



MULTNOMAH UNIVERSITY

COU 665

COHORT # 19 Summer 2021

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Section Information:

Date/Time: Tuesday's June 29, July 6, July 13, 6-10pm online Zoom class

THE MISSION OF MULTNOMAH UNIVERSITY

"To educate, equip, and enrich Christian students through accessible undergraduate and graduate education to become biblically competent, academically proficient, spiritually formed, and culturally engaged servant leaders, shaped to be a transforming force for their church, community, and the world."

MASTER OF ARTS IN COUNSELING MISSION

The Masters of Arts in Counseling (MAC) program strives to create a Christ-centered community where students can excel as professional counselors. To achieve this, we infuse the following core values throughout the program:

Spiritual integration

Healing presence

Advocacy & diversity

Professional identity

Educational excellence

GENERAL COURSE DESCRIPTION

This is a one-credit class examining the topic of simple and complex trauma in individuals. It's an overview of evidence-based practice for the treatment of trauma with an emphasis on the treatment of Complex Trauma.

COMMITMENT TO DIVERSITY

Multnomah University's Graduate School of Counseling is committed to treat all people with love, respect, dignity, and fairness with the desire to be a program where all students flourish, possessing equal opportunity for success. We acknowledge and honor the uniqueness of each person regardless of evangelical background, race, ethnicity, nationality, sexual orientation, socioeconomic status, ability or gender.

For more information: [Multnomah University Diversity Mission Statement](#)

CONFIDENTIALITY

While staff and faculty in the MAC program desire to support students in their ongoing development, they cannot ensure confidentiality of student material or conversations-- whether via class sessions, class assignments or conversations outside of the classroom. Material that is deemed as related to professional development may need to be shared with the MAC Director or others in consideration of the student's ongoing process of development. In addition, material that is related to discrimination, sexual assault, child abuse, elder abuse, disabled person abuse or mental health abuse (present or past, if the victim is still a minor or other children may be at risk) may be reported to appropriate institutional or community authorities. Please see Multnomah University's Title IX information in the Student Handbook and Oregon's Revised Statute 419B.005 Reporting of Child Abuse for more information.

For more information: [Title IX Notebook of Policies and Procedures](#)

COURSE TEXTBOOK AND MATERIALS

Required:

Van der Kolk, Bessel, (2014) *The Body Keeps the Score*. New York: Penguin Books

Optional Resources:

Curran, Linda A., (2013) *101 Trauma-Informed Interventions*. WI: PESI Publishing and Media

COURSE OBJECTIVES, STANDARDS AND OUTCOMES

	COURSE OBJECTIVES: It is intended that as a result of this course the student will be able to:	CODE
1	Identify and diagnosis Simple and Complex Trauma	CACREP Section 2:F.3h
2	Identify the three stages of treatment for Trauma	CACREP Section 2:F 3g
3	Explore research based techniques for the treatment of Trauma	CACREP Section 5C 2f

TEACHING METHODS

Lecture, case vignettes, reading, class discussion, presentations, role-play, writing, and experiential learning through the participation of career procedures, tasks and tools relevant to career counseling.

CLASS POLICIES

Professionalism- Student Professional Disposition is assessed after each course and in the mid-program evaluation. All students receive feedback after the mid-program evaluation (i.e., end of the third semester). They will also receive feedback earlier or later if there are significant issues that need to be addressed outside of this window.

- Factors considered in **Professional Disposition** include but are not limited to student ability and demonstration of being positive, responsible, open and approachable, flexible, emotionally grounded, spiritually minded, self aware, integrous, oriented towards the profession, non-defensive, articulate and loving.

For more information: [MAC Handbook](#)

Attendance- Students are expected to attend all 3 weeks of instruction as in accordance with the MAC attendance policy. Students are expected to be in class on time. Excessive absence and tardiness are unprofessional. Please contact the instructor via email if there are conflicts with arriving on time or attendance. Points will be deducted. Students cannot miss more than 15% of class. *Any time beyond 15%, including tardiness, may result in automatic failure of the course.*

- If a student is absent, they are responsible for knowing the material and for turning in any assignments for that day. MAC recommends that students exchange phone numbers and emails with several classmates so they can move forward successfully.

Class Credit	Hours of Class Time (approximately)	15% of class (approximately)
1	10 hours	1.5 hours
2	20 hours	3 hours
3	30 hours	4.5 hours

Class Participation- Active participation is critical to student learning. Each student is expected to share reactions and thoughts. Active participation can include the following:

- Attempts to answer questions asked of the class (answers need not be correct; genuine and serious attempts to answer questions is encouraged);
- Asks thoughtful questions about the material being discussed;
- Shares with the class/small group and instructor relevant information found outside of class;
- Contributes positively to the class discussion and small group activity.

- **The Personal Challenge-** MAC courses do not solely require the use of the “intellect.” Student are challenged to learn in both the “cognitive” (thinking) and “affective” (feeling) domains – each being central to how humans make meaning in the world. Students may struggle to let go of the need to impose their views, to tell their “truths,” to direct others, and to attempt to quickly solve problems. It is important to note that more talkative students may sometimes need to focus on pausing and listening as a part of their development. Skills all students will be developing are patience, intensive listening, and the ability to respond to ongoing demands of experiences in graduate school and outside life in a manner that is professional and leads towards flexibility and self-regulation. Mature and professional conduct is expected at all times. The hope is for all students to have a greater empathic interest in others’ experiences while honoring the clinical relationship and Christ’s love, grace and hope.

Assignment Expectations- All readings/ media are expected to be completed prior to class meetings. Assignments are typically due by 5pm before specified class times. All assignments should be submitted to MU Learn, unless your professor outlines alternative arrangements in the Course Assignments section due to the nature of the assignment (e.g., creative assignment, confidential content).

- **Late Assignments-** The completion of assignments in a timely manner is a professional skill; therefore it is in student’s best interest to stay up to date with their work. Late assignments will receive a 10% grade deduction per day for the first two days. After two days, the assignment will not be accepted for grading unless arranged in advanced with the professor.
- **Extensions** are only given in extenuating circumstances and in advance of the due date (e.g., extended illness, accident, or family emergency).

Technology- Any device that whistles, rings, trembles or dings should be silenced. If a student is expecting a call that will cause them to leave class, they are responsible for informing the instructor at the beginning of class. The use of technology is permitted as long as it pertains to the discussion at hand (i.e., social media can wait). Points will be deducted for the use of technology that does not pertain to the course, including texting.

The **use of technologies for audio and video recording of lectures and other classroom activities** is allowed only with the express permission of the instructor. In cases where recordings are allowed, such content is restricted to personal use only unless permission is expressly granted in writing by the instructor and by other classroom participants, including other students. Personal use is defined as use by an individual student for the purpose of studying or completing course assignments.

APA Standards: Students are expected to meet APA requirements. Students may ask the instructor if there are specific requirements or questions for assignment formatting. Writing help and academic support is available through the Academic Support Center on the second-floor of the JCA.

- APA Format Online Assistance:
 - [APA formatting \(General\)](#) and [APA formatting \(Video\)](#)

Plagiarism- Plagiarism is the use of someone else's work, words, or ideas as if they were your own. Students will not not claim the words and ideas of another as their own (APA Ethics Code Standard 8.11, Plagiarism). Any form of plagiarism will result in an automatic F.

For more information: [APA Ethical Principles of Psychologists and Code of Conduct](#)

OTHER RESOURCES

Disabilities Services- Any student who has a disability that may reduce her/ his ability to be successful in the classroom is encouraged to speak with the office of Disabilities Services. Review of their website will provide more information and offer instruction about how to initiate resources.

For more information and details: [Disability Services](#) or call 503.251.5311

Mitchell Library- Via Primo, current students, faculty and staff can search the 95,000-volume MU collection, 500,000+ additional volumes through partner libraries, and digital content available via numerous research databases.

For more information and details: [Library](#), [Primo](#) or call 503.251.5322

Academic Advisors- Each MAC student is assigned a Faculty advisor. Students are encouraged to schedule a meeting with their advisor regarding program questions, support, prayer and any life circumstance that may impact academic or clinical performance.

For more information and details: [MAC Faculty and Staff](#) and [MAC Handbook](#)

COURSE ASSIGNMENTS

1. Class participation

Points Possible 100

Participation includes active discussion in class, participation in class role-plays, and engaging in class lectures. Students may be deducted points for coming late, leaving early, being off-task during class, or not offering comments and questions to show their engagement with the class.

2. Book reading Due Date: (Week 2)

Possible points 200

*Assignment #1: Book Reading and Discussion of **Chapters 1-10**. Please take notes and be prepared to discuss what you have learned from the book.*

(Due at the beginning of class on Week 2) 100 points

*Assignment #1: Book Reading and Discussion of **Chapters 11-20** Please take notes and be prepared to discuss what you have learned from the book.*

(Due at the beginning of class on Week 3) 100 points

3. Personal paper Due Date: (Week 2)

Possible points 300

(Please send paper through email to tcollins@multnomah.edu)

Please write a 1-2 page paper on the following questions:

What did you do to cope with your trauma experiences? What has helped you? What experiences were unhelpful?

*What have you learned that is helpful for clients dealing with complex trauma?
What is unhelpful?*

4. Affect identification and regulation Project (Week 3)_____

Possible Points 400

- A. Read free chapters 1-2 *Why Emotions Matter*. First two chapters are free on website whyemotionsmatter.com (200 points)
- B. Create a handout for our class on one feeling: Shame, Sadness, Happiness, Anger, Fear, or Jealousy. Find resources and tools for identifying and regulating this feeling and list in

the handout. These resources can be books, affect regulation tools, and/or handouts that you can give to clients. You will be presenting and sharing your findings in our third ZOOM class.

SUMMARY OF ASSIGNMENTS

Assignment	Due Date	Point Value
Textbook Reading	Chapter 1-10 due 7/6	100
Textbook Reading	Chapter 11-20 due 7/13	100
Reflection Paper	Due 7/13	300
Affect Identification/Regulation Project	Due 7/13	400
Attendance and Participation		100

Total 1000 points

GRADING

GRADING PROCEDURES

Grades for written work are typically based on completeness and accuracy of assigned work, scholarship, grammar, spelling, appearance, adherence to the use of APA formatting, and promptness. Grades are typically posted through MUEarn. Students are encouraged to check their grades regularly and contact the professor promptly with questions.

GRADING SCALE AND RUBRIC

Letter Grade	Percentage	Points	Rubric
A	93% to 100%	930 - 1000	Student work, professionalism and competency exceeds most or all expectations. Shows creative thought, synthesis of concepts, reflection, deep understanding of the concepts and/or process. Student articulates concepts and communicates ideas thoughtfully and clearly.
A-	90% to 92%	900 - 929	
B+	87% to 89%	870 - 899	Student work, professionalism and competency meets expectations. The work completed shows evidence of some creative thought and reflection. Student adequately addresses every component of the task(s), and provides sufficient depth and reflection.
B	83% to 86%	830 - 869	

B-	80% to 82%	800 - 829	Student work, professionalism and competency occasionally meet expectations. Student work does not address all components of the task(s) and/or provides insufficient depth and reflection. Student will have a required meeting with course instructor and/or Academic Advisor.
C+	77% to 79%	770 - 799	Student work, professionalism and competency are below expectations. Remediation plan is assigned. Student will have a required meeting with course instructor and/or Academic Advisor as well as an individualized remediation plan to ensure competency in the course material.
C	73% to 76%	730 - 769	
C-	70% to 72%	700 - 729	

*A grade in the D or F range will result in a meeting with the student's advisor as well as the student retaking the class at his or her own expense.