

AMBERTON UNIVERSITY
e-COURSE SYLLABUS

**CSL6785.E1 Trauma Counseling
FALL 2026**

PROFESSOR INFORMATION:

Professor: 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 12, 2026

Ending Date of Session: Thursday, November 19, 2026

Student access available to the Student Portal: Saturday, September 12, 2026

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

COURSE PREREQUISITES:

CSL6782-Counseling Theories

RECOMMENDED PREREQUISITES:

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 5
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>

Students should verify enrollment in course before purchasing textbooks. Textbook information and ordering options are available through the Amberton Virtual Bookstore. 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.

LINKS TO COUNSELING HANDBOOKS

MA in Clinical Mental Health Counseling

<https://amberton.edu/wp-content/uploads/2026/01/CMH-Handbook-1-5-26.pdf>

MA in Marriage and Family Therapy

<https://amberton.edu/wp-content/uploads/2026/01/MFT-Handbook-1-5-26.pdf>

MA in School Counseling

<https://amberton.edu/wp-content/uploads/2025/06/MA-SC-Handbook-June-2025.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 Forum discussions to share opinions/perceptions/questions pertaining to assigned readings, articles, etc. Optional ZOOM meetings are available on Tuesdays, Weeks 2,4,6, & 8 from 6:30 p.m-7:30 p.m. (Zoom meetings are not recorded to offer more personal discussion).

STUDENTS' 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.

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). They will develop skills in the use of mindfulness practices, such as grounding, meditation, & Veterans Administration research into "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 ESSAY DUE: Monday, November 16

(OPTIONAL) Zoom meetings @ 6:30 p.m. on Tuesdays, WEEKS 2,4,6, & 8.

Week	Topic	Assignment	Competencies Covered	Due Date
WEEK ONE 09/12 thru 09/18	Self-Care & Counselor Competencies, Ethics	Readings- TIP-57, Part II, Ch. 2	1-18 Acquired Skills 1-3	
WEEK TWO 09/19 thru 09/25 Optional ZOOM Mtg. Tuesday, 6:30 p.m.	Trauma-Informed Care: A Socio-cultural perspective	Readings-TIP-57 Part I, Ch. 1	1-18 Acquired Skills 1-3	FORUM #1 DUE: 09/20
WEEK THREE 09/26 thru 10/02	Trauma-Awareness	Readings-TIP-57, Part I-Ch. 2	1-18 Acquired Skills 1-3	FORUM #2 DUE: 09/27

WEEK FOUR 10/03 thru 10-09 Optional ZOOM Mtg. Tuesday, 6:30 p.m.	Understanding the Impact of Trauma	Readings-TIP-57 Part I-Ch. 3	1-18 Acquired Skills 1-3	FORUM #3 DUE: 10/04 QUIZ #1 DUE: 10/03
WEEK FIVE 10/10 thru 10-16	Trauma Screening & Assessment	Readings-TIP-57 Part 1-Ch. 4	1-18 Acquired Skills 1-3	FORUM #4 DUE: 10/11
WEEK SIX 10/17 thru 10/23 Optional ZOOM Mtg. Tuesday, 6:30 p.m.	Clinical Issues Across Services	Readings-TIP-57 Part 1-Ch. 5	1-18 Acquired Skills 1-3	FORUM #5 DUE: 10/18 QUIZ #2 DUE: 10/17
WEEK SEVEN 10/24 thru 10/30	Trauma-Specific Services (Interventions & Treatment)	Readings TIP-57, Part I-Ch. 6 View documentary film on Moodle: "Here. Is. Better"	1-18 Acquired Skills 1-3	FORUM #6 DUE: 10/25
WEEK EIGHT 10/31 thru 11/06 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: DUE: 11/01 QUIZ #3 DUE: 11/07
WEEK NINE 11/07 thru 11/13	WORK ON FINAL EXAM PROJECT		1-18 Acquired Skills 1-3	FORUM #8: DUE: 11/08
WEEK TEN 11/14 thru 11/19			1-18 Acquired Skills 1-3	FINAL EXAM DUE: MONDAY, NOVEMBER 16

GRADING CRITERIA:

CSL 6785.E1 TRAUMA COUNSELING

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

Graduate

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

GRADE NOTIFICATION AND INSTRUCTOR FEEDBACK:

Students should review instructor feedback provided through Moodle or Amberton CampusWeb Portal. Final grades are processed approximately one week after the session and may be viewed through the student

portal. Grades will not be released by phone or through unsecured channels. 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 granted only at the professor's discretion for emergencies or illness.

Students have 30 days from the end of the session to complete the course requirements. If the conditions are not met within this 30-day window, the "I" automatically converts to an "F".

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 delivered through Moodle. Students are expected to have reliable internet access, basic computer skills, the ability to upload/download files, use Amberton email, and submit assignments in the required format. Students needing assistance should use the Amberton SSO support/ticket process

HOW TO ACCESS YOUR COURSE:

SINGLE SIGN-ON (SSO) INSTRUCTIONS FOR AMBERTON UNIVERSITY

Students should access Amberton systems through the Single Sign-On portal at <https://sso.amberton.edu>. After logging in, students can access Moodle, Amberton email, CampusWeb, and other assigned applications. Students who need help accessing SSO should submit a support request through the SSO support option or contact support@amberton.edu.

MOODLE TUTORIAL:

Upon successful log in and access to the Moodle learning platform, there is a Student Moodle Tutorial course available, to learn about the basics of Moodle. Simply click on the link for the Student Moodle Tutorial 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:

Students are expected to use their Amberton email account and Moodle for course communications. Students must use their official university email account for all university related communication and should check their Amberton emails regularly for course and university notices.

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 must be submitted through the appropriate Moodle assignment link unless otherwise directed by the instructor. Students are responsible for submitting files in the format required by the instructor.

INSTRUCTOR/COURSE EVALUATION:

Students will have the opportunity to complete an anonymous course and instructor evaluation near the end of the session. Instructions and dates will be provided through Moodle and/or Amberton email.

RESEARCH RESOURCES:

The Amberton Library provides access to full-text articles, peer-reviewed databases, and research tools, with options like Interlibrary Loan (ILL) and TexShare for items outside its collection. For research assistance, students can connect with library staff during operating hours via email (Library@amberton.edu), phone (972-279-6511 ext. 185), "How-to" videos, live online chat, or in person at the Garland campus. The online library is available through Single Sign On (SSO).

MICROSOFT OFFICE 365 EDUCATION:

Amberton University students may access Microsoft 365 Education resources as provided by the university.

GOOGLE WORKSPACE FOR EDUCATION:

Amberton students are assigned a Google Workspace for Education account, including Amberton Gmail, Google Drive, Google Docs, Sheets, and Slides. Students should use their Amberton Google account for course-related work when required.