

Crisis and Trauma Counseling Section 01

PSYC 260

Fall 2024 3 Unit(s) 08/21/2024 to 12/09/2024 Modified 08/21/2024

Contact Information

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Office Hours

Wednesday, 9:00 AM to 11:00 AM, DMH 323

Course Information

Tuesday, 9:00 AM to 11:45 AM, DMH 308

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, in their seats, and ready no later than 5 minutes after class starts.
2. Will have read any assigned material before class starts.
3. Will participate in in-class activities and discussions.

Program Information

Licensure Learning Outcomes (LLOs) indicate how each course meets the educational requirements as detailed by the CA Board of Behavioral Sciences. [The MS Clinical LLOs are detailed on our program website. \(https://sjsu.edu/psych/graduate-programs/masters-clinical-psych/learning-objectives.php\)](https://sjsu.edu/psych/graduate-programs/masters-clinical-psych/learning-objectives.php)

Program learning outcomes (PLOs) are skills and knowledge that students will have achieved upon completion of the MS in Clinical Psychology 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 be able to apply, compare, and contrast a variety of psychotherapy theories and implement at least one chosen theory or intervention with clinical case material
 - 1.2 Students will be able to evaluate, select, and implement empirically supported clinical interventions for clinical case material and clients
2. Communication and Case presentation
 - 2.1 Students will be able to integrate and communicate clinical case material
 - 2.2 Students will be able to synthesize contextual and cultural variables into their understanding of and presentation 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 analyze cases other than those they are treating, applying theories, principles, and relevant empirical findings to those cases
3. Competent Assessment and Evaluation
 - 3.1 Students will be able to evaluate, select, and implement different assessment devices and strategies for assessing client outcomes and processes of change over the course of treatment including nomothetic and idiographic approaches
4. Professional clinical practice
 - 4.1 Students will demonstrate competency consistent with professional standards of practice in areas including, but not limited to, psychotherapy theory, service delivery, ethics, assessment, research methods, family/couples therapy, cultural diversity and humility, risk management and safety planning,

psychopharmacology, and issues relevant to adult and child clinical populations.

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

My Grandmother's Hands: Racialized Trauma and the Pathway to Mending our Hearts and Bodies

Author: Menkam, R

Publisher: Central Recovery Press

Edition: 2017

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.

Online Participation: Packback Questions & Responses

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. You are expected to create 1 discussion question every Sunday *before* class starts. Then you will be expected to post an answer to another student’s question the Friday after. The point of this is to provide questions before class on Tuesday and then use the discussion to help answer the questions by Friday.

There will be discussion leaders (listed on the course schedule) who will be guiding the discussions in class based on the Packback Questions. Thus, the questions being posted on Sunday will help the discussion leaders review the questions and get an idea of what to discuss on Tuesday’s class.

CLO: 1-5

PLO: 1.1, 1.2, 4.1

Class Participation: In-Class Discussions & Roleplays

Reviewing Literature

There is a lot of information that will be covered in this class. To keep the amount of material manageable and to reinforce learning, the readings may be divided amongst you (see course schedule) and all readings will be reviewed during the first half of class. During days when the material is divided, it will be the job of the assigned team to summarize the reading for key concepts for the rest of the class. All others will be able to ask the team questions for clarification on the content and/or discuss concepts.

Discussions

All students are expected to participate in in-class discussions. The discussions provide an 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 or the Discussion Leaders (see next section). 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 and what questions remain. Students with a complete discussion form will receive full credit (10 points).

In-Class Discussion Leaders

You have all been randomly assigned to lead at least one discussion (see course schedule for when you have been assigned). When it is your week to lead discussions, you are expected to thoroughly read and understand the material. In addition, you will prepare by reading questions posed by your classmates on Packback. Once class begins, it is expected that you and your partner(s) facilitate a discussion that addresses a few of the questions posed by your classmates. Your classmates will then answer the questions from Packback.

In addition to leading the discussion, you will need to write a reflection on your experience as discussion leader. You will oversee facilitating such didactic conversations as a practicing MFT and this is a simulation of that. In your reflection, be sure to include an overview of preparing for the in-class discussion, the process of discussion in class, and what you learned after reviewing how your classmates answer the questions online.

Role-plays

Experiential learning is one of the best evidence-based practices for learning a skill. There are many crucial skills that you will be learning in this class such as assessing for risk, making a safety plan, safety actions, etc. Thus, you will each be engaging in role-plays throughout the semester. The point of the role-plays is to learn a skill either directly (in the role-play) or vicariously (as an observer). Role-plays are not graded, and each role-play will vary in length and involvement. You will not know what the role-play is about until you volunteer for it. Once you have finished your turn role-playing, you will not be expected to role-play again. If you have not volunteered for a role-play, you will be expected to volunteer for a future one.

CLO: 1-5

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

Assignment: Cultural Adaptation of Trauma Focused Cognitive Behavioral Therapy (TF-CBT)

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 these hours can be completed in self-study if 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. Completion of the TF-CBT on-line training is required (<https://tfcbt2.musc.edu/en>) and there is a \$35 fee for each learner. Please be aware that this training does take a lot of time! Account for your time wisely and get started early.

After completion of the training, you will be asked to apply your newly learned knowledge of TF-CBT to a case. You will create a 1 page, single-spaced, vignette of a child between the ages of 8 and 16 who has experienced some traumatic event. You will be asked to apply the TF-CBT treatment to this child and will be writing their treatment plan. You need to culturally adapt the treatment in some way to fit the child's needs. You will be citing at least 3 articles that can justify why and/or how you are adapting the treatment. Successful completion of this assignment will demonstrate that you know TF-CBT *and* how to adapt it for your child's specific needs.

CLO: 1-3,5,6

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

Assignment: HDCC Short-Form Content Resource Project

You will be expected to put the skills learned in this class into practice and be able to disseminate trauma-informed insights to the community. We have teamed up with the Healthy Development Community Clinic (HDCC) located at Oak Grove High School.

You will create short-form content (for TikTok) for consumption by parents and youth who would likely seek services at the HDCC. You will be working in pairs or in a trio, but all members will be creating content. The topics will be guided by what the HDCC clinic needs are and that will list will be communicated to you by the time the rubric posted on Canvas. The purpose of the content you provide is to serve as a resource for the HDCC and to educate the local community about topics that affect youth and their families. If you are comfortable creating content in a language other than English, then you are encouraged to do so! The HDCC serves a linguistically diverse community and resources in languages other than English are often rare.

Reflection Assignment

After completion of your short-form content, you will be required to write a reflection about your experience. The reflection should include an overview of the content creation process and your thoughts about sharing resources in this manner.

CLO: 1-5

PLO: 2.1-2.3, 3.1, 4.1

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

For your second major assignment, you will be writing a review and critique of either a CEU course or of a self-help book/workbook. The focus of this exercise is for you reverse engineer the theory and model used in the course or book. Then, provide an informed appraisal of its usefulness for clinical practice. 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. Please note that your CEU course or workbook needs to be approved by me *prior to* completion of this assignment. Inappropriate selection of CEU or workbook for this assignment will result in poor scores.

Final Presentations: 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).

CLO: 1-6

PLO: 2.1-2.4, 3.1

✓ Grading Information

Criteria Breakdown

Grade	Range	Notes
A+	760-800	
A	744-759	
A-	720-743	
B+	680-719	
B	664-679	
B-	640-663	Academic Probation
C+ and Below	<639	Failing Grades

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

PSYC 260, Crisis and Trauma Counseling, Fall 2024

Course Schedule

Week	Date	Topics	Readings	Assignments Due
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1	8/27	<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>	Packback Questions 1 due by Sunday at 11:59pm.
2	9/03	<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 Responses 1 Due on Friday at 11:59pm.</p> <p>Packback Questions 2 due by Sunday at 11:59pm.</p>

3	9/10	<ul style="list-style-type: none"> · Cognitive, behavioral, and biological changes in response to trauma · Crisis Management: suicidal/homicidal thoughts and behaviors 	<p>Handbook:</p> <p>Chapters 6: Everyone</p> <p>Chapter 7: Sylvia, Kate, & Shaw</p> <p>Chapter 8: Ana, Ruth, & Niki</p> <p>Chapter 9: Jocelyn, Isabel, & Gabi</p> <p>Chapter 11: Dani T & Emily</p> <p>Chapter 12: Dani D & Sam</p> <p>Suicide Prevention Toolkit: https://store.samhsa.gov/product/SMA12-4669</p> <p>*You don't need to read the whole thing but be familiar with this resource.</p>	<p>Packback Responses 2 Due on Friday at 11:59pm.</p> <p>Packback Questions 3 due by Sunday at 11:59pm.</p>
4	9/17	<ul style="list-style-type: none"> · PTSD: Diagnosis and Assessment 	<p>Handbook: Chapters 1 & 2; 16 & 17</p> <p>Leaders: Daniela D. & Jocelyn</p>	<p>Packback Responses 3 Due on Friday at 11:59pm.</p> <p>Packback Questions 4 due by Sunday at 11:59pm.</p>
5	9/24	<ul style="list-style-type: none"> · Conceptualizing the Roots of Racial Trauma and the Body 	<p>Menakem: Part 1 (Ch. 1-9)</p> <p>Leaders: Emily, Isabel, & Shaw</p>	<p>Packback Responses 4 Due on Friday at 11:59pm.</p> <p>Packback Questions 5 due by Sunday at 11:59pm.</p> <p>TF-CBT Assignment assigned</p>

6	10/01	<ul style="list-style-type: none"> · Childhood trauma · Psychosocial Treatment for PTSD for children and adolescents 	<p>Handbook: Ch. 14 & 20</p> <p>Leader: Ana & Niki</p>	<p>Packback Responses 5 Due on Friday at 11:59pm.</p> <p>Packback Questions 6 due by Sunday at 11:59pm.</p>
7	10/08	<ul style="list-style-type: none"> · Trauma-Focused CBT · Cultural adaptations of treatment 	<p>Pick 3 TF-CBT Articles</p>	<p>Packback Responses 6 Due on Friday at 11:59pm.</p> <p>Packback Questions 7 due by Sunday at 11:59pm.</p>
8	10/15	<ul style="list-style-type: none"> · Evidence-based treatments for PTSD 	<p>Handbook:</p> <p>Chapter 19: Everyone</p> <p>Chapter 21: Ruth, Kate, Shaw, Jocelyn</p> <p>Chapter 22: Gabi, Sylvia, Emily</p> <p>Chapter 23: Sam, Dani D., Niki</p> <p>Chapter 24: Isabel, Ana, Dani T.</p>	<p>Packback Responses 7 Due on Friday at 11:59pm.</p> <p>Packback Questions 8 due by Sunday at 11:59pm.</p>

9	10/22	Technology and Treatment	<p>Handbook: Ch. 28 & 29</p> <p>Leaders: Kate & Sylvia</p>	<p>Packback Responses 8 Due on Friday at 11:59pm.</p> <p>Packback Questions 9 due by Sunday at 11:59pm.</p> <p>TF-CBT Assignment Due</p>
10	10/29	Healing Self and Others	<p>Menkam: Part 2 (Ch. 10-17)</p> <p>Leaders: Gabi & Daniela T.</p>	<p>Packback Responses 9 Due on Friday at 11:59pm.</p> <p>Packback Questions 10 due by Sunday at 11:59pm.</p> <p>Pick Topics for In-service Trainings!</p>

11	11/05	<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 Responses 10 Due on Friday at 11:59pm.</p> <p>Packback Questions 11 due by Sunday at 11:59pm.</p> <p>CE/Self-Help Book Critique Assigned (Pick your topic)</p>
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12	11/12	· 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.	Packback Responses 11 Due on Friday at 11:59pm. Packback Questions 12 due by Sunday at 11:59pm.
13	11/19	· Mending the Collective	Menkam: Part 3 (Ch. 18-24) Leaders: Ruth & Sam	Packback Responses 12 Due on Friday at 11:59pm. Packback Questions 13 due by Sunday at 11:59pm.
14	11/26	· In-Service Training Day 1	NONE	Packback Responses 13 Due on Friday at 11:59pm. In-Service Training Due
15	12/03	· In-Service Training Day 2	NONE	
Final Exam	12/16	· 7:15-9:30AM	NONE	CE/Self-Help Book Critique Due at 11:59pm (FINAL)

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