



ROSEMONT COLLEGE
1400 MONTGOMERY AVENUE
ROSEMONT, PA 19010

Course Title: **Trauma Studies**
Course Number: **CNS-6089**
Course Date: **Summer 2022**
Course Meeting Times: **Mondays 5:15 P.M. – 7:15 P.M.;**

 30 minutes weekly asynchronous
Course Location **Community Center Room 202 – Rosemont**
 Curtis Hall Room 253 – Cedar Crest
Course Designation: **Level II Course (Required for the Clinical Mental Health**
 Counseling Program and School Counseling Program)
Semester Hours: **3**
Prerequisites: **Level I Courses**
Limitation on Enrollment: **20**

Instructor: Dr. Kathy D. Richardson, Ph.D., NCC, LPC, RPT-S
Email: kathleen.richardson@rosemont.edu
Phone: 610.527.0200, x3106
Office: Good Counsel Hall – Room 211
Office Hours: Mondays and Tuesdays: 11 – 5
 Wednesdays and Thursdays 10 - 4

Course Description: This course is an in-depth examination of current theory and research on the development, assessment, and treatment of psychological trauma. Attention will be given to the identification of risk and protective factors in the development of trauma responses for

individuals across the lifespan with various mental health needs. Evidence-based assessment and treatment techniques are reviewed, including utilization of DSM criteria and early warning signs and symptoms.

Rosemont Mission Statement: Rosemont College is a community of lifelong learners dedicated to academic excellence and fostering joy in the pursuit of knowledge. Rosemont College seeks to develop in all members of the community open and critical minds, the ability to make reasoned moral decisions, and a sense of responsibility to serve others in our global society. Rooted in Catholicism, Rosemont welcomes all faiths and is guided by the educational principles of Cornelia Connelly and the Society of the Holy Child Jesus to meet the needs of the time. Rosemont College values trust in and reverence for the dignity of each person, diversity with a commitment to building an intercultural community, persistence and courage in promoting justice with compassion, and care for the Earth as our common home.

Professional Performance Evaluation: Rosemont College has identified five professional dispositions that relate to the goals of the Graduate Counseling program. Faculty members will evaluate each student on their professional dispositions during each course at the conclusion of the semester using the Professional Performance Evaluation Form.

1. **Flexibility/Openness:** Open willingness to different perspectives; Flexible to new demands, the environment, and accept necessary changes; Search for peer opinions, accept constructive feedback, and incorporate feedback from peers
2. **Collaboration:** Accept mistakes, avoid blame, apply feedback toward growth, and monitor self for professionalism; Reach consensus, initiate compromise, and show concern for group goals; Invite feedback, incorporate supervisory feedback, and give feedback
3. **Awareness:** Awareness of own impact on others; Ability to deal with conflict; ability to express feelings effectively and appropriately; Understand and demonstrate multicultural concerns and social justice. Identification of biases and prejudices of self and society.
4. **Initiative and Motivation:** Met or exceed all of the class requirements, showed creativity; Adhere to school and SPGS policies; Proficient graduate level oral and written skills
5. **Responsibility:** Maintain professional boundaries, sensitive to diversity, safeguard confidentiality, Dedication to Counseling Profession; Attend and adhere to Ethical Standards

This syllabus is provided to you as a means of conveying what you should expect from this course. It outlines the responsibilities of the instructor in conducting the class – the course content, planned scheduled of classes and assignments, grade components, and method(s) of

grading. It also outlines your responsibilities as a part of this class. By remaining in this class, you indicate your acceptance of your responsibilities as a student and agree to the terms specified in the syllabus.

Note: The instructor reserves the right to adjust the course schedule and content during the semester in order to accurately reflect the progress being made by the class. This may result in modifications to assignment and exam due dates and/or course content.

I. Student Learning Outcomes

Upon completion of this course, students will be able to:

- A. Develop foundational knowledge of trauma informed care including prevention, intervention, and postvention.
- B. Identify the impact of trauma on co-morbid diagnoses to appropriately assess the needs of individuals and implement an effective treatment plan.
- C. Understand the scope of trauma and its impact on the individual, the family unit, and the outstanding community across diverse populations.
- D. Comprehend how trauma manifests in individuals across the lifespan to employ appropriate strategies and techniques specific to each developmental stage.
- E. Differentiate between counselor traits and behaviors that impede and foster the counseling process with individuals who experience trauma through counselor self-care and supervision.
- F. Analyze research supported therapeutic approaches for the treatment of trauma for initial intervention and on-going therapeutic care.

II. Course Content

- A. Understanding Trauma Informed Care
 - a. Stigma and Mental Health
 - b. Trauma-Related illness
- B. Understanding types of trauma
 - a. Personal trauma
 - b. Political violence and trauma
 - c. Refuges and trauma
 - d. Terrorism
 - e. Environmental disasters and trauma recovery

- C.** Neurobiology and the impact of trauma
 - a. The function of the stress-response in the brain
 - b. The impact of chronic stress
 - c. What makes us human
 - d. Implications for direct practice
 - e. Fear Extinction
 - f. Emotion regulation
 - g. Attentional bias and cognitive distortions
 - h. Relationships and trauma
- D.** Resilience and trauma recovery
 - a. Resilience: origins and definitions
 - b. Hardiness and coping
 - c. Developmental maturity
 - d. Hope
 - e. Attachment
 - f. Posttraumatic Growth
- E.** Children and trauma
 - a. Trauma, fear, and the developing brain
 - b. Fear extinction and safety
 - c. Emotion regulation and trauma
 - d. Attentional bias and cognitive distortions
 - e. Relational challenges
 - f. Helping children recover from trauma
 - g. Trauma -Focused Childhood Traumatic Grief
 - h. Cognitive Behavioral Therapy
 - i. Play Therapy
 - j. Hope for the future
- F.** Adult survivors of childhood trauma
 - a. Fear extinction in adults
 - b. Emotion regulation

- c. Attentional bias and cognitive distortions
 - d. Relationships and adult survivors of childhood trauma
 - e. Treatment for adult survivors of childhood trauma
 - f. Cognitive Behavioral Therapy (CBT)
 - g. STAIR
 - h. Creative therapies
 - i. Narrative Therapy
 - j. EMDR: Eye Movement Desensitization and Reprocessing
 - k. Dialectical Behavior Therapy (DBT)
- G.** Military veterans and trauma
- a. Treatment for military veterans
 - b. Psychopharmacology
 - c. Cognitive Processing Therapy
 - d. Virtual Reality Exposure
 - e. Group Treatment
 - f. EMDR
- H.** Trauma experienced in adulthood
- a. Adult survivors of rape and sexual violence
 - b. Interpersonal violence
 - c. Trauma and violent crime
 - d. Survivors of extreme natural disasters
- I.** Understanding compassion fatigue
- a. Warning signs of compassion fatigue
 - b. Personal and professional consequences of compassion fatigue
 - c. Trauma practitioners and self-care
- J.** Future directions in Trauma -Informed care
- a. Culture and trauma-informed care

III. Methods of Instruction

- A.** Lecture and discussion
- B.** Course readings
- C.** Experiential activities
- D.** Multimedia: podcasts, videos, online lectures

IV. Methods of Assessment

Points	Points	Weeks Due
Synchronous Class Participation	15 Points	Semester long
Asynchronous Class Participation	15-Points	Semester long
Discussion Leader	20 - Points	Assigned week
Paper: Case Conceptualization or Research Issue	25 -Points	Week 6 submit for peer review Week 7 complete peer review (this is part of your synchronous class participation grade) Week 12 final draft
Trauma-Informed Presentation	25-Points	Weeks 13 - 15
100-Points		

A. Synchronous Class Participation:

Attendance and appropriate participation are required as part of professional responsibilities. Students are expected to demonstrate(a) the professional dispositions of the Graduate Counseling program, (b) engage in ethical behavior as defined by the American Counseling Association *Code of Ethics*, and (c) Rosemont's Academic Integrity policy. Students are responsible for coming to class prepared to discuss readings, make positive contributions to class discussions/activities, and be respectful of others. Below professional expectations may result in a 5% grade reduction and significantly below may result in a 10% reduction and a dispositions discussion with your academic advisor. Grades in this area will be determined by:

- Prompt arrival to class and regular attendance. Absences should be discussed in advance with the instructor.
- Engagement in discussions and class activities. Contributions reflect careful preparation for class and space for other students to participate.
- Being attentive and respectful towards others when not contributing directly.

- Demonstration of ethical integrity and adherence to the ACA Code of Ethics.
- No concerns regarding academic integrity.
- For hybrid courses: students may only utilize the Zoom link if they are on the opposite campus of the professor.

B. Asynchronous Class Participation:

Students will engage in a total of seven hours of asynchronous work throughout the summer semester. This work will include additional readings, podcasts and other mediums, and discussion posts. They will sometimes be linked to experiential activities during the class session.

- While you will never be expected to share information that would make you feel uncomfortable, you are expected to participate. The focus of these assignments:
- Establishing one's baseline about his/her own lived experiences with trauma as well as what he/she has learned from reading, podcasts, and videos about theories and history of trauma informed care;
- Trends of political movements in response to trauma and the nature of counselor's roles working with diverse groups of people impacted;
- The impact of trauma on neurobiology (brain), across developmental lifespans (children, adolescents, adults), including addiction and mental health components.
- Safety, Strength and Resilience. Students will identify how to support and empower individuals to develop personal safety/coping strategies as well as how the practitioner can utilize community resources to help in this process.;
- The impact of trauma among diverse groups as per the reading and materials in the module. This also includes identifying cultural and other challenges the student could anticipate when supporting certain groups or types of trauma.

Total Points: = 15-Points

Student Learning Outcomes: A - F

- C. **Discussion Leader for Book Club:** During weeks 2 -11 , we will have a weekly “book club” style discussion to review Bessel van der Kolk’s *The Body Keeps the Score*. Working in groups of 2 students each, you will be responsible for facilitating at least a 30 minute discussion in the class. I will start us out by facilitating the discussion the second week to give you an idea of how I expect this time to go. You will upload a copy of the questions that you plan to ask during class onto the appropriate Canvas assignment.
- The focus of this assignment:
 - To expand critical thinking skills
 - To flex your presentation and facilitation muscles
 - To allow time and space for everyone’s voices to be heard

Total Points: 20-Points

Student Learning Outcomes: A - F

- D. **Research Paper:** Students will choose between two paper options. You will (1) complete a proposal due by the second week of class, then (2) have a draft of at least 4 pages done by the sixth class which will be submitted to a peer, for a peer review. You will then conduct a peer review of another student’s paper, and then you will (3) turn in your final paper by week 12.
- **Option #1: Literature Review.** You may choose any topic in the area of trauma or traumatic stress. The paper is to be 6 – 8 pages long (excluding title page and references). You are welcome to choose a topic of your choice; however, you may not use portions of previously written materials for other courses. Please let me know if you have any questions about this.
 - When you submit your brief proposal (less than one page), you will want to include the proposed content and at least three references that you will be using. The final paper must be in APA style including a title page and references. No abstract is necessary.
 - **Option #2: Clinical Case Paper.** This option will require you to integrate information from our class on trauma along with additional courses that you have taken (Diagnosis and Treatment, Life Span Development,

Clinical Mental Health Counseling, etc.). The focus of this option is a case conceptualization of a hypothetical clinical case. The case can be completely fabricated, based on a character (book, movie, tv show), someone famous, or based on an actual client. For the two latter options, all identifying information needs to be removed before submission. Those of you taking practicum or internship classes may not use a written case conceptualization that has already been submitted for one of those classes, but you may base it on one of your clients for whom you have not done a written presentation.

- For this paper, you will present the case, have a case formulation/etiology section, and a section on assessment and treatment with your recommendations. Within these sections you should also be sure to address relevant multicultural and sociocultural variables. When you submit your brief proposal (less than one page), you will want to include a description of the case that you plan to discuss and a brief outline of the case formulation. This paper should also be between 6 and 8 pages. The final paper must be in APA style including a title page and references.

Total Points: 25

Student Learning Outcomes: A, C, D, E, F

- E. **Trauma-Informed Presentation:** Students will conduct an oral presentation in groups of 3 on any type of treatment for trauma. Treatment examples include, but are not limited to, Cognitive Processing Therapy (CPT), Trauma Focused Cognitive Behavioral Therapy (TF-CBT), Polyvagal Therapy, Eye Movement Desensitization and Reprocessing (EMDR), Narrative Exposure Therapy, and Brief Eclectic Psychotherapy. Each group will have 30 minutes of class time, including time for questions at the end, and the presentation must include:
- An overview of the specific treatment.
 - Who originated the treatment?
 - How long has it been around?
 - It is evidenced-based (i.e. supported by research) or experimental?
 - What does treatment entail?

- Populations that the treatment is recommended for (e.g.: TF-CBT has supporting evidence in the literature for ages 3 – 18).
- Is there a role or recommendation about concurrent medication useage under the guidance of a physician?
- Are there contraindications or limitations to the treatment?
- What about multicultural considerations? How widely has the treatment been studied in non-“WEIRD” areas?
- Any ethical concerns to this treatment?

Feel free to use some of the time to do a demonstration of an intervention from the treatment (but this should be brief and not your entire presentation).

Please use at least 3 scholarly references and be sure to create your Power Point in APA format (with citations in the slides and on pictures, as well as a reference slide at the end).

Total Points: 25-Points

Student Learning Outcomes: A – F

F. Final Grade Scale

Note: All students in the Graduate Counseling Program MUST receive a grade of **“B” or higher**. If a student fails to do so, **he or she must repeat the course before continuing in the program**.

Please see the SGPS Academic Catalog or Graduate Counseling Student Handbook for additional information about course grades and academic integrity:

[SGPS Academic Catalog](#)

[Graduate Counseling Student Handbook](#)

A	100 – 93
A-	90 – 92
B+	87 – 89
B	83 – 86
*B-	80 – 82
*C+	77 – 79
*C	73 – 76
*C-	70 – 72
*F	70 and Below

Students are responsible for understanding and will be held accountable for the information on the following topics that can be found within the Academic Catalog.

Attendance Policy: Timely, consistent attendance in class has been shown to have a direct correlation to student performance. Missing classes causes students to fall behind in the course material. The policy for this class is that undocumented absences and tardy attendance are unacceptable. Absences are permitted only in cases of illness or other legitimate causes (family emergency, death in the family, etc.). In cases of a documented absence from a class, the student will have both the opportunity and responsibility to make up all class work missed.

Students are allowed documented absences equivalent to one week of classes for any course in which they are enrolled. This course meets for 13-class sessions. Therefore, you will only be permitted to miss 1-class session over the semester without absences impacting your final grade. Absences are counted from the first day of class.

Entering the class late or leaving the room during class interrupts the classwork in progress and is disruptive to the learning process for students who are trying to learn. Serious tardiness or leaving class sessions frequently may impact your final grade for the course.

Academic Integrity: Academic integrity is important to the intellectual climate at Rosemont College. Violations of academic integrity cannot be tolerated and may result in the student's failure in a course and/or suspension or expulsion from Rosemont College. Academic dishonesty includes but is not limited to: plagiarism; fabrication of data, information, or citations; multiple submissions of the same work in different courses; and cheating on exams or assignments. Cheating of any kind WILL result in a zero on the work in question and a letter grade reduction in the course grade after the student's grade is calculated using the zero on the work in question. At the instructor's discretion, it may also result in failing the course and/or reporting of the incident to the administration for further action.

Class Assignments: Assignments that are not completed by the stated deadline will not be accepted. The submission of assignments that are late due to legitimate medical reasons or other extraordinary circumstances will be considered. Such circumstances must be supported by written documentation from an acceptable third party.

Communications: Changes in schedules, assignments, guidance, etc. will be communicated only to your Rosemont e-mail address. E-mail is the preferred way to communicate with the instructor and must be sent to the e-mail address listed on the front of this syllabus.

Disability Statement: If you have been approved for accommodations under ADA/504, please speak with the professor outside of class so that it is certain that all accommodations are provided promptly and completely. If you have not yet been approved for accommodations under ADA/504, but believe you might be entitled to them, please contact the Dean of Students in the Student Life Office at extension 2400 immediately. It would also be wise to speak with your professor, since temporary arrangements may be made under certain circumstances.

Student Concerns: Students who have any course-related concerns should talk directly with their faculty member prior to the next class meeting. If a mutually acceptable resolution cannot be achieved, the student is advised to follow the procedures outlined in the appropriate Student Handbook.

Cell Phone Use: In order to be able to receive campus-wide safety or weather alerts, cell phones may be left on vibrate only during class. Absent prior permission from the instructor, students may not acknowledge other messages or phone calls nor may they ever send or received text messages during class. Please keep your phone hidden from the class and on vibrate only. Cell phones should not be used for Internet purposes unless related to class assignments and instruction.

Use of Laptops or Other Electronic Devices: The use of personal laptops and other electronic devices during class sessions is strongly encouraged for the purposes of researching course material and engaging in classroom discussion. Students should not use their personal laptops for any other purposes during any class session. Failure to abide by this policy may impact your final grade.

The use of personal cell phones during class session is strongly discouraged. If you experience an emergency situation please communicate the potential to receive a phone call during the class session at the start of class. You will be permitted to step outside the classroom to receive your call. Please do your best not to disturb the learning process in the classroom.

Recording Lectures: Neither video nor audio recording may be made of any lecture in this course without the express consent of the instructor.

Inclement Weather: The Rosemont “snow number” is Montgomery County 342. Announcements of closings are also posted on the website and placed on the main college number, 610-527-0200. Students are encouraged to register their cell phone or email address to e2Campus on the iWay for cancellation notices.

Course Website: Information for this course, including, but not limited to, an electronic copy of this syllabus, is available through the course website located in the Rosemont College online learning portal (Canvas) located at <https://rosemont.instructure.com/login/canvas>. See your instructor if you have questions about accessing the course website.

Submitting Papers Electronically: Writing assignments for this course are to be submitted electronically via the course website.

Rosemont College 2020 - 2021 Graduate Academic Calendar:

<https://www.rosemont.edu/academics/registrar/academic-calendars.php>

G. Required Textbooks

Evans, A. & Coccoma, P. (2014). *Trauma-informed care: How neuroscience influences practice*. Routledge: New York City, New York.

United States Department of Health and Human Services. (2014). *A treatment improvement protocol: Trauma-informed care in behavioral health services*. HHS Publication No. (SMA) 14-4816. Retrieved from <https://store.samhsa.gov/system/files/sma14-4816.pdf>.

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

H. Tentative Course Schedule

Date	Topics/Activities	Assignments Due
Week 1: 05/09/2022	Evans Ch. 1: Understanding Trauma-Informed Care HHS Ch. 1: Trauma-Informed Care: A Sociological Perspective	Discussion post due BEFORE class. Online sandtray experience
Week 2: 05/16/2021	Ch. 2: Understanding Types of Trauma Van der Kolk: Chapters 1 & 2	Paper proposal due (option one or two)
Week 3: CEDAR CREST 05/23/2022	Evans Ch. 3: Neurobiology and the Impact of Trauma Van der Kolk: Chapters 3 - 5	Group 1 leads discussion
Week 4: 05/30/2022	Asynchronous Class - Memorial Day HHS Ch. 2	
Week 5: 06/06/2022	Evans Ch. 4: Resilience and Trauma Recovery Van der Kolk: Chapters 6 - 8	Group 2 leads discussion
Week 6: 06/13/2022 CEDAR CREST	Evans Ch. 5: Children and Trauma Van der Kolk: Chapters 9 - 11	Group 3 leads discussion Paper draft due (at least four pages)
Week 7: 06/20/2022	Asynchronous class HHS Ch. 3: Understanding the Impact of Trauma	Complete peer review of paper

Week 8: 06/27/2022	Evans Ch. 6: Adult Survivors of Childhood Trauma Van der Kolk: Chapters 12 - 14	Group 4 leads discussion
Week 9: 07/04/2022	Summer Break!	-----
Week 10: 07/11/2022 CEDAR CREST	Evans Ch. 7: Military Veterans and Trauma Van der Kolk: Chapters 15 - 17	Group 5 leads discussion
Week 11: 07/18/2022	Evans Ch 8: Trauma Experienced in Adulthood Van der Kolk: Chapters 18 - 20	Group 6 leads discussion
Week 12: 07/25/2022	Evans Ch. 9: Understanding Compassion Fatigue Van der Kolk: Epilogue	Research Paper
Week 13: 08/01/2022	Ch. 10: Future Directions in Trauma-Informed Care HHS Ch. 4: Screening and Assessment	Trauma-Informed Presentations
Week 14: 08/08/2022 CEDAR CREST	HHS Ch. 5: Clinical Issues Across Services	Trauma-Informed Presentations
Week 15: 08/15/2022	HHS Ch. 6: Trauma Specific Services	Trauma-Informed Presentations

I. **Bibliography**

• **Print Resources**

- American Counseling Association. (2014). 2015 Code of Ethics. Retrieved from <https://www.counseling.org/resources/aca-code-of-ethics.pdf>
- Bell, C. H. & Robinson III, E. H. (2013). Shared trauma in counseling: Information and implications for counselors. *Journal of Mental Health Counseling, 35*(4), 310-323. doi:10.17744/mehc.35.4.7v33258020948502.
- Goodman, R. D. & Calderon, A. M. (2012). The use of mindfulness in trauma counseling. *Journal of Mental Health Counseling, 34*(3), 254-268. doi:10.17744/mehc.34.3.9300020422n168322.
- Hemmings, C. & Evans, A. M. (2018). Identifying and treating race-based trauma in counseling. *Journal of Multicultural Counseling and Development, 46*(1), 20-39. doi:10.1002/jmcd.12090.
- Hetzel-Riggin, M. D. (2015). Review of trauma counseling: Trauma and interventions. *Journal of Trauma & Dissociation, 16*(1), 129-131. doi:10.1080/15299732.2015.970110.
- Jacobson, L. & Butler, S. K. (2013). Grief counseling and crisis intervention in hospital trauma units: Counseling families affected by traumatic brain injury. *The Family Journal, 21*(4), 417-424. doi:10.1177/1066480713488530.
- Jordan, K. (2018). Trauma-informed counseling supervision: Something every counselor should know about. *Asia Pacific Journal of Counseling and Psychotherapy*. doi:10.1080/21507686.2018.1450274.
- Kira, I. A., Ashby, J. S., Omidy, A. Z., & Lewandowski, L. (2015). Current, continuous, and cumulative trauma-focused cognitive behaviors therapy: A new model for trauma counseling. *Journal of Mental Health Counseling, 37*(4), 323-340. doi:10.17744/mehc.37.4.04.

Pottinger, A. M. (2015). The use of counseling for children with Attention-Deficit Hyperactivity Disorder. *International Journal for the Advancement of Counselling*, 37(1), 17-27. Doi:10.1007/s10446-014-9222-3.

Yoshimura, C. G. & Campbell, K. B. (2016). Interpersonal violence and sexual assault: Trauma-informed communication approaches in university counseling centers. *Journal of College Student Psychotherapy*, 30(4), 300-312. doi:10.1080/87568225.2016.1221720.

• **Non-Print Resources**

American Counseling Association: <http://www.counseling.org>

American School Counselors Association: www.asca-ins.com/

CACREP: www.cacrep.org

National Board of Certified Counselors (NBCC): www.nbcc.org

National Center for Biotechnology Information:

<https://www.ncbi.nlm.nih.gov/books/NBK207198/>

National Child Traumatic Stress Network: <https://www.nctsn.org/>

National Clearinghouse for Alcohol & Drug Information (NCADI): <http://www.health.org/>

J. CACREP Standards Assessment Crosswalk

CACREP Standard (Main Content)	Assessment	Student Learning Outcome
History and philosophy of the counseling profession and its specialty areas (1a. Professional Counseling Orientation and Ethical Practice).	Class Participation & Discussion Leader	(A)
Counselors' roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams (1c. Professional Counseling Orientation and Ethical Practice).	Trauma Informed Presentation	(A) (F)
Strategies for personal and professional self-evaluation and implications for practice (1k. Professional Counseling Orientation and Ethical Practice).	Class Participation, Discussion Leader, Research Paper, & Trauma Informed Presentation	(E) (F)

Self-care strategies appropriate to the counselor role (1l. Professional Counseling Orientation and Ethical Practice).	Discussion Leader, & Trauma Informed Presentation	(E)
Multicultural and pluralistic characteristics within and among diverse groups nationally and internationally (2a. Social and Cultural Diversity).	Research Paper & Trauma Informed Presentation	(C)
The impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others (2d. Social and Cultural Diversity).	Research Paper & Trauma Informed Presentation	(C) (E)
Help-seeking behaviors of diverse clients (2f. Social and Cultural Diversity).	Discussion Leader, & Trauma Informed Presentation	(C) (F)
Systemic and environmental factors that affect human development, functioning, and behavior (3f. Human Growth and Development).	Research Paper & Trauma Informed Presentation	(C) (D)
Effects of crisis, disasters, and trauma on diverse individuals across the lifespan (3g. Human Growth and Development).	Trauma Informed Presentation, Class Participation & Research Paper	(B) (C) (D) (F)
Ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan (3i. Human Growth and Development).	Discussion Leader & Trauma Informed Presentation	(C) (D)
Approaches for assessing the conditions of the work environment on clients' life experiences (4d. Career Development).	Class Participation	(F)
Ethical and culturally relevant strategies for addressing career development (4j. Career Development).	Trauma Informed Presentations	(A) (C) (F)
Theories and models of counseling (5a. Counseling and Helping Relationships).	Class Participation, Research Paper, Trauma Informed Presentation	(A)(F)

A systems approach to conceptualizing clients (5b. Counseling and Helping Relationships) .	Discussion Leader, Research Paper & Trauma Informed Presentation	(C) (D)
Counselor characteristics and behaviors that influence the counseling process (5f. Counseling and Helping Relationships) .	Class Participation, Research Paper, & Trauma Informed Presentation	(E)
Developmentally relevant counseling treatment or intervention plans (5h. Counseling and Helping Relationships) .	Reflection Paper & Trauma Informed Presentation	(B) (D) (F)
Development of measureable outcomes for clients (5i. Counseling and Helping Relationships) .	Trauma Informed Presentation	(A) (F)
Evidenced-based counseling strategies and techniques for prevention or intervention plans (5j. Counseling and Helping Relationships) .	Class Participation, Research Paper & Trauma Informed Presentation	(B) (D) (F)
Suicide prevention models and strategies (5l. Counseling and Helping Relationships) .	Class Participation & Trauma Informed Presentations	(A) (F)
Crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid (5m. Counseling and Helping Relationships) .	Class Participation & Trauma Informed Presentations	(A) (F)
Processes for aiding students in developing a personal model of counseling (5n. Counseling and Helping Relationships) .	Trauma Informed Presentations, Discussion Leader & Research Paper	(E)
Types of groups and other considerations that affect conducting groups in various settings (6f. Group Counseling and Group Work) .	Research Paper & Trauma Informed Presentation	(D)
Ethical and culturally relevant strategies for designing and facilitating groups (6g. Group Counseling and Group Work) .	Class Participation & Trauma Informed Presentation	(A) (C)

Procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide (7c. Assessment and Testing) .	Trauma Informed Presentations	(F)
Procedures for identifying trauma and abuse and for reporting abuse (7d. Assessment and Testing) .	Discussion Leader & Trauma Informed Presentations	(B) (F)
Use of assessments for diagnostic and intervention planning purposes (7e. Assessment and Testing) .	Trauma Informed Presentations	(B)
Identification of evidence-based counseling practices (8b. Research and Evaluation) .	Trauma Informed Presentation	(B) (F)

CACREP Specialty Standards (Clinical Mental Health Counseling)	Assessment	Student Learning Outcome
1. Foundations		
B. Theories and models related to clinical mental health counseling	Class Participation, Research Paper, Trauma Informed Presentation	(A)
D. Neurobiological and medical foundation and etiology of addiction and co-occurring disorders	Trauma Informed Presentation	(B)
E. Psychological tests and assessments specific to clinical mental health counseling	Trauma Informed Presentation	(B)
2. Contextual Dimensions		
A. Roles and settings of clinical mental health counselors	Class Participation, Discussion Leader, Trauma Informed Presentation	(A)
B. Etiology, nomenclature, treatment, referral, and prevention of mental and emotional disorders	Trauma Informed Presentation, & Research Paper	(A)
C. Mental health service delivery modalities within the continuum of care, such as inpatient, outpatient, partial treatment and aftercare, and the mental health counseling services networks	Trauma Informed Presentations, & Discussion Leader	(A) (C)
D. Diagnostic process, including differential diagnosis and the use of current diagnostic classifications systems, including the Diagnostic and Statistical Manual of Mental Disorders (DSM) and the International Classification of Diseases (ICD)	Class Participation, Trauma Informed Presentation	(B)
E. Potential for substance use disorders to mimic and/or co-occur with a variety of neurological, medical, and psychological disorders	Class Participation, Trauma Informed Presentation	(B) (C)
F. Impact of crisis and trauma on individuals with mental health diagnoses	Research Paper, Discussion Leader, & Trauma Informed Presentation	(B) (C)
G. Impact of biological and neurological mechanisms on mental health	Class Participation	(B) (C)
J. Cultural factors relevant to clinical mental health counseling	Research Paper, & Trauma Informed Presentation	(C)

L. Legal and ethical considerations specific to clinical mental health counseling	Trauma Informed Presentation	(E)
3. Practice		
A. Intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management	Trauma Informed Presentation	(A)
B. Techniques and interventions for prevention and treatment of a broad range of mental health issues	Class Participation, Discussion Leader, Trauma Informed Presentation	(A) (B) (D)

CACREP Specialty Standards (School Counseling)	Assessment	Student Learning Outcome
2. Contextual Dimensions		
B. School counselor roles in consultation with families, P-12 and postsecondary school personnel, and community agencies	Research Paper, Trauma Informed Presentation	(C)
E. School counselor roles and responsibilities in relation to the school emergency management plans, and crises, disasters, and trauma	Class Participation	(A)
G. Characteristics, risk factors, and warning signs of students at risk for mental health and behavioral disorders	Trauma Informed Presentation	(D)
I. Signs and symptoms of substance abuse in children and adolescents as well as the signs and symptoms of living in a home where substance abuse occurs	Trauma Informed Presentation	(B) (C) (D)
K. Community resources and referral sources	Discussion Leader, & Trauma Informed Presentations	(F)