

Texas A&M University-Texarkana Course Syllabus

*COUN 536 Introduction to Trauma Counseling
Summer 2024*

Values

Compassion | Inclusion | Respect | Innovation | Service

Instructor: Joy Hutchinson, Ph.D., LPC-MHSP (TN), NCC, CCTP-II, EMT-P

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Office hours: By appointment

Course Delivery Method: Web

Required Textbooks/Resources:

Herman, J. L. (2015). *Trauma and Recovery*. BasicBooks.

Van Der Kolk, B. (2014). *The Body Keeps the Score: Brain, Mind, and Body in the Healing of Trauma*. Penguin Books.

Suggested Resources:

Schwartz, A. (2020). *The post-traumatic growth guidebook: Practical mind-body tools to heal trauma, Foster Resilience and awaken your potential*. PESI Publishing & Media.

Kolski, T. D., Jongsma, A. E., & Myer, R. A. (2014). *The crisis counseling and Traumatic Events Treatment Planner; with DSM-5 updates, 2nd edition*. Wiley.

Shapiro, F. (2012). *Getting past your past: Take control of your life with self-help techniques from EMDR therapy*. Tantor.

Course Description: This course provides an overview of trauma counseling, exploring the theoretical foundations, practical techniques, and ethical considerations involved in working with individuals who have experienced trauma. Students will gain an understanding of various types of trauma, and their impact on individuals, families, and communities, and develop foundational counseling skills to support those affected by trauma.

Student Learning Outcomes:

1. Practice professional counseling skills within the scope of a multicultural and changing society.
2. Synthesize theoretical and empirical knowledge in the field of counseling.
3. Demonstrate the ability to engage in critical thinking, decision-making, and independent judgment.
4. Conduct and evaluate research in counseling and its related disciplines for its applicability to counseling theory.
5. Practice leadership skills in collaboration with members of the counseling field
6. Evaluate the impact of counseling theory and practice as it relates to assisting the client in achieving the optimal level of wellness.
7. Accept individual responsibility and accountability for personal and professional growth.
8. Have the necessary academic and clinical skills to obtain professional licensure.

Course Learning Outcomes:

1. **Understand the Concept of Trauma:**
 - Define trauma and differentiate between various types (e.g., acute, chronic, complex).
 - Explore the physiological, psychological, and social effects of trauma on individuals.
2. **Trauma Theories and Models:**
 - Examine prominent trauma theories and models (e.g., PTSD model, ecological model).
 - Analyze the strengths and limitations of different theoretical approaches.
3. **Cultural Competence in Trauma Counseling:**
 - Recognize the impact of culture on the experience and expression of trauma.
 - Develop cultural competence in trauma counseling to provide effective support to diverse populations.
4. **Assessment and Diagnosis of Trauma:**
 - Learn tools and methods for assessing trauma and its effects.
 - Understand the process of diagnosing trauma-related disorders and co-occurring conditions.
5. **Trauma-Informed Care:**
 - Explore the principles of trauma-informed care and their application in counseling settings.
 - Develop skills to create safe and supportive environments for trauma survivors.
6. **Counseling Techniques for Trauma:**
 - Introduce evidence-based counseling techniques for working with trauma survivors.
 - Practice skills such as active listening, empathy, and building rapport.
7. **Ethics and Boundaries in Trauma Counseling:**
 - Discuss ethical considerations specific to trauma counseling.
 - Establish and maintain appropriate professional boundaries when working with trauma survivors.

8. Self-Care for Trauma Counselors:

- Recognize the impact of trauma work on counselors.
- Develop strategies for self-care and preventing burnout.

9. Trauma and Resilience:

- Explore the concept of resilience in the context of trauma.
- Identify factors that contribute to resilience and the role of counseling in fostering resilience.

10. Legal and Confidentiality Issues:

- Understand legal and confidentiality considerations in trauma counseling.
- Learn how to navigate mandatory reporting and other legal obligations.

Methods of Evaluation: This class is heavy in reading and writing aspects. All assignments must be written in APA 7 format, no abstract is necessary. All assignments will be uploaded to Canvas for grading. Late assignments will lose 10 points per day and may not be accepted after the second day late. All assignments are automatically run through Turnitin.com

Professional Disposition- You will be assessed on your professional disposition as outlined below throughout the program. It is important to always show respect and professionalism in all actions. Failure to demonstrate a strong professional disposition can lead to a retention plan or removal from the program.

Weekly Discussion Posts- Each week in Canvas you will discuss information related to the text readings. You must relate the information in your own words as based on the prompt. Discussion posts are due the day before our scheduled class meeting for the chapter(s). Missing more than 2 discussion posts will drop a letter grade in the class.

Create a Trauma Time-Line- Create a trauma timeline to visually represent significant events in your life and explore their impact. Map out key events, noting dates and context. Reflect on each event's influence on your thoughts, emotions, and behaviors. Submit your timeline with reflections.

Final Project- Paper on Trauma Understanding:

Your paper should be in APA 7 format, utilizing Times New Roman 12-point font. There is no need for an abstract.

Summarize your new understanding of trauma, drawing upon the readings and discussions from this course.

Incorporate citations from the assigned readings to support your analysis and reflections. Discuss key concepts, theories, and approaches to understanding trauma that you have learned throughout the course.

Reflect on how your understanding of trauma has evolved and deepened due to your engagement with the course materials.

Week 1: Understanding Trauma

- Introduction to trauma: definition, types, and prevalence
- Theoretical perspectives on trauma (e.g., PTSD, complex trauma)
- Neurobiological and psychological impacts of trauma
- Trauma-informed care: principles and practices

Week 2: Trauma Assessment and Diagnosis

- Assessment tools and techniques for identifying trauma
- Diagnostic criteria for trauma-related disorders (e.g., PTSD)
- Cultural considerations in trauma assessment and diagnosis
- Case studies and role plays in conducting trauma assessments

Week 3: Therapeutic Approaches to Trauma Counseling

- Evidence-based approaches to trauma counseling (e.g., Cognitive Behavioral Therapy, EMDR, Narrative Therapy)
- Strengths-based and empowerment approaches
- Building rapport and establishing safety in the therapeutic relationship
- Ethical considerations in trauma counseling

Week 4: Working with Specific Populations

- Trauma across the lifespan: children, adolescents, adults, and older adults
- Trauma in diverse populations (e.g., LGBTQ+, refugees, veterans)
- Intersectionality and trauma: understanding the impact of multiple identities
- Cultural humility and competency in trauma counseling

Week 5: Trauma Recovery and Self-Care

- Trauma recovery models and stages of healing
- Self-care strategies for trauma counselors
- Vicarious trauma and burnout prevention
- Creating trauma-informed environments beyond the counseling session

Grading Scale:

90-100- A

80-89- B

79 and below must repeat the course.

For University policies on Academic Integrity, A&M-Texarkana Email Address, and the Drop Policy, please refer to the [Syllabus Policies](#).

Academic Integrity: Academic honesty is expected of students enrolled in this course. Cheating on examinations, unauthorized collaboration, falsification of research data, plagiarism, and undocumented use of materials from any source constitutes academic dishonesty and may be

grounds for a grade of 'F' in the course and/or disciplinary actions. For additional information, see the university catalog.

For questions on *all web-enhanced and online courses*, please refer to [Technology Innovation and Digital Education \(TIDE\)](#).

Disability Accommodations: The Americans with Disabilities Act (ADA) is a federal non-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this law requires that all students with disabilities be guaranteed a learning environment that provides reasonable accommodation for their disabilities. If you believe you have a disability requiring accommodation, please contact the Office of Student Life in UC room 125, or call (903) 223-1351. For additional information visit [Disability Services](#).

Inclusivity: At TAMUT we are committed to fostering an inclusive environment where every individual can thrive and contribute to their full potential. We believe in embracing and celebrating the unique perspectives, backgrounds, and experiences of all people, and we are dedicated to ensuring that everyone has opportunities to contribute to classroom conversations. Our aim is to build a community that reflects the richness of human differences and promotes fairness and belonging for all.

Counseling services: We offer counseling services to support individuals who may experience emotional or psychological challenges in response to classroom discussions that could be distressing or any other life events. Our goal is to provide a safe and confidential space where you can discuss and work through any concerns or stressors that may arise from academic discussions, enabling you to better manage your emotional well-being and continue to thrive in your educational journey.

- To access these services please contact: [Counseling Center](#)
Student Counseling Services
University Center 420
(903) 334-6613 | After Hours - (903)276-8276
counseling.services@tamut.edu

State Licensure requirements (links):

[Texas](#)
[Arkansas](#)
[Louisiana](#)
[Oklahoma](#)

Course Outline:

Week	Readings/ Assignments	CACREP Standards
Week 1	Readings: The Body Keeps the Score by Bessel van der Kolk- Part I- "The Rediscovery of Trauma"	3.A.3, 3.A.11, 3.A.12, 3.B.4, 3.B.5, 3.B.6, 3.B.7, 3.C.13, 3.C.11, 3.D.2, 3.E.2, 3.E.9,

	<p>Chapter 1: "Lessons from Veterans" Chapter 2: "Revolutions in Understanding Mind and Brain" Chapter 3: "Looking into the Brain: the Neuroscience Revolution"</p> <p>Trauma and Recovery by Judith Herman Part I "Traumatic Disorders" Chapter 1: "A Forgotten History" Chapter 2: "Terror" Chapter 3: "Disconnection"</p> <p>Discussion Board: Discuss the connections between the history of trauma and how it led to the recognition in the DSM.</p>	<p>3.E.11, 3.E.13, 3.E.18, 3.G.13, 3.G.14, 3.G.15, 3.H.6, 3.H.7, 3.H.9, 3.F.2, 5-C.1, 5-C.2, 5-C.4, 5-C.5</p>
Week 2	<p>Readings: The Body Keeps the Score by Bessel van der Kolk- Part II- "This is Your Brain on Trauma" Chapter 4: "Running for Your Life: The Anatomy of Survival" Chapter 5: "Body-Brain Connections" Chapter 6: "Losing Your Body, Losing Yourself"</p> <p>Trauma and Recovery by Judith Herman Part I "Traumatic Disorders" Chapter 4: "Captivity" Chapter 5: "Child Abuse" Chapter 6: "A New Diagnosis"</p> <p>Discussion Board: What happens in the brain when trauma responses are activated? How does the body respond?</p> <p>Assignment- Trauma Timeline</p>	<p>3.B.4, 3.B.6, 3.B.7, 3.C.9, 3.C.11, 3.C.13, 3.D.2, 3.E.11, 3.E.13, 3.G.13, 3.G.14, 3.H.6, 3.H.7, 3.H.9, 5-C.5</p>
Week 3	<p>Readings: "Trauma and Recovery" by Judith Herman- Part II- Stages of Recovery Chapter 7: "A Healing Relationship" Chapter 8: "Safety"</p> <p>"The Body Keeps the Score" by Bessel van der Kolk- Part III- "The Minds of Children" Chapter 7: "Getting on the Same Wavelength: Attachment and Attunement" Chapter 8: "Trapped in Relationships"</p>	<p>3.A.3, 3.A.8, 3.A.11, 3.B.4, 3.B.5, 3.C.1, 3.C.4, 3.C.9, 3.C.13, 3.C.11, 3.E.11, 3.E.13, 3.G.11, 3.G.13, 3.G.14, 3.G.15, 3.H.7, 5-C.1, 5-C.2, 5-C.5</p>

	<p>Chapter 9: “What’s Love Got to do with It”</p> <p>Chapter 10: “Developmental Trauma”</p> <p>Discussion Board: What are the key steps to creating safety and fostering healing with clients?</p>	
Week 4	<p>Readings:</p> <p>"The Body Keeps the Score" by Bessel van der Kolk- Part IV- “The Imprint of Trauma”</p> <p>Chapter 11: "Uncovering Secrets: The Problem of Traumatic Memory"</p> <p>Chapter 12: "The Unbearable Heaviness of Remembering"</p> <p>"Trauma and Recovery" by Judith Herman</p> <p>Chapter 9: "Remembrance and Mourning"</p> <p>Discussion Board: Describe your understanding of the connections between trauma and memory.</p>	3.A.11, 3.B.4, 3.C.13, 3.C.11, 3.E.9, 3.G.13, 3.G.14, 3.H.6
Week 5	<p>Readings:</p> <p>"The Body Keeps the Score" by Bessel van der Kolk- Part V- “Paths to Recovery”</p> <p>Chapter 13: "Healing from Trauma: Owning Yourself"</p> <p>"Trauma and Recovery" by Judith Herman</p> <p>Chapter 10: "Reconnection"</p> <p>Chapter 11: “Commonality”</p> <p>Discussion Board: Describe key points in helping clients to heal and reconnect with the world around them.</p> <p>Assignment- Paper on Trauma Understanding</p>	3.B.4, 3.C.13, 3.C.11, 3.E.11, 3.E.13, 3.E.18, 3.H.6, 3.H.7, 5-C.2

General Discussion Board Rubric

Criteria/grading	Excellent 25%	Good 20%	Fair 15%	Poor 10%
Initial post	Well-articulated	Average articulation	Fairly articulated	Poorly articulated
Response 1	Well-articulated	Average articulation	Fairly articulated	Poorly articulated

Response 2	Well-articulated	Average articulation	Fairly articulated	Poorly articulated
Writing skill/ grammar/ articulation	Well-articulated	Average articulation	Fairly articulated	Poorly articulated
Total				Final score

General Writing Rubric

	25%	20%	15%	10%	
Introduction/ Topic	Student properly generates questions or problems around topic.	Student generates questions or problems	Student requires prompts to generate questions or problems	Questions or problems are instructor generated	
Conclusions reached	Numerous detailed conclusions are reached from the evidence offered.	Several detailed conclusions are reached from evidence offered.	Some detailed conclusions are reached from evidence offered.	A conclusion is made from evidence offered.	
Information Gathering	Information is gathered from multiple sources and cited properly.	Information is gathered from multiple sources.	Information is gathered from limited sources.	Very few sources of information.	
Grammar and Spelling	Zero grammar mistakes.	One to two grammar mistakes.	Three to six grammar mistakes	Six or more grammar mistakes.	
					Total:

GENERAL ORAL PRESENTATION RUBRIC

	20%	15%	10%	5%	
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Body language	Movements were fluid and enhanced presentation	Movements were less fluid.	Movements were awkward.	No movements	
Intro and closing	Intro and closing were interesting and articulated well	Intro and closing were articulated in a way that summed up presentation.	Intro and closing were average.	No clear intro or closing	
Eye contact	Eye contact was on point	Some eye contact but sporadic.	Very little eye contact.	No eye contact.	
Pacing	Good use of drama and speech patterns	Time intervals in speech patterns are scattered.	Movement and pacing is awkward.	Little or no movement.	
Topic	Relevant to subject	Relevant but vague relationship with subject	Student had some understanding of assignment but very little connection to subject	Student had very little understanding of assignment	
Total					

Professional Disposition Measurement

A professional disposition for counseling students encompasses a set of qualities and attitudes that are essential for effective and ethical practice in the field of counseling. It reflects a commitment to ethical standards, ongoing self-reflection, cultural competence, and a genuine concern for the well-being of clients. Professional dispositions in counseling include qualities such as empathy, active listening, respect for diversity, integrity, and a dedication to continuous learning and improvement. These dispositions guide students in building strong therapeutic relationships, maintaining confidentiality, and navigating the complex dynamics of the counseling process. Ultimately, a strong professional disposition is foundational for creating a safe and supportive space for clients and fostering positive outcomes in the counseling relationship.

Moreover, the development and demonstration of these professional dispositions will be actively measured and assessed throughout the counseling program. Faculty and supervisors will evaluate students' progress in cultivating empathy, active listening skills, cultural competence, and ethical decision-making. Assessment tools may include observations, self-reflection assignments, peer reviews, and formal evaluations during practicum and internship experiences.

This ongoing evaluation process serves to ensure that students are not only acquiring the necessary theoretical knowledge but are also actively embodying the values and skills crucial for effective counseling practice. It provides students with valuable feedback to enhance their self-awareness, refine their professional approach, and address any areas that may require further development. By incorporating continuous assessment, the program aims to produce counselors who not only meet academic requirements but also exemplify the highest standards of professionalism and ethical conduct in their interactions with clients and the broader counseling community.

Professional Traits

Integrity: Displays honesty in all situations and interactions; can identify confidential information and maintain confidentiality.

Tolerance: Demonstrates ability to accept people and situations. Acknowledges his/her biases and does not allow them to affect client care or contribute to threatening or harassing interactions with others.

Interpersonal relationships: Provides support and is empathetic in interactions with peers, clients, and their families. Interacts effectively with "difficult individuals." Demonstrates respect for and complements the roles of other professionals. Is cooperative and earns respect.

Initiative: Acquires ability to independently identify tasks to be performed and makes sure that tasks are completed satisfactorily. Performs duties promptly and efficiently. Is willing to spend additional time and to assume new responsibilities. Recognizes when help is required and when to ask for guidance.

Dependability: Completes tasks promptly and well. Arrives on time and actively participates in clinical and didactic activities. Follows through and is reliable.

Attitudes: Is actively concerned about others. Maintains a positive outlook toward others and toward assigned tasks. Recognizes and admits mistakes. Seeks and accepts feedback and uses it to improve performance.

Function under stress: Maintains professional composure and exhibits good personal and clinical judgment in stressful situations. Identifies unprofessional conduct while recognizing the importance of maintaining professional behavior in the clinical setting, in spite of inappropriate action on the part of others.

Appearance: Displays appropriate professional appearance and is appropriately groomed.

SYLLABUS AGREEMENT FORM

I acknowledge that I have received and reviewed the course syllabus for COUN 536, Fall/
Spring (Circle One) 20____.

I have read and reviewed the syllabus and I understand the classroom policies, instructors' expectations, and rules (e.g., technology and text requirements, grading system, attendance policy, academic integrity policy, assignment responsibilities, test policies, etc.) as stated in the syllabus for this course.

If I have any questions or concerns, I will contact (email) the instructor for further explanation - ehutchinson@tamut.edu

I acknowledge that I am responsible for completing all readings, homework assignments, quizzes/in-class tasks, and written projects by the deadlines outlined in the syllabus. Not meeting these deadlines may result in a failing grade.

I agree to be prepared for and attend class each day and on each scheduled test day.

PRINT NAME: _____

SIGNED NAME: _____

DATE: _____