



Department of Counseling
COU 5394.02 Crisis and Trauma Counseling
 Spring 2018

Instructor: David Lawson

Office: Counselor Education Bldg Huntsville; Community Counseling Clinic TWC

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Office Hours: Monday 5:00-6:00 Huntsville; Tuesday 5-5:30 TWC; Other by appointment

CELL PHONES. Please turn off your cell phones before you come to class. Do not check phone messages, facebook, text, etc. during class time. Do not leave class to answer your phone or return a call. You may check your phone during the 10” break.

Class format: 100% classroom. This course will employ a variety of teaching methods including: readings, in class discussion, small group discussions, simulated interventions, self directed activities, tests, and written assignments. Students are expected to be prepared for discussion by completing the reading assignments. Mastery of objectives will be demonstrated through participation in discussions, completion of writing assignments, and test and project performance.

Class day and time: Meets Tuesday 5:30- 8:20

Class location: Room 253 The Woodlands Center (TWC)

COURSE DESCRIPTION:

This course includes an overview of the concepts and principles of crisis counseling. Topics will include immediate response to crisis situations such as terrorism, natural disasters, and school-related disasters as well as longer term counseling models to address trauma related to intimate partner violence, sexual assault, child sexual abuse, and trauma related to military service.

Required Texts

Briere, J. & Scott, C. (2013). *Principles of trauma therapy: A guide to symptoms, evaluation, and treatment (2nd ed; DSM-5 Update)*. Thousand Oaks, CA: Sage.

Cohen, J. A., Mannarino, A. P., & Deblinger, E. (2017). *Treating trauma and traumatic grief in children and adolescents (2nd Edition)*. New York: Guilford.

van der Kolk, B. (2014). *The body keeps the score: Brain, mind, and body in the healing of trauma*. NY: Viking.

Standards Matrix

Topic(s)/Objective(s)	Activities/Assignments	Measurement	CACREP Standards Alignment
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	(including field-based activities)	(including performance-based)	
Understands the impact of crises, disaster, and other trauma-causing events on people.	Lecture, discussion, and readings.	Reaction paper on assigned reading that demonstrates understanding of the standard's content. (see Rubric)	CMHC – A. 9
Understands the operation of an emergency management system within clinical mental health agencies and in the community	Lecture, discussion, and readings.	Reaction paper on assigned reading that demonstrates understanding of the standard's content (see Rubric).	CMHC – A. 10
Understands the principles of crisis intervention for people during crises disasters, and other trauma-causing events.	Lecture, discussion, on-line training, and readings	Students will complete an applied treatment plan intervention paper addressing the standard's content (see Rubric).	CMHC – C. 6
Recognizes the importance of family, social networks, and community systems in the treatment of mental and emotional disorders.	Lecture, discussion, and readings.	Students will complete an applied treatment plan intervention paper addressing the standard's content (see Rubric) .	CMHC – C. 8
Demonstrates the ability to use procedures for assessing and managing suicide risk.	Lecture, discussion, readings, and role-play.	Students will complete an applied treatment plan intervention paper addressing the standard's content (see Rubric).	CMCH- D. 6
Understands appropriate use of diagnosis during a crisis, disaster, or other trauma-causing event	Lecture, discussion, and readings.	Students will complete an applied treatment plan intervention paper addressing the standard's content (see Rubric) .	CMCH- K. 5
Differentiates between diagnosis and developmentally appropriate reactions during crises, disaster, and other trauma-causing events.	Lecture, discussion, and readings.	Students will complete an applied treatment plan intervention paper addressing the standard's content (see Rubric).	CMCH- L. 3
Understands the impact of crises, disasters, and other trauma-causing events on marriage, couple, and families, and households.	Lecture, discussion, and readings.	Students will complete an applied treatment plan intervention paper addressing the standard's content (see Rubric).	MCFC- A. 7

Written Work

All assigned writing must be written at the graduate level and follow *Publication manual of the American Psychological Association* (5th ed.) (2001) format as indicated in the SHSU Counselor Education Department Writing Standards. The Department standards may be downloaded at http://www.shsu.edu/~edu_elc/counseling/documents/writingstandards.pdf

Periodically your work may be filtered through the SHSU online “Turnitin.com” program which validates whether the work is original or plagiarized. Carefully cite any work not your own.

The Conceptual Framework and Model

The COE Conceptual Framework establishes the shared vision of the college in preparing students to work with individuals, families, and groups through programs dedicated to collaboration in instruction, field experience, and research. Students acquire the knowledge, dispositions, and skills necessary to create a positive learning environment preparing students to work with people throughout the developmental life span. Employing a variety of means, students learn to plan, implement, assess, and modify interventions to meet the needs of diverse populations.



The Conceptual Framework (CF) incorporates five (5) indicators throughout the framework that serve to identify areas tied to course work where there is evidence of Conceptual Framework and goals assessment. The five indicators are:

Knowledge Base (CF1)

Technological Learning Environment (CF2)

Communication (CF3)

Assessment (CF4)

Effective Field Experience with Diverse Populations (CF5)

Web link: *Educator Preparation Services* site for **Conceptual Framework**:

http://www.shsu.edu/~edu_edprep/

IDEA Evaluation Objectives:

In this course, our focus will be on these major objectives (as assessed by the IDEA course evaluation system):

Essential: Gaining factual knowledge (terminology, classifications, methods, trends)

Essential: Developing skills in expressing oneself orally or in writing

Course Outline

Course Assignments and Activities:

1. **Class participation** (45 pts) of a quality and quantity to reflect knowledge of the text and other readings. **Participation** involves a number of specific factors: attendance and promptness, quality of active participation in discussion of topics, role plays, small group work, and case

presentations, so please come to class prepared. Participation points require class attendance and involvement in class discussions and activities. You are expected to attend *every* class unless there is a valid emergency/reason. Please contact me about any class absences. A = 41 points, B = 36-39 points, C = 32-35 points

2. Journal days (40 pts = 30 pts for content and 10 pts for organization and style). Each class member will conduct a **Power Point presentation** of an article from a professional journal related to the topic that is **focal on the day you choose for your presentation. Articles can be either applied or research focused.** If you choose a research-based article, you should provide some practical application for the research. **You need to sign up with me for a specific day to make your presentation. Also, please clear your topic with me before you begin this assignment.**

Please provide the class and me with a 1-page typed copy of your summary/reaction presentation material including the following information in this order:

- (a) journal reference information (i.e., author, title, journal, vol., pg.) at the top of the page after your name;
- (b) a brief summary of the article (including methodology, results and conclusions with a research article),
- (c) application, and
- (d) your reaction to the article.

Turn in the article summary/reaction paper on the day of your presentation.

Please limit your presentation to no more than 10 minutes and allow 2-3 minutes for discussions/questions.

*You will be evaluated on the mastery of your topic, organization, and presentation style (e.g., coherence, transition, etc). Be familiar enough with your article that you can present your material without reading it. This assignment is intended to stimulate discussion and interest in issues related to crisis counseling, so please choose articles that have relevance and applicability to the helping professions.

3. Application paper; 10-12 pages including references but excluding cover page (100 pts.; Due April 25). This assignment includes two major sections: (a) Literature review and (b) applying trauma theory and trauma-based interventions to a clinical trauma case example.

a. Empirical Research Review. Based on a clinical trauma case example (a list of cases will be provided), provide an overview (2-3 pages) of what the empirical research literature **(i.e., actual data based research not simply someone's opinion or experience)**. Include the following subsections:

(1) the prevalence rate and impact of the type of trauma symptoms case (e.g., natural disaster, car accident, neglect, physical, sexual, psychological abuse, witnessing violence/traumatic events, etc) you have chosen to work with (cite sources). For most of the cases your diagnosis likely will be PTSD, Complex PTSD, Dissociative Disorder, or Attachment Disorder; and

(2) effective treatments for the trauma-based problem issue you have chosen. In your review of effective treatments cite and discuss at least 3-4 **empirical outcome studies** (qualitative or quantitative; large n or single subject) that support the particular approach(es) you will use to address your chosen trauma problem. I prefer you **not use a meta-analysis study**

unless you discuss individual studies. It is important that you know what research evidence exists for the approach you have chosen. This will necessitate reviewing articles on your chosen approach that address effectiveness research.

b. Theory Application to a Case Example. Write an integrative application paper explaining how you would work with a particular trauma case. I will provide a number of case examples that you may choose from depending on your interest (e.g., children, adults, families, etc.). If you have other case examples more relevant to your counseling area (e.g., clinical mental health or school) than the ones I provide please check with me and I will be glad to consider your case example.

This assignment is intended to be an opportunity for you to state conceptually how to work with a particular trauma case, possibly with the population and in the setting in which you see yourself working in the future (e.g., schools, community mental health, psychiatric hospitals, college/university students, crisis centers such as women's shelters, child advocacy centers or rape crisis centers. Be sure to identify the theory and concepts that you are drawing from in the body of your paper (e.g., "From a cognitive therapy perspective, I would..."). You may include verbatim client comments and/or extrapolated verbatim client comments based on your chosen case (e.g., "I would respond to the clients statement that 'I am always depressed' by asking them to tell me about the highs and lows of their depression").

Use the following points in developing your paper. **Include these subheadings for each issue in your paper so that I can clearly identify which issue you are addressing. Focus on applying the key points below to your case example.**

1. Problem. Clearly describe the trauma problem on which you will focus. For example, the client reports feeling depressed (doesn't feel like doing anything; engages in self-deprecating self-talk; exhibits low frustration tolerance; avoids people) because she feels shame about the rape. And/or the client reports feeling highly anxious around crowds, especially at school due to being injured and witnessing the death of several friends during a recent shooting incident at his public high school and thus avoids crowds. Or client reports being repeatedly physically and sexually abused as a child, resulting in reexperiencing the trauma, dissociation, hyperarousal, and altered emotional (numbness or rage) and cognitions (believes he/she is evil or contaminated).

2. Key concepts of your approach and how behavior change/problem resolution occurs. Your chosen theory should be consistent with the interventions models you identified as effective in your literature review. State clearly the counseling approach you chose (e.g., CBT, Cognitive Processing Therapy, Experiential Therapy, Exposure Therapy) and then summarize the basic concepts of that approach. Based on your approach, how does positive change and problem resolution take place. If you have not yet begun to integrate your chosen case example into your paper, this issue would be a useful entry point to begin employing your case to discuss your approach.

3. Assessment and diagnosis. How will you assess the problem? For example, you might administer symptom/problem inventories to diagnose PTSD symptoms (e.g., PCL-5; CAPS); conduct interviews; observations of person in problem situation or in-session, collateral information from friends/family, or other procedures you would use in your assessment such as medical and psychiatric evaluation. Also include your assessment, the client's potential for

suicide and how you would manage it. Based on your assessment, what is a tentative diagnosis and why? If relevant, distinguish between PTSD and acute stress (ongoing symptoms beyond one month).

4. Case Formulation. Based on your chosen theory: Formulate hypotheses about the functions of problem, e.g., cognitive, behavioral, and/or interpersonal. For example, based on CBT, Bill (age 16), avoids unknown young men on the street because he expects them to pose a threat due to being robbed and beaten up during a store robbery. When he avoids such situations, his anxiety decreases significantly, reinforcing his avoidance. Thus, avoidance is associated with less anxiety and a greater sense of safety. In other words, discuss what factors caused and maintain the focal problem based on your chosen theory(ies).

5. Goals/Goal Evaluation. Based on the client problem, state clearly your **long-term goals** (i.e., measurable, behavioral as possible, objective indicators that show the client is ready for successful completion of treatment). For example, long-term goals might include the client's PTSD symptoms will reduced to the point that she/he is able to resume a 40 hour work week; the client spends only 10% of her time thinking about the work place violence that she witnessed; or the client will be able to manage her emotional dysregulation by using mindfulness breathing rather than self-injury/cutting. You may have only 2-3 long term goals. Also, state your **short-term goals** (i.e., define and measure intermediate steps that the client must achieve in treatment for successful completion of treatment). For example, short-term goals might include: building a therapeutic alliance with the therapist; helping the client develop a plan to reduce anxiety; helping the client become aware of his/her own behavior and self-talk; daily practice of mindfulness breathing; and/or increasing reflective thinking in session. State clearly how you will evaluate the achievement of these goals that should be related to your means of assessment (#3. above). You will evaluate PTSD symptom reduction by administering the PCL-5; the client will demonstrate mindfulness breathing; or the client and therapist will discuss their working relationship and make alterations if needed.

6. Interventions. (a) What intervention strategies and techniques would you use to achieve your goals? **Specify interventions you will employ to achieve the goals in beginning, middle, and later stages of treatment based on your theory and the research review.** (b) Be sure to demonstrate in your discussion how the client's experience of crisis/trauma influences your interactions and interventions with the client. For example, due to child sexual abuse (CSA) and resulting distrust for most people, you would state your understanding of the need to go slow and be attentive to the therapeutic alliance and alliance repair with your client. Or, due to your client's use of dissociation to cope with stress, you are aware of early signs of dissociation such as staring without eye blink or the client's report of emotional numbing and how to successfully intervene, such as assist client in grounding or mindfulness breathing. (c) If your client was at risk for self-harm and/or suicide, how will you address this? (d) Include how you will help client seek and/or develop important social support from spouse/partner, family, friends, and other social networks. Be sure your interventions are consistent with your chosen theory. This section will likely be the longest section of your paper.

7. Diversity issues. What are the diversity issues (e.g., different race and culture from your own, gender, socioeconomic status, age, disability, sexual orientation, beliefs, etc.) that might be

relevant to your case and how might you address them in counseling? Diversity issues are related to major ways you may differ from your client and how these differences are addressed.

h. Citations, references etc. Please cite and reference sources you have drawn from in developing your paper. Use APA publication format with citations, references, headings, pages numbering, etc. All the texts for class use APA style if you are unfamiliar with this format. I strongly suggest you purchase an *APA Publication Manual* if you don't already own one.

i. Use a minimum of **10-12** reference sources for this project.

This is a major paper. Please give ample time and effort to your work. Follow the order of the subheadings above (a. through f.) in presenting your material clearly using these subheadings, as I will use this format in evaluating your paper.

****RUBRIC**

	Point Allotment	CACREP Standard
Completes a literature review on the prevalence rate and impact of chosen case study trauma and 3-4 empirical studies supporting the chosen model for treating trauma.	15	Na
Key concepts of your approach and how behavior change/problem resolution occurs	10	Na
Clearly describe the trauma-related problem	3	Na
How will you assess the problem?	5	CMHC K.5
Demonstrates the appropriate use of assessment and diagnosis during a crisis, disaster, or other trauma-causing event.	3	
Differentiates between diagnosis and developmentally appropriate reactions during crises, disaster, and other trauma-causing events.	3	
Case Formulation	5	Na
Goals and Goal Evaluation	10	Na
Intervention strategies and techniques	12	Na
Demonstrates an understanding of the principles of crisis intervention for people during crises disasters and other trauma-causing events.	3	CMCH C.6
Recognizes the importance of family, social networks, and community systems in the treatment of mental and emotional disorders. Understands the impact of crises, disasters, and other trauma-causing events on marriage, couple, and families, and households.	3	CMCH C.8; MCFC A. 7
Demonstrates the ability to use procedures for	3	CMCH

assessing and managing suicide risk.		D.6
Diversity Issues	5	Na
Writing is clear, concise, and organized, using APA format; 10-12 pages.	10	Na
Citations and references form; 8-10 references	10	Na
Total points	100	

****Underperforming (poor understanding of issues): 0-79**

Competent (demonstrates an adequate understanding of concepts and issues): 80-89

Proficient (demonstrates a clear understanding of concepts and issues): 90-100

4. On-line Training (50 pts; Due March 7). Everyone will complete one of the following on-line training courses. Please choose one that you have not completed in another course.

*Cognitive Processing Therapy (CPT; website address is <http://cpt.musc.edu/index>)

*Trauma-Focused Cognitive Behavioral Therapy for Children (TF-CBT; website <http://tfcbt.musc.edu/index>).

*Child Traumatic Grief (CTGWeb, www.musc.edu/ctg)-Must have completed the TF-CBT program first.

*Crime Victim Web (CVWeb; www.musc.edu/cvweb)- Complete all 8 modules

*Parent Child Interaction Therapy (PCIT; http://www.ucdmc.ucdavis.edu/children/clinical_services/CAARE/pcit/)

* Psychological First Aid (NCTSN; <http://learn.nctsn.org/course/category.php?id=11>)

These websites provide training on working with posttraumatic stress/crises with either adults (e.g., CPT) or children (e.g., TF-CBT; PCIT). You must complete all the modules to receive your **certificate**. You will need to establish a login username and password. You can do it in piece-meal fashion rather than doing it all at one setting if you wish. You must complete the whole course to receive credit. These are excellent sources from which to learn how to treat traumatized adults (especially military personnel) or children.

5. Two Book Review (40 pts each; due February 28 and March 28). Prepare a 3-4 page (not including cover sheet) review of the book *s The Body Keeps the Score* (due 2-28) and *Treating Trauma and Traumatic Grief in Children and Adolescents*-(due 3-28). Write the review as if you were going to present it to a group of practitioners who are working with trauma clients and interested in your topic. Provide what you see as both positive and useful aspects of the book as well as weaknesses, providing specific examples and adequate detail from the book to support your claim. Note specific chapters and topics to which you are referring. For noted weaknesses, include suggestions that you believe would strengthened the text. Finally, provide your overall evaluation of the text in terms of whether or not you would recommend it to other professionals and if so what type of professionals. I have provided you with an example review from a professional journal on blackboard at the bottom section.

6. Reaction papers (50 pts, 10 points each; Hard copies due in class on the day of assigned reading). Complete **5 one-page** reaction papers on selected readings. This will be due on the day that we address the readings in class (see Tentative Schedule below). Provide a brief sentence or two that summarizes the reading and then choose a limited number of issues (2-3) to which you will provide your reactions. Clearly state the issue of interest, your position based on the reading, and the

rationale for your position. I want your papers to indicate that you have put thought into your reactions based on the readings and research. This is not intended to be simply a summary of the reading or a recitation of things you liked or did not like about the readings. Rather, you are to thoughtfully respond to issues of your choosing with a solid rationale for your position based on a clear understanding of the reading. I have read the material already so there is no need to provide extensive summary material, just a line or two. Finally, be prepared to discuss your reactions in class and in small groups. Use 12 pt font size, 1" margins all around, and 1.5 line spacing. Include a cover page with the title of reading to which you are responding, your name, and date.

***RUBRIC for A. 9 (Effects of Crisis/Trauma)**

Reflects an understanding of the impact of crisis and trauma-related events on people.	7	
Demonstrates excellent writing skills, clarity of ideas, and use of APA	3	
Total	10	

***RUBRIC for A. 10 (Critical Stress Debriefing)**

Reflects of the operation of emergency management systems in mental health agencies.	7	
Demonstrates excellent writing skills, clarity of ideas, and use of APA	3	
*Total	10	

***Underperforming (poor understanding of issues): 0-6**

Competent (demonstrates an adequate understanding of concepts and issues): 7-8

Proficient (demonstrates a clear understanding of concepts and issues): 9-10

7. Final exam- take home (75 pts; Due on the final day of class). Largely case studies.

Course Evaluation and Tentative Point Totals

Participation	45 pts
Journal presentation	40 pts
Application Paper	100 pts
On-line training	50 pts
Book reviews	80 pts
Reaction papers	50 pts
Final exam	<u>75 pts</u>
Total	440 pts

(This is an approximate point total. The final total may vary slightly from the above.)

Grades will be calculated based on a percentage of the total points that corresponds to A's, B's, C's etc. With a grand total of 440 possible points for the course, grade ranges would be:

A's- $440 \times 90\% = 396$ -440 total pts;

B's- $440 \times 80\% = 352$ -395 total pts;

C's- $440 \times 70\% = 308$ -351 total pts.

For all your papers, produce a quality paper that reflects university-level writing skills. Use complete sentences, develop your paragraphs, use more active than passive sentences, check your spelling, and put together a paper that reflects quality. Your papers should reflect your own

uniqueness and ideas--rather than merely giving a summary of the material in the book. In developing your ideas, use clear examples to illustrate your point. Tie your examples into the point you are making--avoid giving too many details or getting lost in the example. Poor writing style, grammar, etc. will detract significantly from your grade. Please adhere to the page limitations on the above assignments. I expect you to fully use the page length parameters and yet not to exceed them. Please refer to the *Publication Manual of the American Psychological Association 6th ed*) for proper reference style (citations and references), headings format, etc. Especially for your application paper and book review, I would suggest you enlist someone to proof read your papers prior to turning them in to me.

TENTATIVE SCHEDULE AND READING ASSIGNMENTS

***Asterisk & Bolded/underlined chapters/articles = reaction papers**

+ Reading (pdf) and Power Point (pwpt) On Blackboard

January

17 Discuss syllabus; **Readings:** *"Overview of Crisis Intervention"* pwpt; *"What is Trauma?"* pwpt; Briere/Scott (BS) ch. 1

24 Readings: BS ch 2 *"The Effects of Trauma"* ***pwpt***. Fill out PCL-5 (with LEC) and the Dissociative Experiences Scale-II and score (both on blackboard) as a trauma client for next week and bring to class

31 **Readings: BS ch 3** *Assessing Trauma and Posttraumatic Outcomes*

February

*07 **Readings:** BS ch 11 *"Treating the effects of acute trauma"* pwpt and + ***"Critical Stress Debriefing"*** pdf and view 12 minutes 15 seconds online Critical Stress Presentation (<http://wisha-training.lni.wa.gov/training/articulate/CISDOverview/player.html>)

*14 **Readings:** + ***"Responding to Suicide"*** pdf; BS ch. 4 *Central Issues in Trauma Treatment* pwpt

21 **Readings:** BS ch 5 *Psychoeducation* pwpt; + *"Culture, family violence, and cultural competence"* pdf

28 **Readings:** BS 6 *Distress Reduction and Affect Regulation* pwpt
"The Body Keeps the Score" Review Due

March

07 **Readings:** BS ch 7 *Cognitive Interventions* pwpt; + *"Preventing Vicarious Trauma: What Counselors Should Know When Working with Trauma Survivors"* pdf

Online assignment certificate due

12-16 No class spring break

*21 **Reading:** BS **ch. 8** ***Emotional Processing***.pwpt

28 **Reading:** BS ch. 9 *Increasing Identity and Relational Functioning* pwpt
"Trauma-focused CBT" Book review due

April

*04 **Reading:** BS ch. 10 *Mindfulness* pwpt

11 **Reading:** Treatment of intimate violent offenders" pdf and "Assessment and treatment for adult victims of intimacy violence" pdf

18 + "Cognitive Processing Therapy Veteran/Military Version: Therapist Manual (part 1 & 2)." pdf, ppt

25 **Reading:** Child sexual abuse pwpt.; + "Understanding and Treating Children Who Experience Interpersonal Maltreatment: Empirical Findings pdf; *An Evidence-Based Case Example of Severe Childhood Abuse* pdf.

. Application paper due

May

*02 **Courtois:** + "**Complex Trauma, Complex Reactions, and Treatment Approaches**" pwpt and " *Complex trauma in children and adolescents*" pdf; TF-CBT Book

Distribute take home exam questions

09 **Readings:** BS ch 12 Psychobiology + "Neuroscience of Relational Trauma" pdf; *Neuroception: A Subconscious System for Detecting Threats (Porges)* pdf.

Take home exam due

Policies:

- **Late assignment policy:** all assignments must be turned in on time unless otherwise arranged with the instructor prior to the due date.
- **Time requirement:** This course will require that you read material in the text(s) assigned and be prepared for discussion in class.
- **Attendance Policy:** You must attend all classes. If you cannot attend the class regularly then you should drop this course. In all semesters (fall, spring, summer) only one absence will be accepted without a drop in letter grade. Two absences will result in a drop of one letter grade unless both absences are approved by the majority of full-time faculty.
- **Professional Behavior:** Students are expected to attend all classes and are accountable for assignments and all materials covered. It is my policy that course grades may be reduced up to 15% for tardiness at beginning of class and after official breaks, unprofessional conduct such as disrespect towards instructor or peers (including online), excessive talking while instruction or demonstrations are occurring, leaving early, **checking/texting/facebook etc with cell phone, computer usage not related to course**

material, lewd attire, and missed demonstrations. Students are also expected to participate in all class activities, discussions, and demonstrations. I reserve the right to discuss your situation with the program coordinator.

- **Academic Dishonesty:** All students are expected to engage in all academic pursuits in a manner that is above reproach. Students are expected to maintain honesty and integrity in the academic experiences both in and out of the classroom. Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action. SHSU and its official representatives may initiate disciplinary proceedings against a student accused of any form of academic dishonesty including but not limited to, cheating on an examination or other academic work which is to be submitted, plagiarism, collusion and the abuse of resource materials. For a complete listing of the university policy, see: [Dean of Student's Office](#)
- **Confidentiality:** All information about clients or information shared by students in class will be held in the strictest confidence and falls under the ethical guidelines of the American Counseling Association, American Psychological Association, and the American Association for Marriage and Family Therapy. Any violation of these ethical codes may result in a student failing this course plus possible dismissal from the counseling program.
- **Student with Disabilities:** Any students with a handicapping/disabling condition should arrange for a conference with the instructor in order that appropriate strategies be considered to assure that participation and achievement opportunities are not impaired. The Committee for Continuing Assistance for Disabled Students may be contacted for further information. The Chairperson is the Director of the Counseling Center (936-294-1720)
- Student Syllabus Guidelines with link - <http://www.shsu.edu/syllabus/>

Websites Related to Crisis and Trauma

Center for Research and Training in Trauma

International Victimology Institute Tilburg

<http://www.tilburguniversity.edu/research/institutes-and-research-groups/intervict>

Centers for Disease Control and Prevention <http://www.cdc.gov>

National Center for PTSD <http://www.ptsd.va.gov>

Office for the Victims of Crime <http://www.ojp.usdoj.gov/ovc>

National Child Traumatic Stress Network <http://nctsnet.org/>

Critical Incident Stress Debriefing <http://wisha-training.lni.wa.gov/training/articulate/CISDOverview/player.html>

CA Disaster Mental Health Information <http://www.counseling.org/knowledge-center/trauma-disaster>

International Society for the Study of Trauma and Dissociation
<http://www.isst-d.org/default.asp?contentID=1>

International Society for Traumatic Stress
<http://www.istss.org//AM/Template.cfm?Section=Home>

Adult Survivors of Child Abuse <http://www.ascasupport.org/>

Sidran Institute: Traumatic Stress Education <http://www.sidran.org/>

John Briere Website <http://johnbriere.com>

Christine Courtois <http://www.drchriscourtois.com/>

American Professional Society on the Abuse of Children <http://www.apsac.org/>

Association for the Treatment of Sexual Abusers <http://www.atsa.com/>

Substance Abuse and Mental Health Services Admin. <http://www.samhsa.gov>

Trauma Center http://www.traumacenter.org/about/about_landing.php

APA PTSD and Abuse <http://apa.org/topics/trauma/index.aspx>;
<http://apa.org/topics/sexual-abuse/index.aspx>

Suicide Prevention: Best Practices Registry: <http://www.sprc.org/bpr>

American Foundation for Suicide Prevention: <https://www.afsp.org/understanding-suicide/facts-and-figures>

Becoming a Certified Red Cross Disaster Mental Health Volunteer:
<http://www.redcross.org/en/where>

College of Education Information:

Please be advised that the College of Education conducts ongoing research regarding the effectiveness of the programs. You will receive one survey in the final semester prior to graduation regarding the operations of the unit during your time here. A second survey will occur within one year following graduation from or completion of a program, and will be sent to you and to your employer. This survey will focus on the preparation received at SHSU. Please remember that your response to these surveys is critical to SHSU program excellence.

Student Guidelines

University Policies

- SHSU Academic Policy Manual-Students
 - [Procedures in Cases of Academic Dishonesty #810213](#)
 - [Students with Disabilities #811006](#)
 - [Student Absences on Religious Holy Days #861001](#)
 - [Academic Grievance Procedures for Students #900823](#)
- SHSU Academic Policy Manual-Curriculum and Instruction
 - [Use of Telephones and Text Messagers in Academic Classrooms and Facilities #100728](#)
 - Technology during instruction: INSTRUCTOR'S POLICY ON TECHNOLOGY USE DURING INSTRUCTION
 - Technology during exams: INSTRUCTOR'S POLICY ON TECHNOLOGY USE DURING EXAMS
 - Technology in emergencies: INSTRUCTOR'S POLICY ON TECHNOLOGY USE IN EMERGENCIES
- Visitors in the Classroom- Only registered students may attend class. Exceptions can be made on a case-by-case basis by the professor. In all cases, visitors must not present a disruption to the class by their attendance.

Attendance

ATTENDANCE EXPECTATIONS

Course Expectations

COURSE EXPECTATIONS NOT ADDRESSED IN OTHER SECTIONS (E.G. PARTICIPATION, PROFESSIONALISM, ETC.)

Bibliography

- REFERENCES USED IN CREATION OF SYLLABUS (APA FORMAT)

College of Education Information

Accreditation

The programs within the SHSU College of Education have the distinction of receiving accreditation and national recognition from multiple accrediting bodies. All educator certification programs, including teaching and professional certifications, have received ongoing accreditation from the Texas Education Agency ([TEA](#)). Additionally, the educator preparation program has been accredited by the Council for the Accreditation of Educator Preparation ([CAEP](#)-formerly NCATE) since 1954. Many of the educator preparation concentration areas have also chosen to pursue national recognition from their respective Specialized Professional Associations ([SPA](#)), signifying the program is among the best in the nation. The programs within the Department of Counselor Education have also received accreditation from the Council for Accreditation of Counseling and Related Educational Programs ([CACREP](#)).

Course and Program Evaluation

Near the end of the semester, students are asked to take part in the University's adopted course evaluation system, IDEA. The assessments are completed online and instructions are emailed to each student. Students' assessments of courses are taken are systematically reviewed by the Dean, Associate Deans, Department Chairs, and individual faculty members. Only after the semester has completed are faculty members allowed to view aggregated results of non-personally-identifiable student responses.

The College of Education conducts ongoing research regarding the effectiveness of the programs. Students receive one survey in the final semester prior to graduation regarding the operations of the unit during their time here. A second survey occurs within one year following completion of a program, and is sent to students and their employers. This survey requests information related to students' quality of preparation while at SHSU. Students' responses to these surveys are critical to maintaining SHSU's programs' excellence.