



COLORADO STATE UNIVERSITY
— GLOBAL —

PSY535: TRAUMA AND CRISIS INTERVENTION

Credit Hours: 3

Contact Hours: This is a 3-credit course, offered in accelerated format. This means that 16 weeks of material is covered in 8 weeks. The exact number of hours per week that you can expect to spend on each course will vary based upon the weekly coursework, as well as your study style and preferences. You should plan to spend 14-20 hours per week in each course reading material, interacting on the discussion boards, writing papers, completing projects, and doing research.

Faculty Information: Faculty contact information and office hours can be found on the faculty profile page.

COURSE DESCRIPTION AND OUTCOMES

Course Description:

This course is designed to provide students with an overview of the key issues associated with trauma and crisis intervention, including how to conceptualize trauma and different approaches to treatment. Specifically, this course focuses on assessing and responding to crises, conducting rapid needs assessment in complex emergencies, and utilizing psychological first aid, debriefing, and defusing skills in a variety of contexts. Course content will also assist students in preventing and healing from their own experiences of secondary and vicarious trauma.

Course Overview:

It is critical for mental health counselors to be well-versed in trauma and crisis intervention when working in the field with military personnel and first responders. Trauma research and methods are still evolving. Because of this, it is imperative that counselors have the foundational knowledge of trauma, stress, post-traumatic stress, and available trauma interventions. In addition to this, counselors also need to stay abreast of the ongoing psychological and psychiatric research within the field throughout their career.

This course will help students understand trauma; the physical, emotional, and mental manifestations of trauma on the individual; and the various psychological interventions to trauma and crisis. Students will explore the mind-body connection to trauma and how this affects military personnel and first responders, based on their exposure to injurious events. Students will also be able to conceptualize the various interventions and psychological theories, in order to assess trauma within their own selves and within others, in order to think critically about effective recovery methods and self-care.

Course Learning Outcomes:

1. Describe trauma reactions common within the servicemember and emergency responder culture in order to effectively implement the principles and basic strategies of crisis intervention.

2. Describe the physical, emotional, and mental manifestation of trauma and general symptomology.
3. Apply trauma concepts to real life scenarios across the lifespan of servicemembers and emergency responders.
4. Self-assess for vicarious trauma in order to utilize self-care strategies.
5. Explain critical thinking skills needed for trauma, crisis intervention, and assessment.
6. Evaluate concepts regarding the assessment and evidence-based treatment of stress injury in servicemembers and emergency responders.

PARTICIPATION & ATTENDANCE

Prompt and consistent attendance in your online courses is essential for your success at CSU Global Campus. Failure to verify your attendance within the first 7 days of this course may result in your withdrawal. If for some reason you would like to drop a course, please contact your advisor.

Online classes have deadlines, assignments, and participation requirements just like on-campus classes. Budget your time carefully and keep an open line of communication with your instructor. If you are having technical problems, problems with your assignments, or other problems that are impeding your progress, let your instructor know as soon as possible.

COURSE MATERIALS

Required:

Van der Kolk, B. A. (2014). *The body keeps the score: Brain, mind, and body in the healing of trauma*. New York: Viking. ISBN 978-0-14-312774-1

NOTE: *In addition to this textbook, all non-textbook required readings and materials necessary to complete assignments, discussions, and/or supplemental or required exercises are provided within the course itself. Please read through each course module carefully.*

COURSE SCHEDULE

Due Dates

The Academic Week at CSU Global begins on Monday and ends the following Sunday.

- **Discussion Boards:** The original post must be completed by Thursday at 11:59 p.m. MT and Peer Responses posted by Sunday 11:59 p.m. MT. Late posts may not be awarded points.
- **Critical Thinking:** Assignments are due Sunday at 11:59 p.m. MT.

WEEKLY READING AND ASSIGNMENT DETAILS

Module 1

Readings

- Chapters 1 & 2 in *The Body Keeps the Score: Brain, Mind, and Body in the Healing of Trauma*

- American Psychiatric Association. (2020). What is post-traumatic stress disorder? <https://www.psychiatry.org/patients-families/ptsd/what-is-ptsd>
- National Center for Biotechnology Information. (2013). *Exhibit 1.3-4: DSM-5 diagnostic criteria for PTSD*. https://www.ncbi.nlm.nih.gov/books/NBK207191/box/part1_ch3.box16/

Discussion (25 points)

Critical Thinking (90 points)

OPTION #1: Prevalence of PTSD in First Responders

Read the following article on the prevalence of PTSD in first responders:

Lewis-Schroeder, N. F., Kieran, K., Murphy, B. L., Wolff, J. D., Robinson, M. A., & Kaufman, M. L. (2018). Conceptualization, assessment, and treatment of traumatic stress in first responders: A review of critical issues. *Harvard Review of Psychiatry, 26*(4), 216–227. <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6624844/>

After reading the article, answer the following questions in a 4-6 page paper:

- What is your reaction to the prevalence rates of PTSD in the listed first responder occupations?
- What is your impression of the self-report numbers of PTSD versus the estimated percentage of actual prevalence rates?
- Why do you think that the data may not truly represent the actual prevalence of trauma symptoms and PTSD in the first responder population?
- Aside from fears of being seen as “unfit for duty”, what other considerations do you think may hinder the first responder from self-reporting their trauma symptoms?
- As a first responder counselor, how can you help your potential client not feel stigmatized about seeking treatment for their symptoms?

Your paper should be 4-6 pages in length and conform to the CSU Global Writing Center. Include at least six scholarly references. You may use the course textbook as one of these references. Ensure that at least 4 of your references are peer-reviewed and scholarly. The CSU Global Library is a good place to find these references.

OPTION #2: Prevalence of PTSD in Active Military and Veterans

Read the following article. Be sure to analyze the statistics presented in the article:

Ghaffarzadegan, N., Ebrahimvandi, A., & Jalali, M. S. (2016). A dynamic model of post-traumatic stress disorder for military personnel and veterans. *PloS One, 11*(10), e0161405. <https://doi.org/10.1371/journal.pone.0161405>

After reading and analyzing the article, answer the following questions in a 4-6 page paper:

- Why do you think that the statistics of PTSD in the military is so “fuzzy”?
- What factors may influence the wide percentage range of PTSD diagnoses in this population?
- What might be some barriers to self-reporting symptoms within the military population?
- Which of the intervention strategies discussed in the article (improving diagnosis, treatment effectiveness, or prevention training) do you believe has the highest likelihood of benefitting military personnel? Explain your rationale.

Your paper should be 4-6 pages in length and conform to the CSU Global Writing Center. Include at least six scholarly references. You may use the course textbook as one of these references. Ensure that at least 4 of your references are peer-reviewed and scholarly. The CSU Global Library is a good place to find these references.

Module 2

Readings

- Chapter 10 in *The Body Keeps the Score: Brain, Mind, and Body in the Healing of Trauma*.
- Foundations Recovery Network. (n.d.). Problems facing adults who struggled with trauma as a child. <https://dualdiagnosis.org/psychological-trauma-drug-addiction/problems-facing-adults-who-struggled-with-trauma-as-a-child/>
- U.S. Department of Veterans Affairs. (n.d.). PTSD: National center for PTSD. https://www.ptsd.va.gov/professional/treat/essentials/complex_ptsd.asp

Discussion (25 points)

Critical Thinking (90 points)

OPTION #1: Risk Factors for PTSD in the Military

In the following article, read the section entitled: *Risk Factors for PTSD in Veterans*:

Reisman, M. (2016). PTSD treatment for veterans: What's working, what's new, and what's next. *P & T: A Peer-Reviewed Journal for Managed Care & Formulary Management*, 41(10), 623–634.

After completing the reading of this section, please refer to Table 1 in the reading to answer the following questions in a 4-6 page paper:

- Look over the list of *Pretraumatic Factors* found within Table 1. Can you think of any other factors not listed in this table? Explain.
- Choose one factor from Table 1 that stands out to you the most or that you have experience in. Why does this particular factor resonate with you?
- Is this factor considered a singular event or is it complex trauma? Explain why you would define it this way, based on your experience, understanding, or research.
- How might a **pretraumatic** factor exacerbate the effects of a **peritraumatic** factor?
- When working with a client that has **pretraumatic** and **peritraumatic** factors, which factor would you address first in your treatment? Explain your choice.

Your paper should be 4-6 pages in length and conform to the CSU Global Writing Center. Include at least six scholarly references. You may use the course textbook as one of these references. Ensure that at least 4 of your references are peer-reviewed and scholarly. The CSU Global Library is a good place to find these references.

OPTION #2: Risk Factors for PTSD in First Responders

Please read the section entitled '*Critical Incidents*' (pgs. 54-62) in '*Counseling Cops: What Clinicians Need to Know*'. Once you have finished this reading, answer the following questions in a 4-6 page paper:

- Choose one of the listed incidents that resonates with you the most. Why did you choose this incident?
- Is this incident considered complex or is it a singular event trauma? Explain why you would define it this way, based on your experience, understanding, or research.
- How may the incident that you selected 'reactivate childhood trauma'?
- How familiar are you personally or professionally with any of the listed incidents that a first responder faces as part of their daily responsibilities? Explain your answer.
- If familiar, how might this familiarity assist you when helping clients process or cope with the experience of one of the listed incidents? If not familiar, how do you plan on becoming familiar with these experiences through your research or experience as a new counselor?

Your paper should be 4-6 pages in length and conform to the CSU Global Writing Center. Include at least six scholarly references. You may use the course textbook as one of these references. Ensure that at least 4 of your references are peer-reviewed and scholarly. The CSU Global Library is a good place to find these references.

Module 3

Readings

- Chapters 4 & 5 in *The Body Keeps the Score: Brain, Mind, and Body in the Healing of Trauma*
- Foundations Recovery Network. (n.d.). How trauma affects the human body. <https://dualdiagnosis.org/mental-health-and-addiction/post-traumatic-stress-disorder-and-addiction/how-trauma-affects-the-human-body/>
- Rosenthal, M. (2019, June 27). The science behind PTSD symptoms: How trauma changes the brain. Psychcentral. <https://psychcentral.com/blog/the-science-behind-ptsd-symptoms-how-trauma-changes-the-brain/>

Discussion (25 points)

Critical Thinking (90 points)

OPTION #1: Symptoms of PTSD in Law Enforcement

Watch the following two videos:

Denver Police. (2019, December 9). *Suicide prevention: Brian's story* [Video]. YouTube. <https://www.youtube.com/watch?v=29YEzKakFVU>

Windsor Star. (2019, February 1). *Retired cop shares his devastating battle with PTSD* [Video]. YouTube. <https://www.youtube.com/watch?v=kDCWO2dVVoY>

After watching both of these videos, respond to the following questions in a 4-6 page paper:

- What is your reaction when you hear of both officers' admission of compartmentalizing their experiences and 'policing on'?
- What do you believe are some fears that officers may have regarding the need to seek help when it is needed?
- Using your research and understanding, discuss how Brian's childhood experiences may contribute to the PTSD that he experiences today?

- When your client admits to having suicidal ideation based on years of accumulated traumatic experiences, what would your approach be to acknowledge this symptom presentation while also assessing their safety and methods of coping while beginning initial treatment?

Your paper should be 4-6 pages in length and conform to the CSU Global Writing Center. Include at least six scholarly references. You may use the course textbook as one of these references. Ensure that at least 4 of your references are peer-reviewed and scholarly. The CSU Global Library is a good place to find these references.

OPTION #2: Symptoms of PTSD in the Military

Watch the following video:

Columbia Broadcasting System. (2012). *60 minutes: Coming home (PTSD)* [Video]. Alexander Street. <https://video-alexanderstreet-com.csuglobal.idm.oclc.org/watch/coming-home-ptsd/cite?context=channel:60-minutes>

After watching the video, respond to the following questions in a 4-6 page paper:

- Is Arthur's aggression indicative of PTSD? Explain why you believe it is or why you believe it is not.
- Explain why you think that he appeared to handle his emotions well until he "snapped" with his neighbor? Use research to back up your explanation.
- Military culture is unique, and team cohesion is a paramount value. With this in mind, explain your understanding of the concept commonly seen in veterans of 'guilt' when they leave others behind or when they lose someone in a deployment. Is there a term for this guilt?
- What is your understanding of 'missing out'?
- Write an analysis of the PTSD symptoms you see in Arthur.

Your paper should be 4-6 pages in length and conform to the CSU Global Writing Center. Include at least six scholarly references. You may use the course textbook as one of these references. Ensure that at least 4 of your references are peer-reviewed and scholarly. The CSU Global Library is a good place to find these references.

Module 4

Readings

- American Psychological Association (2018, September 26). PTSD Assessment Instruments. <https://www.apa.org/ptsd-guideline/assessment/>
- Middleton, F. (2019, July 3). Reliability vs validity: What's the difference [Blog post]? Scribbr. <https://www.scribbr.com/methodology/reliability-vs-validity/>
- Read Chapter 4, Screening and Assessment (pp. 91-110), in the following resource:
 - Substance Abuse and Mental Health Services Administration. (2014). Trauma-informed care in behavioral health services: A treatment improvement protocol (TIP) Series 57. U.S. Department of Health and Human Services, 13-4801. https://www.integration.samhsa.gov/clinical-practice/SAMSA_TIP_Trauma.pdf

Discussion (25 points)

Critical Thinking (90 points)

OPTION #1: PTSD Assessment Research Paper

Select one of the assessments listed on the APA's list of PTSD assessments in your required reading for this week:

American Psychological Association (2018, September 26). PTSD Assessment Instruments.
<https://www.apa.org/ptsd-guideline/assessment/>

The assessment you select must be from the list of 'interview' based assessments.

After selecting an assessment, address the following questions in a 4-6 page research paper on your selected assessment:

- What does this assessment measure?
- What is the reliability and validity of this assessment?
- How do you access this assessment?
- Does this assessment require training for the counselor to administer? If so, take time to research and identify where you can find this training. What are the requirements to gain access?
- What are some of the benefits that you see in your chosen assessment? How will it help you and your client population in treatment?

Your paper should be 4-6 pages in length and conform to the CSU Global Writing Center. Include at least six scholarly references. You may use the course textbook as one of these references. Ensure that at least 4 of your references are peer-reviewed and scholarly. The CSU Global Library is a good place to find these references.

OPTION #2: PTSD Assessment Clinical Case Vignette

Read the following clinical case study:

Chuck is a 44-year-old firefighter and an Army veteran. He served 8 years in the military and has served 15 years as a firefighter in a major metropolitan area. He has started coming to see you as a client because he has issues sleeping, has lost the majority of his appetite, and complains of migraines. He states that he becomes "very irritated" on the job and people have been making comments about his quick temper. He explains that his experiences as a soldier and fireman have been "typical" and that some of the stuff he has experienced on the job has been difficult to go through, but all of it is "just part of the job." He eventually tells you that two years ago he had to carry a small girl out a burning apartment building and she did not survive. She was the same age as his daughter at the time. He also tells you that he does not want to talk about it too much- he does not think that this difficult experience has anything to do with his current symptoms.

After analyzing this case study, respond to the following questions in a 4-6 page paper:

- As a counselor, what will be your approach to assessing his symptoms?
- Which assessment will you choose to use with your client from the APA PTSD assessments you encountered in this week's readings?
- Explain your reasoning for choosing this assessment. Use research to support your reasoning.

- How will you, as a counselor, approach the subject of wanting to assess your client for trauma symptoms or PTSD? How does this need to be communicated effectively without creating defensiveness in your client or leading him to shut down and discontinue treatment?
- What challenges do you anticipate while working with this client? While answering this, keep in mind how he responded, regarding his experiences.

Your paper should be 4-6 pages in length and conform to the CSU Global Writing Center. Include at least six scholarly references. You may use the course textbook as one of these references. Ensure that at least 4 of your references are peer-reviewed and scholarly. The CSU Global Library is a good place to find these references.

Module 5

Readings

- Chapter 1 in *Counseling Cops: What Clinicians Need to Know*
- Kendall-Tackett, K. (2019). Emerging findings on trauma in the military. *Psychological Trauma: Theory, Research, Practice, and Policy*, 11(4), 369-371. <https://psycnet.apa.org/fulltext/2019-18482-001.pdf>
- Moore, B. (2019, May 24). The importance of military culture competence and why some people join the military. Psychcentral. <https://pro.psychcentral.com/the-importance-of-military-culture-competence-and-why-some-people-join-the-military/>

Discussion (25 points)

Critical Thinking (90 points)

OPTION #1: The Culturally Competent Military Counselor

The need for military counselors is critical, and some say that the best counselor for veterans and active duty is a fellow veteran. Duane France explains, in the following article, the need for veteran counselors, but also the need for *culturally competent* civilian counselors. Read the full article before commencing with your Critical Thinking Assignment:

France, D. (2019, July 14). From combat to counseling: Service members, veterans and military family mental health. *Counseling Today*. <https://ct.counseling.org/2019/07/from-combat-to-counseling-service-members-veterans-and-military-family-mental-health/>

Once you have read the article, as well as your required readings this week, respond to the following in a 4-6 page paper:

- What do you think you need to learn in order to be a culturally competent military counselor? (If you are military or military-affiliated, you still need to answer this question. What do you need to know about military personnel that are your opposite gender? Different branch? Different military occupational specialty, job, etc.)?
- What do you think a military client is looking for in a counselor?
- How will you build rapport with your clients? Is this different than the rapport you would build with a civilian client?
- What are some special considerations to take into account when working with the military (e.g., traditions, values, ethics, etc.)?

Your paper should be 4-6 pages in length and conform to the CSU Global Writing Center. Include at least six scholarly references. You may use the course textbook as one of these references. Ensure that at least 4 of your references are peer-reviewed and scholarly. The CSU Global Library is a good place to find these references.

OPTION #2: The Culturally Competent First Responder Counselor

Read the following two articles:

Vernon, B. (2016, January 15). How one paramedic is recovering from PTSD. *Journal of Emergency Medical Services, 41*(2). <https://www.jems.com/2016/01/15/how-one-paramedic-is-recovering-from-ptsd/>

Stewart, C. (2019, March 15). Counselors don't get us. *Fire Rescue, 15*(3). <https://firerescuemagazine.firefighternation.com/2019/03/15/counselors-don-t-get-us/#gref>

After reading both articles, respond to the following questions in a 4-6 page paper:

- What are your thoughts on how Benjamin could only connect with a therapist that was 'like' him?
- Justify why it is not necessary that the therapist *must* be a former first responder. What are some other factors that are important in helping clinicians to connect with first responder clients, besides personal experience in the field? Explain in detail.
- How important is it to understand your client and their culture?
- Based on the factors you listed as important to be a knowledgeable counselor, what will you say in response to the client stating that "you must have direct first responder experience to understand"?
- How would you respond were your client to argue that "you do not have the answer to their issue since you do not understand their culture or values"? For example, if your client asks if you know what they go through after an officer involved shooting and you do not know, how will you address their question?

Include research on the importance of the therapeutic alliance and building rapport to help support your answers to all these questions.

Your paper should be 4-6 pages in length and conform to the CSU Global Writing Center. Include at least six scholarly references. You may use the course textbook as one of these references. Ensure that at least 4 of your references are peer-reviewed and scholarly. The CSU Global Library is a good place to find these references.

Module 6

Readings

- American Psychological Association. (2019, March). Understanding psychological first aid. <https://www.apa.org/practice/programs/dmhi/psychological-first-aid/>
- Davis, J. A. (2013, February 12). Critical incident stress debriefing from a traumatic event: Post-traumatic stress following a critical incident. *Psychology Today*. <https://www.psychologytoday.com/us/blog/crimes-and-misdemeanors/201302/critical-incident-stress-debriefing-traumatic-event>

- Flannery, Jr., R. B. & Everly, G. S. (2000). Crisis intervention: A review. *International Journal of Emergency Mental Health*, 2(2). <https://newperspectivesinc.com/wp-content/uploads/2016/07/Crisis-Intervention-A-Review.pdf>

Discussion (25 points)

Module 7

Readings

- Chapters 13 & 15 in *The Body Keeps the Score: Brain, Mind, and Body in the Healing of Trauma*
- American Psychological Association. (2017, July 31). Prolonged exposure (PE). *Clinical Practice Guideline for the Treatment of Posttraumatic Stress Disorder*. <https://www.apa.org/ptsd-guideline/treatments/prolonged-exposure>
- American Psychological Association. (2017, July 31). Cognitive processing therapy (CPT). *Clinical Practice Guideline for the Treatment of Posttraumatic Stress Disorder*. <https://www.apa.org/ptsd-guideline/treatments/cognitive-processing-therapy>
- American Psychological Association. (2017, July 31). Cognitive behavioral therapy (CBT). *Clinical Practice Guideline for the Treatment of Posttraumatic Stress Disorder*. <https://www.apa.org/ptsd-guideline/treatments/cognitive-behavioral-therapy>
- EMDR Institute, Inc. (n.d.). What is EMDR? <https://www.emdr.com/what-is-emdr/>

Discussion (25 points)

Portfolio Milestone (50 points)

PTSD Treatment Research Paper Milestone

Go to the instructions for the Portfolio Project in Module 8 and thoroughly read through your selected clinical case, paying close attention to the history, symptoms, and presentation. Based on the information given, choose a trauma therapy that you have learned about this week to research further and incorporate into your treatment plan for your client.

Respond to the following prompts to help you effectively further your research on your selected trauma therapy. Your responses should be written in the format of a 2-3 page paper:

- What is your chosen therapy?
- Why are you choosing this therapy for this client? What symptoms, risks, or history contributed to your decision?
- What does the evidence say about the efficacy of this therapy?
- What are your treatment goals for this client and how do you hope this therapy may help you accomplish these goals?

This paper and the research and information you gain from writing it will be used in your final treatment plan which you will write in your Portfolio Project next week.

Your paper should be 2-3 pages in length and conform to the CSU Global Writing Center. Include at least two scholarly references in addition to the course textbook. The CSU Global Library is a good place to find these references.

Module 8

Readings

- Marriage, S., & Marriage, K. (2005). Too many sad stories: Clinician stress and coping. *The Canadian Child and Adolescent Psychiatry Review* 14(4), 114–117. <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2553228/>
- Posluns, K., & Gall, T. L. (2019). Dear mental health practitioners, take care of yourselves: A literature review on self-care. *International Journal for the Advancement of Counselling*, 42, 1-20. <https://link.springer.com/article/10.1007/s10447-019-09382-w>
- Quitangon, G. (2019, July 26). Vicarious trauma in clinicians: Fostering resilience and preventing burnout. *Psychiatric Times*, 36(7). <https://www.psychiatrictimes.com/burnout/vicarious-trauma-clinicians-fostering-resilience-and-preventing-burnout>
- The American Institute of Stress. (n.d.). Definitions. <https://www.stress.org/military/for-practitionerleaders/compassion-fatigue>

Discussion (25 points)

Portfolio Project (300 points)

OPTION #1: Trauma Case Conceptualization for the Military Counselor

Military Case Conceptualization:

Read the following vignette thoroughly. This vignette will be the basis for your Portfolio Project:

Vignette:

Landon, a.k.a. “Litos”, is a 39-year-old active duty soldier in the Army. He just finished his 18th year of service and plans on retiring at 20 years of service. He is divorced, with 2 children; Cody is 14 years old and Hayden is 12 years old. Landon has recently started coming to you as a client. He says he is seeking counseling because he is struggling with his divorce and has had continued communication issues with his ex-wife over parenting. He states that he loves his boys, but the fights with his ex-wife have interfered with his relationship with his children and how he functions at work. He says that his wife left a year and a half ago because she complained of not being able to “connect” with him for several years and also complained that his drinking has increased substantially over the past 5 years. He tells you that he disagrees with her complaints in the marriage and that he believes she couldn’t handle the constant relocations and deployments. When you ask about his childhood, he relates to you that his parents fought viciously when he was a kid and divorced when he was 11. His father left the picture shortly after, and he rarely saw him from then on. He states that he does drink, but only to help him sleep and never more than 4-5 beers at a time. He says drinking is a normal occurrence in the military. He states that he has had issues sleeping for several years, and that it didn’t start until a year after his third deployment. He is a 12B in the Army and does route clearance when deployed. He has lost several people he was close to while on deployments by IED attacks. He says that he was a witness to more than one of his fellow soldiers’ deaths and does not want to rehash that. He states that he has never processed the losses, but that’s not why he is here. When you ask about his support system, he explains that after the divorce, he lost his primary support, because his own family is still in Wisconsin, which is over 1,000 miles away. He rarely sees them and has been transferred to different duty stations (PCS’d) more than a handful of times in his career. He says that truly, his platoon is his family. Sleep does not come easy, nightmares come and go, and he admits that he has had some anger issues that have

affected his marriage. The MP's were called to his home at one point for domestic disturbance before the final separation, but no one was charged. He attributes that incident to a night of too much drinking by both he and his ex-wife. Now, with the divorce finalized, his children are moving back to Wisconsin with his ex-wife and he is struggling to find balance in his life. Once they are gone, he will only have his peers. He admits that he has never been to counseling and appears uncomfortable and guarded. Early on in this first session, he asks you if you have ever served.

Project Instructions:

You will compose a clinical case conceptualization, using the provided vignette, that will include the following parts, based on your research:

Part 1: Symptoms and Support (4-5 pages):

- Identify the symptoms that you find concerning that the client is presenting with. What do you believe the symptoms are a product of? (What is the client saying that helps you identify the source of the symptoms?)
- What risk factors may have contributed to the symptoms?
- Does this client have childhood trauma? Complex trauma or single event trauma?
- Does the client have protective factors or supportive factors to help him/her through the trauma? If so, how will you help the client incorporate this more into their treatment? If not, how will you walk your client through gaining support and/or protective factors throughout their recovery?

Part 2: Diagnosis and Assessment (4-5 pages):

- How do you plan on approaching the subject of PTSD with your client?
- How will you assess your client for PTSD? Why would you select this particular assessment?
- What are some cultural considerations that you need to be cognizant of when working with this client?

Part 3: Intervention and Coping Skills (2-3 pages):

Please add your portfolio milestone that described your selected trauma therapy for the client. Make the necessary edits in order to incorporate this paper into this final project effectively.

Part 4 (1-2 pages):

- How will you practice self-care when working with this client?
- What challenges will you face working with this individual? Why will this be a challenge?
- What is your plan in order to attempt to overcome these challenges?

Your paper should be 12-15 pages in length and conform to the CSU Global Writing Center. Include at least eight scholarly references in addition to the course textbook. Ensure that at least 5 of your references are peer-reviewed and scholarly. The CSU Global Library is a good place to find these references.

OPTION #2: Trauma Case Conceptualization for the First Responder Counselor

First Responder Case Conceptualization:

Read the following vignette thoroughly. This vignette will be the basis for your Portfolio Project:

Vignette:

Trevor is a 29-year-old engineer for the Cincinnati Fire Department. He has been in the fire service for 6 years. Since he could remember, he has always wanted to be a fireman and loves his job. Trevor has recently started coming to you as a client. He states that he is coming to counseling because he has been experiencing some feelings of “doom” lately. When asked, he illustrates that he has always had a positive disposition but lately he has been excessively worrying, his chest will get tight when sent on a call, and he has a sense of ‘dread’ on a regular basis. He says that he was always easy-going in college, but he has changed, and finds that he is rather emotional at times. While explaining his issues, he chokes back tears. He clearly tries to not cry while clenching his jaw and changes the subject to talk about his girlfriend. He says that he appreciates her and her support through everything that he has been through- he talks about marrying her in the near future. He also mentions that he has a strong family support system, but he states that he doesn’t feel like he can talk to his girlfriend or his family about some of the things he has experienced. He tells you that he has had so many difficult calls in his 6-year career and that he might feel like the job is changing his outlook on things. He states that he never thought he would experience tragedy to the degree that he has. He tells you that he has answered to several suicide calls and one in particular has really ‘haunted’ him. He tells you that he was on a call for a 20-year-old college kid that had jumped off a bridge and that he had to ‘clean up parts’ off the ground. He tells you that he doesn’t understand why someone with their whole life ahead of them would do something like that and that he can sometimes see the scene vividly. He tells you about another call that involved a car accident on a major freeway, where, again, he had to ‘clean up parts.’ He tells you that he could never confide in anyone he is close to about these things because he would never want to burden his loved ones with that. He has years of stories similar to these but doesn’t ‘see the point in going into all of them’. He tells you that he and the guys at the station often joke about gruesome scenes to lighten the mood, but that’s about the only time he discusses these things with others. He asks you if you think he should see a physician about the tightness in his chest and moments where he struggles to catch his breath- he’s not sure what it could be. He also wants to talk to a physician about getting on a sleeping pill, since he has been struggling with sleep lately.

Project Instructions:

You will compose a clinical case conceptualization, using the provided vignette, that will include the following parts, based on your research:

Part 1: Symptoms and Support (4-5 pages):

- Identify the symptoms that you find concerning that the client is presenting with. What do you believe the symptoms are a product of? (What is the client saying that helps you identify the source of the symptoms?)
- What risk factors may have contributed to the symptoms?
- Does this client have childhood trauma? Complex trauma or single event trauma?
- Does the client have protective factors or supportive factors to help him/her through the trauma? If so, how will you help the client incorporate this more into their treatment? If not, how will you walk your client through gaining support and/or protective factors throughout their recovery?

Part 2: Diagnosis and Assessment (4-5 pages):

- How do you plan on approaching the subject of PTSD with your client?
- How will you assess your client for PTSD? Why would you select this particular assessment?
- What are some cultural considerations that you need to be cognizant of when working with this client?

Part 3: Intervention and Coping Skills (2-3 pages):

Please add your portfolio milestone that described your selected trauma therapy for the client. Make the necessary edits in order to incorporate this paper into this final project effectively.

Part 4 (1-2 pages):

- How will you practice self-care when working with this client?
- What challenges will you face working with this individual? Why will this be a challenge?
- What is your plan in order to attempt to overcome these challenges?

Your paper should be 12-15 pages in length and conform to the CSU Global Writing Center. Include at least eight scholarly references in addition to the course textbook. Ensure that at least 5 of your references are peer-reviewed and scholarly. The CSU Global Library is a good place to find these references.

COURSE POLICIES

Grading Scale	
A	95.0 – 100
A-	90.0 – 94.9
B+	86.7 – 89.9
B	83.3 – 86.6
B-	80.0 – 83.2
C+	75.0 – 79.9
C	70.0 – 74.9
D	60.0 – 69.9
F	59.9 or below

Graduate Course Grading	
20%	Discussion Participation
45%	Critical Thinking Assignments
35%	Final Portfolio Project

IN-CLASSROOM POLICIES

For information on late work and incomplete grade policies, please refer to our [In-Classroom Student Policies and Guidelines](#) or the Academic Catalog for comprehensive documentation of CSU Global institutional policies.

Academic Integrity

Students must assume responsibility for maintaining honesty in all work submitted for credit and in any other work designated by the instructor of the course. Academic dishonesty includes cheating, fabrication, facilitating academic dishonesty, plagiarism, reusing /re-purposing your own work (see CSU Global Library page for Citing & APA Resources and Avoiding Common Plagiarism Mistakes for percentage of repurposed work that can be used in an assignment), unauthorized possession of academic materials, and unauthorized collaboration. The CSU Global Library provides information on how students can avoid plagiarism by understanding what it is and how to use the Library and Internet resources.

Citing Sources with APA Style

All students are expected to follow APA format for all assignments. For details, please review the APA guidelines within the CSU Global Writing Center. A link to this resource should be provided within most assignment descriptions in your course.

Disability Services Statement

CSU Global is committed to providing reasonable accommodations for all persons with disabilities. Any student with a documented disability requesting academic accommodations should contact the Disability Resource Coordinator at 720-279-0650 and/or email ada@CSUGlobal.edu for additional information to coordinate reasonable accommodations for students with documented disabilities.

Netiquette

Respect the diversity of opinions among the instructor and classmates and engage with them in a courteous, respectful, and professional manner. All posts and classroom communication must be conducted in accordance with the student code of conduct. Think before you push the Send button. Did you say just what you meant? How will the person on the other end read the words?

Maintain an environment free of harassment, stalking, threats, abuse, insults or humiliation toward the instructor and classmates. This includes, but is not limited to, demeaning written or oral comments of an ethnic, religious, age, disability, sexist (or sexual orientation), or racist nature; and the unwanted sexual advances or intimidations by email, or on discussion boards and other postings within or connected to the online classroom. If you have concerns about something that has been said, please let your instructor know.