

## SYLLABUS



College of Health Sciences/MACC Program

PSY6058 Crisis and Trauma

3 Credits

## FALL Quad I 2023

<b>Meeting days:</b> 8/28/23-10/16/23 Tues. & Thurs.	<b>Instructor title and name:</b> Dana Kasper, Ph.D., LPCC
<b>Meeting times:</b> Tues. & Thurs. 2:00-4:45 PM	<b>Phone:</b> 619-849-7852
<b>Meeting location:</b> PLNU Mission Valley Campus #302	<b>Email:</b> dkasper@pointloma.edu
<b>Final Exam:</b> Clinical Presentations	<b>Office location and hours:</b> 250B Suite 2 – Tuesday's 1:00 – 2:00 PM - <i>If office hour times do not work for you, please email me to set up a time to meet.</i>

**PLNU Mission  
To Teach ~ To Shape ~ To Send**

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service is an expression of faith. Being of Wesleyan heritage, we strive to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

**COURSE DESCRIPTION**

An investigation into the history and development of crisis and trauma responses across diverse populations. Case conceptualizations, assessments, diagnoses, empirically based and experimental treatment modalities analyzed and practiced from a neurobiological, psychological, social, environmental, and spiritual perspective to provide the highest standard of care. Engagement and application with materials in strategies for to effectively intervene and assist victims of tragedy and, or abuse while demonstrating development of self-care practices. Letter Grade.

**INSTIUTIONAL LEARNING OUTCOMES (ILO)**

- I. **Learning, Informed by our Faith in Christ**  
Students will acquire knowledge of human cultures and the physical and natural world while developing skills and habits of the mind that foster lifelong learning.
- II. **Growing, In a Christ-Centered Faith Community**  
Students will develop a deeper and more informed understanding of others as they negotiate complex professional, environmental and social contexts.
- III. **Serving, In a Context of Christian Faith**  
Students will serve locally and/or globally in vocational and social settings.

**PROGRAM LEARNING OUTCOMES (PLO)**

1. Students will articulate a clear, accurate understanding of their professional identity as either an LMFT or LPCC, or both.

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2. Students will demonstrate knowledge of the fundamental domains in their selected area of specialization, in professional clinical counseling (i.e., foundations; counseling prevention, and intervention, diversity & advocacy; assessment; research & evaluation; and diagnosis) or marriage and family therapy (i.e., human development, family dynamics, systemic thinking, interactional theories, traditional and contemporary marriage and family theories, research and cultural context).
3. Students will demonstrate ability to apply relevant research and evaluation models in practice of clinical counseling.
4. Students will demonstrate skills and practices of clinical counseling in the delivery of mental health services (e.g., assessment, diagnosis, treatment, termination, documentation, & ethical practice).
5. Students will deliver mental health services with multicultural competence and sensitivity.
6. Students will demonstrate ability to integrate faith with clinical counseling practice in clinically appropriate, culturally sensitive, and ethical manner.

### **COURSE LEARNING OUTCOMES**

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Upon successful completion of this course students will:

1. Students will demonstrate an understanding of historical and theoretical underpinnings related to the development of psychopathology resulting from traumatic events.
  - 1.1. Class discussions, readings, pre-class reading assignments, and lecture.
2. Students will discover and clinically assess traumatic psychopathology based on the DSM-5TR.
  - 2.1. Class discussions, readings, pre-class readings, online trainings, lectures, and papers.
3. Students will conceptualize biological and psychological reactions and outcomes due to various forms of trauma, including Child Abuse/Neglect, Intimate Partner Violence, Racial/Intergenerational Trauma, War/Veterans, Natural Disasters, Immigrants/Refugees, Stranger Physical Assault, Rape/Sexual Assault.
  - 3.1. Class discussions, readings, pre-class readings, online trainings, papers, assignments, and class lecture.
4. Evaluate and conceptualize posttraumatic stress states through a biopsychosocial framework.
  - 4.1. Class discussions, readings, pre-class readings, online trainings, papers, assignments, and class lecture.
5. Students will examine and practice applying a trauma-informed clinical approach utilizing empirically based, and experiential treatments models for children, adults and families who have experienced trauma.
  - 5.1. Class discussions, readings, pre-class readings, online trainings, papers, in class role-play activities, and class lecture.
6. Students will assess and practice building the therapeutic alliance with patients during crisis and trauma situations including various forms of dissociation and complex trauma (including disabilities).
  - 6.1. Class discussions, readings, pre-class readings, online trainings, papers, in class role-play activities, and class lecture.
7. Explore and practice therapeutic modalities in working with patients that have experienced trauma from a diverse, ethnic, and inclusive (DEI) perspective.
  - 7.1. Class discussions, readings, pre-class readings, online trainings, papers, in class role-play activities, and class lecture.
8. Students will complete and apply self-care strategies necessary as a mental health care provider.
  - 8.1. Class discussions, self-care log, online trainings, papers, assignments, and class lecture.
9. Students will explore how a crisis, trauma and/or disaster impacts humans through the lifespan.

- 9.1. Class discussions, readings, assignments, pre-class readings, online trainings, and class lecture.
10. Students will evaluate and apply crisis interventions utilizing trauma informed strategies and Psychological First Aid.
- 10.1. Class discussions, self-care log, online trainings, papers, in class role-play activities and class lecture.
11. Students will examine how to assess for trauma and abuse events applying California law procedures for reporting.
- 11.1. Class discussions, in class role-play activities, online trainings, papers, and class lecture.

## **REQUIRED TEXTS AND RECOMMENDED STUDY RESOURCES**

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Herman, J. L. (1997). *Trauma and Recovery*. Basic Books Publishing.  
 ISBN-13: 978-0465061716  
 ISBN-10: 0465061710

Schnyder, U., & Cloitre, M. (2022). *Evidence based treatments for trauma-related psychological disorders: A practical guide for clinicians*. Springer Nature.  
 ISBN-13: 978-3319071084  
 ISBN-10: 3319071084

Shapiro, R. (2022). *Easy Ego State Interventions: Strategies for Working With Parts*  
 ISBN-13: 978-0393709278  
 ISBN-10: 0393709272

van der Kolk, B. (2014). *The Body Keeps The Score: Brain, Mind, and Body in the Healing of Trauma*. Penguin.  
 ISBN-13: 978-0143127741  
 ISBN-10: 0143127748

### **Recommended Readings**

American Psychological Association. (2020). *Publication Manual of the American Psychological Association* (7<sup>th</sup> ed.). American Psychological Association.  
 ISBN-13: 978-1433832161  
 ISBN-10: 143383216X

Compton, L. & Schoeneberg, C. (2021). *Preparing for Trauma Work in Clinical Mental Health*. (1<sup>st</sup> ed.). Routledge.  
 ISBN-13: 978-0367331849  
 ISBN-10: 0367331845

Briere, J. N. & Scott, C. (2015). *Principles of Trauma Therapy: A Guide to Symptoms, Evaluation, and Treatment*. 2<sup>nd</sup> ed. (DSM-5 Update). SAGE.  
 ISBN-13: 978-1483351247  
 ISBN-10: 9781483351247

Heller, L. & Kammer, B.J. *The Practical Guide for Healing Developmental Trauma: Using the neuroAffective relational model to address adverse childhood experiences and resolve complex trauma*. North Atlantic Books.  
 ISBN-978-1623174538

Winfrey, O. & Perry, B. D. (2022). *What Happened to You?: Conversations on Trauma, Resilience and Healing*. Bluebird.

ISBN-13:978-1250223180

ISBN-10:1250223180

Porges, S. W. (2011). *The Pocket Guide to the Polyvagal Theory: The Transformative Power of Feeling Safe (Norton Series on Interpersonal Neurobiology)*. W. W. Norton & Company.

ISBN-13: 978-0393707878

ISBN-10: 9780393707878

### CREDIT HOUR INFORMATION

This course meets PLNU and Western Association of Schools and Colleges (WASC) credit hour policy requirements for contact hours as evidenced by the table below (3 credit units):

Course Hours			
Assignments	Pre-Course Hours	Course Hours	Post-Course Hours
Face-to-face Class Sessions		40	
Online Participation in forums, groups, etc.	5		5
Reading	10	5	10
Writing		10	20
Other Assignments and Learning Activities	5	5	5
Exams & Quizzes	4	5	5
	24	65	45
<b>TOTAL HOURS</b>			134

### ASSESSMENT AND GRADING

Assignment	Percentage	Points
1. Attendance (10 points each class includes participation)	12%	160
2. Weekly Pre-Class Reading Essay (5x30pts)	11%	150
3. Clinical Lab Reflection (4x25pts)	7.4%	100
4. Paper 1: ACE & Resilience	7.4%	100
5. Paper 2: Trauma Character	7.4%	100
6. Paper 3: SAMHSA - TIP 57	7.4%	100
7. Paper 4: VA Provider Strategies for Burnout & Secondary Trauma	7.4%	100
8. PFA Certificate	15%	200
9. Clinical Training Team Presentation	15%	200
10. Self-Care Journal Log (x 6 – weekly 25 pts. each)	11%	150
Total	100%	1360

*Students must achieve a minimum grade of B- to pass this class.*

### Grade Scale

Grade Scale Based on Percentage of Points Earned				
A 93-100	B+ 87-89	C+ 77-79	D+ 67-69	F ≤ 59
A- 90-92	B 83-86	C 73-76	D 63-66	
	B- 80-82	C- 70-72	D- 60-62	

### LATE ASSIGNMENTS

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Assignments submitted up to 24 hours past the due date will be deducted 25% of the grade. Assignments submitted up to 48 hours past the due date will be deducted 50% of the grade. Any assignment turned in after 48 hours past the due date will receive no credit.

### PLNU SPIRITUAL CARE

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#### Mission Valley:

PLNU strives to be a place where you grow as a whole person. To this end we provide resources for our Graduate students to encounter God and grow in their Christian faith. At the Mission Valley (MV) campus we have an onsite chaplain, Rev. Gordon Wong, who is available during class break times across the week. If you have questions for, desire to meet or share a prayer request with Rev. Wong you can contact him directly at [mcvhaplain@pointloma.edu](mailto:mcvhaplain@pointloma.edu) or [gordonwong@pointloma.edu](mailto:gordonwong@pointloma.edu).

Rev. Wong's cell number is 808-429-1129 if you need a more immediate response.

In addition, on the MV campus there is a prayer chapel on the third floor which is open for use as a space set apart for quiet reflection and prayer.

### PLNU COPYRIGHT POLICY

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Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. Any use of those materials outside the class may violate the law.

### PLNU ACADEMIC HONESTY POLICY

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Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. Academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when in reality they are the results of another person's creativity and effort. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for that assignment or examination, or, depending on the seriousness of the offense, for the course. Faculty should follow and students may appeal using the procedure in the university Catalog. See the [Academic Honesty Policy](#) in the Graduate and Professional Studies Catalog for definitions of kinds of academic dishonesty and for further policy information.

### PLNU ACADEMIC ACCOMMODATIONS POLICY

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PLNU is committed to providing equal opportunity for participation in all its programs, services, and activities. Students with disabilities may request course-related accommodations by contacting the

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Educational Access Center (EAC), located in the Bond Academic Center ([EAC@pointloma.edu](mailto:EAC@pointloma.edu) or 619-849-2486). Once a student's eligibility for an accommodation has been determined, the EAC will issue an academic accommodation plan ("AP") to all faculty who teach courses in which the student is enrolled each semester.

PLNU highly recommends that students speak with their professors during the first two weeks of each semester/term about the implementation of their AP in that particular course and/or if they do not wish to utilize some or all of the elements of their AP in that course.

Students who need accommodations for a disability should contact the EAC as early as possible (i.e., ideally before the beginning of the semester) to assure appropriate accommodations can be provided. It is the student's responsibility to make the first contact with the EAC.

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## SEXUAL MISCONDUCT AND DISCRIMINATION

Point Loma Nazarene University faculty are committed to helping create a safe learning environment for all students. If you (or someone you know) have experienced any form of sexual discrimination or misconduct, including sexual assault, dating or domestic violence, or stalking, know that help and support are available through the Title IX Office at [pointloma.edu/Title-IX](http://pointloma.edu/Title-IX). Please be aware that under Title IX of the Education Amendments of 1972, it is required to disclose information about such misconduct to the Title IX Office.

If you wish to speak to a confidential employee who does not have this reporting responsibility, you can contact Counseling Services at [counselingservices@pointloma.edu](mailto:counselingservices@pointloma.edu) or find a list of campus pastors at [pointloma.edu/title-ix](http://pointloma.edu/title-ix)

## COURSE MODALITY DEFINITIONS

**1. In-Person:** Course meetings are face-to-face with no more than 25% online delivery.

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## PLNU ATTENDANCE AND PARTICIPATION POLICY

Regular and punctual attendance at all classes is considered essential to optimum academic achievement. If the student is absent from more than 10 percent of class meetings, the faculty member can file a written report which may result in de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice until the university drop date or, after that date, receive the appropriate grade for their work and participation. See [Academic Policies](#) in the Graduate and Professional Studies Catalog for additional detail.

### ***What is considered "class participation"?***

- Raising your hand and answering questions.
- Sharing ideas, observations, and personal experiences.
- Pointing out relevant data.
- Generating potential solutions.
- Relating and synthesizing the ideas of others.
- Pointing out relationships to earlier discussions.
- Helping others develop their views and ideas.

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## USE OF TECHNOLOGY

Electronics are to facilitate our class dialogue and learning. Therefore, please consent to the following: "I will silence my cell phone before coming to class and will refrain from using it during class time for anything other than the *direct support of my engagement with the class material*. In my use of computers or tablets, I will



with the client, and being aware of and dealing with personal reactions/self-awareness, (2) providing individualized psychoeducation, (3) evaluating client's trauma history, and (4) providing treatment.

During the Clinical Lab assignment, you will work with the same student throughout the course. You will alternate the roles of clinician and client. You will practice providing counseling to your peer partner that has experienced a trauma (playing from the trauma character they have chosen). When it is your turn to be the patient, you will be assuming your trauma character's experience that you selected in your trauma paper to enact for this class.

Each Clinical Lab will last approximately 40 minutes for one student, and 5-10 minutes for reflection and feedback time. Then, the class will take a break and upon their return students will switch their roles. **See Appendix 1 for details**

***Examples of focus areas role play activities:***

Being aware of and dealing with personal reactions	<ul style="list-style-type: none"> <li>• Practice recognizing silencing responses in session.</li> <li>• Practice recognizing emotional responses to client's story in session.</li> <li>• Practice responding to client effectively while managing personal reactions;</li> </ul>
Providing psychoeducation	<ul style="list-style-type: none"> <li>• Practice explaining fight-flight-freeze mode and human's physical reactions.</li> <li>• Practice explaining functions of PTSD symptom in a positive light.</li> <li>• Practice explaining normal grieving process</li> </ul>
Evaluating client's trauma history	<ul style="list-style-type: none"> <li>• Practice introducing a formal trauma history assessment and address client's questions.</li> <li>• Practice assessing for client's PTSD symptoms.</li> </ul>
Providing Treatment	<ul style="list-style-type: none"> <li>• Practice introducing the safe space strategy and practicing it with client.</li> <li>• Practice processing client's trauma memory while monitoring client's emotions.</li> <li>• Practice teaching a bodily-based technique and practicing it with client;</li> </ul>

1. **Paper 1: Adverse Childhood Experiences Score (ACEs) and Resilience** - There are 10 types of childhood trauma measured in the CDC-Kaiser Permanente Adverse Childhood Experiences Study. (There are many others...see below.) Five are personal — physical abuse, verbal abuse, sexual abuse, physical neglect, and emotional neglect. Five are related to other family members: a parent who's an alcoholic, a mother who's a victim of domestic violence, a family member in jail, a family member diagnosed with a mental illness, and experiencing divorce of parents. Each type of trauma counts as one. So, a person who's been physically abused, with

one alcoholic parent, and a mother who was beaten up has an ACE score of three. Complete both the ACE and Resilience questionnaires on Canvas.

2. **Paper 2: Trauma Character** - Please select a *contemporary* novel, autobiography, or film of your choice relevant to the course content and your professional interests in this field. **For this assignment, put yourself in the place of the main character (or one of the main characters) who has experienced the traumatic events and write from the FIRST-PERSON perspective. This will be your character throughout this course and in all your in-class Clinical Lab activities.**
  - I. While writing your paper, consider *some* of the following questions, but your paper does not require that you answer each one. The eight areas of trauma are: (1) Child Abuse/Neglect (but for this class if you choose this domain, your character should be an adult client that has experienced this as a child), (2) Intimate Partner Violence, (3) Racial/Intergenerational Trauma, (4) War/Veterans, (5) Natural Disasters, (6) Immigrants/Refugees, (7) Stranger Physical Assault, (8) Rape/Sexual Assault. Determine what population you may want to work with and perhaps choose a character that has that experience.

Write about your responses to the book, or movie keeping these questions in mind:

- Given your stressful life experiences (as the character) what challenges might you face in personal, family, peer, work, or school relationships?
- What resources and strengths do you have as this character?
- How would these experiences affect your beliefs about self, others, and the world?
- What kinds of signs or symptoms associated with trauma would be evident to others?
- What symptoms might be less obvious to others?
- Specifically, and generally how is your life influenced by the trauma?

The length of the paper is 2 pages of written text (APA 7, cover page and reference page, no abstract). Importantly, these are **NOT book/movie reports**. Instead, these should be your responses to reading the material/watching the film along with identifying and discussing parts from the readings/film (provide page numbers where applicable) that you found particularly helpful for understanding and treating trauma.

Note: you will be asked to reflect on the main character as we explore topics throughout this class. So, be prepared for small group discussions.

3. **Paper 3: SAMHSA - TIP 57 – The Substance Abuse and Mental Health Services Administration (SAMHSA)**. SAMHSA created the TIP 57 document informing mental health care providers and organizations strategies for implementing *trauma-informed care*. Students will download this document not only for this class but future reference (from Canvas) and read chapters 1-4. Student will write 250–300-word paper on what you discovered that you believe are the three most salient principals in providing trauma-informed care to a patient that has experienced trauma. Link: <file:///Users/dkasper/Documents/DK%20PL/Psy%20Tool%20Kit/PTSD/TIP%2057%20Trauma-Informed%20Care%20in%20Behavioral%20Health%20Services.pdf>

4. **Paper 4: VA Provider Strategies for Burnout & Secondary Trauma** – The National Center for PTSD has created a one-hour training for preventing burnout, or secondary trauma when working with patients who have experienced trauma. Student will write 250–300-word paper on what you discovered that you believe are the three most important strategies for self-care based on this training. Link:  
[https://www.ptsd.va.gov/professional/continuing\\_ed/provider\\_burnout\\_strategies.asp](https://www.ptsd.va.gov/professional/continuing_ed/provider_burnout_strategies.asp)
  
5. **Certificate: Psychological First Aid (PFA) – Online Trauma Training**  
You need to complete 5 hours of online clinically focused trauma training. Psychological First Aid from - The National Child Traumatic Stress Network. Students will take this online course (cost free) and submit their certificate on Canvas.  
**Link:** <https://learn.nctsn.org/course/index.php?categoryid=11>
  
6. **(5) Weekly Pre-Class Readings Essays (5 x 30 pts.)** – Students will write 250-300 words in essay format on Canvas conveying the most critical aspects to treating trauma survivors that you discovered after reading the Herman and van der Kolk texts only, (not the Shapiro text that is for reading before in class role-play assignments).
  
7. **(4) Clinical Lab Reflection Assignments (after your in-class role play Clinical Lab) (4 x 25 pts.)**  
– *After each in-class role-play*, you will write a paper 250-300 words detailing your reflection on the in-class Clinical Lab. The paper should contain:
  - A brief description of your client in your case vignette
  - Write about your emotional and/or physical reactions
  - The area you focused on during the role play
  - What did you do during the role-play; also, please include things you did well and things that you did not do well
  - Things you would like to change if given another opportunity
  - Questions you have regarding the Clinical Lab (optional)
  
8. **Clinical Training Team Presentation**  
For this assignment, you will work with your colleagues to develop and present a 30–35-minute clinical training to the class as a group. Your teams will be decided the first day of class. You will read 6-8 journal articles (published within the last 10 years, or a seminal work). As you prepare this presentation, imagine this is a presentation you will give at your practicum II or internship site or your workplace. Please specify the setting (e.g., inpatient, outpatient, or integrated care) where you want to imagine delivering the presentation because it will help you prepare. The presentation should inform your colleagues about a specific aspect of trauma or crisis work. Possible topics may include but are not limited to: Empirically supported crisis or trauma treatment interventions, experimental approaches. Consider treatment populations (e.g., refugees, foster children, abuse victims, or domestic violence patients). You may choose to student deployment crises and resilience factors in military families, or cultural concerns and trauma among urban African American teens, or resilience of Hispanic adolescents after trauma, etc. Topics such as crisis in schools or trauma in males are too vague. *Please note, the topic for this assignment must be pre-approved by*

*the instructor.* The presentation should help your fellow mental health professionals gain a better understanding of your topic and provide them with an idea of specific clinical implications for working with the population or aspect of trauma/crisis work that you present.

You will need to address the following elements:

- Why is it important to study this topic (for counselors, community, society...)
- Main ideas or themes in the literature (i.e., what did you learn from the literature – put it all together [aka synthesize] rather than discuss each article individually)
- Clinical implications
- Research implications
- Activities that facilitate your colleagues' learning, such as videos, group discussions, demonstration, role-plays, or experiential activities
- Recommendations for further learning (i.e., readings, trainings)
- A complete list of references on slides (APA 7)

**See Appendix 2 for Rubric**

### **Topic**

***All the selected topics should be pre-approved by the professor.***

### **Clinical Team Presentation**

After reviewing articles in your selected area, you are the expert on this subject now. In class, you will present a 30–35-minute clinical presentation with a PowerPoint (**including references on last slide**) to your colleagues. Your presentation will include a brief overview of the topic, important findings, and highlights from literature salient to clinical implications. You may want to use videos, class activities to make the presentation attractive. Make sure you include time for a Q & A section for your audience. Please be aware of your time. Your presentation should be both INFORMATIVE and CONCISE! **See detailed instruction in Appendix 2.**

9. **Self-Care Journal/Plan and Log (6)** - Create a self-care journal that will be submitted weekly throughout this course. This journal will be used to create a plan for yourself during this course and keep yourself accountable. Self-care is a vital concept for clinicians to plan for and engage in. Being proactive by determining days, times, and activities that you enjoy will assist you in maintaining your own personal wellness. Further, this intentionality may prevent compassion fatigue and secondary trauma. It will also be used for recording personal reflections and what you did for yourself and how that made you feel. Very brief but informative. You can use the template or create your own style for submitting your weekly logs on Canvas. **See appendix 3 for guidelines.**

For your **first entry**, identify 5-10 ways you can engage in 10 minutes of self-care a day over the next few weeks (you can do more, but 10 min/day is the goal), and make a schedule of when you are going to engage in them.

A minimum of 6 entries are required.

- Document your journey. Each day, or every few days, log, or list your 10-minute self-care activities, thoughts, feelings, and even days you did not complete your tasks. Only a few sentences necessary, keep this very brief.
- Your **last entry #6** should include a brief reflection (**1-2 paragraphs**) of new insights you gained in your self-awareness, self-understanding, and development that you have learned about self-care from this course.
  - Consider responding to the following questions:
  - Did you meet your self care goals? Why/Why Not?
  - Where were your strengths? What are some areas for future growth?
  - What, if anything, did you take away from this assignment and how will you incorporate the topic of self-care into your practice as a mental health provider?

**See Appendix 3 for Self-Care Plan Guidelines**

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8 Week Course Outline PSY6058 Crisis & Trauma Quad I FA23 – Cohort 19  
Tuesday and Thursday 2:00 – 4:45

**Course Schedule**

*NOTE: Course chapter reading to be completed prior to class. Please come to class prepared with insight or a question on the reading for open discussion.*

Class Day	Chapter Reading	Topic	Activities	Assignments
1 Tues. 8/29	van der Kolk Ch. 3, 4, 5, 6	NO IN PERSON CLASSES		
2 Thurs. 8/31		NO IN PERSON CLASSES		Pre-class reading #1 van der Kolk Ch. 3-6 – Due Sun. 9/3 11:59 PM  Paper #1: ACE & Resilience Paper - Due Sun. 9/3 11:59 PM

3 Tues. 9/5	van der Kolk Ch. 7 & 9  Herman Ch. 8	FIRST DAY OF CLASS IN PERSON  Safety	Create Clinical Team Presentation Groups (4) and Role-play partners established	Pre-class reading #2 van der Kolk Ch. 7, 9 and Herman Ch. 8 – Due Thurs. 9/7 2PM
4 Thurs. 9/7		Safety		Self-Care Log #1 – Due Sun. 9/10 11:59 PM  Paper 2: Trauma Character Paper -Due Sun. 9/10 11:59
5 Tues. 9/12	Schnyder & Cloitre Ch. 5	Treatment I - Foundations of Cognitive Behavioral Therapy TF-CBT		
6 Thurs. 9/14		Clinical Lab #1 – TF-CBT Focus: Learning how to connect to self, to connect with the client, and being aware of and dealing with personal reactions/self-awareness		Self-Care Log #2 – Due Sun. 9/17 11:59 PM  Clinical Lab Reflection Paper #1 – Due Sun. 9/17 11:59
7 Tues. 9/19	Schnyder & Cloitre Ch. 9	Treatment II - A Cognitive Model Biopsychology of Stress and PTSD and Narrative Exposure Therapy (NET)		Pre-class reading #3 Schnyder Cloitre, Ch. 9 Due 9/21 2PM
8 Thurs. 9/21		Clinical Lab #2 – NET Focus: Providing Individualized Psychoeducation		Self-Care Log #3 – Due Sun. 9/24 11:59 PM  Clinical Lab Reflection Paper #2 – Due Sun. 9/24 11:59

9 Tues. 9/26	Schnyder & Cloitre Ch. 8	Treatment III - Prolonged Exposure Therapy (PET) <ul style="list-style-type: none"> <li>• Theoretical Components</li> <li>• Case Formulation</li> <li>• Index Event</li> </ul>		
10 Thurs. 9/28		Clinical Lab #3 - PET Focus: Evaluating Client's Trauma History and Assessment		Self-Care Log #4 – Due Sun. 10/1 11:59 PM  Clinical Lab Reflection Paper #3 – Due Sun. 10/1 11:59 PM  Paper #3 SAMHSA – TIP57 Paper Due Tues. 10/3 11:59 PM
11 Tues. 10/3	Schnyder & Cloitre Ch. 10	Treatment IV - Cognitive Processing Therapy (CPT)		
12 Thurs. 10/5		Clinical Lab #4 - CPT		Self-Care Log #5 – Due Sun. 10/8 11:59 PM  Clinical Lab Reflection Paper #4 – Due Sun. 10/8 11:59
13 Tues. 10/10	Schnyder & Cloitre Ch. 5  Herman Ch. 5	Treatment V - Understanding Pathways from Traumatic Exposure to Physical Health		Pre-class reading #4 Herman Ch. 5 Due 10/12 2PM
14 Thurs. 10/12		Childhood Sexual Abuse and Intergenerational Trauma		PFA Certificate (5-hour training and paper) Due Sun. 10/15 11:59 PM  Self-Care Log #6 (Final) – Due Sun. 10/15 11:59 PM

15 Tues. 10/17	Shapiro Ch. 9  Herman Ch. 7	Experimental Treatments Working with Cultural, Familial, and Abuse Related Introjects and The Therapeutic Relationship		Pre-class reading #5 Herman Ch. 7 Due 10/19 2PM AND Paper 4: VA Provider Strategies Due Sun. 10/19 11:59 PM
16 Thurs. 10/19		Clinical Training Team Presentations	Group A, B, C and D present	

## Appendix 1

### Role Play Guidelines

Note. The most important benefit of conducting role-play is that you could freely make mistakes and correct them without worrying about your clients. Please consider the following suggestions when conducting your in-class role-plays. It will help you use the time productively.

1. Set up your goals
  1. Take time to think about what you want to learn from a role-play; specific goals  
  
would help you gain the most from those in-class role-plays
  2. Your goals for a role-play should not be too easy or too difficult for you; choose a goal that if you make efforts, you should be able to achieve it while not doing it perfectly
  3. For example, if you normally are good at building relationship with clients, you should choose a more challenging goal, such as building relationship with a client who is reluctant to talk or who is a little bit hostile
2. Set up a scenario
  - a. Given it is a role-play, you don't need to start from the beginning; tell your partner a specific scenario that you would like to get into
  - b. For example, you could choose a scenario in which rapport is built after multiple sessions and client is ready for a particular treatment and then you could practice delivering that treatment

3. Train your partner to help you
  - a. Have your partner familiarize the client ahead of time
  - b. Tell your partner what you want specifically

i. For example, you could ask your partner to be more resistant, be more open with the story, be silent during the session, or ask tough questions etc.

4. Allow mistakes and remedies during role-play
  1. The goal for role-play is not to have your best performances; as a matter of fact, you should try things that you are unfamiliar with, that you never try before, or that you are afraid of
  2. Allow yourself to stumble on words and repeat what you want to say, tell your partner that you want to start over, or simply stop and ask advices from your partner or the instructor
5. Process after role-play
  1. It is always more beneficial if you reflect on your performance after role-play
  2. Reflect on things that are easy for you and things that are difficult for you
  3. Reflect on things you did well and things you want to practice more
  4. Ask feedback from your partner, you might learn something that you did not notice and learn something new

## Appendix 2

### Rubric for Clinical Training Team Presentation & Journal Recommendations

<b>Rubric for Oral Clinical Presentations</b>	<b>Points</b>
Provides contextual information and clear justification for the importance of this topic from a neurobiological, psychological, social, environmental, and spiritual perspectives on crisis and trauma	<b>30</b>
Demonstrates a solid foundation in the current state of knowledge related to the topic by critically and analytically using multiple professional/academic sources	<b>30</b>
Draws clear connections between the current state of knowledge about the topic and clinical implications (e.g., using examples of how the topic can look in practice)	<b>30</b>
Addresses limitations of current research and/or practice and discuss future research directions	<b>15</b>
Offers specific suggestions and resources for further learning	<b>15</b>
Conduct at least one engaging activity that facilitate participants' learning	<b>10</b>
Uses visual aids effectively and creatively	<b>10</b>
Demonstrates enthusiasm and engagement with the material; adjusts pace and voice inflection to make points; interacts with and responds to audience through use of eye-contact, non-verbal cues, and welcoming audience questions and thoughts; use own words rather than reading notes; able to answer questions	<b>30</b>
Includes APA citations to accurately credit sources and a complete APA Reference list at the end of PowerPoint	<b>10</b>

Demonstrate a diverse, ethnic, and inclusive (DEI) perspective.	<b>20</b>
<b>Total</b>	<b>200</b>

### Journals that may be of interest as you develop your research synthesis plans

Attachment and Human Development Home page: [www.tandf.co.uk/journals/titles/14616734.asp](http://www.tandf.co.uk/journals/titles/14616734.asp) Violence and Victims: <http://www.ingentaconnect.com/content/springer/vav>

Child Abuse and Neglect:

[http://www.elsevier.com/wps/find/journaldescription.cws\\_home/586/description#description](http://www.elsevier.com/wps/find/journaldescription.cws_home/586/description#description) Child Abuse Review: [http://onlinelibrary.wiley.com/journal/10.1002/\(ISSN\)1099-0852](http://onlinelibrary.wiley.com/journal/10.1002/(ISSN)1099-0852)

Child Welfare <http://www.cwla.org/articles/cwjabstracts.htm>

Crisis: The Journal of Crisis Intervention and Suicide Prevention: <http://psycnet.apa.org/journals/cri/>

Developmental Psychology <http://www.apa.org/pubs/journals/dev/>

Family Law Quarterly <http://www.abanet.org/family/flq/>

Infant Mental Health [http://onlinelibrary.wiley.com/journal/10.1002/\(ISSN\)1097-0355](http://onlinelibrary.wiley.com/journal/10.1002/(ISSN)1097-0355)

Journal of Abnormal Psychology: <http://www.apa.org/pubs/journals/abn/>

Journal of Family Violence: <http://link.springer.com/journal/10896>

Journal of Interpersonal Violence <http://jiv.sagepub.com/>

Journal of the American Academy of Child and Adolescent Psychiatry

<http://www.jaacap.com/>

Journal of School Violence: <http://www.tandfonline.com/toc/wjv20/current#.Uv67WoVdC1c> Journal of

Traumatic Stress: [http://onlinelibrary.wiley.com/journal/10.1002/\(ISSN\)1573-6598](http://onlinelibrary.wiley.com/journal/10.1002/(ISSN)1573-6598) Personality Disorders:

Theory, Research and Treatment <http://www.apa.org/pubs/journals/per/index.aspx>

Psychology of Addictive Behaviors <http://www.apa.org/pubs/journals/adb/>

Psychological Trauma: Theory, Research, Practice, and Policy (Div. 56 of APA)

<http://www.apa.org/pubs/journals/tra/>

Publications of the National Center for Missing and Exploited Children (Arlington, VA)

[http://www.missingkids.com/missingkids/servlet/PublicHomeServlet?LanguageCountry=en\\_US](http://www.missingkids.com/missingkids/servlet/PublicHomeServlet?LanguageCountry=en_US) The Family

Journal <http://tfj.sagepub.com/>

Other links of interest:

- Trauma-Informed Care: <http://www.samhsa.gov/nctic/trauma.asp>
- ACA clearinghouse for multicultural syllabi: <http://www.counseling.org/knowledgecenter/clearinghouses/syllabus-clearinghouse/social-cultural-diversity>

### Appendix 3

#### Self-Care Plan Template

**NOTE. Please make sure to mark what has been changed for you! List modifications you have made to your original plan.**

<i>Signals of myself when in distress</i>	<i>Self-care activities</i>	<i>Time needed</i>	<i>Location</i>
e.g., shoulders tense up	Belly breathing	1-3 minutes	Anywhere
e.g., ruminating on things I did wrong	Saying self- affirmations	1-3 minutes	Anywhere
Being impatient with people <b>(Added)</b>	A hot bubble bath	1 hour	Home

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**Log**

<b>Date</b>	<b>Trigger</b>	<b>Signals</b>	<b>Self-Care Activities</b>
e.g., 9.14	Reading Chapter one of Trauma and Recovery	Crying, Tremendous sadness	Belly breathing; Self-reflection journal; Discussed it with my partner

\* You should **at least record 14 entries** of your emotional reactions toward class readings, content, and experiences, assignments, and self-care activities that you did. You could also add other life stressors during the course and your self-care strategies if you like.

**Reflection of My Self-care:**