



UNIVERSITY OF
**NORTHERN
COLORADO**

University of Northern Colorado

**APCE 661-700: Psychological Trauma and Intervention for Individuals, Families and Communities
Spring 2024: March 22 – 24; April 5 - 7**

First Weekend

March 22 4pm-10pm
March 23 8am-5pm
March 24 8am-4pm

Second Weekend

April 5 4pm-10pm
April 6 8am-5pm
April 7 8am-4pm

Instructor: Jennifer Santopietro, PhD, LPC, SSP/SC Pronouns: she, her, hers
Email: jennifer.santopietro@unco.edu
Office Hours: By appointment via Zoom

COURSE DESCRIPTION:

This course features an overview of the impact of crises, disasters, and other trauma-causing events on individuals, families, and communities. Course participants will be introduced to strategies and interventions for working with this population.

PREREQUISITE:

None

KNOWLEDGE AND SKILL OUTCOMES: This course is designed to meet the Council for the Accreditation of Counseling and Causing Education Programs (CACREP) 2016 Standards. To meet accreditation standards for counselor education programs, students who successfully complete the course must master the following knowledge and skill outcomes. Upon successful completion of this course students will have knowledge of and understand the:

1. Counselors' roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams (CACREP Standard: 2.F.1.c).
2. Self-care strategies appropriate to the counselor role (CACREP Standard: 2.F.1.1).
3. Effects of crisis, disasters, and trauma on diverse individuals across the lifespan (CACREP Standard: 2.F.3.g).
4. Crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid (CACREP Standard: 2.F.5.m).
5. Procedures for identifying trauma and abuse and for reporting abuse (CACREP Standard: 2.F.7.d).
6. Impact of crisis and trauma on individuals with mental health diagnosis (CACREP CMHC Standard: 5.C.2.f).
7. Operation of an emergency management system within rehabilitation agencies and in the community in relations to accommodating individuals with disabilities (CACREP CRC Standard: 5.D.2.e).
8. Impact of crisis and trauma on individuals with disabilities (CACREP CRC Standard: 5.D.2.h).
9. Impact of crisis and trauma on marriages, couples, and families (CACREP MCFC Standard: 5.F.2.g).



10. Roles of college counselors and student affairs professionals in relation to the operation of the institution's emergency management plan, and crises, disasters, and trauma (CACREP CCSA Standard: 5.E.2.b).
11. School counselor roles and responsibilities in relation to the school emergency management plans, and crises, disasters, and trauma (CACREP SC Standard: 5.G.2.e).

COURSE CONTENT:

This course is designed to meet the CACREP 2016 Standards understanding the impact of crises, disasters, and other trauma-causing events on individuals, families, and communities. Course content includes an overview of the impact of crises, disasters, and trauma-causing events on people, the impact of working with traumatized clients on practitioners, and interventions and strategies for working with individuals, families, and groups of people who have experienced crises, disasters, and other trauma-causing events.

****This syllabus was adapted from the UNCO syllabus created by Dr. Sean O'Halloran. Dr. Santopietro is grateful for the inspiration from Dr. O'Halloran when creating this syllabus and course content.*

REQUIRED TEXTS:

- 1) Levers, L. L., LPCC-S, L. P. C., & CRC, N. (2022). *Trauma Counseling: Theories and Interventions for Managing Trauma, Stress, Crisis, and Disaster*. Springer Publishing Company. **2nd Edition**

This text can be rented here: [Trauma Counseling 2nd edition | 9780826150844, 9780826150851 | VitalSource](#)

This text can be rented/purchased here: [Trauma... by López Levers PhD LPCC-S LPC CRC NCC, Lisa \(amazon.com\)](#)

***There may be other more affordable options to obtain the text—there is a lot of great information in this text, and we will be utilizing it throughout the course.*

- 2) Jobes, D. A. (2023). *Managing suicidal risk: A collaborative approach*. Guilford Publications. **3rd Edition**

This text can be purchased here: [Managing Suicidal Risk: Third Edition: A Collaborative Approach \(guilford.com\)](#)

Or here: [Managing Suicidal Risk: A Collaborative... by Jobes, David A. \(amazon.com\)](#)

****We will be utilizing this text on Friday night of the second weekend.*



APCE 661: Psychological Trauma and Intervention for Individuals, Families and Communities - Crisis Intervention Rubric

Crisis Intervention – Demonstrate sufficient knowledge and skills associated with counseling in crisis settings and addressing trauma in clients.

Knowledge Learning Outcome Assessed	Exemplary	Proficient	Partially Proficient	Beginning
<p>Knowledge of Crisis & Trauma Constructs</p> <p>Student demonstrates an understanding of the causes of crisis and trauma and both the short-term and long-term effects that trauma and crisis have on specific populations.</p>	<p>Student demonstrates a superior level of understanding of the causes of crisis and trauma constructs and both the short-term and long-term effects that trauma and crisis have on specific populations. The student performs well above what would be expected of an entry-level counselor.</p>	<p>Student demonstrates a basic, entry-level understanding of crisis and trauma constructs and both the short-term and long-term effects that trauma and crisis have on specific populations. The student performs equivalent to what would be expected of an entry-level counselor.</p>	<p>Student demonstrates a limited of crisis and trauma constructs and both the short-term and long-term effects that trauma and crisis have on specific populations</p> <p>The student performs below what would be expected of an entry-level counselor.</p>	<p>Student demonstrates a lack of understanding of crisis and trauma constructs and both the short-term and long-term effects that trauma and crisis have on specific populations. The student performs well below what would be expected of an entry-level counselor.</p>
<p>Crisis Intervention</p> <p>Student demonstrates an understanding of crisis intervention, trauma-informed, and community-based strategies such as Psychological First Aide.</p>	<p>Student demonstrates a superior level of understanding of crisis intervention, trauma-informed, and community-based strategies such as Psychological First Aide. The student performs well above what would be expected of an entry-level counselor.</p>	<p>Student demonstrates a basic, entry-level understanding of crisis intervention, trauma-informed, and community-based strategies such as Psychological First Aide.</p> <p>The student performs equivalent to what would be expected of an entry-level counselor.</p>	<p>Student demonstrates a limited understanding of crisis intervention, trauma-informed, and community-based strategies such as Psychological First Aide.</p> <p>The student performs below what would be expected of an entry-level counselor.</p>	<p>Student demonstrates a lack of understanding of crisis intervention, trauma-informed, and community-based strategies such as Psychological First Aide. The student performs well below what would be expected of an entry-level counselor.</p>
<p>Assessment</p> <p>Student demonstrates knowledge of procedures for assessing risk of</p>	<p>Student demonstrates a superior knowledge of procedures for assessing risk of aggression or danger to others,</p>	<p>Student demonstrates basic, entry-level knowledge of procedures for assessing risk of aggression or</p>	<p>Student demonstrates limited knowledge of procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide. The student</p>	<p>Student demonstrates a lack of knowledge of procedures for assessing risk of aggression or danger to others, self-</p>



aggression or danger to others, self-inflicted harm, or suicide.	self-inflicted harm, or suicide. The student performs well above what would be expected of an entry-level counselor.	danger to others, self-inflicted harm, or suicide. The student performs equivalent to what would be expected of an entry-level counselor.	performs below what would be expected of an entry-level counselor.	inflicted harm, or suicide. The student performs well below what would be expected of an entry-level counselor.
Reporting Student demonstrates knowledge of procedures and skills for identifying trauma and abuse for reporting abuse.	Student demonstrates a superior knowledge of procedures and skills for identifying trauma and abuse for reporting abuse. The student performs well above what would be expected of an entry-level counselor.	Student demonstrates a basic, entry-level knowledge of procedures and skills for identifying trauma and abuse for reporting abuse. The student performs equivalent to what would be expected of an entry-level counselor.	Student demonstrates a limited knowledge of procedures and skills for identifying trauma and abuse for reporting abuse. The student performs below what would be expected of an entry-level counselor.	Student demonstrates a lack of knowledge of procedures and skills for identifying trauma and abuse for reporting abuse. The student performs well below what would be expected of an entry-level counselor.
Suicide Student demonstrates knowledge of suicide prevention models and strategies.	Student demonstrates a superior knowledge of suicide prevention models and strategies. The student performs well above what would be expected of an entry-level counselor.	Student demonstrates a basic, entry-level knowledge of suicide prevention models and strategies. The student performs equivalent to what would be expected of an entry-level counselor.	Student demonstrates a limited knowledge of suicide prevention models and strategies. The student performs below what would be expected of an entry-level counselor.	Student demonstrates a lack of knowledge of suicide prevention models and strategies. The student performs well below what would be expected of an entry-level counselor.

Confidentiality

In addition to the University of Northern Colorado policies, this course, as other courses in the Counseling Program, requires that learners maintain absolute confidentiality regarding all personal information related by classmates and clients. The information we discuss in class is not to be discussed outside of our class and then only as it pertains to helping a classmate or client. Any breach of confidentiality or respect will be considered a serious ethical and professional violation and will result in immediate dismissal from the program. Confidentiality as evidenced in the current ACA codes will be followed.

Attendance Policies

Attendance is paramount to the experiential learning of this material; therefore, it should be considered a priority in successful completion of the course. Missing five hours or more of class will result failure of the class and a need to retake it. Missing significant portions of time less than four hours will result in corresponding deductions from your grade. For example, missing three hours of class will result in the loss of a letter grade. A final letter grade is based on total points accumulated



from each of the elements listed below, (weighted proportionally as noted) as a percentage of the total class points available:

A 93-100	C 73-76
A- 90-92	C- 70-72
B+ 87-89	D+ 67-69
B 83-86	D 63-66
B- 80-82	D- 60-62
C+ 77-79	F Below 60

COURSE ASSIGNMENTS:

A note about reading for this class. There are some chapters I will ask you to read prior to the day we will be utilizing the information, some chapters that we will be doing the reading in class, and some chapters that are labeled “Informed look-over”, which means look over the chapter for the major points to get a sense of it, but you do not have to read every word to the point of knowing the information.

1. “Burning Questions” mini-paper, (20 points).

Due noon on March 22, BEFORE class begins, upload to Canvas

Please respond to the following questions in two pages or less. ‘Bullet’ points are fine. No cover page needed, type your name at the top of the page. These questions will be discussed with anonymity on Saturday morning, March 23 in our group discussion. Answer the following questions:

- What are you looking forward to as you prepare to take this course?
- What concerns (if any, besides the workload) do you have about taking this course?
- What are 2 – 3 questions that you have related to crisis intervention and trauma and how are these questions of interest to you?

We will cover the major topics in crisis intervention and trauma, so please go beyond questions such as “what is vicarious trauma?” or “how to treat PTSD?” We will cover that and so much more!

2. Attendance and Participation (45 points):

Graduate students are expected to be responsible for regular and punctual class attendance. Because theory may only become useful to the extent that it is put into practice, students are expected to participate fully in class discussions and in class activities. All students will be involved in classroom learning, role-plays and experiential exercises and should be prepared to participate in discussions and activities. Please note that attendance is mandatory. Participation also involves meaningful engagement with our discussions in class. Please email me if you feel that this may be a problem. Finding a way to make this class an enriching learning opportunity is our responsibility together. I ask that you come to class prepared by having read and reflected on the reading assignments. If at any time you find it difficult to utilize our time together for your benefit, I invite you to discuss it with me so that we can improve the experience and make it worth our effort and time. Active participation is essential, and your participation grade will be evaluated in the following way:

- **Excellent (80-100%)** – Proactive participation: leading, originating, informing, challenging contributions that reflect in-depth study, thought, and analysis of the topic under consideration as well as a demonstrated ability to listen to and build upon the ideas of others.



- **Satisfactory (70-79%)** – Reactive participation: supportive, follow-up contributions that are relevant and of value, but rely on the leadership and study of others, or reflect opinion rather than study, thought, and contemplation.
- **Minimally Acceptable (50-69%)** – Passive participation: present, awake, alert, attentive, but not actively involved.
- **Unsatisfactory (49% or less)** – Uninvolved: absent, present but not attentive.

3. Online or in Person Trauma or Crisis Training (45 points):

Due Sunday, March 31st.

First, complete 8 hours of clinically focused trauma training. You may need to take more than one training in order to accumulate the required hours. **Do not** count previously completed trainings.

Then, write a 3-5-page double-spaced summary on the complete set of training(s). Do not write a paper for each training. No cover page needed, just your name on the first page. Begin the paper with: (a) the training title(s), focus, brief summary of goals or objectives, and relevant website links. Then (b) discuss your responses to the content and quality of the training(s). Lastly, c) summarize several important points or skills you learned and how you plan to use this information in your career. Some bullet points are fine for this paper.

Training Opportunities:

Option 1: Psychological First Aid Online: 6-hour Psychological First Aid training from <https://www.coursera.org/learn/psychological-first-aid>. You need to register a user account for this site to take this course (registration is free). When you register, please make sure to enter your email address. Once you complete this course, you will receive an email confirmation. Please save this email confirmation in pdf format and upload it to Canvas as proof of your completion. After you complete this course, you will also be offered a certificate (for a fee). Please be aware that this certificate is not required for our class.

Option 2: Online Trauma Training Below is a list of some free training available. These are not the only trainings you can choose--feel free to explore other resources and notify Dr. Santopietro of your choice for training. Notice some trainings are 1 hour and others are 1.5 hours or longer

- The National Child Traumatic Stress Network: <http://www.nctsn.org/> Registration required
- National Center for PTSD: https://www.ptsd.va.gov/professional/continuing_ed/find_a_course.asp Registration required
- Under Continuing Education section International Society for Traumatic Stress Studies • <https://www.istss.org/education-research/online-learning.aspx>

***Please download a certificate of completion or a screenshot of completion of each training and upload those to Canvas.

4. Personal Experience Perspective Paper: Novel, TV show or Film (45 points):

Due 3:00 pm, Friday, April 5th

Imagine that YOU are the main character (or one of the main characters) who has experienced traumatic events. *Describe and discuss responses from the first-person perspective.* For example, instead of writing that you learned about flashbacks and the impacts on the character's life, describe symptoms of the flashbacks as you, the main character, experienced them and how these symptoms affect your life.



First, write an introductory section stating the name of the book, TV show, or film, with a brief description of the character from whose perspective you are writing and brief summary of the traumatic experiences this character endured (you can describe these experiences thematically i.e. physical abuse, an earthquake, job loss, death, etc.

Then, answer each of the following questions:

1. Given your stressful life experiences (as the character) what challenges might you face in personal, family, peer, work or school relationships?
2. What resources and strengths do you have as this character? AND how did you develop these resources and strengths?
3. How would your experiences with trauma affect your beliefs about self, others and the world?
4. What signs (outward) associated with trauma would be evident to others?
5. What symptoms (internal) might be less obvious to others?

While there is not a required length for the paper, it is expected that each question would require at least a couple paragraphs to adequately respond to the questions. The paper needs to be double spaced and include the question/number at the beginning of the corresponding paragraphs. You do not need a title or reference page

5. Small Group Roundtable Crisis/Trauma Presentation: (45 points)

The purpose of these small group presentations (5 – 6 students in each group) is for students to actively apply and integrate concepts from the class to a topic covered in **chapters 19 – 28 from the Lopez-Levers text**. The goal is to develop a valuable 15 – 20 minute presentation and a handout. The handout will be added to a resource file available to all class members. Once our groups are formed on the first night of class, each member will choose one of the topics/chapters so that each person in the group is presenting a different topic.

Each student will prepare a 10 – 15-minute visual presentation on their interest area based upon information in the text and an additional two research articles from the last five years on the topic. This presentation will be delivered to their small groups and each student will also create a psychoeducational handout on the topic that is suitable for potential clients. This handout will include key points, a few references, and relevant websites.

The roundtable presentations will occur on the Saturday of the second weekend, and each student's presentation and handout will be submitted to Canvas.



Reading And Course Schedule:

This table includes the date, topics, schedule, assigned readings, and due dates for assignments. Times are approximate based upon class size and engagement. The instructor may amend this syllabus as needed and will communicate via Canvas, email, or verbally during class if and when changes occur.

Course Day	Brief Schedule	Readings/Assignments Due
Weekend One Friday, March 22	4-5:30 pm: Introductions, settling in, building relationship	
	5:30 – 6 pm Syllabus, course structure, schedule. 6 – 7 Dinner	Informed “look over” Reading Chapters 29, 30, 31 in Lopez-Levers Text
	7 – 9 pm : Lecture and group discussion on Chapters 29 – 31 from text. 9 – finish: Resourcing strategies and self-care.	



<p>Weekend One Saturday, March 23</p>	<p>Early Morning: Large group discussion on chapters 16, 17, 18</p>	<p>Chapters 16, 17,18 in Lopez-Levers Text. Come prepared with a few points that stood out to you from each chapter so you can engage meaningfully in our discussion.</p>
	<p>Mid-Morning: Lecture and small group learning on chapters 5 and 6</p> <p>Afternoon: Lecture on attachment and trauma, Lecture and learning on chapters 9 and 10.</p>	<p>Informed “look over” Reading: Chapters 5, 6, 9, and 10 in Lopez-Levers text.</p> <p>**Possible guest speaker weekend one</p> <p>**Somatic resourcing practiced throughout the weekends</p>



<p>Weekend One Sunday, March 24</p>	<p>Early Morning: “Burning Questions” Discussion</p> <p>Mid-Morning – Early Afternoon EMDR Demonstration and other interventions for Adults.</p> <p>Afternoon: In-class reading and learning/Jigsaw on chapters 11 -15</p>	<p>**Possible guest speaker</p>
<p>Weekend Two Friday, April 5th</p>	<p>4pm-4:30pm: settling, checking in</p> <p>5 – 6 small group sharing about the film/novel/TV show character</p> <p>6 – 7 Dinner</p> <p>7 – 10 Suicide assessment; CAMS training</p>	<p>Readings: Managing Suicidal Risk, Jobes text. Prior to Friday, read chapters 1 and 3.</p> <p>Informed “Look Over” of Chapters 2, 4, and 5.</p>



<p>Weekend Two Saturday, April 6</p>	<p>Early Morning: Group discussion about Crisis response within a non-crisis center setting; Escalation/downward spiral with clients who pose a threat to self or others; Human rights within crisis; Ethics and comfort level.</p> <p>Mid-Morning: Round table presentations</p> <p>Afternoon: Lecture and group learning on Chapters 7 and 8 in the Lopez-Levers text</p>	<p>Informed “Look Over Reading” on Chapters 7 and 8 in Lopez-Levers text</p> <p>**Possible guest speaker</p>
<p>Weekend Two Sunday, April 7th</p>	<p>Early Morning: Lingered questions group discussion</p> <p>Mid Morning: Play therapy and play metaphors with trauma</p>	
	<p>Afternoon: Creative interventions for children and teens.</p>	



ADDITIONAL INFORMATION:

- **Academic Integrity:** Students are expected to practice academic honesty in every aspect of this course. Students who engage in academic misconduct are subject to grading consequences with regard to this course and/or university disciplinary procedures through the Dean of Students Office. More information about the academic misconduct process can be found in UNC's Student Code of Conduct (BEAR Code).
- **UNC's Policies:** UNC's policies and recommendations for academic misconduct will be followed.
- **Portable Electronic Devices:** Please extend courtesy to your instructor and fellow students by turning off your portable electronic devices. Although not an audio issue, text-messaging is a distraction to other students and prevents you from full engagement in class. Given the importance of interaction and presence with the material, non-academic electronics use is discouraged.

Additionally, any audio or video recording of class, without the consent of the instructor and your classmates in an ethical violation. Using recording devices or recording software/apps in the classroom of any type will not be permitted (e.g., audio, video). Approval for audio or video recording classroom lectures must be provided by this instructor and/or an accommodation letter from Disability Resource Center Services prior to recording information. Violations may result in failure of the course and possible dismissal from the program.

If you know that you may need to accept emergency phone calls, or texts, during class please let the instructor know (e.g., children in the care of others, family concerns, etc.). If you need to take a phone call during class, please step out of the classroom while you complete your call.

Additionally, students are encouraged to take handwritten notes and *avoid the use of laptops* in the classroom. This request will be further explained on the first day of the course. Thank you for your cooperation.

- **Professional Conduct:** Students are expected to adhere to the appropriate code of ethics for their particular program. Any behavior deemed unethical will be grounds for dismissal from the program.
- **Disability Resources:** It is the policy and practice of the University of Northern Colorado to create inclusive learning environments. If there are aspects of the instruction or design of this course that present barriers to students' inclusion or to accurate assessments of students' achievements (e.g., time-limited exams, inaccessible web content, use of videos without captions), students should communicate about these aspects with their instructor(s) and contact Disability Resource Center (DRC) to request accommodations. Students can learn more here: www.unco.edu/disability-resource-center.
- **Equity and Inclusion:** The University of Northern Colorado (UNC) embraces the diversity of students, faculty, and staff. UNC honors the inherent dignity of each individual, and welcomes their unique perspectives, behaviors, and world views. People of all races, religions, national



origins, sexual orientations, ethnicities, genders and gender identities, cognitive, physical, and behavioral abilities, socioeconomic backgrounds, regions, immigrant statuses, military or veteran statuses, sizes and/or shapes are strongly encouraged to share their rich array of perspectives and experiences. Course content and campus discussions will heighten your awareness of others' individual and intersecting identities. For information or resources, contact the Division of Diversity, Equity, and Inclusion, at 970-351-1944. If students want to report an incident related to identity-based discrimination/harassment, please visit www.unco.edu/institutional-equity-compliance.

- **Name in Use/Pronoun in Use/Name Change:** Some students may have changed their names to better reflect their gender identity or for other reasons. The process to request that the University change the name that appears on Canvas and on the course roster is available here: <https://www.unco.edu/registrar/name-change.aspx>
- **Title IX:** The University of Northern Colorado is committed to providing a safe learning environment for all students that is free of all forms of discrimination and sexual harassment, including sexual assault, domestic violence, dating violence, and stalking. Students who have experienced (or who know someone who has experienced) any of these incidents should know that they are not alone. UNC has staff members trained to support students to navigate campus life, to access health and counseling services, to provide academic and housing accommodations, to help with legal protective orders, and more.

Please be aware all UNC instructors and most staff members are required to report their awareness of sexual violence to the Office of Institutional Equity and Compliance (OIEC). This means that if students tell an instructor about a situation involving sexual harassment,

sexual assault, dating violence, domestic violence, or stalking, the instructor must share that information with the Title IX Coordinator, Larry Loftin. Larry or a trained staff member in OIEC will contact the reporting students to let them know about accommodations and support services at UNC as well as their options to pursue a process to hold accountable the person who caused the harm to them. Students who have experienced these situations are not required to speak with OIEC staff regarding the incident. Students' participation in OIEC processes are entirely voluntary.

If students do not want the Title IX Coordinator notified, instead of disclosing this information to the instructor, students can speak confidentially with the following people on campus and in the community. They can connect you with support services and help explore options now, or in the future.

UNC's Assault Survivors Advocacy Program (ASAP): 24 Hr. Hotline 970-351-4040 or <http://www.unco.edu/asap>

UNC Counseling Center: 970-351-2496 or <http://www.unco.edu/counseling>

UNC Psychological Services: 970-351-1645 or http://www.unco.edu/cebs/psych_clinic

Students who are survivors, who are concerned about someone who is a survivor, or who



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would like to learn more about sexual misconduct or report an incident, can visit www.unco.edu/sexual-misconduct. Students may also contact OIEC at 970-351-4899 or email titleix@unco.edu.

- **COVID-19:** The COVID-19 pandemic is a complex, challenging, and fluid situation, which continues to evolve. UNC will follow applicable legal requirements and federal, state, and county public health recommendations and mandates in all decisions related to university operations. Students should review the Coronavirus website for the current academic term for the most up to date guidance. Students who fail to comply with UNC's public health requirements, such as the use of masks and social distancing, will be reminded of current policy; students who fail to correct their behavior will be asked to leave the classroom and may be referred to the Dean of Students office.

The safety and well-being of our Community of Bears requires each of us to be prepared to do our part to protect the health of our entire campus community, as well as our friends, families, and neighbors. It is important that all members of the university community work together to do all we can to keep our community safe.