

Crisis and Trauma Counseling Section 01

PSYC 260

Fall 2023 3 Unit(s) 08/21/2023 to 12/06/2023 Modified 08/15/2023

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

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. 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.

Work Stoppage

Important note about a possible work stoppage during the semester

The California Faculty Association (the labor union of Lecturers, Professors, Coaches, Counselors, and Librarians across the 23 CSU campuses) is in a difficult contract dispute with California State University management. It is possible that we will call a strike or other work stoppage this term. I promise to promptly inform you of any schedule disruption. Our working conditions are your learning conditions; we seek to protect both. For further information go to www.CFABargaining.org (<http://www.cfabargaining.org/>).

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 Goals

This course is part of the MS in Clinical Psychology Program. Upon completion of the

MS in Clinical Psychology program...

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.

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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.

3.1 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.

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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

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

Author: Menkam

Publisher: Central Recovery Press

Packback

How to Register on Packback:

Note: Only access Packback through Canvas in order to ensure your grades sync properly

1. Click the Packback assignment link within Canvas to access the community
2. Follow the instructions on your screen to finish your registration.
3. In order for your grade to be visible in Canvas, make sure to click each Packback assignment link as you post your Packback submissions.

Packback may require a paid subscription. Refer to www.packback.co/product/pricing for more information.

How to Get Help from the Packback Team:

If you have any questions or concerns about Packback throughout the semester, please read their FAQ at help.packback.co. If you need more help, contact their customer support team directly at help@packback.co.

For a brief introduction to Packback Questions and why we are using it in class, watch this video:

<https://www.youtube.com/watch?v=OV7QmkrD68>

Course Requirements and Assignments

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.

Packback Questions & Responses

CLO: 1-5

PLO: 1.1, 1.2, 4.1

The Packback Questions platform will be used for online discussion about class topics. Packback Questions is an online community where you can be fearlessly curious and ask open-ended questions to build on top of what we are covering in class and relate topics to real-world applications.

Packback Requirements:

Your participation on Packback will count toward ~21% of your overall course grade.

There will be a Weekly Friday at 11:59PM PST deadline for submissions. In order to receive full credit, you should submit the following per each deadline period:

- 1 open-ended Question every week *before class* with a minimum Curiosity Score of 75, worth 5pts of each assignment grade (Due Monday at 11:59pm)
- 1 Response every week *after class* with a minimum Curiosity Score of 75, worth 5pts of each assignment grade (Due the following Friday at 11:59PM)

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 (10 points).

In-Service Presentations

CLO: 1-6

PLO: 2.1-2.4, 3.1

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 Packbacks 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 focus on assessment instruments unique to combat trauma (CLO5) and treatments for combat veterans (CLO4).

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

CLO: 1-3,5,6

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

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.

HDCC Mental Health Screening Activity

CLO: 1-5

PLO: 2.1-2.3, 3.1, 4.1

You will be expected to put the skills learned in this class into practice. We have teamed with the Healthy Development Community Clinic (HDCC) located at Oak Grove High School. We will be using one class period to provide mental health screenings that include items regarding risk. Each of you will be expected to administer, score, and provide feedback to your assigned client during this period. After the activity is completed, you will be asked to provide a 3-page reflection of the activity that identifies what you felt competent in doing, what you felt needed improvement or guidance, and if/how this changes your understanding of assessment of risk.

Final Examination or Evaluation

“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.

General trauma/PTSD

Follette, V.M., & Pistorello, J. Finding life beyond trauma: Using Acceptance and Commitment Therapy to heal from post-traumatic stress and trauma-related problems. New Harbinger Publications.

Matsakis, A. (1996). I can't get over it: A handbook for trauma survivors (second edition). New Harbinger Publications.

Rothbaum, B., Foa, E., & Hembree, E. Reclaiming your life from a traumatic experience: A prolonged exposure treatment program workbook. Treatments That Work.

PTSD Coach – Mobile App – available in iOS and Android markets (free)

Posttraumatic Stress Module/Workbook chapters– available on afterdeployment.org

Disaster

Kehayan, V.A., Napoli.L.S., Napoli, J.C. (2005). Resiliency in the face of disaster and terrorism: 10 things to do to survive. Personhood Press.

Combat/War

Hoge, C. *Once a Warrior—Always a Warrior: Navigating the transition from combat to home—including combat stress, PTSD, and mTBI.*

Whealin, J.M., DeCarvalho, L.T., & Vega, E.M., (2008). *Strategies for managing stress after war: Veteran’s workbook and guide to wellness.* John Wiley & Sons.

Suicide/homicide

Rynearson, E.K. (2001). *Retelling violent death.* Taylor & Francis.

Sexual/Physical Assault

Rothbaum, B.O., & Foa, E.B. (1999). *Reclaiming your life after rape: Cognitive behavioral therapy for posttraumatic stress disorder.* TherapyWorks.

✓ Grading Information

Criteria

Assignments	Points	Percentage of Total Grade
<i>Introduction</i>	1 X 20 = 20 points	~3%
<i>Packback Discussions</i>	10 x 15 = 150 points	~21%
<i>In-Class Participation</i>	13 x 10 = 130 points	~19%
<i>HDCC Screening Activity</i>	1 X 100 = 100 points	~14%
<i>TF-CBT Critique</i>	1 x 100 = 100 points	~14%
<i>Self-Help Critique</i>	1 x 100 = 100 points	~14%
<i>In-Service Training</i>	1 x 100 = 100 points	~14%
<u>Totals</u>	700 points	~100%

Breakdown

Grade	Range	Notes
A+	672-700	

Grade	Range	Notes
A	651-671	
A-	630-650	
B+	602-629	
B	581-601	
B-	560-580	
< C+	<559	

University Policies

Per [University Policy S16-9 \(PDF\)](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 the [Syllabus Information](https://www.sjsu.edu/curriculum/courses/syllabus-info.php) (<https://www.sjsu.edu/curriculum/courses/syllabus-info.php>) web page. Make sure to visit this page to review and be aware of these university policies and resources.

Course Schedule

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

PSYC 260, Crisis and Trauma Counseling, Fall 2023

Course Schedule

Week	Date	Topics	Readings	Assignments Due
1	8/22	<ul style="list-style-type: none"> · Introduction to course and assignments · Competencies · Epidemiology of trauma 	<p>Cook, J. M., & Newman, E. (2014). A consensus statement on trauma mental health:</p> <p>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</p> <p>Moh, Y. S., & Sperandio, K. R. (2022). The need to consider requiring trauma training in entry-level academic training programs in clinical mental health counseling. <i>Journal of Mental Health Counseling</i>, 44(1), 18-31.</p>	Introductions on Flip

2	8/29	<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	<p>Packback Questions 1 due by Monday at 11:59pm.</p> <p>Packback Responses 1 Due on Friday at 11:59pm.</p>
3	9/05	<ul style="list-style-type: none"> · Cognitive, behavioral, and biological changes in response to trauma · Crisis Management: suicidal/homicidal thoughts and behaviors 	<p>Handbook: Chapters 6, 7,</p> <p>Choose 1: Chapter 8, 9, 10, 11, 12</p> <p>Suicide Prevention Toolkit: https://store.samhsa.gov/product/SMA12-4669</p>	<p>Packback Questions 2 due by Monday at 11:59pm.</p> <p>Packback Responses 2 Due on Friday at 11:59pm.</p>
4	9/12	<ul style="list-style-type: none"> · PTSD: Diagnosis and Assessment 	Handbook: Chapters 1 & 2; 16 & 17	<p>Packback Questions 3 due by Monday at 11:59pm.</p> <p>Packback Responses 3 Due on Friday at 11:59pm.</p>
5	9/19	<ul style="list-style-type: none"> · Conceptualizing the Roots of Racial Trauma and the Body 	Menakem: Part 1 (Ch. 1-9)	<p>Packback Questions 4 due by Monday at 11:59pm.</p> <p>Packback Responses 4 Due on Friday at 11:59pm.</p> <p>TF-CBT Assignment assigned</p>
6	9/26	<ul style="list-style-type: none"> · HDCC Mental Health Screeners 	TF-CBT Training	None!
7	10/03	<ul style="list-style-type: none"> · Childhood trauma · Psychosocial Treatment for PTSD for children and adolescents 	Handbook: Ch. 14 & 20	<p>Packback Questions 5 due by Monday at 11:59pm.</p> <p>Packback Responses 5 Due on Friday at 11:59pm.</p>
8	10/10	<ul style="list-style-type: none"> · Trauma-Focused CBT 	Pick 3 TF-CBT Articles	<p>Packback Questions 6 due by Monday at 11:59pm.</p> <p>Packback Responses 6 Due on Friday at 11:59pm.</p>

9	10/17	· Evidence-based treatments for PTSD	Handbook: Ch. 19 Choose 1: 21, 22, 23, 24	Packback Questions 7 due by Monday at 11:59pm. Packback Responses 7 Due on Friday at 11:59pm. CE/Self-Help Book Critique Assigned
10	10/24	· Technology and Treatment	Handbook: Ch. 28 & 29	Packback Questions 8 due by Monday at 11:59pm. Packback Responses 8 Due on Friday at 11:59pm. TF-CBT Assignment Due
11	10/31	· Healing Self and Others	Menkam: Part 2 (Ch. 10-17)	Packback Questions 9 due by Monday at 11:59pm. Packback Responses 9 Due on Friday at 11:59pm.

12	11/07	<ul style="list-style-type: none"> · Vicarious Traumatization · Post-traumatic growth · Therapist supports 	<p>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</p> <p>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.</p> <p>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</p> <p>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</p> <p><u>Plus one of your choice!</u></p>	<p>Packback Questions 10 due by Monday at 11:59pm.</p> <p>Packback Responses 10 Due on Friday at 11:59pm.</p> <p>Pick Topics for In-service Trainings!</p>
13	11/14	<ul style="list-style-type: none"> · Infant Mental Health and Trauma 	<p>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.</p>	<p>Packback Questions 11 due by Monday at 11:59pm.</p> <p>Packback Responses 11 Due on Friday at 11:59pm.</p>
14	11/21	THANKSGIVING!		

15	11/28	· Mending the Collective	Menkam: Part 3 (Ch. 18-24)	Packback Questions 12 due by Monday at 11:59pm. Packback Responses 12 Due on Friday at 11:59pm.
16	12/05	· In-Service Training Day 1	NONE	In-Service Training Due
Final Exam	12/14	· 7:15-9:30AM	NONE	CE/Self-Help Book Critique Due at 11:59pm (FINAL)