

CO5650 CRISIS & TRAUMA-INFORMED COUNSELING

Reformed Theological Seminary

Summer, 2026

3 Credit Hours

Instructor:

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Contact Information

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Class Meeting Dates and Time

Monday and Thursday

1pm-4pm

Office Hours

Upon Request; open door policy

Course Description

This course addresses unified professional counselor identity through trauma-informed and crisis intervention practices, including community-based strategies, service delivery across modalities (inpatient, outpatient, partial treatment, aftercare), and advocacy for diverse/vulnerable populations in multicultural contexts. The course will be shaped by three major components: 1) the study of community-based counseling theory and practice, 2) a theoretical and practical study of crisis situations, and 3) the study of the impact of trauma including case conceptualization and treatment models. The format of the course will allow each student the opportunity to apply his/her academic talents, life experiences, clinical background, and Christian worldview to the counseling profession.

Community: The general principles of community counseling, including, but not limited to, prevention, intervention, education, outreach, advocacy, consultation, and service delivery will be addressed. The emphasis of this portion of the course will be on understanding the challenges of counseling in various community settings and the application of specific interventions in these settings.

Crisis: The crisis portion of this course presents a theoretical and practical study of crisis situations in individual, family, and community life. Basic theoretical models will be introduced and compared. Particular attention will be paid to crisis assessment and intervention, especially as it relates to some of the more common crises seen in mental health counseling settings (e.g., suicidal ideation/risk).

Trauma: The trauma portion of this course is designed to provide a neurological, physiological, developmental, cognitive and spiritual understanding of the impact of trauma and vicarious trauma. Through lectures, class interaction, case studies, assigned reading and written assignments, students will become familiar with case conceptualization, treatment models, common mistakes/concerns, complications, realistic expectations, and comorbid conditions.

Course Objectives (Knowledge and Skill Outcomes)

Students will demonstrate comprehension of the following (applicable CACREP standard in parenthesis):

- CO1. **Counseling Demands** - More fully comprehend the counseling profession and the demands of practicing therapy in our current cultural milieu. Describe effective procedures for maintaining counselors' well-being and effective performance. (2.F.5.m)
- CO2. **Roles in Community Counseling** - Describe the roles of mental health counselors and their relationship to interdisciplinary teams. Develop an understanding of the counselor's role as a social change agent and client advocate. (2.F.5.k,m; 5.C.2.a; 5.C.3.d)(3.A.2,3)
- CO3. **Theories of Community Counseling** - Describe the principles, theories, and practices of community interventions, including inpatient, outpatient, partial treatment, and aftercare. (2.F.3.i; 2.F.5.j,k,m; 5.C.2.a,c)
- CO4. **Community Counseling Populations**- Grow in their ability to serve vulnerable populations, including clients from different cultural or ethnic groups, through preventive education and specific models of community counseling. (2.F.3.i; 2.F.5.k,m,j; 5.C.3.e)
- CO5. **Comprehensive Planning** - Develop a comprehensive plan for a mental health care system, including comprehensive needs assessment, plan for implementation, and evaluation process. (2.F.5.k,m)
- CO6. **Agencies and Contexts** - Be familiar with different community agencies and contexts of community counseling (2.F.5.k,m)
- CO7. **Types of Trauma** - Nature and types of trauma. (2.F.3.g; 2.F.5.m; 2.F.7.d; 5.C.2.f)
- CO8. **Conceptualization Frameworks for Trauma** - Theoretical frameworks for conceptualizing trauma including neurological, physiological, developmental, cognitive and spiritual. (2.F.3.g; 2.F.5.m; 5.C.2.f)
- CO9. **Treatment of Trauma** - Survey of post-trauma intervention and treatment models. (2.F.3.h; 2.F.5.j,m)
- CO10. **Vicarious Trauma** - Caring for the practitioner. (2.F.5.m)
- CO11. **Crisis Assessment** - Know how to assess the severity of various crisis situations and intervene according to need. (2.F.3.g; 2.F.5.j,m)
- CO12. **Theories of Crisis Intervention** – Theories and models of crisis intervention to be applied in a broad spectrum of clinical settings, including Psychological First Aid. (2.F.3.g; 2.F.5.j,m)
- CO13. **Specialized Crisis Issues** - Major issues of specialized crisis situations both developmental and situational. (2.F.3.g; 2.F.5.l,m)
- CO14. **Theological Framework** – Comprehension of a theological framework for intervening in and understanding crisis and trauma situations.
- CO15. **Crisis Impact on the Family** - Understand how crises impact the family and be able to identify some methods for intervening in families/individuals experiencing crises.

Methods of Instruction

Information will be conveyed to the students via in-person class lectures, group interaction and discussion questions, research into community mental health agencies, guest speakers, and presentations.

Assignments (Student Performance Evaluation Criteria)

A1. Reading, Class Participation, and Attendance (30% of final grade)

- a) Absence from a class without prior excuse will result in grade reduction. All students are expected to be active, engaged participants.
- b) Students are not permitted to use technology devices (laptops, phone, tablets, watches, etc.) for purposes unrelated to the course. You are not to engage in group chats or messaging during class time. All discussions happening in class need to be accessible to all classroom participants (including the professor).
- c) Completion of required readings or assignments is required before class. Students will be required to document the percentage of reading they completed prior to each class via a quiz on Canvas and be prepared to answer questions related to class readings posed by instructor and peers. Note: you are to estimate the amount of reading you have completed *prior to class, not the amount you plan to read later*.
- d) Students will be required to write post-class reflections on the material they have read and discussed after each class. This assignment will be completed on Canvas.

A2. Community Referral Agency Research (20% of final grade)

The purpose of this assignment is to broaden your awareness of community resources and referral sources. The grading rubric for this assignment is included at the end of this syllabus. For this assignment:

- a) Each student will identify a counseling/mental health referral source in the Orlando or Jackson area that s/he would like to investigate and potentially present.
 - i. The student then must submit their referral agency to the instructor for pre-approval before proceeding (see schedule for due date). No two students will be allowed to research the same facility/program.
 - ii. Agency confirmation of the request (ie. Contact and acceptance by the agency/source) is required once pre-approval has been granted.

Note: Interviewing private practice counselors is not permissible for this assignment. Also, if you have previously or currently intern or work at an agency, you may not use it for your project.

- b) Students will visit the chosen agency facility in-person, interview the director of the facility, collect detailed information about the services provided, and obtain any literature that is available.
- c) **Upload to Canvas** a one-page handout describing this referral source, due as per the course schedule. This one-page document (.doc; .docx, or pdf files) needs to cover the following information. (*Please do not exceed the one-page limit*).
 - 1. Name of the organization or agency
 - 2. Purpose/mission of the organization
 - 3. Location(s), address(es)
 - 4. Population(s) served
 - 5. Services provided, including the form of these services (e.g., inpatient, outpatient, phone

- consultation, etc.)
- 6. Duration of treatment/services
- 7. Funding sources
- 8. Fees, whether insurance is accepted, scholarships, etc.
- 9. Contact information
- 10. Last: at the bottom of the summary write: "Submitted by [Your Name]"

d) As per the course schedule, students will be asked to make a brief (1-2 minute) presentation to the class about their referral agency. The presentation should cover the most essential information that other counselors need to know about the program/facility, focusing on what kind of clients might benefit from the services provided. Your one-page handout may serve as your presentation "slide". See the grading rubric near the end of this syllabus.

Community Referral Categories and Examples. See M5 Stewpot, et al (2025) below for more examples.

Family and Child Protective Services (e.g. Child Protective Services, United Way: Youth Crisis Center, Child Advocacy Center, etc.)

1. **Child and Adolescent Services** (e.g. Center for the Advancement of Youth, Canopy Children's Solutions)
2. **Women's Crisis Assistance** (e.g. Center for Violence Prevention, Rape Crisis Hotline; Emergency Shelter for Battered Families, etc.)
3. **Healthcare** (e.g. Jackson Free Clinic, Hinds County Health Department, Jackson/Hinds Comprehensive Health, Mission First)
4. **Community Mental Health Centers** (e.g. Hinds Behavioral Health Services, Region 8 Mental Health, Warren Yazoo Behavioral Health, The Bridge Drop-In Center)
5. **Addiction Treatment Programs** (e.g. Three Oaks Behavioral Health of Ridgeland, Shepherst Meadows, AA, etc.)
6. **Suicide Prevention and Crisis Intervention** (e.g. Contact Crisis Counseling Hotline)
7. **Advocacy/Aid for Immigrants** (e.g. Mississippi Immigrants Rights Alliance, Jackson)
8. **Aid/Advocacy for Homeless** (e.g. Stewpot Ministries; Gateway Mission; Salvation Army, Catholic Charities, etc.)
9. **Rehabilitation Counseling** (e.g. MS Dept of Rehabilitation Services, Gateway Rescue Mission, Harbor House. Youth Improvement Services)
10. **Faith-based Social Services** (e.g. Catholic Charities; Good Samaritan Center, Operation Shoestring, etc.)
11. **College and Career Counseling** (e.g. Get2college)
12. **Financial Aid Resources** (e.g. Consumer Credit Counseling Service; United Way- First Call for Help, etc.)

A3. Psychological First Aid Training Project (10% of final grade)

Students will complete Psychological First Aid training. Training is to be completed online through the National Child Traumatic Stress Network's Learning Center (<http://learn.nctsn.org/>). Students must complete a free registration process on the site to complete the training. Students will be required to upload copies of their certificates of completion to Canvas by the date listed in the course assignment schedule for the following two modules:

- Psychological First Aid Online (5 hrs): <https://learn.nctsn.org/enrol/index.php?id=596>
- Skills for Psychological Recovery (5 hrs): <https://learn.nctsn.org/enrol/index.php?id=535>

NOTE: Certificates of completion must be uploaded to the assignment on CANVAS by date assigned.

A4. Trama Research Paper (20% of final grade)

Each student will write a research paper on one of the counseling topics listed below (6-8 pages in length, complying with APA [6th or 7th ed.] style manual). The paper shall include: (a) an introduction of the subject matter, (b) an overview of pertinent research and associated outcome studies, (c) an application of current research to the profession, and (d) possible theological and/or ecclesiological considerations. See course schedule for due date. The grading rubric for this assignment is included at the end of this syllabus.

Possible topics include:

1. Current treatments for PTSD (*Consider both established evidence-based treatments and emerging trends in treatment*);
2. Complex Trauma (include: *causes, symptoms, treatment; How is it different from "simple PTSD"?*);
3. Multicultural concerns in trauma prevention and intervention
4. Applications of Trauma-Informed Practices (*setting: education, corrections, medicine, church, etc.?*)
5. Spirituality and Post-Traumatic Growth

Note: You must have instructor permission to use a topic other than those listed above.

A5. Course Evaluation (completion required). Course evaluations are crucial for assessing and improving the MAC program. Therefore, each MAC course includes an assignment to complete an anonymous online course evaluation. You will verify whether you have completed the evaluation through a quiz in Canvas. This will not count toward your grade, but it is necessary for successful completion of the course.

A6. Final Clinical Project (20% of final grade)

- a) Implement one of the trauma-informed interventions covered in class (stage 1 or 2) with a client you are seeing in your internship. You must notify the course instructor of the MRN number of the client you will be working with per the course schedule.
- b) Write a reflection of your experience following the session (same day). In the next session with the client process this intervention and learn about their experience of it. Write a reflection on your session with the client after this second session (same day). Later, watch the video of each of these two sessions and take notes about what you notice in each session about the client, and about yourself.
- c) Write a 5-7 page paper describing:
 1. The intervention you chose and why you chose it.
 2. Your personal experience of using this intervention in session with a client.
 3. The client's response to the intervention.
 4. What you learned about yourself as a counselor after watching the videos of the two sessions.
 5. What you might do differently the next time you try such an intervention.

A7. Extra Credit: Self-care log

Download the spreadsheet from the assignment on Canvas and keep track of your daily physical and spiritual self-care activities for the entirety of the semester. Upload the completed spreadsheet at the end of the term.

Partial credit will be given to partially completed logs. One extra credit point will be added for each week the student completes three or more physical and spiritual activities. You are encouraged to find a partner to do these activities with, but each person is responsible for their self-care and for updating this spreadsheet.

Required Materials (Texts, Readings, and Podcasts)

- M1. James, R. K. & Gilliland, B. E. (2017). *Crisis Interventions Strategies* (8th edition). Boston: Cengage ISBN13: 978-1305271470.
- M2. Van der Kolk, B. A. (2014). *The Body Keeps the Score: Brain, Mind, and Body in the Healing of Trauma*. New York: Viking. (ISBN-13: 978-0143127741) Parts 1- 4
- M3. Gladding, S. T. & Newsome, D. W. (2014) *Clinical mental health counseling in community and agency settings*, 5th Ed. (Select chapters on reserve from library and available on Canvas)
- M4. Langberg, D. M. (2003). *Counseling Survivors of Sexual Abuse*. Xulon Pres, United States. (ISBN13: 9781591605195)
- M5. Stewpot Community Services, et al (2025). *Summer 2025 Guide to Services for the Homeless of Central Mississippi*.
- M6. Jones, Abigail. (2020) What Schizophrenia Does to Families: *A Mother, a Son, an Unraveling Mind — and a mental health system that can't keep up*. Washington Post. Document can be accessed through Canvas files for the course.
- M7. Weiss, B & Bonanno, G (2022) *Humans Are More Resilient Than You Think*. Honestly Podcast. URL: <https://www.honestlypod.com/podcast/episode/5bca0b15/humans-are-more-resilient-than-you-think>
- M8. Young, A. *The Place We Find Ourselves* (podcast). Selected episodes (*see reading schedule*). Find episodes at <https://adamyoungcounseling.com/podcast/> or wherever you download podcasts.
- M9. Cohen, K., & Collens, P. (2013). *The impact of trauma work on trauma workers: A metasynthesis on vicarious trauma and vicarious posttraumatic growth*. Psychological Trauma: Theory, Research, Practice, and Policy, 5, pages 570-580 (in RTS EBSCO library resource). doi: <http://dx.doi.org/10.1037/a0030388>. Available on Canvas.
- M10. Hillerman, M. A. (2020). *Responding to Suffering*. RTS Jackson Chapel Message. Jackson, MS. URL: <https://rts.edu/resources/responding-to-suffering/>
- M11. Loewenstein, R. J. (2018). *Dissociation debates: Everything you know is wrong*. Dialogues in clinical neuroscience, 20(3), 229-242.
- M12. Substance Abuse and Mental Health Services Administration. (2014). *SAMHSA's Concept of Trauma and Guidance for a Trauma-Informed Approach*. HHS Publication No. (SMA) 14-4884. Rockville, MD: Substance Abuse and Mental Health Services Administration. Document can be accessed through Canvas files for the course.

Supplemental (Recommended) Materials:

- Badenoch, B. (2008). *Being a brain-wise therapist: A practical guide to interpersonal neurobiology*. New York: W.W. Norton.
- Bonanno, G. B. (2005). Resilience in the face of potential trauma. *Current Directions in Psychological Science*, 14, 135-138. doi: 10.1111/j.0963-7214.2005.00347.
- Briere, J. N., & Scott, C. (2015). *Principles of trauma therapy: A guide to symptoms, evaluation, and treatment (2nd ed. DSM-5 Update)*. Thousand Oaks, CA: Sage.

- Call, J. A., Pfefferbaum, B., Jenuwine, J. A., & Flynn, B. W. (2012). Practical legal and ethical considerations for the provision of acute disaster mental health services. *Psychiatry*, 75, 305-322. doi: 10.1521/psyc.2012.75.4.305
- Clinton, T., & Sibly, G. (2006). *Why you do the things you do: The secret to healthy relationships*. Franklin, TN: Integrity Publishers.
- Cohen, J.A., Mannarino A.P., Deblinger, E. (2017). *Treating Trauma and Traumatic Grief in Children and Adolescents*, Second Edition. The Guilford Press. ISBN: 978-1462528400
- Corbett, S., & Fikkert, B. (2014). *When helping hurts: How to alleviate poverty without hurting the poor . . . and yourself*. Chicago: Moody. ISBN-13: 978-0802409980
- Cozolino, L. (2016). *Why therapy works: Using our minds to change our brains*. New York: Norton.
- Davediuk Gingrich, H., & Gingrich, F. C. (2017). *Treating trauma in Christian counseling*. *InterVarsity Press*.
- Fisher, J (2017). *Healing the Fragmented Selves of Trauma Survivors: Overcoming Internal Self-Alienation*. ISBN13: 978-0415708234 (Listen to the audiobook version, much easier to understand)
- Herman Judith. (2015). *Trauma and Recovery: The Aftermath of Violence—From Domestic Abuse to Political Terror*
- Jobes, D. A. (2006). *Managing suicidal risk: A collaborative approach*. New York, NY: The Guilford Press. ISBN-13 978-1-59385-327-3
- Karen, R. (1998). *Becoming attached: First relationships and how they shape our capacity to love*. Oxford, UK: Oxford University Press.
- Maté, Gabor. (2022) *Myth of Normal: Trauma, Illness, and Healing in a Toxic Culture*
- Ramos, C., & Leal, I. (2013). Posttraumatic growth in the aftermath of trauma: A literature review about related factors and application contexts. *Psychology, Community, and Health*, 2, 43-54. doi: 10.5964/pch.v2i1.39
- Sandoval, J., Scott, A. N., & Padilla, I. (2009). Crisis counseling: An overview. *Psychology in the Schools*, 46, 246-256. doi: 10.1002/pits.20370
- Siegel, D. J. (2010). *Mindsight: The new science of personal transformation*. New York: Bantam.
- Taylor, B. B. (2014). *Learning to walk in the dark*. San Francisco, CA: Harper One.
- Wiger, D. E. & Harowski, K J. (2003). *The essentials of crisis counseling and intervention*. Hoboken, New Jersey: Wiley. ISBN: 978-0471417552
- UCLA Mindful Awareness Research Center: Guided Meditations (Mindfulness). <https://www.uclahealth.org/marc/mindful-meditations#english>

Course Process and Schedule (subject to adjustments!!**)**

Due to the shorter summer semester, the lecture portions of this course will be taught twice (sometimes thrice) weekly. It is important that you be on time and prepared when class begins. Assignments (reading, podcasts, etc.) must be completed prior to the start of class. Be prepared to share your perspective on each preparatory material as I will be asking you directly at some point in class.

Lecture ID	Date	Topic	Preparation Due	Assignments Due	CACREP 2016 Standards
L1		Introduction Burnout, Vicarious Trauma Self-Care	Course Syllabus M2 vdK, Ch 1-3 M4 Lang Ch 23-25 M9 C&C		2.F.1.b,l 2.F.3.i 2.F.5.k 5.C.2.a,c,d
L2 Trauma		Childhood Trauma Adult Trauma Theology of Trauma	M2 vdK, Ch 4-6 M4 Lang Ch 1-2, 9 M10 Hillerman M5 Stewpot		2.F.3.g 2.F.7.d 5.C.2.f
L3 Trauma		Effects of Trauma Resilience	M2 vdK, Ch 7-10 M4 Lang Ch 3-5 M7 W&B M8 Young, Ep. 1-2	A2.(a).i Submit Referral agency	2.F.3.g 2.F.7.d 5.C.2.f
L4 Trauma		Treatment of Adult Single Incident PTSD 1. Prolonged Exposure 2. EMDR	M2 vdK, Ch 11-12 M4 Lang Ch 6-8 M8 Yng Ep 11-12		2.F.3.h 2.F.5.m 2.F.7.d
L5 Trauma		Treatment of C-PTSD I: Safety, Stabilization, & Preparation 1. Goals – restoring what has been lost 2. Symptom reduction 3. Regulation Skills Development 4. Memory targeting	M2 vdK, Ch 14-15 M4 Lang Ch 10-12 M8 Young, Ep.20		2.F.3.h 2.F.5.m 2.F.7.d
L6 Trauma		Treatment of C-PTSD II: Memory Work 1. Exposure 2. Window of Tolerance 3. Regulation	M4 Lang Ch 13-15		2.F.3.h 2.F.5.m 2.F.7.d
L7 Trauma		Treatment of C-PTSD II: Memory Work Regulation 1. Realms needing regulation 2. Grounding 3. Mindfulness 4. Community 5. Worship 6. Mastery	M4 Lang Ch 20-22 M11 Loewenstein	A3 PFA Certs	2.F.3.h 2.F.5.m 2.F.7.d

Lecture ID	Date	Topic	Preparation Due	Assignments Due	CACREP 2016 Standards
L8 Trauma		Treatment of C-PTSD III: Integration 1. Narrative 2. Psychological 3. Spiritual	M4 Lang Ch 16-19 M12 SAMSA p.1-17		2.F.3.h 2.F.5.m 2.F.7.d
L9 Comm		Community Counseling Model Settings, Levels of Care EAP, Private Practice, Managed Care	M3 G&N Ch 14-15 M6 Jones	A2. Interview Agency Director	2.F.1.b,c 2.F.3.i 2.F.5.k,m 5.C.2.a,c,d
L10 Comm/ Crisis		Crisis - Definitions, Theories, Models Intervention and Assessment	M1 J&G, Ch 1,3	A6(a) Confirm Client MRN	2.F.3.g,i 2.F.5.k,m
L11 Crisis		Case Handling Suicide & Homicide	M1 J&G, Ch 5,8		2.F.3.g 2.F.5.l,m
L12 Crisis		Sexual Assault Domestic Violence Client Violence	M1 J&G, Ch 9,10, 14		2.F.3.g
L13 Crisis/ Comm		Legal & Ethical Issues Natural Disasters Community Agency Presentations (A2)	M1 J&G, Ch 15,17	A2.(c) One Page Summary A2.(d) Presentation A5 Course Eval A7 Extra Credit	2.F.1.b 2.F.3.g,h 2.F.1.c 2.F.5.k 2.F.7.d 5.C.2.a,c,d,f
		No class		A4 Paper A6 Final Proj	2.F.1.b 2.F.3.g,h 2.F.1.c 2.F.5.k 2.F.7.d 5.C.2.a,c,d,f

Policies and Important Information

All written work must conform to American Psychological Association (APA) style. If a student does not have a copy of the APA manual, one should be purchased, or students may use one of the many APA style websites available online (e.g. <https://owl.english.purdue.edu/owl/resource/560/01/>). Assessment will include how well students represent their thoughts on paper, craftsmanship in writing, and organization of all written work.

Access to Research Database. RTS provides MAC students access to the Ebscohost Psychology & Behavioral Science Collection of full text journal articles. You can access this collection from your home computer by following the link below and logging in with a username and password to be provided by the library staff.

<http://search.ebscohost.com/>

Use of Artificial Intelligence. You may not submit any work generated by an AI program as your own (e.g. ChatGPT). You may use AI programs to help generate ideas and brainstorm. However, be aware that the

material generated by these programs may be inaccurate, incomplete, or otherwise problematic. If you include material generated by an AI program, it should be cited like any other reference material (with due consideration for the quality of the reference, which may be poor). Any plagiarism or other form of cheating will be dealt with severely under relevant RTS policies. Of course, there are many cases where I may not be able to tell if you cheated or not. Note however that, for any reason, including doubts about whether the paper was written with external help, any student can be required to come in for an oral examination on their assignment. In such a case, a grade for the oral examination will replace that for the assignment.

Submission of work. Written assignments are to be uploaded to Canvas by the posted date due. Keep a digital copy of your work.

Late work. All assignments are due as scheduled regardless of attendance, unless prior arrangements are made with the instructor. Assignments turned in late will have points deducted for each late day.

Anonymity. The Counseling Research Project paper should be identified by the last six digits of your Self-Service ID number and NOT by your name. Anonymity permits more objectivity in grading.

GRADING

Course grades will be determined by adding earned scores from the assignments above. Grades will be based on the following scale:

A = 97-100%	B- = 86-87%	D+ = 75-77%
A- = 94-96%	C+ = 83-85%	D = 72-74%
B+ = 93-91%	C = 80-82%	D- = 70-71%
B = 88-92%	C- = 78-79%	F = below 70%

Attendance Policy:

Regular attendance is expected and required. If serious illness or an emergency prevents a student from attending any class, please notify the instructor before the class begins. It is the responsibility of the student to obtain any materials handed out or presented during the missed class from a classmate.

Class Participation:

Students are expected to participate in all components of the class. Each student is expected to read all of the assigned materials in advance for each class and be prepared to have written comments and answer questions. Contributions should reflect knowledge of the reading assignments or other sources.

Accommodation of Students with Special Learning Needs:

If you have a documented disability (physical, psychological, learning, or other disability which affects your academic performance) and would like to receive academic accommodations, please inform your instructor prior to the start of this course. The instructor and student will discuss the available accommodations for the course. If the student with a disability does not disclose that they have a disability, then the student is agreeing to take full responsibility for any related consequences that may occur.

ACADEMIC STANDARDS

Attendance and participation is expected at all class sessions. If a student should miss a class, it is expected he/she will contact another student regarding the information covered. It is the student's responsibility to inform the instructor if he/she cannot attend class. Unexcused absence will affect the students' grades. If an emergency arises, please contact me as soon as possible. Students who miss class persistently throughout the semester may be at risk for failing the course.

Scoring Rubric for Community Referral Research and Presentation

Criteria	Possible Points	Earned Points
Top community referral choice (along with back-up choices) submitted to instructor by assigned date.	10 points	_____ points
Final confirmation of community referral choice , along with the name and job title of the person you plan to interview submitted to instructor by assigned date. Submission should also confirm that initial contact has been made with the organization.	10 points 5 points	_____ points _____ points
Contact/interview the facility director (or other appropriate person), and collect information on organization.	25 points	_____ points
One-Page Handout: Covers information listed in syllabus, uploaded to Canvas by the time of class on day of presentation.	25 points	_____ points
Presentation: Covers essential information (as described in syllabus) and communicates effectively to classmates. Presentation length (including Q&A) will be determined by the class size and time constraints.	25 points	_____ points
Total Points	100 points	_____ points

Scoring Rubric: Research Paper and Presentation

Component	Expectation	Points Awarded
Introduction	A 1-2 paragraph introduction that 1) specifies the main topics that will be covered and 2) hints at what you want the reader to know after completing your paper.	___ / 5 max pts
Topic Overview **Papers will differ somewhat in their structure based on the topic chosen.	The chosen topic is described using both theoretical and clinical language, citing professional and academic literature that explains the history of the topic, importance of the topic for counselors, current controversies related to the topic, etc. <i>If</i> a specific population or clinical setting is focused on, the characteristics & needs of that population or setting are discussed, citing relevant statistics and academic literature. The number and type of references needed for this section will vary based on your topic, but may be in the range of 3-4 references.	___ / 10 max pts
Literature Review of Research Base	In addition to a general overview of the topic, the paper briefly reviews relevant empirical research studies related to the paper topic. Results of these studies are synthesized and conclusions are drawn based on the available research (i.e., what clinical recommendations can be made based on the available research). Studies should be published in peer-reviewed, academic journals. Journal articles should be no more than 10 years old, unless it was a seminal study. The number of research references will vary based on your topic, but should be in the range of 3-4 references for this section.	___ / 30 max pts
Clinical Applications	Based on your overview of the scholarly and clinical research, describe specific applications and implications for professional counselors. Why should counselors be aware of this topic? How can they use this information to enhance practice?	___ / 20 max pts
Theological / Ecclesiological Considerations	Thought should be given to addressing the Reformed perspective on historic and current theological conceptualizations of suffering, as well as how the church community is called to respond to people who have been oppressed or victimized. Cite at least 2 theological or ecclesiastical sources supporting this section of the paper.	___ / 20 max pts
Conclusion	A 1-2 paragraph (<i>minimum</i>) conclusion that 1) summarizes the overall paper and 2) shares final insights/comments about the significance and clinical implications of your topic.	___ / 5 max pts
Reference Page	Reference page is completed using APA format (please refer to APA manual, 6 th edition). References used are from scholarly sources.	___ / 5 max pts
Paper Format & Writing Quality	A well-written paper that meets graduate-level expectations (spelling, grammar, APA format, title page, etc.). Appropriate APA style headings used throughout in order to guide reader. Paper meets the 6-8 page limit (not including title / reference pages). <i>*No abstract is needed for this paper.*</i>	___ / 5 max pts
TOTAL POINTS	Total Points:	___ / 100 pts

Student Learning Outcome Table

The table below shows how the objectives of this course will be met by readings, lectures and assignments used. Details about specific course objectives, assignments, and evaluation methods can be found in previous sections of this syllabus.

CACREP Standard(s)	Course Objective	Reading(s)*	Lecture(s)	Assignment(s)
2.F.1.b "the multiple professional roles and functions of counselors"	CO2 Roles in Community Counseling	M3 Gladding & Newsome (14)	L1-L2	A1. Reading & Participation A4. Research Paper
2.F.1.c "roles and responsibilities as members of interdisciplinary community outreach and emergency management teams"	CO5 Comprehensive Planning CO6 Agencies and Contexts	M1 James & Gilliland (17) M3 Gladding & Newsome (14)	L9, L13	A1. Reading & Participation
2.F.1.l "self-care strategies"	C10 Vicarious Trauma	M9 Cohen & Cohen M4 Langberg (23-25)	L1, L7	A1. Reading & Participation
2.F.3.g "effects of crisis, disasters, and trauma on diverse individuals across the lifespan"	CO7 Types of Trauma CO8 Conceptualization Frameworks for Trauma CO11 Crisis Assessment CO12 Theories of Crisis Intervention CO13 Specialized Crisis Issues	M1 James & Gilliland (1,3,5,8-10) M2. Van der Kolk (1-10)	L10-L3	A1. Reading & Participation A3. Psychological First Aid A4. Research Paper
2.F.3.h "general framework for understanding differing abilities and strategies for intervention"	CO9 Treatment of Trauma	M2. Van der Kolk (13-14) M4 Langberg (10-19)	L4-L8	A1. Reading & Participation A3. Psychological First Aid A4. Research Paper A6. Final Project
2.F.3.i "ethical and culturally relevant strategies for promoting resilience, development, wellness across the lifespan"	CO3 Theories of Community Counseling CO4 Community Counseling Populations	M12. SAMHSA M3 Gladding & Newsome (14)	L1, L9-10	A1. Reading & Participation A2. Community Referral Project
2.F.5.k "strategies to promote client understanding of and access to a variety of community-based resources"	CO2 Roles in Community Counseling CO3 Theories of Community Counseling CO4 Community Counseling Populations CO5 Comprehensive Planning CO6 Agencies and Contexts	M12. SAMHSA M3 Gladding & Newsome (14)	L9-L10	A1. Reading & Participation A2. Community Referral Project

CACREP Standard(s)	Course Objective	Reading(s)*	Lecture(s)	Assignment(s)
2.F.5.m "crisis intervention, trauma-informed, and community based strategies"	CO12 Theories of Crisis Intervention CO1 Counseling Demands CO3 Theories of Community Counseling CO9 Treatment of Trauma	M3 Gladding & Newsome (14) M1 James & Gilliland (1,3,5) M2. Van der Kolk (13-14) M4 Langberg (10-19)	L4-11	A1. Reading & Participation A3. Psychological First Aid A6. Final Project
2.F.7.d "evidence-based counseling strategies and techniques for prevention and intervention"	CO7 Types of Trauma CO9 Treatment of Trauma	M2. Van der Kolk (1-10) M2. Van der Kolk (13-14) M4 Langberg (10-19)	L2-8	A1. Reading & Participation A4. Research Paper A6. Final Project
5.C.2.a "roles and settings of CMHCs"	CO2 Roles in Community Counseling CO3 Theories of Community Counseling	M3 Gladding & Newsome (14)	L1, L9	A1. Reading & Participation A2. Community Referral Project
5.C.2.c "mental health service delivery modalities..."	CO3 Theories of Community Counseling	M3 Gladding & Newsome (14)	L1, L9	A1. Reading & Participation A2. Community Referral Project
5.C.2.f "impact of crisis and trauma on individuals with mental health diagnoses"	CO7 Types of Trauma CO8. Conceptualization Frameworks for Trauma	M2. Van der Kolk (1-10)	L2-L3	A1. Reading & Participation A3. Psychological First Aid A4. Research Paper
5.C.3.d "strategies for interfacing with integrated behavioral health care professionals"	CO2 Roles in Community Counseling	M3 Gladding & Newsome (14)	L9-10	A1. Reading & Participation A2. Community Referral Project

* Textbook chapters are denoted in parenthesis

Course Objectives Related to MAC Student Learning Outcomes

Course: CO5650

Professor: Michael Hillerman, PhD

Campus: Jackson

Date: Summer 2026

<u>MAC Student Learning Outcomes</u>		<u>Rubric</u>	<u>Mini-Justification</u>
<i>In order to measure the success of the MAC curriculum, RTS has defined the following as the intended outcomes of the student learning process. Each course contributes to these overall outcomes. This rubric shows the contribution of this course to the MAC outcomes.</i>		<ul style="list-style-type: none"> • Strong • Moderate • Minimal • None 	
Professional Counseling Orientation & Ethical Practice	Understands and applies the basic knowledge needed to be an effective counselor including: the history and philosophy of counseling, ethical standards of practice, personal career development, advocacy for clients, consultation & collaboration, and a Reformed, biblical and theological framework for counseling.	Strong	Students will learn principles, theories, and practices of community interventions, including inpatient, outpatient, partial treatment, and aftercare.
Social and Cultural Diversity	Understands and demonstrates how living in a cultural/global society affects clients who are seeking counseling and clinical mental health services, as well as the effects of sin such as racism, discrimination, sexism, and oppression on one's own life and career and those of the client.	Strong	Students will develop an understanding of the counselor's role as a social change agent and client advocate.
Human Growth and Development	Understands and applies knowledge of various theories of individual and family development, and factors affecting human development. To include biological, neurological, physiological, systemic, and environmental factors, addiction, and effects of crisis, disasters, and traumas.	Moderate	Students will learn the theoretical frameworks for conceptualizing trauma including neurological, physiological, developmental, cognitive and spiritual.
Career Development	Understands and applies theories and models of career development, counseling, and decision making.	Minimal	Students will learn the roles of mental health counselors as it relates to their relationship to interdisciplinary teams.
Counseling & Helping Relationships	Understand and applies theories and models of counseling, strategies for understanding and practicing consultation, and developing relevant counseling treatment and intervention plans.	Moderate	Students will explore their ability to serve vulnerable populations, including clients from different cultural or ethnic groups, through preventive education and specific models of community counseling.
Group Counseling & Group Work	Understands and applies theories and models of group counseling and group work, dynamics of the group process and development, and therapeutic factors that contribute to group effectiveness.	Minimal	Students will learn the roles of mental health counselors and their relationship to interdisciplinary teams.
Assessment & Testing	Understands and applies clinical knowledge effectively, including various models and approaches to clinical evaluation and their appropriate uses. To include diagnostic interviews, mental status	None	

	examinations, symptom inventories, and psychoeducational and personality assessments, and is sensitive to the complications of diagnosis and interpretation of formal and informal evaluation.		
Research & Program Evaluation	Demonstrates the ability to critically evaluate research through a biblical worldview and integrate it into counseling practice. Understands the process of program evaluation and its integration into the practice of counseling and clinical mental health counseling.	Minimal	Students will learn principles, theories, and practices of community interventions, including inpatient, outpatient, partial treatment, and aftercare.
Clinical Mental Health Counseling	Demonstrates the knowledge and skills necessary to address a wide variety of circumstances within the context of clinical mental health counseling.	Minimal	Students will learn theories and models of crisis intervention are applied in a broad spectrum of clinical settings, including Psychological First Aid.
Integration (Biblical/Theological)	Knowledge of and integration of Reformed, biblical and theological concepts with counseling practices.	Minimal	Students will develop a comprehension of a theological framework for intervening in and understanding crisis and trauma situations.
Sanctification	Demonstrates a love for the triune God.	Minimal	Students will learn about the effects of vicarious trauma, spiritual and emotional fatigue that affect the practitioner.