

# Abuse, Crisis, and Trauma Counseling

CNL-545

3 Credits

May 29 - Jul 23

## 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.

## Instructor Contact Information

**Susan Boafo-Arthur**

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## Class Resources

### Crisis Assessment, Intervention, and Prevention (REQUIRED)

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

### APA Formatting Tutorial (REQUIRED)

Review the APA Formatting Tutorial for formatting assistance.

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

### Additional Course Information and Requirements (REQUIRED)

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/>

### **Clinical Mental Health Counseling e-Portfolio Requirements (REQUIRED)**

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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>

### **CACREP Standards Mapping of Learning Outcomes (REQUIRED)**

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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.

CNL-545-RS-CACREPStandardsMapping.docx

### **Disability Accommodation Policy and Procedures Statement (REQUIRED)**

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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.

### **CMHC Counselor Dispositions (REQUIRED)**

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Students in the Clinical Mental Health Counseling (CMHC) programs should refer to the "Counselor Dispositions" document located on the Clinical Mental Health Counseling (CMHC) tab located on the Student Success Center for the College of Humanities and Social Sciences.

<https://ssc.gcu.edu/#/page/chss/>

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### **GCU Library's Academic Writing** (REQUIRED)

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>

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### **GCU Writing Center** (REQUIRED)

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.gcu.edu/lms-resources/student-success-center/v3.1/#/tools/writing-center>

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### **GCU Zoom Resources - Counseling and Social Work** (REQUIRED)

To set up a licensed Zoom account to use during your counseling or social work courses while you are a GCU student, review the "GCU Zoom Resources-Counseling and Social Work" document found on the "Additional College Resources" tab on the GCU College of Humanities and Social Sciences website. Note: Use your GCU student email when accessing your licensed Zoom account.

<https://ssc.gcu.edu/#/page/chss/>

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### **Lopes Write** (REQUIRED)

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

<https://support.gcu.edu/hc/en-us/articles/201277380-LopesWrite>

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### **Methods of Instruction** (REQUIRED)

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.

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### **Student Performance Evaluation Criteria and Procedures** (REQUIRED)

For specific information on the grading policies and procedures, please see the University Policy Handbook, located on the [University and Academic Policies](#) section of GCU.edu under Helpful Academic Links on the right side of the page.

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### **Zoom Access** (REQUIRED)

As directed by your instructor, access Zoom to complete your course assignments. For licensed accounts, 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://my-gcu-edu.zoom.us/>

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### **CMHC and SC Counselor in Training Handbook** (REQUIRED)

Review the "CMHC and SC Counselor in Training Handbook" on the CMHC and SC Forms, Handbook, and Resources tab located on the Student Success Center for the College of Humanities and Social Sciences. Become acquainted with the expectations and program requirements to complete a successful program of study.

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

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May 29, 2025 - Jun 4, 2025 Max Points: 110

Objectives:

1. Define crisis intervention.
2. Explain the steps of effective crisis intervention.
3. Describe the primary steps of a crisis intervention and Critical Incident Stress Debriefing (CISD) Intervention.
4. Differentiate trauma work from other forms of counseling, including elements of counselor self-awareness required for successful interventions.
5. Complete a training for procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide.
6. Complete a self-assessment for compassion fatigue. [CACREP 2.F.1.k]

### Resources

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#### **Crisis Assessment, Intervention, and Prevention** (REQUIRED)

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

#### **Risk and Protective Factors** (REQUIRED)

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

<https://www.cdc.gov/violenceprevention/aces/riskprotectivefactors.html>

#### **Professional Quality of Life Scale** (REQUIRED)

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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)

#### **Adverse Childhood Experience Questionnaire for Adults** (REQUIRED)

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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>

#### **Intro to Vicarious Trauma** (REQUIRED)

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Watch "Intro to Vicarious Trauma," from *YouTube* to prepare for your assignment this week.

<https://www.youtube.com/watch?v=Ep0917fqofw>

#### **Essential Elements of Crisis Intervention** (REQUIRED)

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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>

#### **Vicarious Trauma** (REQUIRED)

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

<https://youtu.be/L415Vt21NXI>

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### **CALM (Counseling on Access to Lethal Means) Training (Required Training)** (REQUIRED)

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

<https://zerosuicidetraining.edc.org/enrol/index.php?id=20>

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### **Informed by Trauma** (REQUIRED)

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>

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### **Adverse Experiences in Childhood** (REQUIRED)

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)

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## **Assessments**

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### **Summary of Current Course Content Knowledge**

Start Date & Time	Due Date & Time	Points
May 29, 2025, 12:00 AM	May 29, 2025, 11:59 PM	0

#### Assessment Description

Academic engagement through active participation in instructional activities related to the course objectives is paramount to your success in this course and future courses. Through interaction with your instructor and classmates, you will explore the course material and be provided with the best opportunity for objective and competency mastery. To begin this class, review the course objectives for each Topic, and then answer the following questions as this will help guide your instructor for course instruction.

1. Which weekly objectives do you have prior knowledge of and to what extent?
2. Which weekly objectives do you have no prior knowledge of?
3. What course-related topics would you like to discuss with your instructor and classmates? What questions or concerns do you have about this course?

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### **Class Introductions**

Start Date & Time	Due Date & Time	Points
May 29, 2025, 12:00 AM	May 31, 2025, 11:59 PM	0

#### Assessment Description

Take a moment to explore your new classroom and introduce yourself to your fellow classmates. What are you excited about learning? What do you think will be most challenging?

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

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Start Date & Time	Due Date & Time	Points
May 29, 2025, 12:00 AM	May 31, 2025, 11:59 PM	5

#### Assessment Description

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.

*This discussion question is informed by the following CACREP Standard:*

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

### Topic 1 DQ 2 (Obj. 1.5)

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Start Date & Time	Due Date & Time	Points
May 29, 2025, 12:00 AM	Jun 2, 2025, 11:59 PM	5

#### Assessment Description

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?

### Professional Quality of Life Scale Worksheet (Obj. 1.6)

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Start Date & Time	Due Date & Time	Points
May 29, 2025, 12:00 AM	Jun 4, 2025, 11:59 PM	80

#### Assessment Description

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.

#### Attachments

CNL-545-RS-T1-ProfessionalQualityofLifeScale.docx

### Topic 1 Participation

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Start Date & Time	Due Date & Time	Points
May 29, 2025, 12:00 AM	Jun 4, 2025, 11:59 PM	20

### Topic 2: Overview of Trauma Counseling and Diagnosis

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Jun 5, 2025 - Jun 11, 2025    Max Points: 110

Objectives:

1. Describe key elements of trauma counseling.
2. Identify clinical signs and symptoms of trauma in a client. [CACREP 5.C.2.f]
3. Describe the impact of crisis and trauma on individuals with mental health diagnoses. [CACREP 5.C.2.f]
4. Determine when referral is necessary in trauma cases.
5. Determine the difference between acute stress disorder and posttraumatic stress disorder.
6. Identify signs and symptoms of vicarious trauma.

### Resources

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#### **Ethnic-Racial Identity and Posttraumatic Stress Disorder: The Role of Emotional Avoidance Among Trauma-Exposed Community Individuals** (REQUIRED)

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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=cui&AN=147984056&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost>

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

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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/>

#### **Dr. Stephen Porges: What Is the Polyvagal Theory?** (REQUIRED)

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

<https://www.youtube.com/watch?v=ec3AUMDjtKQ>

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### **Chapter 3. Understanding the Impact of Trauma** (REQUIRED)

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/>

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### **Crisis Assessment, Intervention, and Prevention** (REQUIRED)

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

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### **Optional: Refugee Trauma: Culturally Responsive Counseling Interventions** (OPTIONAL)

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=cul&AN=123715848&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost>

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### **The National Child Traumatic Stress Network** (REQUIRED)

Explore the National Child Trauma Stress Network website.

<http://www.nctsn.org/>

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### **Optional: National Center for PTSD** (OPTIONAL)

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/>

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### **Optional: Breaking Cycles of Trauma** (OPTIONAL)

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

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

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

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/>

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### **Optional: International Society for Traumatic Stress Studies** (OPTIONAL)

For additional information, the following is recommended: the International Society for Traumatic Stress

Studies website (2021).

<https://istss.org/home>

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### **Polyvagal Theory Explained Simply** (REQUIRED)

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

<https://www.youtube.com/watch?v=OeokFxnHGQo>

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### **Practice Guidelines for Telemental Health with Children and Adolescents** (REQUIRED)

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

[https://www.google.com/url?](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)

[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)

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### **Optional: PTSD Screening Instruments** (OPTIONAL)

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>

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### **Drowning in Empathy: The Cost of Vicarious Trauma** (REQUIRED)

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=Zsaorjlo1Yc>

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### **Optional: Meaning-Making Through Religion and Spirituality** (OPTIONAL)

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>

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### **National Center for PTSD Assessment** (REQUIRED)

Review the National Center for PTSD Assessment web page.

<https://www.ptsd.va.gov/PTSD/professional/assessment/screens/index.asp>

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## **Assessments**

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

Start Date & Time	Due Date & Time	Points
Jun 5, 2025, 12:00 AM	Jun 7, 2025, 11:59 PM	5

Assessment Description

Select one of the diagnoses below and describe the potential impact of crisis and trauma on clients with this mental health diagnosis. Be sure to include the key psychological, somatic, cognitive, neurological, and behavioral symptoms that counselors must be aware of when counseling these clients. Choose one of the following:

- Acute Stress Disorder
- Panic Disorder
- Generalized Anxiety Disorder
- Major Depressive Disorder
- Schizophrenia
- Attention-Deficit Hyper-Active Disorder
- Bipolar Disorder I or II
- Intellectual Development Disorder
- Autism Spectrum Disorder
- Any other relevant mental health diagnosis using the most recent version of the *DSM*

*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)**

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Start Date & Time	Due Date & Time	Points
Jun 5, 2025, 12:00 AM	Jun 9, 2025, 11:59 PM	5

### Assessment Description


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?

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

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Start Date & Time	Due Date & Time	Points
Jun 5, 2025, 12:00 AM	Jun 11, 2025, 11:59 PM	80

### Assessment Traits

 Requires LopesWrite

### Assessment Description

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.*

#### Attachments

CNL-545-RS-T2-TraumaCaseStudyWorksheet.docx

CNL-545-RS-T2-TraumaCaseStudy.docx

## Topic 2 Participation

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Start Date & Time	Due Date & Time	Points
Jun 5, 2025, 12:00 AM	Jun 11, 2025, 11:59 PM	20

## Topic 3: Trauma-Informed Interventions in Counseling

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Jun 12, 2025 - Jun 18, 2025 Max Points: 30

### Objectives:

1. Describe evidence-based treatment interventions used for trauma survivors.
2. Examine the value of somatic-focused interventions for trauma survivors.

## Resources

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### Trauma and the Nervous System (REQUIRED)

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View the "Trauma and the Nervous System" video.

<https://www.youtube.com/watch?v=PRQPcwP367c>

### How Trauma Traps Survivors in the Past, The Neuroscience of Trauma (REQUIRED)

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

<https://www.youtube.com/watch?v=l6RpdSpisP0>

### Optional: Overcome Trauma With Yoga (OPTIONAL)

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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)

## **Somatic Experiencing International** (REQUIRED)

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

<http://traumahealing.org/>

## **The Body Keeps the Score** (REQUIRED)

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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>

## **Chapter One of The Body Keeps the Score** (REQUIRED)

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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?](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)

[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)

## **Somatic Experiencing Trauma Institute** (REQUIRED)

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Explore the Somatic Experiencing Trauma Institute website.

<http://traumahealing.org/>

## **Optional: Peer Support and Crisis-Focused Psychological Interventions** (OPTIONAL)

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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/>

## **Optional: The Impact of Neurofeedback Training on Children With Developmental Trauma** (OPTIONAL)

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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=cui&AN=147747730&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost>

## **Trauma's Impact on the Brain** (REQUIRED)

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

[https://www.youtube.com/watch?v=U\\_aleVtn23o](https://www.youtube.com/watch?v=U_aleVtn23o)

## **Optional: Nature's Lessons in Healing Trauma: An Introduction to Somatic Experiencing®** (OPTIONAL)

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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)

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### **A Transtheoretical Transdiagnostic Framework for Trauma Work** (REQUIRED)

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

<https://psyctherapy-apa-org.lopes.idm.oclc.org/Title/777700639-001>

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### **Why You Can't Think Your Way Out of Trauma** (REQUIRED)

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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>

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### **Optional: Healing Trauma With Creative Activities** (OPTIONAL)

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

<https://www.youtube.com/watch?v=3x-n4lyzfd4>

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### **Somatic Experiencing for Posttraumatic Stress Disorder: A Randomized Controlled Outcome Study** (REQUIRED)

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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/>

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### **Optional: Psychological First Aid (Optional Certification)** (OPTIONAL)

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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>

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### **Resolving Trauma in Psychotherapy: A Somatic Approach** (REQUIRED)

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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>

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### **Optional: Red Cross Disaster Mental Health Training (Optional Certification)** (OPTIONAL)

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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/>

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## **Assessments**

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### **Topic 3 DQ 1 (Obj. 3.1 and 3.2)**

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Start Date & Time	Due Date & Time	Points
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Jun 12, 2025, 12:00 AM	Jun 14, 2025, 11:59 PM	5
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### Assessment Description

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?

### Topic 3 DQ 2 (Obj. 3.1 and 3.2)

---

Start Date & Time	Due Date & Time	Points
Jun 12, 2025, 12:00 AM	Jun 16, 2025, 11:59 PM	5

### Assessment Description

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 Participation

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Start Date & Time	Due Date & Time	Points
Jun 12, 2025, 12:00 AM	Jun 18, 2025, 11:59 PM	20

### Topic 4: Assessment of Interpersonal Violence

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Jun 19, 2025 - Jun 25, 2025 Max Points: 130

#### Objectives:

1. Devise a safety plan to deal with intimate partner violence.
2. Describe variables associated with increased lethality in interpersonal violence.
3. Complete a suicide assessment. [CACREP 2.F.5.1]
4. Complete a suicide safety plan.
5. Identify self-care practices to manage vicarious trauma.

### Resources

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#### Clinical Interview for Suicide Assessment (REQUIRED)

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

<https://psyctherapy-apa-org.lopes.idm.oclc.org/Title/777700540-001>

#### SAFE-T With C-SSRS Recent (REQUIRED)

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Review "SAFE-T With C-SSRS Recent" located on The Columbia Lighthouse Project website.

<https://cssrs.columbia.edu/documents/safe-t-c-ssrs/>

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### **Suicide Prevention Strategies** (REQUIRED)

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&luid=470130>

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### **ACA Suicide Risk Assessment** (REQUIRED)

Read "Suicide Risk Assessment" located on the American Counseling Association website.

<https://www.counseling.org/resources/practice-briefs/article/suicide-risk-assessment>

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### **Danger Assessment** (REQUIRED)

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)

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### **Conducting a Virtual Suicide Assessment** (REQUIRED)

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>

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### **CNL-545 Instructions for Risk Assessment Assignment** (REQUIRED)

View this video to assist you with completing the assignment.

<https://ssc.gcu.edu/#/media-element/B435B37A-B8EF-EB11-9116-005056BDE9D6>

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### **Optional: Using Apps to Promote Client Safety** (OPTIONAL)

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>

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### **Optional: How Clinicians Incorporate Suicide Risk Factors** (OPTIONAL)

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>

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### **SAFE-T With C-SSRS Lifetime and Recent** (REQUIRED)

Review the "SAFE-T With C-SSRS Lifetime and Recent" located on The Columbia Lighthouse Project website.

<https://cssrs.columbia.edu/documents/safe-t-c-ssrs-lifetime-recent/>

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### **Optional: Square** (OPTIONAL)

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

<https://www.square.org.au/>

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### **Optional: The Clinical Application of Suicide Risk Assessment: A Theory-Driven Approach** (OPTIONAL)

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&custid=s8333196&groupid=main&profile=ehost>

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### **Adult Outpatient Brief Suicide Safety Assessment Guide** (REQUIRED)

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>

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### **Talking About Thoughts of Suicide** (REQUIRED)

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>

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### **Optional: The Need for Standardization in Suicide Risk Assessment** (OPTIONAL)

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>

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### **Crisis Assessment, Intervention, and Prevention** (REQUIRED)

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

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### **Conducting School Suicide Risk Assessment in Distance Learning Environments** (REQUIRED)

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>

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## **Assessments**

## Topic 4 DQ 1 (Obj. 4.5)

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Start Date & Time	Due Date & Time	Points
Jun 19, 2025, 12:00 AM	Jun 21, 2025, 11:59 PM	5

### Assessment Description

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.

## Topic 4 DQ 2 (Obj. 4.5)

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Start Date & Time	Due Date & Time	Points
Jun 19, 2025, 12:00 AM	Jun 23, 2025, 11:59 PM	5

### Assessment Description

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.

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

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Start Date & Time	Due Date & Time	Points
Jun 19, 2025, 12:00 AM	Jun 25, 2025, 11:59 PM	100

### Assessment Description

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.I. Suicide prevention models and strategies.*

### Attachments

CNL-545-RS-T4-RiskAssessmentSafetyPlanning.docx  
CNL-545-RS-T4-RiskAssessmentSafetyPlanning.docx

## Topic 4 Participation

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Start Date & Time	Due Date & Time	Points
Jun 19, 2025, 12:00 AM	Jun 25, 2025, 11:59 PM	20

## Topic 5: Detecting Spousal or Domestic Partner Abuse

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Jun 26, 2025 - Jul 2, 2025 Max Points: 110

Objectives:

1. Describe difficulties counselors face in attempting to assess or detect spousal or partner abuse. [CACREP 2.F.7.d]
2. Describe how knowledge of the abuse cycle assists counselors in detecting spousal or partner abuse. [CACREP 2.F.7.d]

## Resources

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### **Crisis Assessment, Intervention, and Prevention** (REQUIRED)

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

### **Clinically Significant Intimate Partner Violence** (REQUIRED)

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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>

### **High Sensitivity and Specificity Screening for Clinically Significant Intimate Partner Violence** (REQUIRED)

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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=edslive&scope=site&custid=s8333196&groupid=main&profile=eds1>

### **Counseling Intimate Partner Abuse Survivors** (REQUIRED)

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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>

### **The Murder of Yeardeley Love and Trial of George Hugueley V: A Timeline** (REQUIRED)

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Read "The Murder of Yeardeley 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-yeardeley-love-and-trial-of-george-huguely-v-a-timeline/>

### **The Ethics of IPV Counseling: One Provider's Experience** (REQUIRED)

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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>

## **Assessments**

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### **Topic 5 DQ 1 (Obj. 5.1)**

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Start Date & Time	Due Date & Time	Points
Jun 26, 2025, 12:00 AM	Jun 28, 2025, 11:59 PM	5

#### Assessment Description

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)**

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Start Date & Time	Due Date & Time	Points
Jun 26, 2025, 12:00 AM	Jun 30, 2025, 11:59 PM	5

#### Assessment Description

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.*

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

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Start Date & Time	Due Date & Time	Points
Jun 26, 2025, 12:00 AM	Jul 2, 2025, 11:59 PM	80

Assessment Traits

 Requires LopesWrite

### Assessment Description

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.*

### Attachments

CNL-545-RS-T5-DetectingAbusePaperTemplate.docx

## Topic 5 Participation

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Start Date & Time	Due Date & Time	Points
Jun 26, 2025, 12:00 AM	Jul 2, 2025, 11:59 PM	20

## Topic 6: Prevention and Treatment of Domestic Violence

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Jul 3, 2025 - Jul 9, 2025 Max Points: 150

Objectives:

1. Identify the availability of community resources in the prevention and treatment of interpersonal violence. [CACREP 2.F.5.l, 2.F.5.m]
2. Devise a plan to foster themes of prevention during treatment.

### Resources

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#### **Planting the TREE: A Faith-Based Program for Teen Dating Violence Prevention** (REQUIRED)

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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>

#### **National Coalition Against Domestic Violence** (REQUIRED)

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Explore the National Coalition Against Domestic Violence website.

<http://www.ncadv.org/>

#### **Faith Groups Respond to Rise in Domestic Violence Incidents** (REQUIRED)

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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>

#### **Preventing Intimate Partner Violence Through the Strength at Home Program With Four Male Veterans** (REQUIRED)

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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>

#### **Crisis Assessment, Intervention, and Prevention** (REQUIRED)

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

#### **National Domestic Violence Hotline** (REQUIRED)

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Explore the National Domestic Violence Hotline website.

<http://www.thehotline.org/>

## National Network to End Domestic Violence (REQUIRED)

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Explore the National Network to End Domestic Violence website.

<http://www.nnedv.org/>

## Assessments

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### Topic 6 DQ 1 (Obj. 6.1)

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Start Date & Time	Due Date & Time	Points
Jul 3, 2025, 12:00 AM	Jul 5, 2025, 11:59 PM	5

#### Assessment Description

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?

### Topic 6 DQ 2 (Obj. 6.2)

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Start Date & Time	Due Date & Time	Points
Jul 3, 2025, 12:00 AM	Jul 7, 2025, 11:59 PM	5

#### Assessment Description

If you were working with a Christian client who is experiencing intimate partner violence and suicidal ideation, which suicide model and strategies would best support the needs of your client? What other key information should be included in the intimate partner violence prevention plan? Incorporate spiritual considerations in your discussion.

*This discussion question is informed by the following CACREP Standard:*

*2.F.5.I. Suicide prevention models and strategies.*

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

---

Start Date & Time	Due Date & Time	Points
Jul 3, 2025, 12:00 AM	Jul 9, 2025, 11:59 PM	120

#### Assessment Description

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.*

## Attachments

CNL-545-RS-T6-DesignTwoInterventionsTemplate.pptx  
CNL-545-RS-T6-JoshuaCaseStudy.docx  
CNL-545-RS-T6-DesertViejoElementaryCaseStudy.docx

## Topic 6 Participation

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Start Date & Time	Due Date & Time	Points
Jul 3, 2025, 12:00 AM	Jul 9, 2025, 11:59 PM	20

## Topic 7: Child Abuse Assessment

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Jul 10, 2025 - Jul 16, 2025    Max Points: 230

### Objectives:

1. Integrate questions regarding child abuse into the initial and ongoing assessment. [CACREP 2.F.7.d]
2. Identify possible symptoms that may signify childhood abuse. [CACREP 2.F.7.d]
3. Describe what constitutes sexual exploitation in children. [CACREP 2.F.7.d]

## Resources

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### Sex Trafficking (REQUIRED)

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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>

### Child Abuse and Neglect (REQUIRED)

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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>

### All Adverse Childhood Experiences Are Not Equal: The Contribution of Synergy to Adverse Childhood Experience Scores (REQUIRED)

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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>

### Promoting Best Practice in Assessment and Intervention: The Challenges of Working in Times of Cutbacks and Change (REQUIRED)

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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>

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### **What Is Child Abuse and Neglect? Recognizing the Signs and Symptoms** (REQUIRED)

To adequately complete this topic's assessments, read "What Is Child Abuse and Neglect? Recognizing the Signs and Symptoms?" located on the Child Welfare Information Gateway website (2019).

<https://www.childwelfare.gov/resources/what-child-abuse-and-neglect-recognizing-signs-and-symptoms/>

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### **Risk Factors and Indicators for Commercial Sexual Exploitation/Domestic Minor Sex Trafficking of Adolescent Girls** (REQUIRED)

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=cul&AN=148020175&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost>

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### **What's Left Unsaid** (REQUIRED)

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&custid=s8333196&groupid=main&profile=ehost>

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### **Understanding and Treating Survivors of Incest** (REQUIRED)

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>

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### **Crisis Assessment, Intervention, and Prevention** (REQUIRED)

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

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## **Assessments**

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### **Topic 7 DQ 1 (Obj. 7.1)**

Start Date & Time	Due Date & Time	Points
Jul 10, 2025, 12:00 AM	Jul 12, 2025, 11:59 PM	5

#### Assessment Description

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.*

### **Topic 7 DQ 2 (Obj. 7.3)**

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Start Date & Time	Due Date & Time	Points
Jul 10, 2025, 12:00 AM	Jul 14, 2025, 11:59 PM	5

#### Assessment Description

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.

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

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Start Date & Time	Due Date & Time	Points
Jul 10, 2025, 12:00 AM	Jul 16, 2025, 11:59 PM	100

#### Assessment Description

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.*

#### Attachments

CNL-545-RS-T7-ChildAbuseAssessmentCaseStudy.docx

## CNL-545 Gate Check Quiz

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Start Date & Time	Due Date & Time	Points	Time Limit
Jul 10, 2025, 12:00 AM	Jul 16, 2025, 11:59 PM	100	2 hrs

### Assessment Traits

 Timed

### Assessment Description

This quiz is designed to assess your ability to adhere to the Counseling Dispositions set forth by Grand Canyon University, specifically psychological fitness, self-awareness, and cultural diversity. As you complete the quiz, read the scenario presented by each item and respond accordingly. Be sure to follow the instructions for each question.

*This quiz is informed by the following CACREP Standards:*

*2.F.2.c. Multicultural counseling competencies.*

*2.F.2.e. The effects of power and privilege for counselors and clients.*

*2.F.2.g. The impact of spiritual beliefs on clients' and counselors' worldviews.*

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

## Topic 7 Participation

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Start Date & Time	Due Date & Time	Points
Jul 10, 2025, 12:00 AM	Jul 16, 2025, 11:59 PM	20

## Topic 8: Reporting Past and Present Cases of Child Abuse

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Jul 17, 2025 - Jul 23, 2025    Max Points: 130

Objectives:

1. Analyze the specific legal standards for child abuse reporting in your state. [CACREP 2.F.7.d]
2. Evaluate the importance of swift and thorough reporting practices.
3. Identify treatment theories and practices of working with children who have experienced trauma.

## Resources

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### Optional: Commentary: Developmental Trauma Disorder: A Missed Opportunity in DSM V (OPTIONAL)

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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&custid=s8333196&groupid=main&profile=ehost>

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### **Crisis Assessment, Intervention, and Prevention (REQUIRED)**

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

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### **Evaluation of Real Life Heroes Treatment for Children With Complex PTSD (REQUIRED)**

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&custid=s8333196&groupid=main&profile=ehost>

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### **U.S. Department of Health & Human Services, Administration for Children & Families (REQUIRED)**

View this resource to assist with assignments and discussion questions.

<https://www.acf.hhs.gov/>

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### **Understanding Trauma in Children and Young People in the School Setting (REQUIRED)**

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>

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### **Should Parents Who Refuse Treatment for Their Child's Depression Be Reported for Medical Neglect? (REQUIRED)**

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>

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### **Administration for Children & Families (REQUIRED)**

Explore the Administration for Children & Families website

<https://www.acf.hhs.gov>

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### **Mandated Responsibility to Report Child Maltreatment: A Review of U.S. Laws (REQUIRED)**

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>

## **School Personnel and Child Abuse and Neglect Reporting Behavior: An Integrative Review** (REQUIRED)

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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>

## **I'm Here to Listen and Want You to Know I Am a Mandated Reporter** (REQUIRED)

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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>

## **Helping Children and Families Address and Prevent Sibling Abuse** (REQUIRED)

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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>

## **Child Abuse Neglect and Reporting Act (CANRA)** (REQUIRED)

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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://humboldt.gov/DocumentCenter/View/64945/CANRA-Powerpoint>

## **Assessments**

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### **Topic 8 DQ 1 (Obj. 8.1)**

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Start Date & Time	Due Date & Time	Points
Jul 17, 2025, 12:00 AM	Jul 19, 2025, 11:59 PM	5

#### Assessment Description

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.*

## Topic 8 DQ 2 (Obj. 8.1)

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Start Date & Time	Due Date & Time	Points
Jul 17, 2025, 12:00 AM	Jul 21, 2025, 11:59 PM	5

### Assessment Description

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.*

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

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Start Date & Time	Due Date & Time	Points
Jul 17, 2025, 12:00 AM	Jul 23, 2025, 11:59 PM	100

### Assessment Traits

 Requires LopesWrite

### Assessment Description

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.

Attachments

CNL-545-RS-T8-ChildAbuseTreatmentCaseStudy.docx

CNL-545-RS-T8-TreatmentPlanTemplate.docx

**Topic 8 Participation**

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Start Date & Time	Due Date & Time	Points
Jul 17, 2025, 12:00 AM	Jul 23, 2025, 11:59 PM	20