Trauma Counseling

COUN 6040
Summer Semester
Three Credit Hours

Contact Information

Instructor: Thomas Foster
Phone Number: 318-342-1298
Email Address: tfoster@ulm.edu
Office Hours: TBA
Preferred mode of communication with instructor: email

Please Note: All students are asked to use university provided e-mail accounts when emailing his or her professor. Students' personal e-mail accounts should not be used in this case as University Policy must be followed. Emails and voicemail messages will receive a response within 48 hours (during university operating hours).

Course Description

This course presents an in-depth graduate level study of the psychology and treatment of trauma. Students will investigate several models of trauma and integrate them together with a counseling theory that will inform their clinical practice.

Prerequisites

None

Course Objectives

Objectives **This course is designed to enable the student to:**
Learn about and apply several types of trauma models in counseling • Sensorimotor psychotherapy • EMDR and AIP model • Betrayal Trauma Theory • TF-CBT • Cognitive Processing Therapy • Prolonged Exposure Therapy
Integrate trauma models with counseling theories
Synthesize a trauma model from both trauma models and counseling theory

Course Topics

Sensorimotor psychotherapy
AIP Model
EMDR
Betrayal Trauma Theory

Instructional Methods and Activities

Discussion Board 50pts

Each week be prepared to discuss the readings in the **Coffee Shop Discussion Board**. Pull out one thing out of the weekly readings and/or lectures each week you want to expand upon, have questions about, or want to contest. At a minimum, post about:

- How you understand these models
- How they might work for you in clinical practice

Students will respond to at least two others' posts each week to receive full credit.

Students have the option of what format they wish to engage within the Coffee Shop Discussion board. Students may submit a written or video post to the board. Students may also submit a group discussion post to the board. Students may respond to others' posts in written form or by individual or group video. Students are free to change their formats week to week.

Final Exam 100pts

You will have a final exam over all the content covered in class. The exam will consist of multiple choice, True-False questions, and conceptualization.

Trauma Model Synthesis Presentation 50pts

You will create a brief poster board presentation that will attempt to synthesize the primary model in which you chose to do the extended readings (i.e., sensorimotor psychotherapy, CPT, EMDR, TF-CBT, PE) and synthesize it with the secondary theories of Betrayal Trauma and Interpersonal Neurobiology. In addition, you will choose one counseling theory and synthesize it with the trauma models. You will be graded on the following criteria:

- Clearly describe which parts of the trauma models you are using and which counseling theory you are using
- Explain how the pieces of the trauma models and counseling theory you chose overlap and differ theoretically. How does each part contribute something unique?
    - Provide a rough visualization to explain your synthesized model. Draw a model!
- Conceptualize the given vignette using your model.
- Provide any multicultural implications your model might possess
- Critique your model synthesis based on its theory and application. What are its strengths and limits?
- Provide direction for future development of your model

You will use Power Point to complete this assignment and will use no more than 12 slides. You will record a 7-10 minute presentation and upload it to the Discussion board for the week it is due. NOTE: Use Power Point for your presentation and Zoom to record your narrative. I will not accept any presentation in any other format.

Evaluation and Grade Assignment

Grades will be assigned as follows:
A = 100-90%
B = 89 – 80%
C = 79 –70%
D = 69 – 60%
F = 59-0%

Class Policies and Procedures

Textbooks Used in Class

Foa, E. B., Hembree, E. A., & Rothbaum, B. O. (2007). *Prolonged exposure therapy for PTSD: Emotional processing for Traumatic Experiences.* New York, NY: Oxford University Press, Inc.

Freyd, J. (1996). *Betrayal trauma theory*. Cambridge, MA: Harvard.

Ingersoll, E. R., & Rak, C. F. (2015). Psychopharmacology for the mental health professions (2nd ed.). Boston, MA: Cengage.

McMackin, R. A., Newman, E., Fogler, J. M., & Keane, T. M. (2012). *Trauma therapy in context. The science and craft of evidence-based practice.* Washington, D.C.: American Psychological Association.

Ogden, P., Fisher, J. (2015). *Sensorimotor psychotherapy*. New York, NY: Norton.

Ogden, P. Minton, K., & Pain, C. (2006). *Trauma and the body.* New York, NY: Norton.

Porges, S. W. (2011). *The Polyvagal theory*. New York, NY: Norton.

Resick, P. A., Monson, C. M. & Chard, K. M. (2016). *Cognitive processing therapy for PTSD: A comprehensive manual.*

Siegel, D. J. (2012). *Pocket guide to interpersonal neurobiology.* New York, NY: Norton.

Week	Content	Readings and Assignments Required Optional
Week One: **July 6-10**	Introductions to the class Diagnostics and Trauma Betrayal Trauma Theory Interpersonal Neurobiology	Freyd: 1-3 Siegel: 1-10
Week Two: **July 11- 17**	Sensorimotor Psychotherapy Trauma-Focused CBT	Ogden: 1-6 Ogden: 9-10 Ogden & Fisher: Phase 1: 14-17 Phase 2: 23-25 Phase 3: 29-30 https://tfcbt2.musc.edu/en (Optional: $35) **Mid-Term Exam DUE**
Week Three: **July 18-24**	EMDR Therapy Cognitive Processing Therapy	Shapiro: 1-6 Shapiro: 7-8 Resick: 1-4 Resick: 5-10
Week Four: **July 25 - 31**	Prolonged Exposure Therapy	Foa: 1-2 Foa: 3-8 **Final Exam DUE** **Presentation DUE**

Syllabus content and schedule subject to change

Other Policies and Procedures

Attenance Policy : This is an online class so Moodle assignments are required weekly and students are required to check their ULM e-mails daily.

Make-up Policy: There will be no make-up assignments. No exceptions will be made without proof of an emergency that falls within the university excused absence guidelines (http://bit.ly/1LbMV0c)

Academic Integrity: Academic Integrity: Faculty and students must observe the ULM published policy on Academic Dishonesty. Please be advised that the university's policy regarding academic honesty is rigorously followed throughout this semester in this class. No cheating will be allowed, and it will be reported. All papers will be checked for plagiarism.

Course Evaluation Policy: At a minimum, students are expected to complete the online course evaluation. Students are strongly encouraged to provide feedback to the instructor about their experience in class and let the instructor know if they need extra support or alternative learning activities.

Student Services: Information about ULM student services, such as Student Success Center (www.ulm.edu/studentsuccess/), Counseling Center (www.ulm.edu/counselingcenter/), Special Needs (www.ulm.edu/counselingcenter/special.htm), and Student Health Services, is available at the following Student Services website www.ulm.edu/studentaffairs/.

Emergency Procedures: (N/A for online courses.)

Discipline/Course Specific Policies: Humor, language, or stories that are offensive, or suggest disrespectful ethnic, racial, gender, religious, or national origin-related biases will not be tolerated. A diverse student body is expected and encouraged in this course. One of the tenets of this course will be an atmosphere of respect and feeling at ease while contributing to the class. Disagreements in opinions are part of the academic endeavor; however, such disagreements must be conducted in civility without sarcasm. I take disrespectful behavior very seriously and thus encourage every student to extend the same respect they wish to receive to everyone else.

Grading and emailing: Instructor will have assignments graded within 7 days after the due date has passed. Instructor will respond to emails within 48 ULM operating business hours. If 48 hours have passed with no respond, respectfully email instructor again.

Late Policy: No assignments will be accepted after the last day of class. Otherwise, late papers may be accepted at the discretion of the professor with a penalty of 10% decrease in grade per day.

Student Services : The University of Louisiana at Monroe strives to serve students with special needs through compliance with Sections 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act. These laws mandate that postsecondary institutions provide equal access to programs and services for students with disabilities without creating changes to the essential elements of the curriculum. While students with special needs are expected to meet our institution's academic standards, they are given the opportunity to fulfill learner outcomes in alternative ways. Examples of accommodations may include, but are not limited to, testing accommodations (oral testing, extended time for exams), interpreters, relocation of inaccessible classrooms, permission to audiotape lectures, note-taking assistance, and course substitutions.

Information about ULM student services can be found via these links:

Student Success Center www.ulm.edu/studentsuccess
Counseling Center www.ulm.edu/counselingcenter/
Special Needs at www.ulm.edu/studentaffairs/
Library www.ulm.edu/library/reference.html
Computing Center Help Desk www.ulm.edu/computingcenter/helpdesk
Current college's policies on serving students with disabilities can be obtained on the ULM website : www.ulm.edu/counselingcenter/

If you need accommodation because of a known or suspected disability, you should contact the Director for Disabled Student Services at:

Voice phone : 318-342-5220
Fax: 318-342-5228
Walk-In: ULM Counseling Center, 1140 University Avenue (this building and room are handicapped accessible).

Mental Wellness on the ULM Campus:
If you are having any emotional, behavioral, or social problems and would like to talk with a caring, concerned professional, please call one of the following numbers:
The ULM Counseling Center: 318-342-5220
The Marriage & Family Therapy Clinic: 318-342-5678
Remember that all services are offered free to students, and all are strictly confidential.

If you have special needs that I need to be made aware of, you should contact me within the first two days of class.

Sexual Harassment or Gender-Based Discrimination:
Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity that receives federal funds, including federal loans and grants. Furthermore, Title IX prohibits sex discrimination to include sexual misconduct, sexual violence, sexual harassment and retaliation. If you encounter sexual harassment or gender-based discrimination, please contact the Title IX Coordinator at 318-342-1004; you may also file a complaint online, 24 hours a day, at: www.ulm.edu/titleix

How to use Moodle:
Moodle Training Guide (PDF)
Moodle Training Tutorial (video)
Moodle Training Manual (PDF)
Moodle Training Guide (PDF