San José State University
College of Social Sciences
Psychology 260: Crisis & Trauma Counseling
Fall 2018

Instructor: Annabel Prins, PhD
Office Location: DMH 323
Telephone: (408) 924-5671
Email: Annabel.Prins@sjsu.edu
Office Hours: Wednesday 9:00-11:30 or by appointment
Class Days/Time: Wednesday 12:00-2:45
Classroom: DMH 308
Prerequisites: Enrollment in MS Clinical Program at SJSU

Course Description

This course will focus on the experience of trauma and its aftermath. In addition to understanding the nature of trauma and the context of recovery, students will learn specific strategies for assessing and managing acute and chronic stress reactions. Specific stress disorders (e.g., PTSD), empirically established risk/protective factors, and evidence-based treatments will also be covered. This course meets the BBS LPCC Category L requirement for Crisis/Trauma Counseling and the BBS MFT requirement for instruction in the area of resilience, including personal and community qualities that enable successful coping with adversity, trauma, tragedy, threats, or other stressors.

This course will not cover interpersonal violence committed within the context of families, including incest, child abuse and domestic violence, nor will it cover interventions that focus on preventing violence/trauma. These topics are covered in other classes in the MS Clinical Program.

Course Goals and Student Learning Objectives

Course Learning Outcomes

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.

Program Learning Outcomes (PLO)

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.
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.
3.1 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.
4.1 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.
5.1 Students will demonstrate fulfillment of coursework and other pre-degree licensing requirements outlined by the Board of Behavioral Sciences.

**Required Texts/Readings**

This course has two required texts and a course reader. Readings will be sent out via email or students can access the course articles through the SJSU library. All non-article materials used in lectures will be distributed in class or through email. You will quickly notice that these materials are incomplete and require class attendance to complete. Students can bring materials to class and take additional notes during class time.

**NOTE:** Readings need to be completed PRIOR to class along with the assigned discussion questions.

**Required Text**


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


**Library Liaison**
Our library provides a wealth of resources for a developing psychotherapist. You are encourage to utilize the library liason, Bernd Becker, Psychology Librarian, at Bernd.Becker@sjsu.edu.

**Classroom Protocol**
Please remind yourself that you are in professional training, and that written and oral communication must be delivered with respect to others and the field. Keep your professional goals in mind as you respond to the material and possible changes in the syllabus. You are responsible for keeping current on any deviations from the class schedule, particularly changes in readings and due dates. Participation in class discussions is expected and contributions must reflect a basic understanding of the reading. Personal experiences and opinions are welcomed, but they do not replace critical thinking and/or content covered in the required reading. Participation makes the class more engaging and allows you to develop your oral communication skills. Questions are encouraged and welcomed, although careful consideration of timing, tone and respect is expected.

**Attendance**

Attendance is required. You are expected to be on time to class and from breaks during the class. If you need to miss a class, let me know by email as soon as possible. Missing more than one class during the semester is a problem. Due dates cannot be changed except for medical reasons.

**Office Hours**

I will be in my office during my posted office hours unless there are unexpected department or university meetings. I will announce these as soon as possible. If you cannot make my office hours, please contact me via email and we will set up an appointment. I will return your email within 48 hours.

**Professional Communication**

As your professor, I am open to any questions and discussions about the class and your professional development. I understand that personal issues may arise, and I want to understand their impact on you and your performance. That being said, I will always be aware of my professional boundaries, and I will never invite or encourage you to participate in therapy with me. I am fortunate to know many great therapists on campus and in the community, and I will gladly facilitate referrals.

As a student in the MS Clinical program, you are encouraged to engage in professional communication with faculty, staff, and other students. This is especially important when it comes to email. Here are some important considerations when it comes to communicating with me via email:

1. Please have an email address that includes your name (if not, please include your name in the subject line)
2. Use the subject line to specify what you are emailing me about. Avoid vague subject tags like, “update”, “question”, etc.
3. Make sure to keep the greeting professional (Dr. Ms. Professor) and keep the tone polite and respectful. Be sure to use correct grammar and spelling in your message.

4. Make sure you identify yourself and the course and section number you are in.

5. Be clear and concise in your communication. Email is different from texting. Clarity is more important than efficiency and speed. Use complete sentences and use both upper and lower case letters. Consider your request before you make it. If you are emotionally or physically out of sorts, you may want to wait to send the email.

6. Email is not a place to get extensive help with questions or with papers. If you have questions about a discussion question or larger assignment, you must come to my office hours to discuss them.

7. I will not read drafts of discussion questions or papers over email.

8. If you need a reply to the email you have sent, please make this request clearly. If you do not hear back from me within 48 hours, then politely request a response and resend the original message.

Classroom Etiquette
Although obvious to most, here are my expectations for classroom behaviors:

1. During class lectures and discussions, be polite and respectful of others. Be patient, wait your turn, and refrain from language that might be prejudicial or hurtful to others.

2. Do not carry on conversations with others during the class. If you have a question or point to make, say it so that the class can hear.

3. Please turn off your cell/smart phones during class. If you need to receive an emergency call, let me know about it in advance. Texting and web browsing are not allowed during class.

4. Pay attention during class. Do not sleep during class. Do not work on other course material during class. If you are using a computer to take notes, use it only for course related work during class time. Do not connect to the Internet for personal or entertainment purposes.

Dropping and Adding
Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester’s Catalog Policies section at http://info.sjsu.edu/static/catalog/policies.html. Add/drop deadlines can be found on the current academic year calendars document on the Academic Calendars webpage at http://www.sjsu.edu/provost/services/academic_calendars/. The Late Drop Policy is available at http://www.sjsu.edu/aars/policies/latedrops/policy/. Students should be aware of the current deadlines and penalties for dropping classes.
Information about the latest changes and news is available at the Advising Hub at http://www.sjsu.edu/advising/.

Assignments and Grading Policy

Academic Policy S12-3 at http://www.sjsu.edu/senate/S12-3.htm has defined expected student workload as follows:

“Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of forty-five hours over the length of the course (normally 3 hours per unit per week with 1 of the hours used for lecture) for instruction or preparation/ studying or course related activities including but not limited to internships, labs, 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 courses as part of this class.

Students will be graded based on their performance on the following assignments: weekly reading/discussion questions, two oral presentations, and a professional review of an online continuing education course related to trauma and recovery.

Weekly Discussion Questions

Each week you will be asked to answer the following questions with regard to the assigned reading:

1. What information from the reading (and/or class discussion) will I bring into my future practice?
2. What in the reading or class discussion gives me the most pause or concern?

The purpose of the discussion questions is to encourage you to read thoughtfully and critically, and to reflect on why the reading might be important for your professional development and training. There will be 12 weekly discussion questions, and you are required to complete 10. Responses are due at the beginning of class, although they will not be collected until the end of class. This will allow you to include additional notes/thoughts that emerge out of the class discussion. Each set of discussion questions is worth 2% of your grade (Total percentage 20%)
The weekly discussion questions will cover human response to crises and trauma (CLO1), including the role of context in understanding reactions and recovery (CLO2). Diagnosis and assessment (CLO5) of normal and pathological trauma reactions (CLO3) will be covered in the discussion questions, along with evidence-based treatments.

**Oral Presentations**

Students will be paired with two other students to present 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.

Each presentation will need to include some appreciation for the experience itself (e.g., client story) as well as any special mediators (e.g., contextual factor) that directly impacts the stress response. Information on empirically supported treatments and community resources should also be included in the presentation. Students will be required to develop a powerpoint presentation that is specific to their topic and should include research citations on each slides. Thirty (30%) of your grade will be based on the presentation, and the grade will be the same for all presenters. In other words, make sure you all contribute equally.

Whereas the discussion questions will 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).

**Critique of online CEU courses or self-help book**

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 with each paper being 25% of your grade (50% total). Again, the focus of the review will be on the usefulness of the training for clinical practice.
Although participation in the TF-CBT on-line training is required, 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 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. Make sure to comment on whether the material presented is informed by research or evidence-based? Does it include helpful exercises based on sound theoretical principles? Is this a book/resource you would want your clients to use? Why or why not?

Either assignment 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**


*PTSD Coach* – Mobile App – available in iOS and Android markets (free) Posttraumatic Stress Module/Workbook chapters– available on afterdeployment.org

**Disaster**


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


**Suicide/homicide**


**Sexual/Physical Assault**


**SUMMARY OF ASSIGNMENTS**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points Each</th>
<th>% of Final Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion Questions</td>
<td>10 X 10 = 100</td>
<td>10 x 2% = 20%</td>
</tr>
<tr>
<td>In-service Presentation</td>
<td>100 for each presentation</td>
<td>1 x 30% = 30%</td>
</tr>
<tr>
<td>Online Courses (self-help)</td>
<td>100 for each review</td>
<td>2 x 25% = 50%</td>
</tr>
</tbody>
</table>

**University Policies**

**Academic integrity**

Your commitment as a student to learning is evidenced by your enrollment at San Jose State University. The [University’s Academic Integrity policy S07-2](http://www.sjsu.edu senate/S07-2.htm), located at [http://www.sjsu.edu senate/S07-2.htm](http://www.sjsu.edu senate/S07-2.htm), requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The [Student Conduct and Ethical Development website](http://www.sjsu.edu/studentconduct/) is available at [http://www.sjsu.edu/studentconduct/](http://www.sjsu.edu/studentconduct/).

Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person’s ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified. If you would like to include your assignment or any material you have submitted, or plan to submit for another class, please note that SJSU’s Academic Integrity Policy S07-2 requires approval of instructors.
Campus Policy in Compliance with the American Disabilities Act

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 at http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf requires that students with disabilities requesting accommodations must register with the Disability Resource Center (DRC) at http://www.drc.sjsu.edu/ to establish a record of their disability.

Student Technology Resources

Computer labs for student use are available in the Academic Success Center at http://www.sjsu.edu/at/asc/ located on the 1st floor of Clark Hall and in the Associated Students Lab on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library.

A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include DV and HD digital camcorders; digital still cameras; video, slide and overhead projectors; DVD, CD, and audiotape players; sound systems, wireless microphones, projection screens and monitors.

SJSU Peer Connections

Peer Connections, a campus-wide resource for mentoring and tutoring, strives to inspire students to develop their potential as independent learners while they learn to successfully navigate through their university experience. You are encouraged to take advantage of their services which include course-content based tutoring, enhanced study and time management skills, more effective critical thinking strategies, decision making and problem-solving abilities, and campus resource referrals.

In addition to offering small group, individual, and drop-in tutoring for a number of undergraduate courses, consultation with mentors is available on a drop-in or by appointment basis. Workshops are offered on a wide variety of topics including preparing for the Writing Skills Test (WST), improving your learning and memory, alleviating procrastination, surviving your first semester at SJSU, and other related topics. A computer lab and study space are also available for student use in Room 600 of Student Services Center (SSC).

Peer Connections is located in three locations: SSC, Room 600 (10th Street Garage on the corner of 10th and San Fernando Street), at the 1st floor entrance of Clark Hall, and in the Living Learning Center (LLC) in Campus Village Housing Building B. Visit Peer Connections website at http://peerconnections.sjsu.edu for more information.
SJSU Writing Center

The SJSU Writing Center is located in Clark Hall, Suite 126. All Writing Specialists have gone through a rigorous hiring process, and they are well trained to assist all students at all levels within all disciplines to become better writers. In addition to one-on-one tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics. To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit the Writing Center website at http://www.sjsu.edu/writingcenter. For additional resources and updated information, follow the Writing Center on Twitter and become a fan of the SJSU Writing Center on Facebook. (Note: You need to have a QR Reader to scan this code.)
Class Outline

8/22  Introduction to course and assignments
Competencies
Epidemiology of trauma


8/29  Historical study of trauma
Sociopolitical climate and trauma
Assessment: Stressful and Traumatic Life Events

Required
Herman: chapter 1
Handbook: chapters 3, 4 and 6
Cassandra among the Creeps (Harper Magazine)
You are not Alone Across Time (Harper Magazine)

Optional:


9/5  Stress Responses #1
Cognitive, behavioral, and biological changes in response to trauma
Crisis Management: suicidal/homicidal thoughts and behaviors

Required:
Handbook: 12, 15
Suicide Prevention Toolkit: https://store.samhsa.gov/product/SMA12-4669

Optional:

-------------------

9/12 Stress Responses (#2)

PTSD: Diagnosis and Assessment

**Required:**

DSM-5: 265-291  
Handbook: 1, 2, 20 and 21  
Herman – Chapters 2 and 3

**Optional:**


-------------------

9/19 Stress Responses #3  
Prolonged trauma, childhood trauma, DESNOS  
Trauma and Schemas  
Therapeutic Relationship

**Required:**

Herman: Chapters 4-7

Handbook: 13 and 18

**Optional:**


---

<table>
<thead>
<tr>
<th>9/26</th>
<th>Strategies for recovery</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Treatment approaches</td>
</tr>
<tr>
<td></td>
<td>Medications</td>
</tr>
<tr>
<td></td>
<td>Stress Management (no-trauma exposure)</td>
</tr>
<tr>
<td></td>
<td>Couples/Families/Community</td>
</tr>
</tbody>
</table>

**Required:**

Herman – chapters 8-11
Handbook: 25, 27

**Optional**


Monson, C. (2010) – Couples and PTSD – 60 minutes


Friedman, M. (2012) – Pharmacological treatments – 60 minutes


PTSD. *European Neuropsychopharmacology*, 19(4), 283-295.

PTSD Coach Online: [http://www ptsd va.gov/PTSD/apps/ptsdcoachonline/default.htm](http://www.ptsd.va.gov/PTSD/apps/ptsdcoachonline/default.htm)

---

10/3

Strategies for Recovery

Trauma-Focused Cognitive Behavioral Therapy

[https://tfcbt.musc.edu/ceu_statement.php](https://tfcbt.musc.edu/ceu_statement.php)

**Required Reading:**

Handbook: 18, 21, 24

**Optional:**


doi:10.1177/1524838008324336


---

10/10 AND 10/17

Trauma Focused Evidence Based Treatments: CPT, PE, and EMDR

Theory and Practice

Alternative Treatments

**Required**

Handbook: 23, 31, 32

TF-CBT paper due 10/10

On-line Training CPT: https://cpt.musc.edu/

On-line Training PE:  http://pe.musc.edu/introduction

Optional


10/24 Vicarious Traumatization
Post-traumatic growth
Therapist supports

Required:


10/31 Alternative Treatments
Yoga, Dogs, Acupuncture, etc
Required:


11/7 NO CLASS (ISTSS)

11/14 OUTSIDE PRESENTER: MULTICULTURAL CONSIDERATIONS

11/21 NO CLASS (Thanksgiving)

11/28 Special Student Topic (TBD)

12/5 Special Student Topic (TBD)

12/12 Special Student Topic (TBD)
   Second Online Training paper due