CNL-545 | Abuse, Crisis, and Trauma Counseling

Syllabus

COURSE DESCRIPTION

This eight-topic course is divided into three distinct and separate sections. The first three topics examine crisis intervention and trauma counseling; Theories and strategies of trauma counseling and facilitating crisis interventions are also addressed. The second three topics examine spousal or partner abuse assessment, detection, and intervention strategies. The legal and ethical issues, the role of substance use disorders, and children in families where domestic violence and abuse occur are also addressed. The last two topics examine child abuse assessment and reporting. Legal and ethical issues and specific California child abuse assessment and reporting codes are also examined.

CREDITS

3

PREREQUISITES

None

CO-REQUISITES

None

REQUIRED COURSE MATERIALS

Textbooks

Electronic Resources

Additional Course Information and Requirements

The information below is applicable to all students enrolled in any counseling program at Grand Canyon University.

Required Program Material: DSM

***Diagnostic and Statistical Manual of Mental Disorders (DSM*)**

Students of GCU's Counseling programs are required to possess a copy of the current version of the American Psychiatric Association's *Diagnostic and Statistical Manual of Mental Disorders* (*DSM*). The manual will be used throughout your program. The *DSM* will be used from course to course, so students who already own the current edition of the manual need not purchase another. Once purchased, students should keep the manual for all subsequent classes while attending GCU and for reference after graduation.

Syllabus and Textbook Access

Many states require syllabi for licensure. If you are required to provide syllabi, contact your Student Service Counselor (SSC) to request official copies. Textbooks delivered via BibliU are accessible through the BibliU library upon first access to the digital classroom. It is recommended you download the BibliU app to access your textbooks. If a textbook is not delivered through BibliU, make sure to save the e-book to your computer as a PDF file. If you have trouble saving the e-book, contact GCU Technical Support.

Recommended Program Materials:

Publication Manual of the American Psychological Association

GCU has made APA templates and other resources available within the Student Success Center. However, be aware that a more complete APA manual can be purchased at your own expense. To order the APA manual, please visit the American Psychological Association.

International Classification of Disease

Students are encouraged (not required) to familiarize themselves with the current version of the *International Classification of Disease* (*ICD*) reference.

https://www.apa.org/ (https://www.apa.org/)

APA Formatting Tutorial

Review the APA Formatting Tutorial for formatting assistance.

https://www.gcumedia.com/lms-resources/student-success-center/?mediaElement=1FF26538-38D0-EA11-910D-005056BDE9D6 (https://www.gcumedia.com/lms-resources/student-success-center/?mediaElement=1FF26538-38D0-EA11-910D-005056BDE9D6)

CACREP Standards Mapping of Learning Outcomes

The course objectives are informed by the identified 2016 CACREP standards. Where applicable, objectives clearly identify the standards addressed. Review the "CNL-545 CACREP Standards Mapping" document to see which specific CACREP standards are

mapped to the course.

Clinical Mental Health Counseling e-Portfolio Requirements

At the end of this program, you will be required to submit an e-Portfolio. The e-Portfolio will highlight your progress and accomplishments as a developing clinical mental health counselor both academically and professionally. We recommend that you use Weebly or Google sites to create your portfolio. Attached are the portfolio requirements. Please make sure you have at least one artifact for each required section below. Please note, a few sections are optional.

From the Home Page, click on the Counseling programs drop down menu and click on the Clinical Mental Health Counseling tab. Sign into the Clinical Mental Health Counseling page and you will click on the e-Portfolio tab at the top of the page to find the related e-Portfolio documents.

https://cce.gcu.edu (https://cce.gcu.edu)

Crisis Assessment, Intervention, and Prevention

Jackson-Cherry, L. R., & Erford, B. T. (2018). *Crisis assessment, intervention, and prevention* (3rd ed.). Pearson Education. ISBN-13: 9780134522715

Disability Accommodation Policy and Procedures Statement

Grand Canyon University (GCU) seeks to serve all students equally. This plan is established to provide all students with equal access to GCU's programs, systems, and facilities. To receive accommodations through the University, students are required to complete the Accommodation Request Form and provide supporting documentation to Student Disability Services.

Note: GCU cannot provide accommodations that are not requested. Review the Student Disability Services section of the University Policy Handbook, located on the GCU website for specific information regarding the policy and procedures.

GCU Counselor Dispositions

Students in the Clinical Mental Health Counseling program should refer to the GCU "Counselor Dispositions."

GCU Library's Academic Writing

Refer to the GCU Library's Academic Writing resources on the Academic Writing and Study Skills website to find writing resources and tutorials.

https://libguides.gcu.edu/writing/WritingTutorials (https://libguides.gcu.edu/writing/WritingTutorials)

GCU Writing Center

Refer to the Writing Resources located on GCU's Student Success Center website for additional guidance on completing assignments in the appropriate style and academic level.

https://www.gcumedia.com/lms-resources/student-success-center/v3.1/#/tools/writing-center (https://www.gcumedia.com/lms-resources/student-success-center/v3.1/#/tools/writing-center)

GCU Zoom Resources: Counseling and Social Work

Please refer to the "GCU Zoom Resources: Counseling and Social Work" document to assist you with using a licensed Zoom account for your counseling or social work courses while you are a GCU student.

https://www.gcumedia.com/lms-resources/student-success-center-content/documents/chss/gcu-zoom-resources-counseling-and-social-work.pdf (https://www.gcumedia.com/lms-resources/student-success-center-content/documents/chss/gcu-zoom-resources-counseling-and-social-work.pdf)

Lopes Write

Refer to the LopesWrite webpage for guidance regarding assignments requiring submission to LopesWrite.

https://support.gcu.edu/hc/en-us/articles/201277380-LopesWrite (https://support.gcu.edu/hc/en-us/articles/201277380-LopesWrite)

Methods of Instruction

The methods of instruction for this course may include but are not limited to lectures, small and large group discussion, guest speakers, individual assignments, group assignments, discussion questions, readings, videos, and online instruction.

Student Performance Evaluation Criteria and Procedures

For specific information on the grading policies and procedures, please see the University Policy Handbook, located on the University and Academic Policies (https://www.gcu.edu/academics/academic-policies.php) section of GCU.edu under Helpful Academic Links on the right side of the page.

Topic 7 Gate Check Quiz Instructor Copy

Zoom Access

As directed by your instructor, access Zoom to complete your course assignments. Zoom can be accessed by clicking on the link below. When initially setting up your Zoom account, be sure to use your GCU email address.

https://www.gcumedia.com/digital-resources/zoom/2019/zoom-site-license_1e.php (https://www.gcumedia.com/digital-resources/zoom/2019/zoom-site-license_1e.php)

INSTRUCTOR ONLY MATERIALS

CNL-545 Course Revision History

CNL-545 Discussion Questions

TOPICS, OBJECTIVES, AND COURSE CONTENT

Topic 1: Crisis Intervention, Trauma-Informed Counseling, and Vicarious Trauma

Objectives:

1.1: Define crisis intervention.

1.2: Explain the steps of effective crisis intervention.

1.3: Describe the primary steps of a crisis intervention and Critical Incident Stress Debriefing (CISD) Intervention.

1.4: Differentiate trauma work from other forms of counseling, including elements of counselor self-awareness required for successful interventions.

1.5: Complete a training for procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide.

1.6: Complete a self-assessment for compassion fatigue. [CACREP 2.F.1.k]

Topic Materials

Textbooks

Electronic Resources

Adverse Childhood Experience Questionnaire for Adults

Take the "Adverse Childhood Experience Questionnaire for Adults," from *aces aware* (2020).

https://www.acesaware.org/wp-content/uploads/2020/02/ACE-Questionnaire-for-Adults-Identified-English.pdf (https://www.acesaware.org/wp-content/uploads/2020/02/ACE-Questionnaire-for-Adults-Identified-English.pdf)

Adverse Experiences in Childhood

Read "Adverse Childhood Experiences (ACEs)," from the *Centers for Disease Control and Prevention* (2020).

https://www.cdc.gov/violenceprevention/aces/index.html?CDC_AA_refVal=https%3A%2F%2Fwww.cdc.gov%2Fviolenceprevention%2Facestudy%2Findex.html (https://www.cdc.gov/violenceprevention/aces/index.html?CDC_AA_refVal=https%3A%2F%2Fwww.cdc.gov%2Fviolenceprevention%2Facestudy%2Findex.html)

CALM (Counseling on Access to Lethal Means) Training (Required Training)

Please complete the CALM training to prepare for your discussion questions this week.

https://zerosuicidetraining.edc.org/enrol/index.php?id=20 (https://zerosuicidetraining.edc.org/enrol/index.php?id=20)

Crisis Assessment, Intervention, and Prevention

Read Chapters 1 and 2 in *Crisis Assessment, Intervention, and Prevention.*

Essential Elements of Crisis Intervention

Read **"**Essential Elements of Crisis Intervention," by Ford, from *American Psychological Association* (2021).

https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=pzh&AN=2021-05761-004&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost (https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=pzh&AN=2021-05761-004&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost)

Informed by Trauma

Read “Informed by Trauma,” by Meyers, from *Counseling Today* (2017).

https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=126685760&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost (https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=126685760&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost)

Intro to Vicarious Trauma

Watch “Intro to Vicarious Trauma,” from *YouTube* (2017) to prepare for your assignment this week.

https://youtu.be/A1i7m1By8Nw (https://youtu.be/A1i7m1By8Nw)

Professional Quality of Life Scale

Please download and save a copy of “Professional Quality of Life Scale (PROQOL)” and take the test.

https://img1.wsimg.com/blobby/go/dfc1e1a0-a1db-4456-9391-18746725179b/downloads/ProQOL_5_English_Self-Score.pdf?ver=1622777390411 (https://img1.wsimg.com/blobby/go/dfc1e1a0-a1db-4456-9391-18746725179b/downloads/ProQOL_5_English_Self-Score.pdf?ver=1622777390411)

Risk and Protective Factors

Read “Risk and Protective Factors,” from Centers for *Disease Control and Prevention* (2021).

https://www.cdc.gov/violenceprevention/aces/riskprotectivefactors.html (https://www.cdc.gov/violenceprevention/aces/riskprotectivefactors.html)

Vicarious Trauma

Watch “Vicarious Trauma,” from *YouTube* (2019) to prepare for your assignment this week.

https://youtu.be/L415Vt21NXI (https://youtu.be/L415Vt21NXI)

Assignments:

Professional Quality of Life Scale Worksheet (Obj. 1.6)

Complete the "Professional Quality of Life Scale" worksheet.

APA style is not required, but solid academic writing is expected.

This assignment uses a rubric. Please review the rubric prior to beginning the assignment to become familiar with the expectations for successful completion.

You are not required to submit this assignment to LopesWrite.

This assignment is informed by the following CACREP Standard:

2.F.1.k. Strategies for personal and professional self-evaluation and implications for practice.

Discussion Questions:

Topic 1 DQ 1 (Obj. 1.1, 1.2, 1.3, and 1.4)

Provide a basic definition of a crisis intervention. Explain the steps in an effective crisis intervention and define a Critical Incident Stress Debriefing (CISD) intervention. How do these interventions differ from other counseling techniques? Provide examples to support your rationale.

Topic 1 DQ 2 (Obj. 1.5)

Please complete the CALM Training. Upon completion, upload your certificate and respond to the following question about the training. From your perspective, what was the most significant thing you learned?

Participation:

Topic 1 Participation : 20.0 points

Topic 2: Overview of Trauma Counseling and Diagnosis

Objectives:

2.1: Describe key elements of trauma counseling.

2.2: Identify clinical signs and symptoms of trauma in a client. [CACREP 5.C.2.f]

2.3: Describe the impact of crisis and trauma on individuals with mental health diagnoses. [CACREP 5.C.2.f]

2.4: Determine when referral is necessary in trauma cases.

2.5: Determine the difference between acute stress disorder and posttraumatic stress disorder.

2.6: Identify signs and symptoms of vicarious trauma.

Topic Materials

Textbooks

Electronic Resources

Chapter 3. Understanding the Impact of Trauma

Read "Chapter 3. Understanding the Impact of Trauma," from *Trauma-Informed Care in Behavioral Health Service* (2014). Pay special attention to the following headings: emotional dysregulation, numbing, physical, somatization, biology of trauma, hyperarousal, and sleep disturbances. Also be sure to view the exhibits related to *DSM* diagnoses of trauma disorders as you will need this information for the assignment this week.

https://www.ncbi.nlm.nih.gov/books/NBK207191/ (https://www.ncbi.nlm.nih.gov/books/NBK207191/)

Crisis Assessment, Intervention, and Prevention

Read Chapters 3 and 4 in *Crisis Assessment, Intervention, and Prevention.*

Dr. Stephen Porges: What Is the Polyvagal Theory?

Watch "Dr. Stephen Porges: What Is the Polyvagal Theory?," from YouTube (2018).

https://www.youtube.com/watch?v=ec3AUMDjtKQ (https://www.youtube.com/watch?v=ec3AUMDjtKQ)

Drowning in Empathy: The Cost of Vicarious Trauma

Watch "Drowning in Empathy: The Cost of Vicarious Trauma," by Cunningham, TEDx Talks (2016) to prepare for your second discussion question this week.

https://www.youtube.com/watch?v=ZsaorjIo1Yc (https://www.youtube.com/watch?v=ZsaorjIo1Yc)

Ethnic-Racial Identity and Posttraumatic Stress Disorder: The Role of Emotional Avoidance Among Trauma-Exposed Community Individuals

Read **"**Ethnic- Racial Identity and Posttraumatic Stress Disorder: The Role of Emotional Avoidance Among Trauma-Exposed Community Individuals," by Weiss, Schick, Reyes, Thomas, Tobar-Santamaria, & Contractor, from *Psychological Trauma: Theory* (2021).

https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=ccm&AN=147984056&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost (https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=ccm&AN=147984056&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost)

National Center for PTSD Assessment

Review the National Center for PTSD Assessment web page.

https://www.ptsd.va.gov/PTSD/professional/assessment/screens/index.asp (https://www.ptsd.va.gov/PTSD/professional/assessment/screens/index.asp)

Optional: Breaking Cycles of Trauma

For additional information, the following is recommended: "Breaking Cycles of Trauma," by American Psychological Association, from *PsycTHERAPY database* (2007).

https://psyctherapy-apa-org.lopes.idm.oclc.org/Title/777700414-001?start=15:30:0003d266ff8-1f4c-4588-b8ad-23c225d45b11 (https://psyctherapy-apa-org.lopes.idm.oclc.org/Title/777700414-001?start=15:30:0003d266ff8-1f4c-4588-b8ad-23c225d45b11)

Optional: International Society for Traumatic Stress Studies

For additional information, the following is recommended: the International Society for Traumatic Stress Studies website (2021).

https://istss.org/home (https://istss.org/home)

Optional: Meaning-Making Through Religion and Spirituality

For additional information, the following is recommended: "Meaning-Making Through Religion and Spirituality," by American Psychosocial Association, from *PsycTHERAPY database* (2019).

https://psyctherapy-apa-org.lopes.idm.oclc.org/Title/777700636-001?videoBookmark=true&start=00:08:37:999&clipId=40f757e1-64ae-4e5c-8080-3b7f107b0930 (https://psyctherapy-apa-org.lopes.idm.oclc.org/Title/777700636-001?videoBookmark=true&start=00:08:37:999&clipId=40f757e1-64ae-4e5c-8080-3b7f107b0930)

Optional: National Center for PTSD

For additional information, the following is recommended: the National Center for PTSD section of the *U.S. Department of Veteran Affairs* website.

http://www.ptsd.va.gov/ (http://www.ptsd.va.gov/)

Optional: PTSD Screening Instruments

For additional information, the following is recommended: "PTSD Screening Instruments," from the U.S. Department of Veterans Affairs (2021).

https://www.ptsd.va.gov/PTSD/professional/assessment/screens/index.asp (https://www.ptsd.va.gov/PTSD/professional/assessment/screens/index.asp)

Optional: Refugee Trauma: Culturally Responsive Counseling Interventions

For additional information, the following is recommended: "Refugee Trauma: Culturally Responsive Counseling Interventions," by Bemak & Chung, from *Journal of Counseling & Development* (2017).

https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=ccm&AN=123715848&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost (https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=ccm&AN=123715848&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost)

Optional: Trauma Symptom Check-List 33 and 40 (TSC-33 and TSC-40)

For additional information, the following is recommended: "Trauma Symptom Check-List 33 and 40 (TSC-33 and TSC-40)," by Briere & Runtz. This resource should be saved for future use.

http://s1097954.instanturl.net/trauma-symptom-checklist-40-tsi-40/ (http://s1097954.instanturl.net/trauma-symptom-checklist-40-tsi-40/)

Polyvagal Theory Explained Simply

Watch "Polyvagal Theory Explained Simply," from YouTube (2020).

https://www.youtube.com/watch?v=OeokFxnhGQo (https://www.youtube.com/watch?v=OeokFxnhGQo)

Posttraumatic Stress Disorder (PTSD): A Primer on Neurobiology and Management

Read "Posttraumatic Stress Disorder (PTSD): A Primer on Neurobiology and Management," by Rege & Graham, from *psychscenehub* (2020).

https://psychscenehub.com/psychinsights/post-traumatic-stress-disorder/ (https://psychscenehub.com/psychinsights/post-traumatic-stress-disorder/)

Practice Guidelines for Telemental Health with Children and Adolescents

Read "Practice Guidelines for Telemental Health with Children and Adolescents," from American Telemedicine Association (2017).

https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&cad=rja&uact=8&ved=2ahUKEwjrlorXrvDxAhVJrJ4KHckaA4kQFjABegQIBBAD&url=https%3A%2F%2Fwww.cdphp.com%2F-%2Fmedia%2Ffiles%2Fproviders%2Fbehavioral-health%2Fhedis-toolkit-and-bh-guidelines%2Fpractice-guidelines-telemental-health.pdf%3Fla%3Den&usg=AOvVaw1jiGH73w1Go7YN3Tn7PN1I (https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&cad=rja&uact=8&ved=2ahUKEwjrlorXrvDxAhVJrJ4KHckaA4kQFjABegQIBBAD&url=https%3A%2F%2Fwww.cdphp.com%2F-%2Fmedia%2Ffiles%2Fproviders%2Fbehavioral-health%2Fhedis-toolkit-and-bh-guidelines%2Fpractice-guidelines-telemental-health.pdf%3Fla%3Den&usg=AOvVaw1jiGH73w1Go7YN3Tn7PN1I)

The National Child Traumatic Stress Network

Explore the National Child Trauma Stress Network website.

http://www.nctsn.org/ (http://www.nctsn.org/)

Assignments:

Trauma Case Study Worksheet (Obj. 2.2, 2.3, and 2.5)

Review the attached case study to adequately complete the "Trauma Case Study" worksheet. How can the client's safety be prioritized? Provide support for your answers by citing the current version of the *DSM* and a minimum of three scholarly sources.

APA style is not required, but solid academic writing is expected.

This assignment uses a rubric. Please review the rubric prior to beginning the assignment to become familiar with the expectations for successful completion.

You are required to submit this assignment to LopesWrite. A link to the LopesWrite technical support articles is located in Class Resources if you need assistance.

This assignment is informed by the following CACREP Standards:

2.F.5.e. The impact of technology on the counseling process.

5.C.2.f. Impact of crisis and trauma on individuals with mental health diagnoses.

Discussion Questions:

Topic 2 DQ 1 (Obj. 2.1, 2.2, and 2.3)

Describe the key psychological, somatic, cognitive, neurological, and behavioral symptoms counselors must be aware of when counseling a client with trauma and other mental health diagnoses.

This discussion question is informed by the following CACREP Standard:

5.C.2.f. Impact of crisis and trauma on individuals with mental health diagnoses.

Topic 2 DQ 2 (Obj. 2.4 and 2.6)

The ability to track vicarious trauma is important in resolving it and maintaining an effective standard of care. Identify three signs that you may be experiencing vicarious trauma and describe what you might do to seek support in resolving it. At what point would a referral be necessary?

Participation:

Topic 2 Participation : 20.0 points

Topic 3: Trauma-Informed Interventions in Counseling

Objectives:

3.1: Describe evidence-based treatment interventions used for trauma survivors.

3.2: Examine the value of somatic-focused interventions for trauma survivors.

Topic Materials

Textbooks

Electronic Resources

A Transtheoretical Transdiagnostic Framework for Trauma Work

Watch “A Transtheoretical Transdiagnostic Framework for Trauma Work,” by American Psychological Association (2019).

https://psyctherapy-apa-org.lopes.idm.oclc.org/Title/777700639-001 (https://psyctherapy-apa-org.lopes.idm.oclc.org/Title/777700639-001)

Chapter One of The Body Keeps the Score

Read Chapter 1 of "The Body Keeps the Score," by Van Der Kolk (2014) to prepare for the first discussion question this week.

https://books.google.com/books?id=3Q3UAgAAQBAJ&pg=PA1&dq=the+body+keeps+the+score&lr=&source=gbs_toc_r&cad=4#v=onepage&q=the%20body%20keeps%20the%20score&f=false (https://books.google.com/books?id=3Q3UAgAAQBAJ&pg=PA1&dq=the+body+keeps+the+score&lr=&source=gbs_toc_r&cad=4#v=onepage&q=the%20body%20keeps%20the%20score&f=false)

How Trauma Traps Survivors in the Past, The Neuroscience of Trauma

View the "How Trauma Traps Survivors in the Past, The Neuroscience of Trauma" video.

https://www.youtube.com/watch?v=I6RpdSpisP0 (https://www.youtube.com/watch?v=I6RpdSpisP0)

Optional: Healing Trauma With Creative Activities

For additional information, the following is recommended: "Healing Trauma With Creative Activities" video.

https://www.youtube.com/watch?v=3x-n4lyzfd4 (https://www.youtube.com/watch?v=3x-n4lyzfd4)

Optional: Nature's Lessons in Healing Trauma: An Introduction to Somatic Experiencing®

For additional information, the following is recommended: "Nature's Lessons in Healing Trauma: An Introduction to Somatic Experiencing®" video.

https://www.youtube.com/watch?v=nmJDkzDMllc&list=RDQMC71VLxRFY38&start_radio=1 (https://www.youtube.com/watch?v=nmJDkzDMllc&list=RDQMC71VLxRFY38&start_radio=1)

Optional: Overcome Trauma With Yoga

For additional information, the following is recommended: "Overcome Trauma With Yoga" video.

https://www.youtube.com/watch?v=MmKfzbHzm_s (https://www.youtube.com/watch?v=MmKfzbHzm_s)

Optional: Peer Support and Crisis-Focused Psychological Interventions

For additional information, the following is recommended: “Peer Support and Crisis-Focused Psychological Interventions Designed to Mitigate Post-Traumatic Stress Injuries Among Public Safety and Frontline Healthcare Personnel: A Systematic Review,” by Anderson, Di Nota, Groll, & Carleton, from *International Journal of Environmental Research and Public Health* (2020).

https://www-ncbi-nlm-nih-gov.lopes.idm.oclc.org/pmc/articles/PMC7589693/ (https://www-ncbi-nlm-nih-gov.lopes.idm.oclc.org/pmc/articles/PMC7589693/)

Optional: Psychological First Aid (Optional Certification)

For additional information, the following is recommended: "Psychological First Aid" training for certification if you wish.

https://www.nctsn.org/resources/psychological-first-aid-pfa-field-operations-guide-without-appendices (https://www.nctsn.org/resources/psychological-first-aid-pfa-field-operations-guide-without-appendices)

Optional: Red Cross Disaster Mental Health Training (Optional Certification)

For additional information, the following is recommended: "Red Cross Disaster Mental Health Training (Optional Certification)" training for certification if you wish.

https://sleevesup.redcrossblood.org/arc-diasaster-training/ (https://sleevesup.redcrossblood.org/arc-diasaster-training/)

Optional: The Impact of Neurofeedback Training on Children With Developmental Trauma

For additional information, the following is recommended: "The Impact of Neurofeedback Training on Children With Developmental Trauma: A Randomized Controlled Study,” by Rogel, Loomis, Hamlin, Hodgdon, Spinazzola, & van der Kolk, from *Psychological Trauma: Theory, Research, Practice & Policy* (2020).

https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=ccm&AN=147747730&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost (https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=ccm&AN=147747730&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost)

Resolving Trauma in Psychotherapy: A Somatic Approach

Watch “Resolving Trauma in Psychotherapy: A Somatic Approach,” by PsychotherapyNet, from YouTube (2013) to prepare for the second discussion question this week.

https://www.youtube.com/watch?v=hdUnCj05RMs (https://www.youtube.com/watch?v=hdUnCj05RMs)

Somatic Experiencing for Posttraumatic Stress Disorder: A Randomized Controlled Outcome Study

Read “Somatic Experiencing for Posttraumatic Stress Disorder: A Randomized Controlled Outcome Study,” by Brom, Stokar, Lawi, Nuriel-Porat, Ziv, Lerner, & Ross, from *Journal of Traumatic Stress* (2017) to prepare for responding to the discussion questions this week.

https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5518443/ (https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5518443/)

Somatic Experiencing International

Explore the “Somatic Experiencing International” website to prepare for your discussion questions this week.

http://traumahealing.org/ (http://traumahealing.org/)

Somatic Experiencing Trauma Institute

Explore the Somatic Experiencing Trauma Institute website.

http://traumahealing.org/ (http://traumahealing.org/)

The Body Keeps the Score

Watch “The Body Keeps the Score,” by *School of Life*, from YouTube (2021) to prepare for the first discussion question this week.

https://www.youtube.com/watch?v=QSCXyYuT2rE (https://www.youtube.com/watch?v=QSCXyYuT2rE)

Trauma and the Nervous System

View the "Trauma and the Nervous System" video.

https://www.youtube.com/watch?v=PRQPcwP367c (https://www.youtube.com/watch?v=PRQPcwP367c)

Trauma’s Impact on the Brain

View "Trauma’s Impact on the Brain" video.

https://www.youtube.com/watch?v=U_aleVtn23o (https://www.youtube.com/watch?v=U_aleVtn23o)

Why You Can't Think Your Way Out of Trauma

Read "Why You Can't Think Your Way Out of Trauma," by Wong, from *Psychology Today* (2020).

https://www.psychologytoday.com/us/blog/the-body-knows-the-way-home/202005/why-you-cant-think-your-way-out-trauma (https://www.psychologytoday.com/us/blog/the-body-knows-the-way-home/202005/why-you-cant-think-your-way-out-trauma)

Assignments:

Discussion Questions:

Topic 3 DQ 2 (Obj. 3.1 and 3.2)

As you know, Somatic Experiencing is an evidenced-based practice. Read the "Somatic Experiencing for Posttraumatic Stress Disorder: A Randomized Controlled Outcome Study" article and then watch the three-minute video "Resolving Trauma In Psychotherapy: A Somatic Approach" from the topic Resources. According to the discussion section of the article, Somatic Experiencing provides opportunity for healing without explicit retelling of the traumatic events and by releasing bodily tension associated with the trauma. Why is this important?

Topic 3 DQ 1 (Obj. 3.1 and 3.2)

Please review the "Body Keeps the Score" video and book chapter located in your Topic Resources. Once you've reviewed the materials, please respond to this question: Why is talk therapy an insufficient approach to working with survivors of trauma and those in crisis?

Participation:

Topic 3 Participation : 20.0 points

Topic 4: Assessment of Interpersonal Violence

Objectives:

4.1: Devise a safety plan to deal with intimate partner violence.

4.2: Describe variables associated with increased lethality in interpersonal violence.

4.3: Complete a suicide assessment. [CACREP 2.F.5.l]

4.4: Complete a suicide safety plan.

4.5: Identify self-care practices to manage vicarious trauma.

Topic Materials

Textbooks

Electronic Resources

Adult Outpatient Brief Suicide Safety Assessment Guide

Read "Adult Outpatient Brief Suicide Safety Assessment Guide" located on the *National Institute of Mental Health* website.

https://www.nimh.nih.gov/research/research-conducted-at-nimh/asq-toolkit-materials/adult-outpatient/adult-outpatient-brief-suicide-safety-assessment-guide.shtml (https://www.nimh.nih.gov/research/research-conducted-at-nimh/asq-toolkit-materials/adult-outpatient/adult-outpatient-brief-suicide-safety-assessment-guide.shtml)

Clinical Interview for Suicide Assessment

Watch “Clinical Interview for Suicide Assessment,” by American Psychological Association (2016).

https://psyctherapy-apa-org.lopes.idm.oclc.org/Title/777700540-001 (https://psyctherapy-apa-org.lopes.idm.oclc.org/Title/777700540-001)

CNL-545 Instructions for Risk Assessment Assignment

View this video to assist you with completing the assignment.

https://www.gcumedia.com/lms-resources/student-success-center/?mediaElement=B435B37A-B8EF-EB11-9116-005056BDE9D6 (https://www.gcumedia.com/lms-resources/student-success-center/?mediaElement=B435B37A-B8EF-EB11-9116-005056BDE9D6)

Conducting a Virtual Suicide Assessment

Read "Conducting a Virtual Suicide Assessment" located on the *National Association of School Psychologists* website.

https://www.nasponline.org/resources-and-publications/resources-and-podcasts/covid-19-resource-center/crisis-and-mental-health-resources/conducting-virtual-suicide-assessment-checklist (https://www.nasponline.org/resources-and-

publications/resources-and-podcasts/covid-19-resource-center/crisis-and-mental-health-resources/conducting-virtual-suicide-assessment-checklist)

Conducting School Suicide Risk Assessment in Distance Learning Environments

Read "Conducting School Suicide Risk Assessment in Distance Learning Environments" by Brock et al., from *Contemporary School Psychology* (2021).

https://link.springer.com/article/10.1007/s40688-020-00333-6 (https://link.springer.com/article/10.1007/s40688-020-00333-6)

Crisis Assessment, Intervention, and Prevention

Read Chapters 6 and 8 in *Crisis Assessment, Intervention, and Prevention.*

Danger Assessment

Please consider using this assessment to evaluate lethality for the Topic 4 assignment.

https://www.dangerassessment.org/uploads/DA_NewScoring_2019.pdf (https://www.dangerassessment.org/uploads/DA_NewScoring_2019.pdf)

Optional: How Clinicians Incorporate Suicide Risk Factors

For additional information, the following is recommended: “How Clinicians Incorporate Suicide Risk Factors Into Suicide Risk Assessment,” by Picard & Rosenfeld, from *Crisis: The Journal of Crisis Intervention and Suicide Prevention*. (2021).

https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=pdh&AN=2020-36027-001&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost (https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=pdh&AN=2020-36027-001&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost)

Optional: Square

For additional information, the following is recommended: the Square website for suicide prevention information.

https://www.square.org.au/ (https://www.square.org.au/)

Optional: The Clinical Application of Suicide Risk Assessment: A Theory-Driven Approach

For additional information, the following is recommended: “The Clinical Application of Suicide Risk Assessment: A Theory-Driven Approach” by Mitchell et al., from *Clinical Psychology & Psychotherapy* (2017).

https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=126766440&site=ehost-live&scope=site (https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=126766440&site=ehost-live&scope=site)

Optional: The Need for Standardization in Suicide Risk Assessment

For additional information, the following is recommended: “The Need For Standardization in Suicide Risk Assessment,” by Moffatt, from *Counseling Today*. (2020).

https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=142804792&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost (https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=142804792&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost)

Optional: Using Apps to Promote Client Safety

For additional information, the following is recommended: “Using Apps to Promote Client Safety: Technology Can Play an Important Role in Supporting Survivors ‘Safety, Autonomy and Empowerment as Part of a Trauma-Informed Counseling Approach,” by Gray & Kress, from *Counseling Today* (2020).

https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=144943096&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost (https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=144943096&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost)

Safety Plan

Explore the Safety Plan pages of the National Coalition Against Domestic Violence website.

http://www.ncdsv.org/publications_safetyplans.html (http://www.ncdsv.org/publications_safetyplans.html)

Suicide Assessment ACA Fact Sheet

Please consider using this fact sheet to prepare for your suicide assessment in the assignment for Topic 4.

https://www.counseling.org/sub/dmh/Fact%20Sheet%206%20-%20Suicide%20Assessment.pdf (https://www.counseling.org/sub/dmh/Fact%20Sheet%206%20-%20Suicide%20Assessment.pdf)

Suicide Prevention Strategies

Watch "Suicide Prevention Strategies. In *Crisis Counseling: Strategies and Interventions to Safely Manage Clients — A Lecture"* by PESI, Inc., from Films Media Group (2016).

https://lopes.idm.oclc.org/login?url=https://fod.infobase.com/PortalPlaylists.aspx?wID=96349&xtid=139843&loid=470130 (https://lopes.idm.oclc.org/login?url=https://fod.infobase.com/PortalPlaylists.aspx?wID=96349&xtid=139843&loid=470130)

Talking About Thoughts of Suicide

Watch "Middle Phase: Talking About Thoughts of Suicide" in *Dialectical Behavior Therapy With a Female Military Veteran,* by American Psychological Association (2015).

https://psyctherapy-apa-org.lopes.idm.oclc.org/Title/777700475-001?start=07:40:00007bdb8b2-5dc0-493a-968f-3597da75925d (https://psyctherapy-apa-org.lopes.idm.oclc.org/Title/777700475-001?start=07:40:00007bdb8b2-5dc0-493a-968f-3597da75925d)

Assignments:

CNL-545 Risk Assessment and Safety Planning (Obj. 4.1, 4.2, 4.3, and 4.4)

Complete the "Risk Assessment and Safety Planning" worksheet.

APA style is not required, but solid academic writing is expected.

This assignment uses a rubric. Please review the rubric prior to beginning the assignment to become familiar with the expectations for successful completion.

You are not required to submit this assignment to LopesWrite.

This assignment is informed by the following CACREP Standard:

2.F.5.l. Suicide prevention models and strategies.

Discussion Questions:

Topic 4 DQ 2 (Obj. 4.5)

Doing our own trauma work as counselors is critical to our ability to provide effective care. Which topics/situations may be particularly triggering for you? Name three resources/practices you might use if you become triggered by a client and/or situation. Be sure to use first person voice (i.e., I, me, and my). No citation is required.

Topic 4 DQ 1 (Obj. 4.5)

Trauma and crisis work requires the capacity to tolerate high amounts of affect (i.e., emotion). Briefly discuss your relationship with the following emotions: anger, guilt, fear, and sadness. Identify which ones are easy for you and which ones are more difficult. Utilize professional self-disclosure and first-person voice (i.e., I, me, and my). How might your relationship with each emotion impact your ability to support clients who experience them? No citation is required.

Participation:

Topic 4 Participation : 20.0 points

Topic 5: Detecting Spousal or Domestic Partner Abuse

Objectives:

5.1: Describe difficulties counselors face in attempting to assess or detect spousal or partner abuse. [CACREP 2.F.7.d]

5.2: Describe how knowledge of the abuse cycle assists counselors in detecting spousal or partner abuse. [CACREP 2.F.7.d]

Topic Materials

Textbooks

Electronic Resources

Clinically Significant Intimate Partner Violence

Read "Clinically Significant Intimate Partner Violence," by Heyman et al., from *Journal of Family Psychology* (2021).

https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=149448349&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost (https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=149448349&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost)

Counseling Intimate Partner Abuse Survivors

Read “Counseling Intimate Partner Abuse Survivors: Effective and Ineffective Interventions,” by Leedom, Andersen, Glynn, & Barone, from *Journal of Counseling & Development*, (2019).

https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=psyh&AN=2019-54520-003&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost (https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=psyh&AN=2019-54520-003&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost)

Crisis Assessment, Intervention, and Prevention

Review Chapter 8 in *Crisis Assessment, Intervention, and Prevention.*

High Sensitivity and Specificity Screening for Clinically Significant Intimate Partner Violence

Read “High Sensitivity and Specificity Screening for Clinically Significant Intimate Partner Violence" by Heyman, et al. from *Journal of Family Psychology* (2021).

https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=edswss&AN=000631316800008&site=eds-live&scope=site&custid=s8333196&groupid=main&profile=eds1 (https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=edswss&AN=000631316800008&site=eds-live&scope=site&custid=s8333196&groupid=main&profile=eds1)

The Murder of Yeardley Love and Trial of George Huguely V: A Timeline

Read "The Murder of Yeardley Love and Trial of George Huguely V: A Timeline," by Gray, from the TIME website (2012).

http://newsfeed.time.com/2012/02/23/the-murder-of-yeardley-love-and-trial-of-george-huguely-v-a-timeline/ (http://newsfeed.time.com/2012/02/23/the-murder-of-yeardley-love-and-trial-of-george-huguely-v-a-timeline/)

The Ethics of IPV Counseling: One Provider’s Experience

Read “The Ethics of IPV Counseling: One Provider’s Experience,” by Kramer & Natwick, from *Counseling Today* (2019).

https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=137685676&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost (https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=137685676&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost)

Assignments:

CNL-545 Detecting Abuse Paper (Obj. 5.1 and 5.2)

Review the details of the case from the required reading "The Murder of Yeardley Love and Trial of George Huguely V: A Timeline," located in the topic resources and conduct an Internet search about the murder of Yeardley Love. After researching the story, write a 500-750-word essay addressing the following. Include the following in your paper:

- Assuming there was abuse occurring prior to the death of Yeardley Love, hypothesize how it may have been difficult for a counselor to assess and identify this abuse.
- Describe how a counselor's knowledge of the abuse cycle would assist in detecting partner abuse.
- What specific interventions do you feel are necessary with this client based on the presenting concerns?

Use the attached template to write your paper.

Include a minimum of two scholarly sources in addition to the textbook.

Prepare this assignment according to the guidelines found in the APA Style Guide, located in the Student Success Center.

Please review the rubric prior to beginning the assignment to become familiar with the expectations for successful completion.

You are required to submit this assignment to LopesWrite. A link to the LopesWrite technical support articles is located in Class Resources if you need assistance.

This assignment is informed by the following CACREP Standard:

2.F.7.d. Procedures for identifying trauma and abuse and for reporting abuse.

Discussion Questions:

Topic 5 DQ 1 (Obj. 5.1)

What challenges do counselors face when assessing for spousal or domestic partner abuse? What are some strategies for overcoming these challenges?

This discussion question is informed by the following CACREP Standard:

2.F.7.d. Procedures for identifying trauma and abuse and for reporting abuse.

Topic 5 DQ 2 (Obj. 5.2)

How can knowledge of the abuse cycle assist you as a counselor to detect possible spousal abuse when providing couples counseling?

This discussion question is informed by the following CACREP Standard:

2.F.7.d. Procedures for identifying trauma and abuse and for reporting abuse.

Participation:

Topic 5 Participation : 20.0 points

Topic 6: Prevention and Treatment of Domestic Violence

Objectives:

6.1: Identify the availability of community resources in the prevention and treatment of interpersonal violence. [CACREP 2.F.5.l, 2.F.5.m]

6.2: Devise a plan to foster themes of prevention during treatment.

Topic Materials

Textbooks

Electronic Resources

Broken Trust

Watch *A Broken Trust,* by Bowery Media, Inc., from Films Media Group (2019).

https://lopes.idm.oclc.org/login?url=https://fod.infobase.com/PortalPlaylists.aspx?wID=96349&xtid=241120 (https://lopes.idm.oclc.org/login?url=https://fod.infobase.com/PortalPlaylists.aspx?wID=96349&xtid=241120)

Crisis Assessment, Intervention, and Prevention

Review Chapter 8 in *Crisis Assessment, Intervention, and Prevention.*

Faith Groups Respond to Rise in Domestic Violence Incidents

Read “Faith Groups Respond to Rise in Domestic Violence Incidents,” by Raujo-Hawkins, from *Christian Century* (2020).

https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=142993763&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost (https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=142993763&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost)

National Coalition Against Domestic Violence

Explore the National Coalition Against Domestic Violence website.

http://www.ncadv.org/ (http://www.ncadv.org/)

National Domestic Violence Hotline

Explore the National Domestic Violence Hotline website.

http://www.thehotline.org/ (http://www.thehotline.org/)

National Network to End Domestic Violence

Explore the National Network to End Domestic Violence website.

http://www.nnedv.org/ (http://www.nnedv.org/)

Planting the TREE: A Faith-Based Program for Teen Dating Violence Prevention

Read "Planting the TREE: A Faith-Based Program for Teen Dating Violence Prevention," by Loom, Captari, French, Hook, & Ryan, from *Spirituality in Clinical Practice* (2018).

https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=pdh&AN=2018-33267-001&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost (https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=pdh&AN=2018-33267-001&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost)

Preventing Intimate Partner Violence Through the Strength at Home Program With Four Male Veterans

Watch *Preventing Intimate Partner Violence Through the Strength at Home Program With Four Male Veterans* by American Psychological Association (2017).

https://psyctherapy-apa-org.lopes.idm.oclc.org/Title/777700556-001 (https://psyctherapy-apa-org.lopes.idm.oclc.org/Title/777700556-001)

Assignments:

CNL-545 Design Two Interventions (Obj. 6.1 and 6.2)

Read the following case studies:

- Case Study: Desert Viejo Elementary School
- Case Study: Joshua

Review the "Design Two Interventions Template," and create a PowerPoint presentation (in addition to a title slide and references slide). Within the presentation, outline an intervention for each case study. One of the interventions must include critical incident stress debriefing (CISD). Choose a different evidence-based intervention for the second case study. It is up to you to decide which type of intervention is best suited for each scenario. Include the following in your interventions:

- Step-by-step description of each intervention plan
- Rationale for choosing each intervention
- Identify local community resources in your area where clients could receive services (e.g., counseling, support groups, medication, mentorship, housing). Be sure to include pertinent contact information for the resource.
- As a participating member, describe how you would collaborate and communicate with the interdisciplinary community outreach and emergency management response teams from each scenario (e.g., police officers, firefighters, EMTs, etc.)

Include a minimum of three scholarly references in addition to the textbook.

Please consider using the attached template attached. If you choose to use it, please change the design, add photos, and make it your own.

Include speaker notes for each content-related slide that represent what would be said if giving the presentation in person. Expand upon the information included in the slide and do not simply restate it. Please ensure the speaker notes include a minimum of 150 words. Use citations to support your claims.

While APA style is not required for the body of this assignment, solid academic writing is expected, and documentation of sources should be presented using APA formatting guidelines, which can be found in the APA Style Guide, located in the Student Success Center.

This assignment uses a rubric. Please review the rubric prior to beginning the assignment to become familiar with the expectations for successful completion.

You are not required to submit this assignment to LopesWrite.

This assignment is informed by the following CACREP Standards:

2.F.1.c. Counselors' roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams.

2.F.5.l. Suicide prevention models and strategies.

2.F.5.m. Crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid.

Discussion Questions:

Topic 6 DQ 2 (Obj. 6.2)

If you were working with a Christian client who is experiencing intimate partner violence how would you incorporate their faith into their prevention plan? What other information should be included in an intimate partner violence prevention plan?

Topic 6 DQ 1 (Obj. 6.1)

Identify three issues counselors would need to consider when evaluating the quality of community resources for the prevention of interpersonal violence to ensure they are effective. Why is it important for counselors to evaluate community resources?

Participation:

Topic 6 Participation : 20.0 points

Topic 7: Child Abuse Assessment

Objectives:

7.1: Integrate questions regarding child abuse into the initial and ongoing assessment. [CACREP 2.F.7.d]

7.2: Identify possible symptoms that may signify childhood abuse. [CACREP 2.F.7.d]

7.3: Describe what constitutes sexual exploitation in children. [CACREP 2.F.7.d]

Topic Materials

Textbooks

Electronic Resources

All Adverse Childhood Experiences Are Not Equal: The Contribution of Synergy to Adverse Childhood Experience Scores

Read "All Adverse Childhood Experiences Are Not Equal: The Contribution of Synergy to Adverse Childhood Experience Scores," by Briggs, Amaya-Jackson, Putnam, & Putnam, from *American Psychologist* (2021).

https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=pdh&AN=2021-26586-006&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost (https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=pdh&AN=2021-26586-006&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost)

Child Abuse and Neglect

Read "Child Abuse and Neglect," by Wienclaw, from *Salem Press Encyclopedia* (2021).

https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=ers&AN=89185463&site=eds-live&scope=site&custid=s8333196&groupid=main&profile=eds1 (https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=ers&AN=89185463&site=eds-live&scope=site&custid=s8333196&groupid=main&profile=eds1)

Child Welfare Information Gateway: Identification of Child Abuse & Neglect

Explore the Child Welfare Information Gateway: Identification of Child Abuse & Neglect page of the U.S. Department of Health & Human Services Administration for Children & Families website.

https://www.childwelfare.gov/topics/can/identifying/ (https://www.childwelfare.gov/topics/can/identifying/)

Crisis Assessment, Intervention, and Prevention

Read Chapter 10 in *Crisis Assessment, Intervention, and Prevention.*

Promoting Best Practice in Assessment and Intervention: The Challenges of Working in Times of Cutbacks and Change

Read "Promoting Best Practice in Assessment and Intervention: The Challenges of Working in Times of Cutbacks and Change," by Appleton & Sidebotham, from *Child Abuse Review* (2018).

https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=psyh&AN=2018-26274-001&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost (https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=psyh&AN=2018-26274-001&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost)

Risk Factors and Indicators for Commercial Sexual Exploitation/Domestic Minor Sex Trafficking of Adolescent Girls

Read "Risk Factors and Indicators for Commercial Sexual Exploitation/Domestic Minor Sex Trafficking of Adolescent Girls in the United States in the Context of School Nursing: An Integrative Review of the Literature," by Jaeckl & Laughon, from *Journal of School Nursing* (2021).

https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=ccm&AN=148020175&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost (https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=ccm&AN=148020175&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost)

Sex Trafficking

Read "Sex Trafficking," by Harmon, from *Salem Press Encyclopedia* (2020).

https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=ers&AN=119214137&site=eds-live&scope=site&custid=s8333196&groupid=main&profile=eds1 (https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=ers&AN=119214137&site=eds-live&scope=site&custid=s8333196&groupid=main&profile=eds1)

Understanding and Treating Survivors of Incest

Read "Understanding and Treating Survivors of Incest," by Lawson, from *Counseling Today* (2018).

https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=128265889&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost (https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=128265889&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost)

What's Left Unsaid

Read “What’s Left Unsaid,” by Phillips, from *Counseling Today* (2019).

https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=134046822&site=ehost-live&scope=site (https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=134046822&site=ehost-live&scope=site)

Assignments:

CNL-545 Child Abuse Assessment Case Study (Obj. 7.1, 7.2 and 7.3)

Complete the "Child Abuse Assessment Case Study."

APA style is not required, but solid academic writing is expected.

This assignment uses a rubric. Please review the rubric prior to beginning the assignment to become familiar with the expectations for successful completion.

You are not required to submit this assignment to LopesWrite.

This assignment is informed by the following CACREP Standard:

2.F.7.d. Procedures for identifying trauma and abuse and for reporting abuse.

Discussion Questions:

Topic 7 DQ 2 (Obj. 7.3)

Compare and contrast overt and covert acts of sexual exploitation. Is one easier to identify or address through professional counseling than the other? Defend your rationale.

Topic 7 DQ 1 (Obj. 7.1)

Explain the importance of completing a child abuse assessment at the onset of mental health counseling as well as continuing to assess for this throughout the course of treatment.

This discussion question is informed by the following CACREP Standard:

2.F.7.d. Procedures for identifying trauma and abuse and for reporting abuse.

Participation:

Topic 7 Participation : 20.0 points

Topic 8: Reporting Past and Present Cases of Child Abuse

Objectives:

8.1: Analyze the specific legal standards for child abuse reporting in your state. [CACREP 2.F.7.d]

8.2: Evaluate the importance of swift and thorough reporting practices.

8.3: Identify treatment theories and practices of working with children who have experienced trauma.

Topic Materials

Textbooks

Electronic Resources

Administration for Children & Families

Explore the Administration for Children & Families website

https://www.acf.hhs.gov (https://www.acf.hhs.gov)

Child Abuse Neglect and Reporting Act (CANRA)

For students residing and planning to practice in the state of California, view the PowerPoint resource for California Penal Code Sections 11164-11174.6.

https://humboldtgov.org/DocumentCenter/View/64945/CANRA-Powerpoint (https://humboldtgov.org/DocumentCenter/View/64945/CANRA-Powerpoint)

Crisis Assessment, Intervention, and Prevention

Review Chapter 10 in *Crisis Assessment, Intervention, and Prevention.*

Evaluation of Real Life Heroes Treatment for Children With Complex PTSD

Read "Evaluation of Real Life Heroes Treatment for Children With Complex PTSD," by Kagan et al., from *Psychological Trauma: Theory, Research, Practice, and Policy* (2014).

https://lopes.idm.oclc.org/login?url=http://search.ebscohost.com.lopes.idm.oclc.org/login.aspx?direct=true&db=psyh&AN=2014-09556-001&site=ehost-live&scope=site (https://lopes.idm.oclc.org/login?url=http://search.ebscohost.com.lopes.idm.oclc.org/login.aspx?direct=true&db=psyh&AN=2014-09556-001&site=ehost-live&scope=site)

Helping Children and Families Address and Prevent Sibling Abuse

Read “Helping Children and Families Address and Prevent Sibling Abuse,” by Stutey, from *Counseling Today* (2017).

https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=121555194&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost (https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=121555194&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost)

I’m Here to Listen and Want You to Know I Am a Mandated Reporter

Read “I’m Here to Listen and Want You to Know I Am a Mandated Reporter: Understanding How Text Message-Based Crisis Counselors Facilitate Child Maltreatment Disclosures,” by Cash, Murfree, & Schwab-Reese, from *Child Abuse & Neglect* (2020).

https://www-sciencedirect-com.lopes.idm.oclc.org/science/article/pii/S0145213420300697 (https://www-sciencedirect-com.lopes.idm.oclc.org/science/article/pii/S0145213420300697)

Mandated Responsibility to Report Child Maltreatment: A Review of U.S. Laws

Read “Counselors’ Mandated Responsibility to Report Child Maltreatment: A Review of U.S. Laws,” by Kenny, Abreu, Helpingstine, Lopez, & Mathews, from *Journal of Counseling & Development* (2018).

https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=131719670&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost (https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=131719670&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost)

Optional: Commentary: Developmental Trauma Disorder: A Missed Opportunity in DSM V

For additional information, the following is recommended: "Commentary: Developmental Trauma Disorder: A Missed Opportunity in DSM V," by Bremness and Polzin, from the *Journal of the Canadian Academy of Child & Adolescent Psychiatry* (2014).

https://lopes.idm.oclc.org/login?url=http://search.ebscohost.com.lopes.idm.oclc.org/login.aspx?direct=true&db=a9h&AN=95831745&site=ehost-live&scope=site (https://lopes.idm.oclc.org/login?url=http://search.ebscohost.com.lopes.idm.oclc.org/login.aspx?direct=true&db=a9h&AN=95831745&site=ehost-live&scope=site)

School Personnel and Child Abuse and Neglect Reporting Behavior: An Integrative Review

Read "School Personnel and Child Abuse and Neglect Reporting Behavior: An Integrative Review," by Alazri & Hanna, from *Children & Youth Services Review* (2020).

https://www-sciencedirect-com.lopes.idm.oclc.org/science/article/pii/S0190740919312721 (https://www-sciencedirect-com.lopes.idm.oclc.org/science/article/pii/S0190740919312721)

Should Parents Who Refuse Treatment for Their Child's Depression Be Reported for Medical Neglect?

Read "Should Parents Who Refuse Treatment for Their Child's Depression Be Reported for Medical Neglect?" from *Brown University Child & Adolescent Psychopharmacology Update* (2018).

https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=130341971&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost (https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=130341971&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost)

U.S. Department of Health & Human Services, Administration for Children & Families

View this resource to assist with assignments and discussion questions.

https://www.acf.hhs.gov/ (https://www.acf.hhs.gov/)

Understanding Trauma in Children and Young People in the School Setting

Read "Understanding Trauma in Children and Young People in the School Setting," by Spence, Kagan, Kljakovic, & Bifulco, from *Educational & Child Psychology* (2021).

https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=148613707&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost (https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=148613707&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost)

Assignments:

CNL-545 Child Abuse Treatment Case Study (Obj. 8.1, 8.2, and 8.3)

Explore the U.S. Department of Health & Human Services, Administration for Children & Families website, paying specific attention to the sections regarding child abuse.

Review the Child Abuse Treatment Case Study.

Complete the Child Abuse Treatment Plan Template.

APA style is not required, but solid academic writing is expected.

This assignment uses a rubric. Please review the rubric prior to beginning the assignment to become familiar with the expectations for successful completion.

You are required to submit this assignment to LopesWrite. A link to the LopesWrite technical support articles is located in Class Resources if you need assistance.

This assignment is informed by the following CACREP Standard:

2.F.7.d. Procedures for identifying trauma and abuse and for reporting abuse.

Discussion Questions:

Topic 8 DQ 2 (Obj. 8.1)

Child abuse reporting can take its toll on the counselor, particularly if the family or client involved is volatile. Discuss how one's own apprehension and nervousness could "get in the way" of reporting child abuse immediately, and ways to combat this tendency to procrastinate. Are there any other circumstances or situations that create difficulties in reporting abuse?

This discussion question is informed by the following CACREP Standard:

2.F.7.d. Procedures for identifying trauma and abuse and for reporting abuse.

Topic 8 DQ 1 (Obj. 8.1)

Research the laws for child abuse reporting, the rules and regulations posted by the Board of Behavioral Health in your community and the ethical standards from that ACA Code of Ethics. Provide a list of your findings and highlight the information that you feel is most useful to you as a burgeoning counselor. For those who will be practicing in California, please cite the California Child Abuse Neglect and Reporting Act (CANRA) resource located in the Topic 8 resources in your response.

This discussion question is informed by the following CACREP Standard:

2.F.7.d. Procedures for identifying trauma and abuse and for reporting abuse.

Participation:

Topic 8 Participation : 20.0 points

Gradebook

Assignment	Topic Due	Non Trad Points
Professional Quality of Life Scale Worksheet (Obj. 1.6)	Topic 1	80
Trauma Case Study Worksheet (Obj. 2.2, 2.3, and 2.5)	Topic 2	80
CNL-545 Risk Assessment and Safety Planning (Obj. 4.1, 4.2, 4.3, and 4.4)	Topic 4	100
CNL-545 Detecting Abuse Paper (Obj. 5.1 and 5.2)	Topic 5	80
CNL-545 Design Two Interventions (Obj. 6.1 and 6.2)	Topic 6	120
CNL-545 Gate Check Quiz	Topic 7	100
CNL-545 Child Abuse Assessment Case Study (Obj. 7.1, 7.2 and 7.3)	Topic 7	100
CNL-545 Child Abuse Treatment Case Study (Obj. 8.1, 8.2, and 8.3)	Topic 8	100
Discussion Questions	Topics 1-8	80
Participation	Topics 1-8	160
Total		1000

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