Department of Counselor Education, School Psychology, and Human Services

CED 445/CED 645: Trauma and Addictions
Spring 2020- 3 credits
Classroom: Canvas only

Instructor:
Email: Via Canvas
Alternate Email (response within 48 hours):   @unlv.edu
Phone: (702) 895-5
Office location/number: CEB
Office Hours (by appointment):   Tuesdays:

                                     Wednesdays**:**

COURSE DESCRIPTION

This course is designed to provide a working knowledge of the various ways that substance abuse and personal trauma impact each other. There is an emphasis on identifying signs and symptoms. The diagnostic criteria for various trauma categories and counseling approaches are also explored in this course.

REQUIRED TEXTBOOK

Ouimette, P., & Read, J. P. (Eds.). (2014). *Trauma and Substance Abuse: Causes, Consequences, and Treatment of Comorbid Disorders.* (2nd ed.). Washington, DC: American Psychological Association. (ISBN-13: 978-1433815232)

RECOMMENDED BOOK (NOT REQUIRED):

Van der Kolk, B. *The Body Keeps the Score: Brain, Mind, and Body in the Healing of Trauma.* New York, NY: Penguin Books.

LEARNING OUTCOMES

At the completion of this course, successful students will:

- Be able to articulate the interconnection of trauma and substance abuse
- Be able to identify signs and symptoms of post-traumatic stress disorder and related addictions
- Be familiar with the diagnostic criteria for various trauma categories
- Demonstrate knowledge of trauma treatment strategies used to affect target populations that may include but are not limited to children and adolescents, adults, ethnic minorities, the older adult population and individuals with disabilities

NATIONAL STANDARDS ADDRESSED

Council for Standards in Human Services Education: Knowledge, theory, skills, and values	Standard 11 History
	Standard 12 Human Systems
	Standard 13 Human Service Delivery Systems
	Standard 15 Program Planning and Evaluation
	Standard 16 Client Interventions and Strategies
	Standard 17 Interpersonal Communication
	Standard 19 Client-Related Values

LEARNING ACTIVITIES AND EVIDENCE OF ACHIEVEMENT

This course will involve your taking responsibility for completing independent learning activities. These include the following:

- Course material review and weekly readings
- Online activities such as lecture review and posts conducted in a timely and frequent manner
- Online exams and quizzes
- Writing, presentation, or research projects
- Other assignments

Course and Text Readings

- Be sure to read the weekly reading assignments prior to posting weekly discussions. Reading the assigned material will prepare you to make more effective posts and responses. Participation in discussions will be better prepare you for online quizzes and exams.

- Your competence in achieving the course objectives and intended learning outcomes (which are observable, specific learning events) will be assessed by several techniques, including instructor review of your posts and responses, student conduct, online exam/quiz performance, and class projects.

Online Activities - There are no opportunities for make-up work or to submit work after the deadline (exceptions may be made during Week 1 only for the entire class, and at the discretion of the instructor).

- Members of this online learning community will be expected to participate in class discussions based on the readings described in each of the course modules. Your participation is essential, both for you and this learning community. This course includes a substantial experiential component, much of which will be shared in the weekly peer discussions. The "Discussion and Writing Rubric," found below and in WebCampus, will provide guidance to you for the expected quality of your work.

- Discussion questions will require you to complete activities in the text or online and share the experience in your initial Post. Upon reviewing other members' Posts, you will submit a Response.

- Consistent with the goals of UNLV and the College of Education, students are expected to develop values and ethics to guide personal and professional decisions and behavior. These dispositions are

founded on the concepts of caring, fairness, honesty, responsibility, and social justice. Accordingly, students are expected to respect individual differences, work cooperatively, explore alternative viewpoints, appreciate the unique abilities of self and others, respect various forms of self-expression, and accept responsibility for your own conduct and behavior.

Discussions and Writing Rubric

	Below Minimal Standard (**D- or below**)	Developing Toward Minimal Standard (**D to C+**)	Meets Minimal Standard (**B- to A-**)	Exceeds Minimal Standard (**A to A+**)
Content (70%)	Student misses one or more of components for the paper or post completely	Student does not have sufficient detail in one or more of the components of the paper or post	Student has minimal detail for all components of the paper or post but fails to expand	Student demonstrates excellent detail in all components of the paper of post
Grammar (10%)	Student has exhaustive grammatical and spelling errors	Student has multiple grammatical or spelling errors	Student has minimal grammatical and spelling errors	Student has excellent grammar and no spelling errors
Length (5%)	Paper or post has significantly less than the required minimum wordcount or pages of writing	Paper or post has less the required minimum wordcount or pages of writing	Paper or post has the required minimum wordcount or pages of writing	Paper or post has the required length and not significantly exceeded the required length
APA format (15%)	Paper or post has exhaustive APA format errors throughout	Paper or post has multiple APA format errors throughout	Paper or post has minimal APA format errors	Paper has no APA format errors

Grading Criteria (grade range)

A = 93%-100%		**A-** = 90%-92%
B+ = 87%-89%	**B** = 84%-86%	**B-** =80%-83%
C+ = 77%-79%	**C** = 74%-76%	**C-** =70%-73%
D+ = 67%-69%	**D** = 64%-66%	**D-** =60%-63%
F = 59% and below		

COURSE REQUIREMENTS AND ASSIGNMENTS
This course consists of preliminary work, 11 discussion posts, a research paper, a midterm exam, and a final exam. *The total number of possible points for this course is **500 points.***

Preliminary Work   **20 Points**
Students will review the syllabus and complete a pre-test (10 points) and submit an introduction post (10 points). The pre-test covers information from the course syllabus. The introduction post should include the student's program of study, year in the program, strengths and areas of improvement, and 2 goals to accomplish as a result of taking this course.

Discussion Posts (10pts each)   **110 points**
Students will be provided writing prompts to answer and post on the discussion forum. Students are expected to reply to a class peer for full credit (discussion posts and replies have strict criteria; read below).
Original/Initial Post due Thursdays 11:59pm (8 points) should total at least 250 words in length and cite the chapters and/or supplemental material being covered in that module or week.
Reply Post to a peer due Sunday 11:59pm (2 points) should be at least 150 words in length and cite the chapters and/or supplemental material being covered in that module or week.

- Please note that discussion posts need to contain detail, depth, and breadth. Although 250 words is the minimum wordcount requirement, completing the bare minimum will typically be considered average (C level) work. Please refer to the ***Discussions and Writing Rubric.***

- If your initial response is not submitted by Thursday 11:59pm of each week, you will not earn the total points for that part of the assignment. Multiple responses are encouraged to help in promoting the classmate "dialogue" for this course, as the responses with one another can serve as the richer piece of this course.

CED 445 only – Vicarious Trauma Paper   **120 points**

Write a 3-5-page APA style paper on vicarious trauma experienced by the helping professionals (e.g. nurses, counselors, etc.) or first responders (e.g. fire fighters, police officers). Examine and discuss the effects of vicarious trauma have on a professional helper's physical, mental, emotional, and spiritual or social wellbeing. Address coping skills, positive and/or negative, used in managing secondary trauma and discuss how these coping skills are helpful or unhelpful to the professionals. Discuss the importance of self-care and explore self-care activities that may help the helping professionals reduce the risk of burnout.

You must cite at least one peer-reviewed article to support your thoughts and ideas.

CED 645 only – Trauma Research Paper   **120 points**

Write a 6-8 page, not including the title page and reference page, APA style research paper that reflects a review of the literature. The paper will focus on a trauma topic of interest (i.e. the type of trauma and the population most vulnerable to the effects of trauma such as infective coping)

and future clinical practice. The assignment will be evaluated according to the thoroughness of research, organization, and the ability to clearly articulate concepts and ideas.

You must cite at least 5 peer-reviewed articles besides citing your textbook and other scholarly sources provided on the internet.

Midterm and Final Exams   **200 points (100 each)**

You will take two, cumulative, open-book exams in this course. There will be a Midterm Exam covering weekly course material from Week 1-7, and a Final Exam covering Week 8-14 course material. Exam will be derived from course content and your textbook. Exam dates are located in the schedule. The exams will be available on Friday mornings and will be due on Sunday by 11:59PM. Exams will be timed and can only be taken once.

- You must complete each quiz/exam by the posted deadline.
- There will be no makeup quizzes or exams
- You may ONLY refer to your textbooks, course material and notes while taking each exam. Working with others during exams/quizzes is an academic conduct violation.

Assignments	Points
Preliminary Work	20
Discussion Question Posts	10 (x11)
CED 445 only – Vicarious Trauma Paper	120
CED 645 only – Trauma Research Paper	120
Midterm Exam	100
Final Exam	100
Total	500

COURSE POLICIES

Civility

Exhibiting appropriate and professional behaviors in your class work and interactions with your colleagues and professors—either online or face-to-face--is essential. Unprofessional behavior towards others in class or your professor is indicative of poor dispositions which typically indicate that you will not be successful in your chosen field. *For on-campus courses*, this includes texting/looking at your phone while the professor is lecturing, or you are working in groups. Students will be given an initial warning and asked to leave the classroom for that day on the second offense. *For online courses*, the objective in an online discussion is to be collaborative, not combative. Please proofread your responses carefully before you post them to make sure that they will not be offensive to others. Treat the discussion areas as a creative environment where you and your classmates can ask questions, express opinions, revise opinions, and take positions just as you would in a more "traditional" classroom setting.

Instructor Email Policy
Emails will be responded to within 48 hours during the work week and non-holiday times, whenever possible. If a student emails the instructor on Friday evening, they should not expect a response until the following workday.

Attendance/Participation
Students will need to check in on WebCampus as often as possible, once daily ideally, to be up to date with potential changes or new announcements.

Performance Evaluation Rubrics
The ability to clearly communicate orally and in writing is critical in the Human Services profession because much of your time is spent either in counseling, advising, explaining, directing, and other communication activities. In your written assignments, discussion posts, and email correspondence, be sure to review your spelling, grammar, and punctuation. This degree program is preparing you to become a professional and these are standards in professional practice. The standard for writing quality is the latest edition of the <u>Publication Manual of the American Psychological Association</u>. You must cite all sources in your assignments including course textbooks. Pay particular attention to APA manual regarding writing style and grammar, as those are the standards used in the grading rubric. **Failure to cite sources is tantamount to plagiarism and is an academic misconduct violation for which a student can be expelled.** As an instructor I take plagiarism very seriously.

**The professor reserves the right to change this syllabus with proper notice to students*

COURSE SCHEDULE

Week: Date	Weekly Reading	Assignments Due (Sunday, 11:59PM PST)
1: 1/21-1/26	Introduction Syllabus Review	• Review the syllabus thoroughly • Complete the pre-test • Submit your introduction post
2: 1/27-2/2	Chapter 1	• Complete weekly reading assignment • Review weekly course material in WebCampus • Complete initial post for this week (due Thursday 11:59pm) • Complete reply post to at least 1 peer (due Sunday 11:59 pm)
3: 2/3-2/9	Chapter 2	• Complete weekly reading assignment • Review weekly course material in WebCampus • Complete initial post for this week (due Thursday 11:59pm) • Complete reply post to at least 1 peer (due Sunday 11:59 pm)
4: 2/10-2/16	Chapter 3	• Complete weekly reading assignment • Review weekly course material in WebCampus • Complete initial post for this week (due Thursday 11:59pm)

		• Complete reply post to at least 1 peer (due Sunday 11:59 pm)
5: 2/17-2/23	Chapter 4	• Complete weekly reading assignment • Review weekly course material in WebCampus • Complete initial post for this week (due Thursday 11:59pm) • Complete reply post to at least 1 peer (due Sunday 11:59 pm)
6: 2/24-3/1	Chapter 5	• Complete weekly reading assignment • Review weekly course material in WebCampus • Complete initial post for this week (due Thursday 11:59pm) • Complete reply post to at least 1 peer (due Sunday 11:59 pm)
7: 3/2-3/8	Chapter 6	• Complete weekly reading assignment • Review weekly course material in WebCampus • Complete initial post for this week (due Thursday 11:59pm) • Complete reply post to at least 1 peer (due Sunday 11:59 pm)
8: 3/9-3/15	Chapter 7 and 9	• Complete weekly reading assignment • Review weekly course material in WebCampus • **Complete MIDTERM EXAM due 3/15/2010 11:59pm**
3/16-3/22	*SPRING BREAK*	
9: 3/23-3/29	Chapter 8	• Complete weekly reading assignment • Review weekly course material in WebCampus • Complete initial post for this week (due Thursday 11:59pm) • Complete reply post to at least 1 peer (due Sunday 11:59 pm)
10: 3/30-4/5	Chapter10	• Complete weekly reading assignment • Review weekly course material in WebCampus • Complete initial post for this week (due Thursday 11:59pm) • Complete reply post to at least 1 peer (due Sunday 11:59 pm)
11: 4/6-4/12	Chapter 11	• Complete weekly reading assignment • Review weekly course material in WebCampus • Complete initial post for this week (due Thursday 11:59pm) • Complete reply post to at least 1 peer (due Sunday 11:59 pm)
12: 4/13-4/19	Chapter 12	• Complete weekly reading assignment • Review weekly course material in WebCampus • Complete initial post for this week (due Thursday 11:59pm) • Complete reply post to at least 1 peer (due Sunday 11:59 pm)
13: 4/20-4/26	Chapter 13	• Complete weekly reading assignment • Review weekly course material in WebCampus • Complete initial post for this week (due Thursday 11:59pm) • Complete reply post to at least 1 peer (due Sunday 11:59 pm) • Work on research paper
14: 4/27-5/3	Chapters 14	• Complete weekly reading assignment • Review weekly course material in WebCampus • **CED 445 Reflection Paper Due**

		• **CED 645 Research Paper Due Sunday 5/3/2020 11:59pm**
15: 5/4-5/10	Study Week – Final Exam Review	
16: 5/11-5/15	**Final Exam due Friday 5/15/2010 11:59pm**	

UNIVERSITY ACADEMIC POLICIES

Academic Misconduct

Academic integrity is a legitimate concern for every member of the Campus community; we all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility, and professionalism. By choosing to join the UNLV community, students accept the expectations of the Student Academic Misconduct Policy, and are encouraged to always take the ethical path whenever faced with choices. Students enrolling at UNLV assume the obligation to conduct themselves in a manner compatible with UNLV's educational mission. An example of academic misconduct is plagiarism. Plagiarism is using the words or ideas of another person, from the Internet or any other source without proper citation of the sources. See the Student Conduct Code, https://www.unlv.edu/studentconduct/student-conduct.

Auditing Classes

Auditing a course allows a student to continue attending the lectures and/or laboratories and discussion sessions associated with the course, but the student will not earn a grade for any component of the course. Students who audit a course receive the same educational experience as students taking the course for a grade, but will be excused from exams, assessments, and other evaluative measures that serve the primary purpose of assigning a grade.

Classroom Conduct

Students have a responsibility to conduct themselves in class and in the libraries in ways that do not interfere with the rights of other students to learn or of instructors to teach. Use of electronic devices such as pagers, cellular phones, or recording devices, or potentially disruptive devices or activities, are only permitted with the prior explicit consent of the instructor. The instructor may rescind permission at any time during the class. If a student does not comply with established requirements or obstructs the functioning of the class, the instructor may initiate an administrative drop of the student from the course.

Copyright

The University requires all members of the University Community to familiarize themselves with, and to follow copyright and fair use requirements. You are individually and solely responsible for violations of copyright and fair use laws. The University will neither protect nor defend you, nor assume any responsibility for employee or student violations of fair use laws. Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies. Additional copyright policy information is available at http://www.unlv.edu/provost/copyright.

Disability Resource Center (DRC)

The UNLV Disability Resource Center (SSC-A, Room 143, https://www.unlv.edu/drc, 702-895-0866) provides resources for students with disabilities. Students who believe that they may need academic accommodations due to injury, disability, or due to pregnancy should contact the DRC as early as possible in the academic term. A Disabilities Specialist will discuss what options may be available to you. If you are registered with the UNLV Disability Resource Center, bring your Academic Accommodation Plan from the DRC to the instructor during office hours, so that you may work together to develop strategies for implementing the accommodations to meet both your needs and the requirements of the course. Any information you provide is private and will be treated as such. To maintain the confidentiality of your request, please do not approach the instructor in front of others to discuss your accommodation needs.

Final Examinations

The University requires that final exams given at the end of a course occur on the date and at the time specified in the Final Exam schedule. The general schedule is typically available at the start of the semester, and the classroom locations are available approximately one month before the end of the semester. See the Final Exam Schedule, https://www.unlv.edu/registrar/calendars.

Identity Verification in Online Courses

All UNLV students must use their Campus-issued ACE ID and password to log in to WebCampus.

UNLV students enrolled in online or hybrid courses are expected to read and adhere to the Student Academic Misconduct Policy, https://www.unlv.edu/studentconduct/misconduct/policy, which defines, "acting or attempting to act as a substitute for another, or using or attempting to use a substitute, in any academic evaluation or assignment" as a form of academic misconduct. Intentionally sharing ACE login credentials with another person may be considered an attempt to use a substitute and could result in investigation and sanctions, as outlined in the Student Academic Misconduct Policy. UNLV students enrolled in online courses are also expected to read and adhere to the Acceptable Use of Computing and Information Technology Resources Policy, https://www.it.unlv.edu/policies/acceptable-use-computing-and-information-technology-resources-policy, which prohibits sharing university accounts with other persons without authorization.

To the greatest extent possible, all graded assignments and assessments in UNLV online courses should be hosted in WebCampus or another UNLV-managed platform that requires ACE login credentials for access.

Incomplete Grades

The grade of "I" (Incomplete) may be granted when a student has satisfactorily completed three-fourths of course work for that semester/session, but cannot complete the last part of the course for reason(s) beyond the student's control and acceptable to the instructor, and the instructor believes that the student can finish the course without repeating it. For undergraduate courses,

the incomplete work must be made up before the end of the following regular semester. Graduate students receiving "I" grades in 500-, 600-, or 700-level courses have up to one calendar year to complete the work, at the discretion of the instructor. If course requirements are not completed within the period indicated, a grade of "F" will be recorded, and the student's GPA will be adjusted accordingly. Students who are fulfilling an Incomplete grade do not register for the course, but make individual arrangements with the instructor who assigned the "I" grade.

Library Resources

Librarians are available to consult with students on research needs, including developing research topics, finding information, and evaluating sources. To make an appointment with a subject expert for this class, please visit the Libraries' Research Consultation website:

http://guides.library.unlv.edu/appointments/librarian. You can also ask the library staff questions via chat and text message at: http://ask.library.unlv.edu/.

Missed Classwork

Any student missing class, quizzes, examinations, or any other class or laboratory work because of observance of religious holidays will be given an opportunity during that semester to make up the missed work. The make-up opportunity will apply to the religious holiday absence only. It is the responsibility of the student to notify the instructor within the first 14 calendar days of the course for Fall and Spring courses (except for modular courses), or within the first 7 calendar days of the course for Summer and modular courses, of their intention to participate in religious holidays which do not fall on state holidays or periods of class recess. For additional information, please visit the Policy for Missed Work, under Registration Policies, on the Academic Policies webpage, https://catalog.unlv.edu/content.php?catoid=6&navoid=531.

In accordance with the policy approved by the Faculty Senate regarding missed class time and assignments, students who represent UNLV in any official extracurricular activity will also have the opportunity to make up assignments, provided that the student provides official written notification to the instructor no less than one week prior to the missed class(es).

The spirit and intent of the policy for missed classwork is to offer fair and equitable assessment opportunities to all students, including those representing the University in extracurricular activities. Instructors should consider, for example, that in courses which offer a "Drop one" option for the lowest assignment, quiz, or exam, assigning the student a grade of zero for an excused absence for extracurricular activity is both contrary to the intent of the Faculty Senate's policy, and an infringement on the student's right to complete all work for the course.

This policy will not apply in the event that completing the assignment or administering the examination at an alternate time would impose an undue hardship on the instructor or the University that could reasonably have been avoided. There should be a good faith effort by both the instructor and the student to agree to a reasonable resolution. When disagreements regarding this policy arise, decisions can be appealed to the Department Chair/Unit Director, College/School Dean, and/or the Faculty Senate Academic Standards Committee.

For purposes of definition, extracurricular activities may include, but are not limited to: fine arts activities, competitive intercollegiate athletics, science and engineering competitions, liberal arts competitions, academic recruitment activities, and any other event or activity sanctioned by a College/School Dean, and/or by the Executive Vice President and Provost.

Rebelmail

Rebelmail is UNLV's official email system for students, and by University policy, instructors and staff should only send emails to students' Rebelmail accounts. Rebelmail is one of the primary ways students receive official University communications, information about deadlines, major Campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the University. Emailing within WebCampus is also acceptable.

Tutoring and Coaching

The Academic Success Center (ASC) provides tutoring, academic success coaching, and other academic assistance for all UNLV undergraduate students. For information regarding tutoring subjects, tutoring times, and other ASC programs and services, please visit the ASC website, https://www.unlv.edu/asc, or call 702-895-3177. The ASC building is located across from the Student Services Complex (SSC). Academic success coaching is located on the second floor of SSC A, Room 254. Drop-in tutoring is located on the second floor of the Lied Library, and on the second floor of the College of Engineering building (TBE A 207).

UNLV Writing Center

One-on-one or small group assistance with writing is available free of charge to UNLV students at the Writing Center, https://writingcenter.unlv.edu/, located in the Central Desert Complex, Building 3, Room 301 (CDC 3–301). Walk-in consultations are sometimes available, but students with appointments receive priority assistance. Students may make appointments in person or by calling the Center, 702-895-3908. Students are requested to bring to their appointments their Rebel ID Card, a copy of the instructions for their assignment, and two copies of any writing they have completed on their assignment.