



CED 693-01: CRISIS, DISASTER, & TRAUMA

Department of Counseling and Educational Development

3 credits hours, Face-to-Face (SOE 222)

Fall 2021, Wednesdays 9 am-12 pm

INSTRUCTOR INFORMATION

Instructor: Rebecca Mathews, PhD, LPC-S, CBGT, CHST

Office: 217 Curry Bldg

Office Hours: Tuesdays 12-1 pm; additional times available by appointment (virtual and in-person)

E-mail: rlmathews@uncg.edu

Virtual Offices: uncg.zoom.us/j/6585819883 (Zoom)

COURSE DESCRIPTION

Overview of specific evidence-based practice interventions, methods, and approaches in counseling. This course will focus on trauma (reactions, signs, and symptoms) and trauma-informed counseling/TF-CBT, Motivational Interviewing, Dialectical Behavior Therapy, Emotion-focused Therapy, etc.

PREREQUISITES

Admission into the graduate counseling program. Instructor approval.

REQUIRED TEXTS, READINGS, & RESOURCES

1. Jackson-Cherry, L. R., & Erford, B. T. (2018). *Crisis assessment, intervention, and prevention* (3rd Ed.). Pearson.
2. Other reading may be assigned throughout the course of the semester.
3. **All students must have access to the internet, word, canvas, and zoom.

RECOMMENDED READINGS & HELPFUL RESOURCES

American Counseling Association. (2014). *ACA Code of Ethics*. Author.

<http://www.counseling.org/resources/aca-code-of-ethics.pdf>

American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders* (5th ed.). Author.

American Psychological Association. (2019). *Publication manual of the American Psychological Association* (7th ed). Author.

Gold, S. N. (Ed). (2017). *APA handbook of trauma psychology: Foundations in trauma*. American Psychological Association.

Gold, S. N. (Ed). (2017). *APA handbook of trauma psychology: Trauma practice*. American Psychological Association.

Koerner, K. (2011). *Doing Dialectical Behavior Therapy a practical guide*. Guilford Press.

Pederson, L. D. (2015). *Dialectical behavior therapy: A contemporary guide for practitioners*. Wiley.

Ratts, M.J., Singh, A.A., Nassar-McMillan, S., Butler, S.K., McCullough, J.R. (2016). Multicultural and social justice counseling competencies: Guidelines for the counseling profession. *Journal of Multicultural Counseling and Development*, 44, 28-48. DOI: 10.1002/jmcd.12035.

Van der Kolk, B. A. (2015). *The body keeps the score : brain, mind, and body in the healing of trauma*. Penguin Books.

Webber, J. M., & Mascari, J. B. (Eds.). (2018). *Disaster mental health counseling: A guide to preparing and responding* (4th ed.). American Counseling Association Foundation.

COURSE OBJECTIVES (with CACREP Standards)

Course Objectives At the conclusion of this course:	Assignments (Note that one assignment may be supporting multiple course objectives.)	CACREP Standard(s) (These are CACREP standards that align with each course objective.)
1. Students will identify the nature, etiology, assessment, and treatment of the spectrum of traumatic stress responses, including those reflected in DSM-5 and ICD-10.	Quizzes, Trauma Journal, Trauma Application Paper	2.C.2.f 2.F.7.b-c
2. Students will demonstrate knowledge of the effects of crises and disasters on individuals, families, schools, communities, and cultures, and apply appropriate prevention and intervention strategies including Psychological First Aid.	Quizzes Psychological First Aid	2.F.5.m 5.F.2.g,e
3. Students will be able to distinguish the role of the professional counselor as a member of an interdisciplinary community outreach and emergency management response team during and following a crisis, disaster, or other trauma causing event.	Quizzes Psychological First Aid	2.F.1.c 2.F.2.d
4. Students will describe the nature and symptoms of secondary traumatic stress and compassion fatigue and identify appropriate prevention and intervention strategies, including self-care.	Quizzes, Coping Skill Demonstration	2.F.1.i., k.-m
5. Students will be able to differentiate between maladaptive and developmentally or culturally appropriate responses to crises, disasters, and other trauma-causing events and evaluate the appropriate use of diagnosis in the treatment process.	Quizzes, Trauma Application Paper	2.F.2.a-c 2.F.3.g-i
6. Students will be able to identify ethical and legal considerations for crisis interventions.	Quizzes Psychological First Aid	2.F.3.i; 2.F.5.d,g,m; 5.C.2.f; 5.F.2.g; 5.G.2.e
7. Students will identify the impact of trauma on individuals throughout the life span and individualize developmentally appropriate interventions.	Quizzes Trauma Application Paper	2.F.3.g,i; 2.F.5.a,h; 5.F.2.g; 5.G.2.e
8. Students will be able to identify strengths of evidence-based practices (e.g., TF-CBT, DBT) for trauma and differentiate and apply strategies for use with clients.	Quizzes Trauma Application Paper Psychological First Aid	2.F.6.a,g; 2.F.5.h,j,m; 2.F.1.m; 5.F.2.g
9. Students will be able to explain the	Quizzes	2.F.5.m

principles of crisis intervention for people during crisis, disasters, and other trauma-causing events	Psychological First Aid Trauma Application Paper	5.F.2.g,e
10. Students will demonstrate the ability to screen for addiction, aggression, and danger to self and/or others, as well as co-occurring mental disorders.	Psychological First Aid Trauma Application Paper	2.F.5g-h,j,l; 2.F.7.b,c; 5.F.2.g
11. Students will create a safety and/or de-escalation plan for suicide, domestic violence, homicide, and/or aggression.	Safety Planning	2.F.5.g; 5.F.2.g
12. Students will explore the impact of vicarious and personal trauma experiences in their ability to provide care for self and others.	Coping Demonstration Trauma Journal	2.F.1.k-l

HELPFUL INFORMATION, STANDARDS, & SUPPORT

Academic Integrity Policy. This class is one of many classes that will help you to understand the profession you are about to enter and the professional you are becoming. The highest of ethical standards are expected, including those outlined by the ACA Code of Ethics. Each student is required to follow UNCG's Academic Integrity Policy (<https://osrr.uncg.edu/academic-integrity/>). Cheating, submitting work other than your own, or plagiarism will result in an F in the course and will be reported to the Office of Student Affairs. Additional remediation may follow.

Accommodations. UNCG seeks to comply fully with the Americans with Disabilities Act (ADA). Students requesting accommodations based on a disability must be registered with the Office of Accessibility Resources and Services (OARS) in 215 Elliott University Center, 334-5440, oars.uncg.edu.

Adverse Weather. In cases of inclement weather that impact this course and course schedule, details can be found:

- In your University email: UNCG sends out Adverse Weather updates.
- In the UNCG Mobile App: You can set it to provide you alerts.
- Via television announcements: UNCG makes weather announcements available on five local stations (WFMY-2, WGHP-V, WXII-TV, WXLV-TV, and Spectrum News).

Visit Spartanalert.uncg.edu or the UNCG homepage: UNCG posts up-to-date information on the main University web site (uncg.edu) and on the main Spartan Alert page (spartanalert.uncg.edu).

Attendance and Late Assignments. Regular class attendance is a responsibility and a privilege of university education. It is fundamental to the orderly acquisition of knowledge. Students should recognize the advantages of regular class attendance, accept it as a personal responsibility, and apprise themselves of the consequences of poor attendance. Class attendance and participation is integral to your professional development and is required for this class. As such, students are expected to attend and participate actively in all classes. Students are responsible for signing-in to class each day. It is your responsibility to ensure you are counted present. Students may miss up to 2 classes with no penalty. More than 2 absences result in a 10% total grade drop with each absence. All assignments are due prior to the start of class on the date assigned in the syllabus. Assignments submitted on the due date after the designated time are considered late. Assignments submitted late will receive a 10% deduction in grade; assignments may be submitted up to 7 days late. If you have questions or concerns about attendance or assignments, please speak with Dr. Mathews.

Classroom Conduct. Students are expected to assist in maintaining a classroom environment that is conducive to learning. In order to assure that all students have the opportunity to gain from time spent in class, unless otherwise approved by the instructor, students are prohibited from engaging in any form of distraction. Emotional safety is paramount in a program of this nature. It is expected that all students will remain respectful of racial, ethnic, religious, sexual, gender identities and differences. Inappropriate behavior in the classroom shall result, minimally, in a request to leave class. Please review the [Disruptive Behavior in the Classroom Policy](#) for additional information.

COVID-19. As we return for fall 2021, the campus community must recognize and address continuing concerns about physical and emotional safety, especially as we will have many more students, faculty, and staff on campus than in the last academic year. As such, all students, faculty, and staff are required to uphold UNCG's culture of care by actively engaging in behaviors that limit the spread of COVID-19. Such actions include, but are not limited to, the following:

- [Following face-covering guidelines](#)
- Engaging in proper hand-washing hygiene when possible
- Self-monitoring for symptoms of COVID-19
- Staying home if you are ill
- Complying with directions from health care providers or public health officials to quarantine or isolate if ill or exposed to someone who is ill.

Instructors will have seating charts for their classes. These are important for facilitating contact tracing should there be a confirmed case of COVID-19. Students must sit in their assigned seats at every class meeting and must not move furniture. Students should not eat or drink during class time.

To make it easier for students to hear their instructor and/or read lips and if conditions permit, instructors who are fully vaccinated and who can maintain at least six feet of distance from students may remove their masks while actively teaching if they choose, but will wear a mask at all other times while in the classroom, including during the periods before and after class

A limited number of disposable masks will be available in classrooms for students who have forgotten theirs. Face coverings will also be available for purchase in the UNCG Campus Bookstore. Students who do not follow masking requirements will be asked to put on a face covering or leave the classroom to retrieve one and only return when they follow the basic requirements to uphold standards of safety and care for the UNCG community. Once students have a face covering, they are permitted to re-enter a class already in progress. Repeated issues may result in conduct action. The course policies regarding attendance and academics remain in effect for partial or full absence from class due to lack of adherence with face covering and other requirements.

For instances where the Office of Accessibility Resources and Services (OARS) has granted accommodations regarding wearing face coverings, students should contact their instructors to develop appropriate alternatives to class participation and/or activities as needed. Instructors or the student may also contact [OARS](#) (336.334.5440) who, in consultation with Student Health Services, will review requests for accommodations.

Electronic Devices Policy. As the instructor, I reserve the right to request discontinued use of any electronic devices (e.g., laptop computers, tablets) during class time. Please silence and put away cell phones prior to the start of class. (If you are expecting an emergency call, please advise the professor prior to class.) Violations of this policy or failure to comply with instructor requests related to use of electronics may result in grade deduction and/or disciplinary action.

Health and Wellness. Health and well-being impact learning and academic success. Throughout your time in the university, you may experience a range of concerns that can cause barriers to your academic success. These might include illnesses, strained relationships, anxiety, high levels of stress, alcohol or drug problems, feeling down, or loss of motivation. Student Health Services and The Counseling Center can help with these or other issues you may experience. You can learn about the free, confidential mental health services available on campus by calling 336-334-5874, visiting the website at [Student Health Services](#), or visiting the Anna M. Gove Student Health Center at 107 Gray Drive. For undergraduate or graduate students in recovery from alcohol and other drug addiction, The Spartan Recovery Program (SRP) offers recovery support services. You can learn more about recovery and recovery support services by visiting [Spartan Recovery Program](#) or reaching out to recovery@uncg.edu. Please also see <https://shs.uncg.edu/cc-coronavirus>.

Netiquette. Some of the interactions in this course will take place online, either in a live meeting or discussion boards. Please continue to demonstrate the respect for each other online as you would in the classroom and is outlined in this syllabus. In addition, when class is held online, it is expected that you will be present, alert, and visible throughout the entirety of the class. Please mute your microphone when not speaking.

Professionalism (Confidentiality and Ethics). In this course, you are required to complete various class assignments and engage in class activities and discussions. In the course of discussions and activities, your peers may disclose personal information. It is your duty to maintain professional and academic confidentiality. Strict adherence to the American Counseling Association (2014) Code of Ethics begins here.

Additionally, CED is committed to ongoing dialogue, exchange of ideas, and immersion experiences that promote empathy toward all individuals so that our faculty, staff, and students truly promote culturally competence counseling, teaching, and research as a core value. Class discussions and conversations with peers, faculty, and staff are expected to be civil and reflective the ethical principles of our field.

Religious Holidays. I am happy to make reasonable accommodations for students who have conflicts due to religious obligations. Please make arrangements with me in advance of any conflict. For more information on UNCG's Religious Obligations policy, visit: [UNCG's Religious Obligations Policy](#).

Technical Support. Students with technical issues with the course and email should contact 6-TECH for support either by email or phone or chat ([6TECH Help](#)). Please also make me aware of the issue and if there will be any delays in resolving the issue.

DEPARTMENT DIVERSITY STATEMENT

The Department of Counseling and Educational Development (CED) values multiculturalism by

championing diversity, including, but not limited to, nationality, sexual orientation, race, ethnicity, size, gender, socioeconomic/class status, religion, languages, spirituality, physical abilities, health, veteran status, and age. Diversity permeates CED's curricular and clinical experiences.

Further, CED is dedicated to training culturally competent counselors to work in diverse settings, with diverse clients, and to advocate for underserved clients and populations. Also, CED is committed to recruiting and retaining a diverse faculty and students who promote equality, social justice, and well-being in all they do.

COURSE ASSIGNMENTS

Quizzes (200 points). There will be 4 quizzes administered in Canvas. You may use your notes, textbooks, articles or other resources that have been used in class. You may not use the Internet or each other. (Assesses CACREP standards 2.F.5.m; 5.F.2.g,e 2.C.2.f; 2.F.7.b-c)

Trauma Application Paper (200 points). Students will complete a conceptualization paper using a current client (deidentified). The impact of trauma on the client's life will be identified (through a developmental lens) as well as their responses/reactions to trauma (affective, behavioral, cognitive, physiological, relational, spiritual). Potential diagnoses differentiated and treatment needs identified. Students will identify 3 interventions that could be used to treat client's trauma reactions. Paper should be formatted according to APA 7 guidelines, 7-10 pages (not including title and reference pages). (Assesses CACREP standards 2.F.3.g,i; 2.F.5.a,h; 5.F.2.g; 5.G.2.e)

Healthy Coping Demonstration (50 points). Students will prepare a 5-10 minute in-class self-care, healthy coping experiential activity (e.g., grounding, breathing, artistic, etc.) that they will lead their peers through. These should be interventions that would be appropriate for a client that may experience trauma reactions. Students will sign up for a date the first week of class. Students will spend 1-2 minutes describing the activity its role in self-care followed by the experiential activity. (Assesses CACREP standards 2.F.1.i., k.-m)

Online Training (Psychological First Aid or TF-CBT) (100 points). "Psychological First Aid is an evidence-informed modular approach to help children, adolescents, adults, and families in the immediate aftermath of disaster and terrorism.... PFA is designed to reduce the initial distress caused by traumatic events and to foster short- and long-term adaptive functioning and coping." ([National Child Traumatic Stress Network, 2020](https://www.nctsn.org/publications/national-child-traumatic-stress-network-2020)). The cost of this training is: free.
<https://learn.nctsn.org/enrol/index.php?id=38>

Trauma-Focused Cognitive Behavior Therapy is an evidence-based intervention originally designed to be used with children and teenagers who have experienced traumatic events and are experiencing significant symptoms as a result. The cost of this training is: \$35. <https://tfcbt2.musc.edu/en>

Students will upload completion certificate to Canvas. (Assesses CACREP standards 2.F.6.a,g; 2.F.5.h,j,m; 2.F.1.m; 5.F.2.g)

Class Participation (100 points). Critical analysis of the readings and class discussion is essential to your learning and ability to engage in conversations with other professionals. As such, each student should

come prepared to have at least one insight from the readings to ask about or be prepared to discuss in class. Class participation will involve both small group and full class discussions and activities throughout the semester. Each week students have the ability to earn participation points. Participation will be assessed via didactic discussion, role-plays, group discussions, online posts, collaborative exercises, and/or other activities assigned in class or as homework. Additionally, students must [record their attendance weekly](#). Failure to do so will result in a reduction in points.

ASSIGNMENT GRADING RUBRIC

	Exceeds Expectation	Meets Expectation	Does Not Meet Expectation
Knowledge of Subject Matter (35%)	Demonstrates above average knowledge of the subject matter.	Demonstrates adequate/average knowledge of the subject matter.	Demonstrates below average knowledge of the subject matter.
Quality/ Followed Directions (30%)	All basic concepts are covered. In depth review of related concepts included. Student demonstrated understanding and integration of material. Met length requirement. Handout was clear and helpful (if applicable). Representative of graduate level work.	Most directions were followed, and the content is covered, but missing one or two key points. Analysis may be lacking. Met length requirement. Handout was unclear or did not provide needed information (if applicable). Representative of graduate level work.	Assignment is missing significant aspects of the assignment. Writing is shallow, regurgitative, with no in-depth exploration. Poor quality. Did not meet length requirement. No handout was provided (if applicable). Not representative of graduate level work.
Organization (10%)	Assignment was well-organized and easy to follow.	Most aspects of the assignment were organized but aspects were unclear.	Assignment was disorganized, not well-identified, and/or unclear.
APA format (15%)	APA format was followed with no errors on cover page, in body of the paper or reference page. Grammatically correct. References are all original sources.	APA format was followed with one or two minor errors. Grammatically correct. Mostly original sources were used. Sources are related to the identified topic.	Did not follow APA format in cover page, body of the paper and/or the reference page. Significant grammatical errors. Sources are not related to the topic of paper.
Timeliness (10%)	N/A	Assignment was submitted on time.	Assignment was not submitted on time.

Assignments	Points
Quizzes	200
Trauma Application Paper	200
Healthy Coping Demonstration	50
Online Training	100
Class Participation	100
Total	650

Grading Scale To calculate grade, divide current scores by total possible scores.	94 – 100% = A	81 – 83% = B	68 – 70% = D+
	91 – 93% = A-	78 – 80% = C+	64 – 67% = D
	88 – 90% = B+	74 – 77% = C	61 – 63% = D-
	84 – 87% = B	71 – 73% = C-	60% or below = F

TENTATIVE COURSE SCHEDULE

Course schedule may be updated at the instructor's discretion.

DATE	TOPIC	READINGS	ASSIGNMENTS DUE PRIOR TO CLASS
Aug 18 <i>Week 1</i>	Introduction, Syllabus Review		
Aug 25 <i>Week 2</i>	Understanding Trauma; Trauma Definitions (trauma reactions, vicarious trauma)	Podcast: https://brenebrown.com/podcast/brene-with-oprah-winfrey-and-dr-bruce-d-perry-on-trauma-resilience-and-healing/	Quiz 1 (on syllabus); Sign up for coping skill demonstration
Sept 1 <i>Week 3</i>	Causes of Trauma; ACES; Intergenerational Trauma; Building Resilience <i>**in-class practicum**</i>	Predictors of Trauma Exposure and Trauma Diagnoses for Children with Autism and Developmental Disorders OR https://open.lib.umn.edu/immigrantfamilies/part/chapter-6-intimate-partner-violence-among-immigrants-and-refugees/ (6.1-6.9, see bottom right of webpage) OR Intergenerational Trauma and Its Relationship to Mental Health	
Sept 8 <i>Week 4</i>	Trauma Reactions Across the Lifespan (affective, behavioral, cognitive, relational, spiritual); Traumatic Memory and Disassociation <i>**in-class practicum**</i>	Polyvagal Theory: https://youtu.be/ivlEAlhBHPM AND Assessing the Effects of Childhood Maltreatment on Adult Spirituality OR Trauma Exposure and Mental Health Symptoms in Rural Latinx Adolescents: The Role of Family Processes OR Coronavirus Trauma and African Americans' Mental Health: Seizing Opportunities for Transformational Change	Quiz 2 (over content from weeks 2-3)
Sept 15 <i>Week 5</i>	Trauma-informed Practices; Growth-Centered Practices <i>**in-class practicum**</i>	https://www.psychiatry.org/psychiatrists/cultural-competency/education/stress-and-trauma ; Read 2 populations and come prepared to share findings	
Sept 22 <i>Week 6</i>	Crisis Theory, Ethics, and Safety Concerns; Crisis Interventions and Skills <i>**in-class practicum**</i>	Jackson-Cherry & Erford 14	
Sept 29 <i>Week 7</i>	School and Community Crises	Jackson-Cherry & Erford 12	Quiz 3 (over weeks 4-6)

Oct 6 Week 8	Class is asynchronous – work on-line training		
Oct 13 Week 9	Handling Crises of Lethality (Suicide, Homicide), Safety Planning <i>**in-class practicum**</i>	Jackson-Cherry & Erford 6	
Oct 20 Week 10	Disaster Responses <i>**in-class practicum**</i> <i>Lethality safety planning</i>	Jackson-Cherry & Erford 12	Quiz 4 (over weeks 7-9)
Oct 27 Week 11	Emotionally Focused Therapy (EFT) <i>**in-class practicum**</i> <i>Lethality safety planning</i>	Essential processes in Emotion-Focused Therapy	
Nov 3 Week 12	Trauma-Focused Cognitive Behavioral Therapy (TF-CBT) <i>**in-class practicum**</i>	Trauma-Focused Cognitive Behavioral Therapy for Traumatized Children and Families OR Trauma-focused CBT for youth who experience ongoing traumas	
Nov 10 Week 13	Eye Movement Desensitization and Reprocessing (EMDR) <i>Guest speaker: Dr. Nancy Thomas</i>	TBD	Trauma application paper due
Nov 17 Week 14	Dialectical Behavioral Therapy (DBT) <i>**in-class practicum**</i>	Dialectical Behavior Therapy	Training due (PFA or TF-CBT)
Nov 24 Week 15	No Class – Thanksgiving Break		
Dec 1 Week 16	Summary	TBD	<i>**Prac assignment – trauma journaling**</i>
Dec 3-9	Finals		



CED 653: CRISIS, DISASTER, & TRAUMA PRACTICUM
Department of Counseling and Educational Development
1 credits hours, Face-to-Face
Fall 2021

INSTRUCTOR INFORMATION

Instructor: Rebecca Mathews, PhD, LPC-S, CBGT, CHST
Office: 217 Curry Bldg
Office Hours: Tuesday 12-1 pm; additional times available by appointment by appointment (virtually or in-person)
E-mail: rlmathews@uncg.edu
Virtual Offices: uncg.zoom.us/j/6585819883 (Zoom)

COURSE DESCRIPTION

Skill development and application of theory to practice in counseling, assessment, and consultation through supervised work with clients in a laboratory setting.

PREREQUISITES & COREQUISITES

Admission into the graduate program and instructor permission are required. Additionally, students must also be enrolled in CED 693.

REQUIRED TEXTS, READINGS, & RESOURCES

Readings may be assigned throughout the course of the semester.

****All students must have access to the internet, word, canvas, and zoom.**

COURSE ASSIGNMENTS

Trauma Reflection Journaling. Journaling is an activity that builds insight and provides personal reflection. In addition, it has been shown to be effective in reducing symptoms associated with trauma. As such, students will journal weekly (written, art-based, musically, hand-written or typed) reflecting on how they were impacted by the material studied that week, client care, and/or community events, etc. Students can include personal thoughts, feelings, or experiences that were brought back into their awareness as a result of the material being studied. Students will upload journal entries into Canvas at the end of the course. These will be reviewed for completion, not read critically evaluating content, APA formatting, etc.

Safety Planning Demonstration. In pairs, students will practice completing a suicide or homicide safety plan with a client from a trauma-informed perspective. Students may choose whether they plan for suicide or homicide prevention. Students will sign up for a time to demonstrate this process to their GA who will provide feedback. This process will occur during class practicum time.

Process and Practice Groups. Students will participate in groups (to process content and practice skills) with the graduate assistant.

**** Please Note:** When you are participating in peer sessions and group process, please participate to the degree that is most comfortable for you, being mindful of your own boundaries and needs around privacy. When being in the client role, you may respond authentically and/or respond as a fictitious client. Please speak with your instructor if you have any questions or concerns.

GRADING

Pass/Fail

This course is a pass/fail course. Failure to complete the above assignments will result in a grade of Unsatisfactory ("U") for the practicum course attached to the CED 693 course. An overall grade of incomplete ("I") will only be assigned if there are extenuating circumstances (e.g., prolonged physical or mental health problems) and up until that point, you have been current with course assignments. Appropriate documentation must be provided by the student to verify such circumstances.