

Crisis and Trauma Counseling Section 01 PSYC 260

Fall 2022 3 Unit(s) 08/19/2022 to 12/06/2022 Modified 08/23/2022

Course Description and Requisites

Advanced course on trauma including strategies for assessing, managing, short and long term- treatment for acute and chronic stress reactions. Empirically supported risk and protective factors, and evidence-based treatments are covered. Resilience, personal, multidisciplinary, and community perspectives are emphasized.

Prerequisite: PSYC 203A and Graduate Standing in MS Psychology program

Letter Graded

* Classroom Protocols

Course Format

Courses will be in-person and compliant with the most current university health and safety guidelines (for COVID-19). Course format may change to match with any health and safety guidelines.

Classroom Policies

It is expected that students will come to class prepared. This means that students:

1. Will be in class and in their seats OR logged on and ready no later than 5 minutes after class starts.
2. Will have read any assigned material and finished any knowledge checks before class starts.
3. Will participate in in-class activities and discussions.
4. May bring drinks to class but no food will be aloud.
5. In-Person: Masks will be worn throughout the duration of class and must cover a student's nose and mouth.
6. Online: Students will be expected to keep their mics muted and their cameras on for class, except if a student has a compelling reason to keep their cameras off.

Program Information

Program learning outcomes (PLOs) are skills and knowledge that students will have achieved upon completion of the MS in Clinical and Mental Health Counseling (CMHC) degree. Each course in our curriculum contributes to one or more of these PLOs. The PLOs for the degree are:

1. Interventions and evidence-based applications
 - 1.1 Students will demonstrate breadth of knowledge of a variety of psychotherapy theories and in-depth knowledge of one chosen theory of intervention
 - 1.2 Students will demonstrate knowledge of empirically supported clinical interventions and evidence ability to select treatments for individual clients given this literature
2. Communication and Case presentation
 - 2.1 Students will demonstrate effective integration and communication of clinical case material
 - 2.2 Students will demonstrate the ability to synthesize contextual and cultural variables into presentations of client materials
 - 2.3 Students will effectively respond to queries about clinical material and engage in discussions about their clients with supervisors and peers
 - 2.4 Students will be able to think and discuss cases other than their own, applying theories, principles, and relevant empirical findings to those cases
3. Competent Assessment and Evaluation
 - 3.1 Students will demonstrate understanding of different assessment devices and strategies for assessing client outcome over the course of treatment including standardized nomothetic and idiographic approaches
4. Professional clinical practice

4.1 Students will demonstrate depth and breadth of understanding in areas including, but not limited to, psychotherapy theory, service delivery, ethics, assessment, research methods, family therapy, cultural diversity, psychopharmacology, and issues relevant to adult and child clinical populations. Students will be able to apply this knowledge to clinical cases

5. Preparation and meeting professional licensing requirements

5.1 Students will demonstrate fulfillment of coursework and other pre-degree licensing requirements outlined by the Board of Behavioral Sciences

Course Learning Outcomes (CLOs)

The specific learning objectives for this course are as follows:

CLO1. Appreciate and understand the nature and prevalence of crisis situations and traumatic events, and how individuals, families, and communities respond in unique and universal ways.

CLO2. Recognize and conceptualize the impact of developmental, social, political, and cultural influences on the experience of trauma as well as the course of recovery.

CLO3. Describe normal and pathological responses to crisis situations and traumatic events, including acute and chronic changes in cognitive, affective, behavioral, and neurochemical processes.

CLO4. Utilize theoretical formulations to understand empirically supported interventions and treatments for acute and chronic trauma responses.

CLO5. Develop diagnostic and assessment skills by recognizing and assessing the essential features of traumatic events and common stress disorders (e.g., PTSD).

CLO6. Create a toolkit of resources (books, web-sites, mobile apps) for traumatized individuals and their support systems, including resources for mental health providers working with this population.

Course Materials

Handbook of PTSD: Science and Practice

Author: Friedman, Schnurr, & Keane

Publisher: Guilford Press.

Edition: 3rd

REQUIRED

My grandmother's hands: Racialized trauma and the pathway to mending our hearts and bodies.

Author: Menkam

Publisher: Central Recovery Press

REQUIRED

Recommended Books

Students are encouraged to consider the following books as classics for their professional library.

Breuer, J., & Freud, S. *Studies on Hysteria*, the definitive edition with a new forward by Irvin Yalom (2000). Basic Books.

Lieberman, A. F. & Van Horn, P. (2011). *Psychotherapy with Infants and Young Children: Repairing the effects of stress and trauma on early attachment*. Guilford Press.

Reyes, G., Elhai, J.D. & Ford, J.D., (2008). *The encyclopedia of psychological trauma*. John Wiley & Sons.

Roberts, A.R. (2005). *Crisis Intervention Handbook: Assessment, Treatment, and Research*. Oxford University Press.

Course Requirements and Assignments

"Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally three hours per unit per week) for instruction, preparation/studying, or course related activities, including but not limited to internships, labs, and clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus."

The following assignments were designed to help students become professional learners and instructors. In other words, class time and class preparation will mirror what you will do as working professional. For example, most, but not all of the readings, will be based on provider need and interest, and most class presentations will be like "in-service" trainings to other professionals. Because Licensed MFT's are also required to complete a set number of continuing education hours for licensure renewal, students will complete and evaluate a number of such trainings as part of this class.

Introductions

At the beginning of the semester, you will be assigned an introduction to import on to Flip (on Canvas). The purpose of the introduction is for me to get to know you and remember what your goals are for the class.

Weekly Reading Summary (RS)

CLO: 1-5

PLO: 1.1, 1.2, 4.1

Each week you are expected to complete a brief reading summary (RS) BEFORE each class. These RSs are designed to ensure you are prepared to engage in active discussions once class starts. RSs are assigned on Canvas and are available one week before they are due. Each RS is 10 points and is due on Mondays at 9AM so I can grade them later that day. The lowest two RSs will be dropped from your final grade.

In-Class Discussions

CLO: 1-5

PLO: 1.1, 1.2, 2.1-2.4, 3.1, 4.1

All students are expected to participate in in-class discussions. The discussions provide opportunity for students to demonstrate knowledge of the readings and incorporate their personal experiences, reflections, and synthesis of the material. Discussions are typically facilitated by the instructor. They will be providing tokens (e.g., nylon weaving loops, stickers, stamps) to monitor participation. At the end of the discussion/seminar portion, students will be asked to complete a brief discussion form where they will report what they have learned, what questions remain, and the number of tokens earned. Students with a complete discussion form and at least two tokens will receive full credit (15 points).

Paper: Critique of Online CEU Courses or Self-help Book/Workbook

As a licensed MFT/PC you will be required to complete 36 hours of continuing education every two years. The BBS recently changed so that all of these hours can be completed in self-study as long as the course is from an approved CE provider. You will be asked to complete two online courses. The first course will be on Trauma-Focused Cognitive-Behavior Therapy; the second course will be up to you. A 5-page review and critique of the course will be required. Again, the focus of the review will be on the usefulness of the training for clinical practice.

Completion of the TF-CBT on-line training is required (<https://tfcbt2.musc.edu/en>) and there is a \$35 fee for each learner. However, an alternative assignment for the second online training is to review a self-help book. There are hundreds, if not thousands, of self-help books/manuals/workbooks for survivors of trauma, and the number of websites and mobile apps are growing daily. If you would like, you can replace the review of the second online course with a review of a self-help book.

Presentation: In-Service Presentations

Students will work in groups to present an in-service training on a special topic. We will select the special topics together. In the past, topics included: disaster (work with first responders), school/mass violence (work with students/staff), war trauma (work with veterans), hate crimes (work with survivors), and motor vehicle accidents (prevention for teens). Student presenters will need to meet with me to review their selection of relevant readings.

Students will be required to develop a PowerPoint presentation that is specific to their topic and should include research citations on each slide. The point of the presentation is to train your peers in whatever topic you pick and prepare material to along with it. More information about this assignment is posted on Canvas.

Whereas the RSs and discussions address CLO1 to CLO5 from a universal perspective, this assignment will cover the CLO's as it applies to a specific trauma. For example, one presentation will focus on research related to combat trauma, with specific emphasis on the phenomenology of combat trauma (CLO1) and the role of context in moderating the experience and recovery from combat trauma (CLO2). This presentation might also assessment instruments unique to combat trauma (CLO5) and treatments for combat veterans (CLO4).

Paper: Final Examination

“Faculty members are required to have a culminating activity for their courses, which can include a final examination, a final research paper or project, a final creative work or performance, a final portfolio of work, or other appropriate assignment.”

Either a second CE course or self-help/workbook will serve as your final exam, and will meet Class Objective #6. The assignment is due on the final exam day scheduled for this class.

You will need to provide me with the name of the second CEU course or self-help book prior to writing the critique. Here are a few popular self-help books/resources, but I am open to others. To get a list of many self-help resources, simply type “self-help trauma” into your browser.

✓ Grading Information

Course Grade Breakdown

Assignments	Points	Percentage of Total Grade
<i>Introduction</i>	1 X 5 = 5points	~1%
<i>Reading Summary</i>	10 x 10 = 100 points	~17%
<i>In-Class Discussion Participation</i>	13 x 15 = 195 points	~33%
<i>TF-CBT Critique</i>	1 x 100 = 100 points	~17%
<i>Self-Help Critique</i>	1 x 100 = 100 points	~17%
<i>In-Service Training</i>	1 x 100 = 100 points	~17%
<u>Totals</u>	600 points	~100%

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Grading Scale

Grade	Points	Grade	Points
A plus	576 to 600	C	438 to 455
A	558 to 575	C minus	420 to 437
A minus	540 to 557	D- to F	Below 419
B plus	516 to 539		
B	498 to 515		
B minus	480 to 497		
C plus	456 to 479		

Per [University Policy S16-9](http://www.sjsu.edu/senate/docs/S16-9.pdf) (<http://www.sjsu.edu/senate/docs/S16-9.pdf>), relevant university policy concerning all courses, such as student responsibilities, academic integrity, accommodations, dropping and adding, consent for recording of class, etc. and available student services (e.g. learning assistance, counseling, and other resources) are listed on [Syllabus Information web page](https://www.sjsu.edu/curriculum/courses/syllabus-info.php) (<https://www.sjsu.edu/curriculum/courses/syllabus-info.php>). Make sure to visit this page to review and be aware of these university policies and resources.

Course Schedule

Week	Date	Topics	Readings	Assignments Due
1	8/23	<ul style="list-style-type: none"> Introduction to course and assignments Competencies Epidemiology of trauma 	Cook, J. M., & Newman, E. (2014). A consensus statement on trauma mental health: The New Haven Competency Conference process and major findings. <i>Psychological Trauma: Theory, Research, Practice, And Policy</i> , 6(4), 300-307. doi:10.1037/a0036747	RS 0 Introductions on Flip
2	8/30	<ul style="list-style-type: none"> Historical study of PTSD Sociopolitical climate and PTSD Assessment: Stressful and Traumatic Life Events 	Handbook: Chapters 3, 4, & 5	RS 1
3	9/06	<ul style="list-style-type: none"> Cognitive, behavioral, and biological changes in response to trauma Crisis Management: suicidal/homicidal thoughts and behaviors 	Handbook: Chapters 6, 7, Choose 1: Chapter 8, 9, 10, 11, 12 Suicide Prevention Toolkit: https://store.samhsa.gov/product/SMA12-4669	RS 2
4	9/13	<ul style="list-style-type: none"> PTSD: Diagnosis and Assessment 	Handbook: Chapters 1 & 2; 16 & 17	RS 3
5	9/20	<ul style="list-style-type: none"> Conceptualizing the Roots of Racial Trauma and the Body (ONLINE CLASS)	Menakem: Part 1 (Ch. 1-9)	RS 4
6	9/27	<ul style="list-style-type: none"> Childhood trauma Psychosocial Treatment for PTSD for children and adolescents 	Handbook: Ch. 14 & 20	RS 5 TF-CBT Assignment assigned
7	10/04	<ul style="list-style-type: none"> TF-CBT Workday (NO CLASS) 	NONE	NONE
8	10/11	<ul style="list-style-type: none"> Trauma-Focused CBT 	Pick 3 TF-CBT Articles	RS 6
9	10/18	<ul style="list-style-type: none"> Evidence-based treatments for PTSD 	Handbook: Ch. 19 Choose 1: 21, 22, 23, 24	RS 7 CE/Self-Help Book Critique Assigned

10	10/25	· Technology and Treatment	Handbook: Ch. 28 & 29	RS 8 TF-CBT Assignment Due
11	11/01	· Healing Self and Others	Menkam: Part 2 (Ch. 10-17)	RS 9
12	11/08	· Vicarious Traumatization · Post-traumatic growth · Therapist supports	Finklestein, M., Stein, E., Greene, T., Bronstein, I., & Solomon, Z. (2015). Posttraumatic stress disorder and vicarious trauma in mental health professionals. <i>Health & Social Work, 40</i> (2), e25-e31. doi:10.1093/hsw/hlv026 Iqbal, A. (2015). The ethical considerations of counselling psychologists working with trauma: Is there a risk of vicarious traumatization?. <i>Counselling Psychology Review, 30</i> (1), 44-51. Lawson, G., & Myers, J. E. (2011). Wellness, professional quality of life, and career sustaining behaviors: What keeps us well?. <i>Journal Of Counseling & Development, 89</i> (2), 163-171. doi:10.1002/j.1556-6678.2011.tb00074.x Triplett, K. N., Tedeschi, R. G., Cann, A., Calhoun, L. G., & Reeve, C. L. (2012). Posttraumatic growth, meaning in life, and life satisfaction in response to trauma. <i>Psychological Trauma: Theory, Research, Practice, And Policy, 4</i> (4), 400-410. doi:10.1037/a0024204 <u>Plus one of your choice!</u>	RS 10
13	11/15	· Infant Mental Health and Trauma	Lieberman, A. F., Ghosh Ippen, C., & Van Horn, P. (2015). <i>Don't hit my mommy: A manual for child-parent psychotherapy with young children exposed to violence and other trauma</i> . Section I Child-Parent Psychotherapy: A Relationship-Based Trauma-Informed Treatment Model. (pp.07-48). Zero to Three.	RS 11
14	11/22	THANKSGIVING!		
15	11/29	· Mending the Collective	Menkam: Part 3 (Ch. 18-24)	RS 12
16	12/06	· In-Service Training Day 1	NONE	In-Service Training Due

17	12/13	In-Service Training Day 2	NONE	NONE
Final Exam	12/14	7:15-9:30AM	NONE	CE/Self-Help Book Critique Due (FINAL)

Course schedule is subject to change and will updated to reflect any necessary changes.