

# graduate COMMITTEE curriculum PROPOSAL FORM

## A. Cover page (rover over text for more instructions- please delete red instructions)

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| A.1[. Course or program](#_acknowledge) | **CEP 613 Foundations in counseling survivors of trauma** |  |
| [Replacing](#Ifapplicable)  | **N/A** |  |
| Academic Unit | Feinstein School of Education & Human Development |  |
| A.2. [Proposal type](#type) | Course: creation  |  |
| A.3. [Originator](#Originator) | Kalina Brabeck | [Home department](#home_dept) | CEP |
| A.4. [Rationale](#Rationale)Additional Information for [new programs](#type) | Increasingly, trauma-informed care is understood as fundamental to the counseling profession. Upwards of 90% of clients who seek care in community mental health centers have histories of trauma. Thus preparing future LMHCs with the knowledge, skills, and awareness to effectively counsel survivors of trauma is critical. While Social Work has coursework on working with children and families affected by trauma, there is no other course at RIC that covers the foundations of working with adult trauma survivors. This course fills that need. We have taught this course as a workshop (CEP 580) in the Counseling program three times (third time is this current spring) with great response. Students have evaluated the course highly and even suggested it should be a foundational course within the MS Clinical Mental Health Counseling program. This is something our program will explore for the future; presently it is offered as an elective. We only have one additional elective course offered in our program currently, and all students must take an elective as part of their Plan of Study. Our enrollment in the course has been robust, with nine students in spring 2020 and nine students in spring 2021. This semester we have 14 students enrolled (majority Counseling students, 1 Social Work student).There is coursework in Social Work that covers trauma which focuses on children. This new proposed course is specific to adults. This course provides an introduction to the foundations of trauma informed treatment. Students will be introduced to the evolution of our understanding of and treatment of trauma over time; the neurobiology of trauma; the effects of trauma on attachment and development; and PTSD and complex PTSD. Students will also learn about social and political sources of trauma and how trauma manifests differently across cultures. Special populations (e.g., military population) will be considered. Finally, they will learn some evidence-based interventions for trauma practice with adults, using Herman’s three stage model as a framework.This course fits within the MS CMHC Plan of Study as an elective. Currently we only offer one additional elective within the program. Having so few electives puts us at risk of losing students to other institutions where they might take their elective, or to other departments where they may have a hard time “finding a seat” in an elective course. Our program has experienced considerable growth over the past two years. In 2021, we admitted 45 students—double the size of previous cohorts. This year we had 71 applications and are interviewing over 40 of these qualified candidates. Thus, we have an increasing need for electives to meet student demand for courses and one elective is not sufficient for so many students. According to the Bureau of Labor Statistics, there is an anticipated 23% growth from 2010-30 in need for mental health professionals, including counselors, which is a rate that is “much faster than typical.” As the program that produces the highest number of LMHCs in RI, we anticipate that our program enrollment will continue to grow to meet this need for counselors in our state, and therefore adding this course as an elective is timely to meet student need. |
| A.5. [Student impact](#student_impact) | Offering this course as a regular elective and a course “on the books” fills the student interest and need for a specific course about trauma counseling. Students can take it as an elective in their Plan of Study. We have increasingly large cohorts of students (see previous response) that increase demand for electives in our program. |
| A.6. [Impact on other programs](#impact) | This course complements trauma coursework in Social Work, as it’s more focused on working with adult survivors. The vast majority of students taking the course are Counseling students, so it really does not impact other programs. |
| A.7. [Resource impact](#Resource) | [Faculty PT & FT](#faculty" \o "Need to hire new full-time or part-time faculty? This is where you indicate if this proposal will be affecting FLH in your department/program.):  | Instructor is required to teach the class. In the past, we have co-taught it among 2-3 professors, which means that it doesn’t take away from other teaching commitments (since each instructor receives 1.0 credits each).  |
|  | [Library:](#library) | Standard RIC library resources are sufficient. |
|  | [Technology](#technology) | Standard RIC tech resources are sufficient. |
|  | [Facilities](#facilities): | Standard RIC facilities resources are sufficient. |
| A.8. [Semester effective](#Semester_effective) | Spring 23 | A.9. [Rationale if sooner than next Fall](#Semester_effective) | N/A |
| A.10 [Changes to the website](#Signature_2) | Add CEP 613 Foundations in Counseling Survivors of Trauma will be added to MS Clinical Mental Health Counseling course offerings |

## B. NEW OR REVISED COURSES

|  | Old ([for revisions only](#Revisions))ONLY include information that is being revised, otherwise leave blank | NewExamples are provided within some of the boxes for guidance, delete just the examples that do not apply. |
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| B.1. [Course prefix and number](#cours_title)  |  | **CEP 613**  |
| B.2. Cross listing number if any |  | **N/A** |
| B.3. [Course title](#title)  |  | **Foundations in Counseling Survivors of Trauma** |
| B.4. [Course description](#description)  |  | Students will be introduced to foundations in understanding of and treatment of trauma, including neurobiological, social and cultural, and developmental perspectives. |
| B.5. [Prerequisite(s)](#prereqs) |  | **Matriculation in graduate program and consent of department chair** |
| B.6. [Offered](#Offered) |  | Spring Annually |
| B.7. [Contact hours](#contacthours)  |  | 45 |
| B.8. [Credit hours](#credits) |  | 3.0 |
| B.9. [Justify differences if any](#differences) |  |
| B.10. [Grading system](#grading)  |  | Letter grade  |
| B.11. [Instructional methods](#instr_methods) |  | Seminar  |
| B.11.a [Delivery Method](#instr_methods) |  | Hybrid |
| B.12.[Categories](#required) |  | Free elective  |
| B.13. [How will student performance be evaluated?](#performance) |  | Class participation Presentations Class Work Projects Taped simulations |
| B.14. [Redundancy with, existing courses](#competing) |  | There is coursework in Social Work that covers trauma but this proposed CEP course is specific to adults.  |
| B. 15. Other changes, if any |  |

| B.16. [Course learning outcomes](#outcomes): List each outcome in a separate row | [Professional organization standard(s)](#standards), if relevant  | [How will each outcome be measured?](#measured)See below. |
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##### Standards Alignment for MS Clinical Mental Health Counseling

CACREP (2016) Standards to be considered for this Course (Clinical Mental Health).

1. Contextual Dimensions

F. impact of crisis and trauma on individuals with mental health diagnoses

J. cultural factors relevant to clinical mental health counseling

1. Practice

b. techniques and interventions for prevention and treatment of a broad range of mental health issues

FSHED Outcomes

1. Demonstrate current expertise in their discipline
2. Integrate ongoing research in their professional settings, resulting in innovative and culturally responsive practices;
3. Engage in the ongoing development of critical reflection skills in themselves and their constituents;
4. Use professional standards and ethical frameworks to inform decision making;
5. Collaborate with and advocate for all stakeholders, including students, clients, families, and colleagues;
6. Exercise agency in the context of their professional communities.

Course Objectives

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| Course Learning Objectives | Specialized Professional Association | Conceptual Framework: Advanced Competencies | FSEHD Outcomes | Assessment  |
| 1. Students will understand the evolution of trauma theory and practice over time. |  | KnowledgePractice | 1 | Participation |
| 2. Students will understand the neurobiology of trauma, and how traumatic experiences affect cognitive and somatic processes. | CACREP 1. F | KnowledgePractice | 1 | Case PaperPsychoed Recording |
| 3. Students will understand specific sources of trauma for marginalized populations, as well as how culture affects the manifestation and response to trauma. | CACREP 1. J | KnowledgePracticeDiversity | 2 | Reflective Journal |
| 4. Students will understand the impact of trauma on development. | CACREP 1. F | KnowledgePractice | 1 | Case Paper |
| 5. Students will be able to assess for PTSD and complex PTSD. | CACREP 1. F | KnowledgePractice | 4 | Case Paper |
| 6. Students will be able to provide psychoeducation to clients about trauma and PTSD. | CACREP 2. b.  | KnowledgePractice | 4, 5 | Psychoed recording |
| 7. Students will engage in self-reflection regarding the impact of trauma work on the practitioner and learn the importance of self-care.  | CACREP 1. F | KnowledgePractice | 3 | Reflective Journal |
| 8. Students will understand the basic components of trauma-informed care and be introduced to evidence-based treatment approaches. | CACREP 2. b. | KnowledgePractice | 1 | Treatment Summary Paper |
| 9. Students will understand the military as a unique cultural group. | CACREP 1. J | KnowledgePracticeDiversity | 2 | Treatment Summary PaperReflective Journal |
| 10. Students will conceptualize clients through a trauma-informed lens. | CACREP 1. F | KnowledgePractice | 4, 5, 6 | Case Paper |
| 11. Students will understand resiliency and posttraumatic growth among people exposed to trauma.  | CACREP 1. F | KnowledgePractice | 5, 6 | Case PaperReflective Journal |

| B.17. [Topical outline](#outline): Please do not include a full syllabusDefining Trauma and Traumatic EventsHistorical Perspective on the Evolution of Historical Trauma & Systems of OppressionRace-Based Trauma Neurobiology of Trauma- Response to Traumatic EventTrauma & MemoryTrauma & Brain DevelopmentPTSD: Definition and AssessmentComplex PTSD & DissociationThe Trauma TherapistTherapist CountertransferenceVicarious and secondary traumatizationSkills for self-care Self-compassion WorkPrinciples of Trauma-Informed TreatmentSafety, Remembering & Mourning, ReconnectionPrinciples of Trauma-Informed TreatmentSafety, Remembering & Mourning, ReconnectionIntroduction to the MilitaryCultural Competence Working with the MilitaryMilitary Stressors Treatment-seeking BehaviorsMoral InjuryMilitary Family Resilience and Post Traumatic GrowthTrauma Treatment Approaches: EMDR, CPT, PE, Seeking Safety |
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## D. Signatures

##### D.1. Approvals:

##### Required from department chairs, program directors, and deans from the academic unit originating the proposal.

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| NAME | POSITION/AFFILIATION | SIGNATURE | DATE |
| Monica G. Darcy | Program Director of Counseling | Monica G. Darcy | 2/16/22 |
| Charles Boisvert | Chair of CEP  | Charles Boisvert | 2/16/22 |
| Jeannine Dingus-Eason | Dean of FSEHD | Jeannine E. Dingus-Eason | 2/23/23 |

##### D.2. [Acknowledgements](#acknowledge):

##### Required from all departments (and corresponding dean) impacted by the proposal. Signature does not indicate approval. Concerns should be brought to the attention of the graduate committee chair for discussion.

| Name | Position/affiliation | [Signature](#Signature_2) | Date |
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