

ASHLAND THEOLOGICAL SEMINARY
CLC 7791 Introduction to Trauma Informed Care
Summer Semester, 2020, Thursdays 9:00am – 1:00pm (July 16,23,30 August 6,13,20,27)
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I. COURSE DESCRIPTION

This course will focus upon both the historic, and rapidly changing, relationship between medicine and mental health. The integration of medical, cognitive behavioral (CBT) and spiritual approaches in counseling will be explored to assist both counselor and client in understanding the comprehensive nature of client difficulties and their treatment. Trauma informed care will be highlighted in the course and attention given to "What happened to us?" (versus "What is wrong with you?"), how this effects the choices clients make in their live and the "costs" of such choices.

II. STUDENT LEARNING OUTCOMES (with DLO's): At the end of this course, students will,

1. *Identify the similarities and differences between the medical and CBT models(KO2,KO5,PS04,PS06);*
2. *Identify the costs and benefits associated with the choices made in response to trauma and how they effect our relationship to God(KO3,KO9,PS06,PA01);*
3. *Explore the dynamics of how mental health and previous experiences impact physical health, emotional health, thought life and spiritual health(KO2,KO3,KO7,KO9,PS02,PA03);*
4. *Develop skill in CBT aimed at improving physical health, emotional health, thought life and our spiritual health(KO5,PS02,PS04,PS05);*
5. *Learn to develop collegial relationships between medical and mental health professionals(KO1,KO4,KO5,PA04).*

III. KNOWLEDGE BASE

A. Ohio Educational Requirement for Admission to the Examination for Professional Counselor Licensure: This course meets the Ohio Administrative Code (OAC) requirement for 4757-13-01(A)(5)(a) Clinical psychopathology, personality, and abnormal behavior.

IV. TEACHING STRATEGIES FOR STUDENT LEARNING

The course will utilize didactic and experiential learning activities, such as lecture and discussion, small group discussions, multimedia, and in-class and out-of-class assignments to develop students' knowledge, understanding, and treatment strategies that integrates our biopsychosocialspiritual self.

V. REQUIRED TEXTS

Colson, Denice. (2016) Breaking Every Stinking Chain! TraumaEducation.com 1944 Brannon Road McDonough, GA 30253. ISBN-10:1-62676-928-1 ISBN-13:978-1-62676-928-1.

Van Der Kolk, Bessel. (2014) *The Body Keeps the Score*. New York, New York: Penguin Books. ISBN: 978-0-14—312774-1.

Yancy, Philip & Brand, Paul. (1980) *Fearfully and Wonderfully Made*. Zondervan Publishing House Grand Rapids, Michigan 49506. ISBN:0-310-35450-1

ADDITIONAL REQUIRED READINGS

Additional articles or book chapters(beyond the required textbooks) will be assigned; these resources will be available via electronic access, via links on Blackboard Learn or emailed to students.

VI. CLASS SCHEDULE (Subject to Change)

Week/Module	Topic	Readings/Assignments
1 7/16/20	<i>Guest Speaker – (Steve Stone Executive Director Ashland County Mental Health and Recovery Board) Aces Study – How trauma impacts our Biopsychosociospiritual self</i>	<i>Colson chpts 1; Yancy/Brand chpts 1-4; Van derd Kolk chpts 1-3</i>
2 7/23/20	<i>Psychosocial and psychosexual Models Integration and how this can impact our relationship to God, Parenting types and Their Influences on our physical, emotional and spiritual choices</i>	<i>Colson chpt2; Yancy/Brand chpts 5-8; Ven der Kolk chpts 4-6</i>
3 7/30/20	<i>Guest speaker – (James Mooney MD University Hospitals Creating Awareness of how we impact our social and spiritual environments and how they impact us, Cognitive Model Introduction, Depression – overview of its' genesis and treatment ideas</i>	<i>Colson chpt 3; Yancy/Brand chpts 9-12; Van Der Kolk chpts 7-9</i>
4 8/6/20	<i>Guest Speaker Julia Swain Nursing Supervisor University Hospitals The Pervasive Emotional Illness of Healthcar, Physical Maladies and their genesis</i>	<i>Colson chpt 4; Yancy/Brand chpts 13-15; Van der Kolk chpts 10-12 Quiz</i>
5 8/13/20	<i>Clinical case discussion regarding the biopsychosocial dynamics of individual and system examples</i>	<i>Colson chpt 5; Yancy/Brand chpts 16-18; Van der Kolk chpts 13-15</i>
6 8/20/20	<i>Guest Speaker Bryan Finger Physical Therapist and Director of Clinical Services University Hospitals Anxiety – Overview of its' genesis and treatment ideas</i>	<i>Colson chpt 6; Yancy/Brands chpts 19-21; Van der Kolk chpts 16-18</i>

<i>7 8/27/20</i>	<i>Class interaction regarding reflection and integration papers Final Exam</i>	<i>Colson chpt 7; Yancy/Brand chpts 22-25; Van der Kolk chpts 19-20 Integration Paper due Final Exam</i>

VII. GRADING ELEMENTS

Student grades will be assigned based upon the following distribution of points (please note that the Seminary's grading scale will be used):

1. Integrated Paper

The student will have the opportunity to write a 1500 words or less paper(double spaced) Addressing how your(or a client's,friend's, etc...) parents and their parents influence on you in the following areas of your life:

- A) *Personal or professional life*
- B) *Friendships*
- C) *Intimate relationships*
- D) *Health*
- E) *Spiritual Life*

Each area is worth 20% of the student's grad. Within each area grading will consist of 5% of each of the following:

- A) *Content*
- B) *Grammar*
- C) *Length*
- D) *Insight*

Due 8/18/18

35% of the students final grade

2. Professionalism and positive engagement

Throughout your time at ATS thus far, you have been developing as a counselor in a number of important ways. This class provides you with further opportunities for growth. Attendance and participation in class sessions is expected, however, being "present" (and professional) is much more than simply showing up. Since it is my belief that there are parallels between how one approaches academic training and one's professional conduct in field, the following are expected of all students (failure to meet these guidelines may negatively impact your final grade).

- Positive engagement (remaining attentive and involved during class).
- Preparedness (e.g., reading all assigned texts; **Note:** you may be asked to verify this in class),
- Presence (e.g., your in-class verbal and non-verbal communication [e.g. eye contact]),
- Promptness (in arriving to class and meeting class requirements when due).

It is your responsibility to acquire missed lecture materials and/or handouts from other students. You are encouraged to monitor your class-related professionalism and to seek feedback from others (e.g., me, graduate assistants, and other students) as you deem prudent.

Use of laptops and other electronic devices: Regarding the use of laptops in the classroom, the following policy has been adopted by the Counseling Department at ATS;

It is up to the discretion of the professor whether laptops may be used in any particular course. In those courses where permission is granted, please remember to limit computer usage to course related purposes while in class sessions by refraining from using laptops (and other electronic devices) for other than course related reasons, including internet search, e-mails, etc. Please demonstrate respect by giving your full attention to the instructor or student presenting.

You are permitted to use your electronic devices in this class, so long as you abide by the above policy. Should I or any other student become distracted by your use of these devices in class, permission may be revoked and your “Professionalism and Positive Participation” grade may be adversely impacted. *One of the ways I will use to assess whether or not your use of technology in class is intrusive is your non-verbal feedback to me regarding your level of in-class engagement (or disengagement; e.g., eye contact, displaying attending skill).* If you have any questions or concerns about this, please see me before this becomes a problem.

Development of the person of the counselor:

The counseling profession has affirmed from the beginning that the person of the counselor is critical to client welfare, the success of counseling interventions, and the integrity of the counseling profession. As but one example, the 2014 ACA code of ethics (section F.8.c., “Self-Growth Experiences”) states that *“Self-growth is an expected component of counselor education.”* This valuing of the person of the counselor and her personal growth, is congruent with the seminary’s emphases upon “character” (one of the “4-Cs of the curriculum model”) and the “core value” of spiritual formation. It is further reflected in the Counseling department’s emphasis upon cultivating “Christian Counselor Effectiveness Characteristics.” Therefore, your growth as a person, Christian, and counselor is vital and opportunities will be presented in class to further such growth.

Final grade for this course element:

Your final grade for this course element will be based upon your 1.) class attendance and my assessment of your in-class participation and positive engagement; 2.) completion and timely satisfaction of, along with professionalism in, all submitted material and 3.) your verification of keeping up with assigned readings.

10% of the student's final grade

3. **Quizzes**

Second and Third weeks of class
20% of the student's final grade(10% each)

There will be two quizzes the second and third weeks of class consisting of 10 questions each. Questions could include material from the readings, handouts, lectures and/or guest lecturer information. It may be any combination of multiple choice, fill-in-the-blank, true-false and/or short essay. Each quiz will cover material from the previous weeks material.

4. **Final Exam**

Fourth week of class
35 % of the student's final grade

There will be one exam the final day of class worth 35 points and could cover material from any or all of the four class periods(comprehensive). Questions could include material from the readings, handouts, lectures, and/or guest lecturer information . It may be any combination of multiple choice, fill-in-the-blank, true-false and/or short essay.

VIII. CALCULATION OF GRADE AND CONNECTION OF LEARNING OUTCOMES

<i>Grading element title</i>	<i>Associated Student Learning Outcomes</i>	<i>Portion of Final Grade</i>
<i>Integrated Paper</i>	<i>KO2,KO3,KO9,PS03,PA03</i>	<i>35%(35 points)</i>
<i>Professionalism and Positive Engagement</i>	<i>KO1,PSO1,PAO1,PAO2,PAO3,PAO4</i>	<i>10%(10 points)</i>
<i>Quizzes</i>	<i>KO2,KO3,KO5,PS02,PS04,PS06</i>	<i>20%(10 points each)</i>
<i>Final Exam</i>	<i>KO2,KO3,KO5,PS02,PS04,PS06</i>	<i>35%(35 points)</i>

IX. ATS GRADING SCALE

Grade	Quality	Percent	Description
A	4.0	97-100	Superior achievement of course objectives, diligence and originality, high degree of freedom from error, outstanding evidence of ability to utilize course knowledge, initiative expressed in preparing and completing assignments, positive contributions verbalized in class.
A-	3.7	92-96	
B+	3.3	89-91	
B	3.0	86-88	Good work submitted, commendable achievement of course objectives, some aspects of the course met with excellence, substantial evidence of ability to utilize course material, positive contributions verbalized in class, consistency and thoroughness of work completed.
B-	2.7	83-85	
C+	2.3	80-82	
C	2.0	77-79	Acceptable work completed, satisfactory achievement of course objectives, demonstrating at least some ability to utilize course knowledge, satisfactory class contribution.
C-	1.7	74-76	
D+	1.3	71-73	
D	1.0	68-70	Passing but minimal work, marginal achievement of course objectives, poor performance in comprehension of work submitted, inadequate class contributions.
D-	0.7	65-67	
F	0.0	Below 65	Unacceptable work resulting in failure to receive class credit, inadequacy of work submitted or of performance and attendance in class.

X. RECOMMENDATIONS FOR LIFELONG LEARNING

Students are encouraged to continue learning about addictions and addiction counseling issues through intentional efforts, throughout their careers, to read and research up-to-date literature on the topic. Upon graduation, students are especially encouraged to attend seminars, workshops, and conferences in this area of interest for continuing education and specialization. Students are encouraged to remain informed and updated about cultural and societal shifts and trends regarding addiction and its treatment.

XI. ACADEMIC INTEGRITY POLICY

Ashland Theological Seminary seeks to model servant leadership derived from biblical standards of honesty and integrity. We desire to encourage, develop, and sustain men and women of character who will exemplify these biblical qualities in their ministry to the church and the world. As members of the seminary community, students are expected to hold themselves to the highest standards of academic, personal, and social integrity. All students, therefore, are expected to abide by the academic integrity standards outlined in the Student Handbook.

XII. SEMINARY WRITING CONSULTATION SERVICE

The Seminary Writing Consultation Service can help you brainstorm, draft, and revise your writing assignments in your graduate Seminary classes. Masters and doctoral qualified Consultants can advise you online or in person.

To schedule an appointment, visit [Writing Center Online](#) and select “Online and Graduate” from the schedule menu.

XIII. Accessibility Resources and Accommodations

It is Ashland University’s goal that learning experiences be as accessible as possible. If you anticipate or experience physical or academic barriers based on a disability, please contact the Student Accessibility Center at [419-289-5904](tel:419-289-5904), or send an email to dservices@ashland.edu. The Student Accessibility Center office and the course instructor will work together in order to establish accommodations and to meet your learning needs.