation that their members uphold the shared goal of academic excellence through honesty, integrity, and pride in one's own academic efforts and respectful treatment of the academic efforts of others.

All students are expected to comply with Antioch University policies, including the Title IX Sexual Harassment and Sexual Violence Policy and the Student Conduct Policy. Student policies are available on the AUS website under Student and Campus Resources: http://aura.antioch.edu/au_policies/

Specific attention should be given to the following:

1. Attendance: Students are expected to attend all scheduled classes. Credits may be denied for failure to attend classes.
2. Plagiarism: Plagiarism is defined as the presentation of an idea or a product as one's own, when that idea or product is derived from another source and presented without credit to the original source. "Idea or product" includes not only written work but also artworks, images, performances or ideas expressed orally or via any electronic, or other medium. Refer to the current AUS Catalog for full description and procedures.
3. Student Suspension, Dismissal, or Exclusion from Class Procedures. Refer to the Antioch University policies for full description and procedures.
4. Communication Protocol: All students must have access to computer technology. AUS maintains a computer laboratory as well as computer access in the AUS Library.
E-mail accounts and addresses are assigned for all Antioch Seattle students. Students are required to check their e-mail accounts at least weekly and are responsible for being aware of information posted as official announcements and through their programs.
To comply with students' record confidentiality and security requirements, official e-mail communication with Antioch Seattle, including e-mail between students and instructors, should originate from and be conducted within the Antioch University Seattle e-mail system. Refer to the current Antioch University Seattle Catalog for full description and procedures.
5. Incompletes: In Progress (IP) no longer is an evaluation designation that can be assigned at Antioch University. If a student does not satisfactorily complete the assigned work in a course by the end of the term, he or she will be granted No Credit. If a student is unable to complete the work due to extraordinary extending circumstances, he or she should discuss the matter with the instructor and, if approved, the instructor can assign an incomplete (INC) and set a deadline of no more than thirty (30) days for required submission of all remaining assignments. The incomplete will be calculated in the same way as No

Credit is when determining the student's academic standing. Upon satisfactory completion of the INC, it will no longer count against the student's academic standing. If the work is not completed by the deadline and an assessment has not been submitted, a No Credit (NC) will be assigned, not subject to change. To earn credit for a course deemed No Credit or permanently incomplete, the student must reenroll in and repay for the course. Incomplete contracts are not available to non-matriculated or visiting students. Upon withdrawal from Antioch, outstanding incomplete courses are converted to NC (No Credit). An NC is permanent and not subject to change. Students must complete all course and degree requirements prior to or on the last day of classes of a term to be eligible to graduate that term.

6. Audio- or Video-recording of Classes

Your instructor may identify times when recording a class session may have educational or academic value. In these cases, the recordings will be used and shared by your instructor in accordance with the [Guidelines for Lecture Capture and Audio/Video Recording](#). The Guidelines provide information about when it is necessary for faculty to obtain permission to use and/or share class recordings. Students will be asked to provide their verbal consent to have the sessions recorded. Faculty may not share or transfer the recordings to third parties outside the class without students' written consent. Students who receive copies of recorded classes may use the recordings for their own personal educational purposes only; for the duration of the course. Students may not share or transfer the recordings to third parties outside the class under any circumstances.

Library Services and Research Support

The AUS Library is here to serve you throughout your academic career. On our physical shelves, you'll find books carefully vetted to help you in your academic pursuits. In addition, you'll also find journals, masters' theses, dissertations, and videos/DVDs. The AUS Library provides computers including PCs and Macs, a printer/copier, and scanners available for you to use. You may also bring your laptop and connect to the campus wireless system.

To search the library catalog and beyond, please see the AUS Library web page, <http://www.antiochseattle.edu/library>. Both the catalog and our extensive research databases may be searched from off campus. Please call the AUS Library at 206-268-4120 if you need information on how to access the databases.

The Library teaches **workshops** throughout the year that are designed to help you in your research. Students may also make an appointment with the librarian for individual research help. Call or email Beverly Stuart, Library Director, at 206-268-4507 or bstuart@antioch.edu.

Writing Support at Antioch University

Much of your learning is writing intensive, and you will write in a variety of genres, from critical reflections to more formal research papers. Writing for an academic audience can also require one to gain new understandings about style and format. All

students are encouraged to seek writing support for their courses throughout their career at Antioch. Students at AUS have multiple venues for *free writing support*:

AUS Writing Lab (room 323 Library/CTL): Formerly the Academic Support Lab. The Writing Lab offers *free* peer-based writing consultation, both in-person and via webcam, phone, or messaging. Students can schedule directly online at www.antiochseattle.edu/tutoring, call: 268-4416 or email: writinglab.aus@antioch.edu. We offer drop-in hours as well as workshops and other resources for successful writing at AUS. Writing Lab consultants are graduate students in various programs at AUS and thus have deep understanding of the types of writing done by AUS students. Check the website for future workshops on topics related to academic writing.

The Virtual Writing Center (VWC): The VWC is located on the AU Drive at antioch.edu/vwc and allows busy AU students to get quality peer-based feedback of their writing within 48 hours. Live conversations with peer e-tutors may also be arranged by emailing vwc@antioch.edu.

The Writers' Exchange (WEX): fee-based writing support

The *Writers' Exchange* (WEX) was developed at Antioch University in direct response to the increase demand of graduate students' need for specialized editing support that exceeded the free peer-editing available at the Virtual Writing Center. If you're working on your thesis or dissertation, or just want professional writing support, visit WEX at wex.antioch.edu.

All WEX editors are professionals who have been vetted for their range of editing experience and the breadth of their expertise. Our fees are competitive and further discounted for the entire AU community.

Reasonable Accommodation of Students with Disabilities

Antioch University is committed to providing reasonable accommodations to qualified students with disabilities in accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 2008. Students with disabilities may contact the Disability Support Services office to initiate the process and request accommodations that will enable them to have an equal opportunity to benefit from and participate in the institution's programs and services. Students are encouraged to do this as early in the term as possible, since reasonable accommodations are not retroactive. The Disability Support Services office is available to address questions regarding reasonable accommodations at any point in the term.

Students in need of accommodation should contact Jill Haddaway, the Disability Support Services (DSS) Coordinator at 206-268-4151 or TTY: 206-728-5745 or jhaddaway@antioch.edu to request reasonable accommodations.

Students are responsible for requesting their faculty members acknowledge an electronic Letter of Accommodation from the DSS office as soon as possible in the quarter. In cases that the disability accommodation of extended time on assignments is granted, each assignment must be discussed and specific due dates agreed upon in advance between student and faculty.