

AMBERTON UNIVERSITY
e-COURSE SYLLABUS

CSL6785.E1 Trauma Counseling
FALL 2025

PROFESSOR INFORMATION:

Name: Dr. Vicki Millican
Phone Number: 972-279-6511 ext. 151
Email Address: **VMillican@Amberton.edu**

COURSE INFORMATION:

CSL6785.E1 Trauma Counseling
Level: Graduate
Beginning Date of Session: Saturday, September 13, 2025
Ending Date of Session: Thursday, November 20, 2025

Student access available to the Student Portal: Saturday, September 13, 2025.

Students enrolled in distance learning courses are not assessed any additional fees for security or identity verification.

COURSE PREREQUISITES:

CSL6782-Counseling Theories

RECOMMENDED:

CSL6765 Crisis Counseling
Psychopathology course--either Child & Adolescent or Adult & Geriatric

TEXTBOOK(S) AND REQUIRED MATERIALS:

Title: Trauma-Informed Care in Behavioral Health Service. Treatment Improvement Protocol (TIP) Series 57
Author: Substance Abuse & Mental Health Services Administration
Publisher: text may be ordered or downloaded from SAMHSA's Publications Ordering Web page @<http://store.samhsa.gov> or call: SAMHSA at 1-877-SAMHSA-7 (1877-726-4727)
Year Published: 2014
Edition: 1st
ISBN: 10: or 13: NONE
Price: Available at <http://amberton.ecampus.com>

Amberton University has an agreement with eCampus.com to provide a full-service online bookstore to students. The Amberton University Virtual Bookstore is accessible through the University's website, www.Amberton.edu. There is also a bookstore link in the Student Portal.

The AU Virtual Bookstore provides an easy to use interface, online buyback of books, and same day shipment of most titles with an average delivery time of 2-3 days depending on the student's location. Textbook options include new, used, rental, and electronic media as available.

Since no books are sold on campus, students should plan accordingly and purchase their books in advance of the first day of class, allowing time for shipping. Be certain you are enrolled in the course before purchasing your book(s). All textbook information (Title, Author, ISBN, etc.) is available in the course syllabi so students can shop competitively. Most textbooks can be purchased from many different textbook vendors. Some textbooks may only be available on the University's Virtual Bookstore. Students should be careful to obtain the exact resource(s) required for the course.

LINKS TO COUNSELING HANDBOOKS

MA in Clinical Mental Health Counseling

https://amberton.edu/wp-content/uploads/2023/12/LPC_Handbook_2023_2024.pdf

MA in Marriage and Family Therapy

https://amberton.edu/wp-content/uploads/2023/06/MFT_Handbook_2023_2024.pdf

MA in School Counseling

https://amberton.edu/wp-content/uploads/2024/10/School_Counseling_Handbook_2425.pdf

APA Requirement

APA (American Psychological Association) style is most commonly used to cite sources within the social sciences. This resource, revised according to the 7th edition, offers examples for the general format of APA research papers, in-text citations, endnotes/footnotes, and the reference page. For more information, please consult the *Publication Manual of the American Psychological Association*, (7th ed.). All coursework at Amberton University will comply with the standards contained in the APA Publication Manual.

COURSE DESCRIPTION

This Trauma Counseling course presents an introduction to the practice of effective trauma-focused therapy. The course includes study of the nature of psychological trauma and its effects, the problems, symptoms, and disorders that can follow traumatic events and an overview of the primary trauma counseling-focused assessment strategies and instruments used in the field currently. The course provides information on treating one-time adult trauma and treatment for individuals with more complex presentations, including treatment for the effects of childhood maltreatment from various scientific and humanistic domains.

Attention is given to the individual context of survivors: the adverse sociocultural factors, needs of diverse cultures and the substance abuse/addiction issues that affect trauma survivors. This trauma counseling course provides information on trauma-relevant, research-based treatment approaches, interventions and practices, trauma psychobiology, neuroscience & psychopharmacology, and best practices for assessment, diagnosis, and treatment of trauma. The trauma counseling course also addresses ethics in trauma treatment, secondary trauma and promotion of positive counselor self-care.

COURSE COMPETENCIES

UPON COMPLETION OF THE COURSE, THE STUDENT WILL BE COMPETENT IN:

1. Exploring the historical context of trauma counseling & core trauma counseling concepts.
2. Understanding the differences in various types of abuse and trauma, including physical, emotional & sexual abuse; domestic violence, experiences of war for combat veterans and survivors of war; natural disasters and community violence.
3. Detecting symptoms & effects of trauma on children, adolescents & adults
4. Understanding the varying effects that different types of traumas have on human development and the development of psychological and substance use issues.
5. Understanding the nature and neurobiology of trauma & current neuroscience regarding how the brain processes traumatic experiences.
6. Using the accepted methods of assessment for psychological trauma including diagnostic interviews and psychological tests to determine specific targets for treatment, & DSM-5 criteria.
7. Performing diagnostics involved in determination of other differential diagnoses related to traumatic experiences.
8. Understanding how trauma affects diverse people throughout their lifespans, including with differing mental health problems, cognitive and physical disabilities, and substance use issues.
9. Determining the impact of trauma on diverse cultures with regard to the meaning various cultures attach to trauma and the attitudes they have towards behavioral health treatment.
10. Applying the Social-Ecological Model of Trauma & how it affects individuals.
11. Understanding the effects of trauma on individual domains of functioning (cognitive, emotional, physical, spiritual, relational, and identity) and how they express stress reactions both behaviorally and psychologically.

12. Applying skills in screening and assessment of individuals' trauma history including knowledge of and practice with trauma counseling specific screening tools, and ability to identify clients' strengths, coping resources, and resilience.
13. Ensuring physical and emotional safety of clients and avoid confrontation of apparently unhealthy client behaviors that could trigger trauma symptoms or acute stress reactions.
14. Using evidence-based treatment modalities, common factors, and emerging trends and training needed to deliver effective treatment for varying presentations of trauma.
15. Applying research, methodology, and goals of mindfulness-relevant trauma treatments & their use in reducing psychological symptoms of trauma survivors.
16. Applying ethics of trauma counseling treatment & strategies to address secondary trauma and promote positive counselor self-care.
17. Applying skills in general trauma-informed counseling strategies, including grounding techniques that manage dissociative experiences, cognitive-behavioral tools that focus on anxiety reduction and distress tolerance, and stress management and relaxation tools that reduce hyperarousal.
18. Examining, understanding, and articulating, in the students' own words, any information gathered from Artificial Intelligence (AI).

ACQUIRED SKILLS:

1. Ability to manage / conduct emotion regulation and mindfulness skills and teach them to the client.
2. Ability to assess client's readiness for formal and often intrusive therapy.
3. Ability to conduct cognitive and emotive strategies related to Trauma Counseling.

COURSE POLICIES:

Students are required to participate in weekly Forums to share opinions/perceptions/questions pertaining to assigned readings, articles, etc. Optional Zoom discussion meetings are available on Tuesdays, Weeks 2, 4, 6, & 8 from 6:30 p.m.-7:30 p.m. (Zoom meetings are not recorded.).

Student's Responsibilities

This syllabus contains information, policies, and procedures for a specific course. By enrolling, the student agrees to read, understand, and abide by the policies, rules, regulations, and ethical standards of Amberton University as contained in the current university catalog and schedule of classes.

Attendance Policy:

Regular and punctual class attendance and engagement is expected at Amberton University. In case of an absence, it is the student's responsibility to contact the professor as soon as possible. If a student intends on withdrawing from a course, it is the student's responsibility to follow the university's policy on formally withdrawing from a course. **Ceasing to attend classes does not constitute an official withdrawal.**

Attendance in a lecture course is defined as punctual arrival to, and engagement in, a full lecture session. A Student in a lecture course missing more than 20% (two class periods for weekday classes or one class period for Saturday classes) of the class meetings may be assigned a grade of an "F" or withdrawn at the discretion of Amberton University.

Attendance in a distance learning course is defined as active participation in the weekly online class sessions. "Active participation" can be defined as: submitting an academic assignment, taking an exam, engaging in an interactive tutorial, participating in an online discussion forum (or chat session), or initiating (or responding to) a communication with a faculty member about an academic assignment or the subject matter of the course. A student not meeting these requirements may be assigned a grade of an "F" or withdrawn at the discretion of Amberton University.

Plagiarism Policy

Plagiarism is the presentation of someone else's work as though it were your own. If you use another person's words, ideas, or information; or if you use material from an outside source – whether a book, magazine, newspaper, business publication, broadcast, speech, or electronic media – you must acknowledge that source. Plagiarism is a violation of the University's code of student ethical conduct and is one that is taken seriously. Amberton University operates on an honor system; therefore, honesty and integrity are essential

characteristics of all who are associated with the institution. All Amberton students are expected to abide by the honor system and maintain academic integrity in all their work. Amberton University and its instructors monitor student work for plagiarism and reserve the right to submit such work to technology-based plagiarism detection services and applications at any time.

Self-plagiarism means reusing work that you have already published or submitted for a class. It can involve:

- Resubmitting an entire paper
- Copying or paraphrasing passages from your previous work

Self-plagiarism misleads your readers by presenting previous work as completely new and original. Students may not submit the same paper in substance in two or more classes without prior written permission of the instructors involved.

Amberton University students who use Artificial Intelligence (AI) generated content must adhere to the following policies:

Originality: Students must avoid presenting AI generated content as their own original work. It is essential to acknowledge the involvement of AI in the content creation process in order to maintain academic and ethical standards.

Paraphrasing: When using AI generated content, students must rephrase and/or modify the generated text. Paraphrased AI generated content should also be properly cited.

Acknowledgement: When using AI generated content in any assignment, proper credit must be given to the AI system that generated the content. <https://apastyle.apa.org/blog/how-to-cite-chatgpt>

Students agree that by taking this course, all required assignments may be subject to submission for a textual similarity review to Turnitin.com for the detection of plagiarism and self-plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism in future papers. Use of Turnitin.com service is subject to the Usage Policy posted on the Turnitin.com website.

Turnitin is a writing improvement and plagiarism prevention tool which uses special algorithms, to compare text-based student submissions to the Turnitin database and other online sources. Turnitin produces a detailed **similarity report** that can be customized and viewed by instructors and students.

Turnitin "Draft Coach" is a Google based add-on to Turnitin which supports students in developing high-quality academic writing; and serves as an integrity coach. Draft Coach helps address errors and improve the quality of student's writing by highlighting grammar mistakes, identifying incorrectly cited sources, and scanning for similarity across several databases. By providing formative feedback on how to address citation issues, incorrect grammar, and matches with the Turnitin database, Draft Coach provides explanations to help students become more confident writers, capable of producing higher quality work both in academics and in the workplace.

COURSE OUTLINE AND CALENDAR:

In addition to gaining an understanding of the nature of trauma & how to promote trauma-recovery, students will explore specific trauma-healing treatment program options such as: Seeking Safety, Creating Change, & Cognitive Processing Therapy (CPT) & will develop skills in the use of mindfulness practices, such as grounding, meditation & VA mantram repetition practices.

TEXT IS FREE DOWNLOAD & PDF will also be posted on Moodle

FORUMS #1-8 DUE: Sundays

QUIZZES 1,2, & 3 DUE: Saturdays

Final Exam/Project DUE: Monday, 11-17

(OPTIONAL) ZOOM Meetings-6:30 P.M., Tuesdays, Weeks 2,4,6, & 8.

Week	Topic	Assignment	Competencies Covered	Due Date
------	-------	------------	----------------------	----------

WEEK ONE 09-13 thru 09-19	Self-Care & Counselor Competencies, Ethics	Readings-TIP-57, Part II, Chap. 2 FORUM #1	1-18 Acquired Skills:1-3	
WEEK TWO 09-20 thru 09-26 Optional ZOOM MTG. Tuesday, 6:30 p.m.	Trauma-Informed Care: A Socio-cultural perspective	Readings-TIP-57, Part I-Chap. 1	1-18 Acquired Skills: 1-3	Forum #1: 09-21
WEEK THREE 09-27 thru 10-03	Trauma-Awareness	Readings-TIP-57, Part I-Chap. 2	1-18 Acquired Skills: 1-3	Forum #2: 09-28
WEEK FOUR 10-04 thru 10-10 Optional ZOOM MTG. Tuesday, 6:30 p.m.	Understanding the Impact of Trauma	Readings-TIP-57, Part I- Chapter 3	1-18 Acquired Skills: 1-3	Forum #3: 10-05 QUIZ #1 DUE: Saturday, 10-04
WEEK FIVE 10-11 thru 10-17	Trauma Screening & Assessment	Readings-TIP-57, Part I-Chapter 4	1-18 Acquired Skills: 1-3	Forum #4: 10-12
WEEK SIX 10-18 thru 10-24 Optional ZOOM MTG. Tuesday, 6:30 p.m.	Clinical Issues Across Services	Readings-TIP-57, Part I-Chapter 5	1-18 Acquired Skills: 1-3	Forum #5: 10-19 QUIZ #2 DUE: Saturday, 10-18
WEEK SEVEN 10-25 thru 10-31	Trauma-Specific Services (Interventions & Treatment)	Readings-TIP-57, Part 1-Chapter 6 VIEW: Documentary Film: "Here. Is. Better"	1-18 Acquired Skills: 1-3	Forum #6: 10-26
WEEK EIGHT 11-01 thru 01-07 Optional ZOOM MTG. Tuesday, 6:30 p.m.	Trauma-Sensitive Treatment for Children & Adolescents	View PPT. Building Trauma-Sensitive Schools: Trauma in Children & Adolescents	1-18 Acquired Skills: 1-3	Forum #7: 11-02 QUIZ #3 DUE: Saturday, 11-08
WEEK NINE 11-08-thru 11-14	WORK ON FINAL EXAM PROJECT		1-18 Acquired Skills: 1-3	Forum #8: 11-09
WEEK TEN 11-15 thru 11-20			1-18 Acquired Skills: 1-3	FINAL EXAM DUE: Monday, 11-17

GRADING CRITERIA:**CSL6785.E1 TRAUMA COUNSELING**

FORUMS (8)	20% (each Forum is 12.5 pts.=100 pts or 100%)
QUIZ #1	20%
QUIZ #2	20%
QUIZ #3	20%
FINAL EXAM/PROJECT	20%
TOTAL:	100%

Graduate

92 – 100	A
82 – 91	B
72 – 81	C
62 – 71	D
Below 62	F

GRADE NOTIFICATION AND INSTRUCTOR FEEDBACK:

A successful distance learning experience requires a flow of communication between instructor and student throughout the session. Instructor comments are considered essential to the learning process. Therefore, each assignment/exam submitted will be reviewed, graded, and returned to the student in a timely manner along with the appropriate commentary. Students should carefully review all comments.

Final grades are processed approximately one week after the last day of the session and may be located in the My Grades section of the online registration portal as well as being emailed to the student's Amberton University email. Amberton University staff will not release grades over the phone. University instructors will not leave a message with comments or grades in any type of media that is not secure.

For questions regarding grades after the semester has ended, students should use their university email account and contact the instructor at the faculty email address as provided above in *Professor Information* area.

Incomplete Grades

An "I" (incomplete grade) is given at the discretion of the professor and may be given only when an emergency or illness prevents the student from completing course requirements. Should an "I" be granted, the student has 30 days from the end of the session to complete the conditions of the incomplete. An "I" which is not properly removed within 30 days following the session enrolled will become an "F" grade.

How To Withdraw From a Course

To be official, the class withdrawal must be in writing and signed by the student requesting the withdrawal; no withdrawal is accepted verbally. Please review the "Schedule of Classes" (online or in-print) for procedures for class changes or withdrawals and the refund policy and schedule.

COURSE DELIVERY METHODOLOGY:

This course is offered as a distance-learning course through the Moodle Learning Platform. Amberton's distance learning courses, called e-Courses, are identical to classroom courses in terms of learning outcomes, competencies, and instructor expectations. A student choosing to take an e-Course must have the following skills and technical capabilities:

1. Access to the Internet
2. General knowledge in:
 - Internet browser settings and configuration
 - e-mail and file attachments
 - Uploading and downloading files
 - Using a word processing package
3. Ability to conduct on-line research

Students who have not mastered these skills should not enroll for this course but should consider enrolling in MIS2110 Computer Concepts and Internet Technologies for instruction in these areas.

HOW TO ACCESS YOUR COURSE:

Through the Amberton University Student Portal

Students enrolled in distance learning courses using the Moodle Learning Platform may access the course through the Amberton University Student Portal. The site may be accessed through the University's main page (<http://www.Amberton.edu>) or at <http://apps.Amberton.edu>. After selecting the "Student Portal" link, you will be prompted for a Username and Password.

Use your assigned **username and password** (AUID) as described below to enter the AU Student Portal:

Username = your capitalized firstname **initial**+lastname+last 3 digits of your SSN.

* Use your name exactly as it is listed on the University's records, including any suffixes or hyphenations, such as Jr, Sr, or II, as a part of your username.

For example: James Jones, Jr. SSN: 123-45-6789
Username: JJonesJr789

Password = your Amberton University ID# (AUID) **including the dashes**

For example: 04-999-999

Once your login has been validated, you may select from a variety of menu options, including your individual E-Course, email account, Remote Research, General Tools, all Syllabi and Research Tutorials.

If you are accessing the Student Portal from a public or shared computer, close the browser completely when finished, or click on the Logout button. For security purposes, no other person should have access to your Username or Password. If you feel your information has been compromised or if you experience technical difficulties, contact the e-course system administrator at: e-sysop@amberton.edu

If you have lost or do not know your Amberton ID#, please contact the Student Services Office 972/279-6511 or advisor@Amberton.edu for a replacement AUID card. You must know your Amberton ID# to gain access to the course and to send an email to your professor.

Through the Amberton University Moodle Website

Students enrolled in distance learning courses using the Moodle Learning Platform may also access the course by going to: <http://moodle.Amberton.edu>

For those utilizing Moodle for the first time, the **username and password** for the Moodle Learning Platform will be emailed to the student's University email account prior to the start of the course. For those returning to Moodle who do not remember their username and password, click on the link "*Forgotten your username or password*" available on the Moodle log in page (<http://moodle.Amberton.edu>). Otherwise use the same username and password as previous session.

Moodle Tutorial:

Upon successful log in and access to the Moodle learning platform, there is a *Student Moodle Tutorials* course available, to learn about the basics of Moodle. Simply click on the link for the *Student Moodle Tutorials* and read through the various learning topics: Navigating; Communicating; Assignments & Exams; Grades; and Student Resources.

COURSE COMMUNICATIONS:

Students will communicate with faculty through the Moodle Learning Platform or the Amberton University email system.

Email Communication

Each student enrolled is assigned an Amberton email account, which gives the student access to the Amberton email system (my.Amberton.edu). This email account is provided by Google Apps for Education. Students are encouraged to check their email regularly for University news, notices, and to communicate with instructors.

The student's assigned email address would be Username@my.Amberton.edu

Example: LJones-Smith789@my.Amberton.edu

The student Username is determined by:

firstname initial+lastname+last 3 digits of student ssn.

For example: Linda Jones-Smith SSN: 123-45-6789

Email Address = LJones-Smith789@my.Amberton.edu

Students will be prompted for a Username and Password when accessing their email account. Use the Username portion of the email address as the username (Example: LJones-Smith789) and your Amberton ID# (including the dashes) as the password.

If you already have a Google Gmail account, you might be prompted to add this account to your current account. Click 'Yes' and you will be logged into your my.Amberton.edu email account. It will be a separate email account from your personal Gmail account.

If you need assistance with your email account, please visit <https://support.google.com/mail>

Students are responsible for reviewing the "Communication Guidelines" provided on the individual E-Course for specific instructor requirements.

Upon completion of a session, all communication and course specific information is removed from the Moodle system. If a student needs to maintain a record of communications or assignments, the student is strongly encouraged to print out or download these items to a disk for their own records.

FORMAT AND SUBMISSION OF ASSIGNMENTS:

Assignments are to be submitted to the appropriate assignment Drop Box in the Moodle system. Specific directions and guidelines for submission of assignments are located on-line in the "Communication Guidelines" of the e-course. Due to compatibility issues, Office 2007 files cannot be read by earlier versions of Microsoft Office. Before submitting an exercise file, confirm the file is in the proper format for grading by the instructor.

INSTRUCTOR/COURSE EVALUATION:

Each session, all Amberton students are provided with the opportunity to evaluate their courses and instructors. The evaluation process is an important one and provides students with an anonymous and confidential way to give meaningful feedback to the University. Summary information and comments are provided to faculty after the close of the session. All information provided is anonymous.

The Instructor/Course Evaluation will be open for completion during week 9 of the session. An evaluation assignment will be placed in week 9 of the Moodle course, along with the instructions on how to complete the evaluation. Prior to week 9, the University will send out an email containing instructions and dates for the evaluation period.

RESEARCH RESOURCES:

The Library provides access to full-text, and peer reviewed articles, and digital research tools. Students can search Library holdings through the online catalog and databases search engines available on the Library website or browse the physical library space and holdings located at the Garland campus.

Research items not contained in the Amberton Library collection can be located through interlibrary Loan (ILL) or through the TexShare program with the help of the Library staff. Students with questions about available services, resources, or research, may contact the Library via email at Library@amberton.edu.

RESEARCH ACCESS:

Databases can only be accessed by authorized users, and students at Amberton must enter their Amberton ID credentials-same as Moodle login-to gain access when off-campus. Use an Amberton website, such as the University site (Amberton.edu) or the library site (Library.amberton.edu) to find links to databased and digital books. Online resources are available all day, every day.

Library Live Chat Feature

Library staff are available to assist students with research problems or questions during Library hours through a live online chat feature, telephone, email, "How-to" videos, or in person. The library telephone is (972-279-6511 ext. 185. You can email questions to library@amberton.edu or visit the library in person on the Garland campus for assistance.

Microsoft Office 365 Education:

Amberton University students have access to a license for Office 365 Education, a comprehensive suite of productivity tools. This package includes:

- Microsoft Word for document creation
- Excel for spreadsheets and data analysis
- PowerPoint for presentations
- OneNote for digital note-taking
- Microsoft Teams for collaboration
- Additional classroom tools to enhance your learning experience

To set up your student account and access these resources, please follow the instructions provided in our step-by-step guide: https://amberton.edu/wp-content/uploads/2025/01/Office365_Setup_Students.pdf

Google Workspace for Education:

All students are assigned a Gmail account in Google Workspace for Education.

To set up your student account and access these resources, please follow the instructions provided in our step-by-step guide: https://amberton.edu/wp-content/uploads/2025/01/Google_Drive_Students.pdf

Once logged into your student account, you'll have access to a suite of tools designed to enhance your learning experience:

- Google Docs: Create and edit essays, reports, and other written assignments
- Google Slides: Develop engaging presentations for projects and class discussions
- Google Sheets: Perform data analysis, create charts, and manage calculations
- Google Drive: Store, organize, and easily access all your files in the cloud
- Google Calendar: Schedule study sessions, track assignment deadlines, and manage your academic timetable
- Google Keep: Take and organize quick notes during lectures or study sessions
- Google Meet: Attend virtual classes, participate in group study sessions, or meet with teachers
- Google Classroom: Access course materials, submit assignments, and receive feedback from instructors
- Google Forms: Create surveys for research projects or participate in class quizzes
- Google Sites: Build websites or digital portfolios to showcase your work