APCE 661: Psychological Trauma and Intervention for Individuals, Families and Communities  
Spring 2020  
Course Syllabus

Instructor: Lu Tian, Ph.D.  
Class Times: April 3, 4, 5 and April 17, 18, 19, 2020

Office: McKee 298  
Email: lu.tian@unco.edu

Phone: 970.351.2819

Teaching Assistant: Gurusewak Khalsa, khal8698@bears.unco.edu

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.

Required Texts:
- A contemporary novel, autobiography, or film of your choice (see assignment below)

Required Journal Articles: See Class Outline

** PLEASE NOTE: Journal articles will also serve as required readings in addition to these texts.

IMPORTANT NOTE: This course will increase your awareness and convey information to help you in developing knowledge about the impact of crises and psychological trauma. However, this course is not purely academic. It is very possible that you, someone you know, or any of your classmates have survived very significant crises or traumas in their lives. Some of the lectures, media presentations, and speakers may have a strong emotional impact on you. This course is not intended to facilitate the exploration and healing of trauma for individual students in the class, although it is possible that experiences you have had may be recalled and thus be felt more deeply because of the class. PLEASE CONSULT WITH ME AS SOON AS POSSIBLE REGARDING ANY CONCERNS THAT YOU MIGHT HAVE ABOUT THE COURSE OR ITS MATERIAL. PLEASE USE SELF-CARE STRATEGIES BOTH DURING AND AFTER THIS COURSE.

CACREP COURSE KNOWLEDGE AND SKILL OUTCOMES (CACREP 2016 Standards)

Upon successful completion of this course students will:
1. History and philosophy of the counseling profession and its specialty areas (CACREP Standard: 2.F.1.a) (met through: readings, in class activities)
2. Counselors’ roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams (CACREP Standard: 2.F.1.a) (met through: online training, class lecture)
3. Self-care strategies appropriate to the counselor role (CACREP Standard: 2.F.1.l) (met through: assignments, in class activity, class lecture)
4. Effects of crisis, disasters, and trauma on diverse individuals across the lifespan (CACREP Standard: 2.F.3.g) (met through: class lecture, in class activity, assignment)
5. Crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid (CACREP Standard: 2.F.5.m) (met through: class lecture, assignment)
6. Procedures for identifying trauma and abuse and for reporting abuse (CACREP Standard: 2.F.7.d) (met through: class lectures, in class activities)
7. Impact of crisis and trauma on individuals with mental health diagnoses (CACREP Standard: 5.C.2.f) (met through: in class activities, class lectures)
8. Impact of crisis and trauma on individuals with disabilities (CACREP Standard: 5.D.2.h) (met through: in class discussion, in class activity)
9. 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 Standard: 5.E.2.b) (met through: class lecture, online training)
10. Impact of crisis and trauma on marriages, couples, and families (CACREP Standard: 5.F.2.g) (met through: assignment, class lecture)
11. School counselor roles and responsibilities in relation to the school emergency management plans, and crises, disasters, and trauma (CACREP Standard: 5.G.2.e) (met through: class lecture)

GENERAL EXPECTATIONS:
1. All APCE students are expected to adhere to the appropriate code of ethics for their individual programs. Any behavior, which is deemed unethical, will be grounds for dismissal from the program.
2. Written work should be prepared according to guidelines set forth in the Publication Manual of The American Psychological Association (6th ed). 12-point font required.
3. Compromising standards is not an appropriate solution for problems students create when they overload their schedules.

METHODS OF INSTRUCTION: (a) readings; (b) lectures; (c) large and small group discussions; (d) role-plays; (e) guest speakers; and (f) active reflection.

PROFESSIONAL CONDUCT/ETHICS: All students are required to know and adhere to their respective professional association (e.g., ACA, APA) code of ethics. Ethical violations may result in failure of the course and possibly dismissal from the program.

ACADEMIC CONDUCT/INTEGRITY: Cheating on examination, submitting work of other students as your own, or plagiarism in any form will result in penalties ranging from an “F” on an assignment to expulsion from the University.

ACCOMMODATIONS STATEMENT: Students who believe that they may need accommodations in this class are encouraged to contact the Disability Support Services, voice/TTY (970) 351-2289, or fax (970) 351-4166, or visit www.unco.edu/dss as soon as possible to ensure that accommodations are implemented in a timely fashion.

INCLUSIVITY/DIVERSITY STATEMENT: The College of Education and Behavioral Sciences (CEBS) supports an inclusive learning environment where diversity and individual differences are understood, respected, appreciated, and recognized as a source of strength. We expect that students, faculty, administrators and staff within CEBS will respect differences and demonstrate diligence in understanding how other peoples’ perspectives, behaviors, and worldviews may be different from their own.

SEXUAL MISCONDUCT/TITLE IX STATEMENT: The University of Northern Colorado prohibits and will not tolerate sexual misconduct or gender-based discrimination of any kind. UNC is legally obligated to investigate sexual misconduct (including, but not limited to sexual assault, sexual harassment, stalking, and intimate partner violence). If you disclose an incident of sexual misconduct to a faculty member, they have an obligation to report it to UNC’s Title IX Coordinator. “Disclosure” may include communication in-person, via email/phone/text message, or through in/out of class assignments. If you wish to speak confidentially about an incident of sexual misconduct, please contact the UNC Counseling Center (970-351-2496) or the Assault Survivors Advocacy Program (970-351-4040). If you would like to learn more about sexual misconduct or report an incident, please visit www.unco.edu/sexualmisconduct.
COURSE REQUIREMENTS/ASSIGNMENTS
NOTE-Instructor reserves the right to modify based on need/time allowed.

Readings and Assignments
Students are expected to have completed the assigned readings prior to coming to class. All assignments are due at the beginning of class as scheduled in the course outline. Not reading the material and/or late assignments will significantly lower your grade (i.e., 2 points per day is deducted for turning in work late).

Class Attendance/Participation (16 points):
Please attend all classes in their entirety and actively participate in discussions and activities. If you do not think you can attend the class during meeting times, please take it at another time. Lack of participation or tardiness will result in a loss of 2-3 points per class meeting and absence may result in a course grade reduction of at least one letter grade (see grading policy below). You may earn up to 2 points per Friday class, and 3 for each Saturday and Sunday class, depending on your level of participation.

Electronic Devices: All cell phones and pagers are to be turned off during class time. Do not text during class. If you have a particular need (medical call or children at home) please notify the instructor prior to the beginning of class so that accommodations can be made. Computers are welcomed as long as students use them for note taking, not surfing the web or e-mailing. If your device interrupts class, you will be asked to leave class to attend to it. The first time will be a warning and you will be allowed to re-enter the class; however, if another interruption occurs you will not be allowed to re-enter the class that day and will lose points for attendance and participation. Due to numerous student complaints, any student found misusing his or her computer will be asked to shut it down.

“Burning Questions” Mini Paper (4 points; Due by Friday, March 27th Midnight [1 week before class] through Canvas)
Please respond to the following questions in 2 or less pages (no cover page needed; type your name at the top of page 1). Be prepared to discuss it on the first day of class. Please label responses using the alphabet below.

a) What is your specific program concentration/track (e.g., MFT, School, and CES)
b) Describe your background or training in working with trauma and/or crisis intervention.
c) What are you looking forward to regarding this course?
d) What concerns (if any) do you have about taking this course?
e) What are three (3) burning questions that you have related to trauma and crisis intervention?
f) What makes each of these questions interesting to you?
g) How do you think that you might use the information from these questions in your future career?
h) Describe in detail what outcomes that you like to see in yourself after this class (i.e., what do you look like when you see a client with trauma after this class)?
i) What is one “fun” or interesting thing about yourself that you wouldn’t mind sharing?
j) Is there anything else that you would like for me to know about you, either personally or professionally?

Trauma Reading Response Paper (10 points; Due by Thursday, April 2nd midnight through Canvas)
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.
Consider some of the following questions, but your paper does not require that you answer each one.
Write about your responses to the book, while just 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 3 pages. 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. Instead of directly describing and discussing things you learned, remember you should describe and discuss your learning from first-person perspective. For example, instead of saying that you learned flashbacks and its impacts on main character’s life, you want to describe symptoms of flashbacks as you are the main character who experience them and how these symptoms affect your life.

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.

**Role-play and Report (20 points)**
You will be assigned a case vignette in your selected area of trauma at the beginning of the class. The eight areas of trauma are: (1) Child Abuse/Neglect, (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. Please submit your top four preferences of areas of trauma that you want to work with by Friday, March 27th midnight through Canvas (1 week before class). Throughout the whole class, you will use this case vignette to complete the following multiple assignments.

**In-class Role-plays**
You will pair up with another student in class and complete four role-plays with this peer throughout the class. The four role-play topics include: (1) being aware of and dealing with personal reactions, (2) providing individualized psycho-education, (3) evaluating client’s trauma history, and (4) providing treatment.

During the role-play, you and your peer will alternate the roles of therapist and client. For example, when you play the therapist’s role, your peer will role-play the client in case vignette and vice versa. Each role-play will last 25 minutes for one student, including 15-20 minutes actual role-play and 5-10 minutes reflection and feedback time. Then, students will switch their roles. Due to the limited time you could use in each role-play, it is highly recommended that you choose **ONE FOCUS AREA** to practice for each topic and prepare your role-play ahead of time. See detailed guidelines on P. 15.

**Examples of focus areas in each topic:**

<table>
<thead>
<tr>
<th>Being aware of and dealing with personal reactions</th>
<th>Practice recognizing silencing responses in session;</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practice recognizing emotional responses to client’s story in session;</td>
<td></td>
</tr>
<tr>
<td>Practice responding to client effectively while managing personal reactions;</td>
<td></td>
</tr>
<tr>
<td>Providing psycho-education</td>
<td>Practice explaining fight-flight-freeze mode and human’s physical reactions;</td>
</tr>
<tr>
<td>Practice explaining functions of PTSD symptom in a positive light;</td>
<td></td>
</tr>
<tr>
<td>Practice explaining normal grieving process</td>
<td></td>
</tr>
<tr>
<td>Evaluating client’s trauma history</td>
<td>Practice introducing a formal trauma history assessment and address client’s questions;</td>
</tr>
<tr>
<td>Practice assess client’s PTSD symptoms;</td>
<td></td>
</tr>
<tr>
<td>Practice assess child’s trauma experiences while using play therapy;</td>
<td></td>
</tr>
<tr>
<td>Providing</td>
<td>Practice introducing the safe space strategy and practicing it with client;</td>
</tr>
</tbody>
</table>
Role-play Report (5 points each; Due by one week after the in-class role-play midnight through Canvas)
After in-class role-play, you will write a 1-2 pages double-spaced REFLECTION PAPER (NOT a case report) for the in-class role-play. The paper should contain:
- The goal you set up for the role play
- Things you did well and things you did not do well
- How would you want to change if given another opportunity?
- Questions you have regarding the role-play (optional)

Each role-play report worth 5 points and is due one week after the role-play. For example, if we have a role-play on April 3rd, the role-play report will be due on April 10th midnight.

Self-care Log (10 points)
Self-care Plan (2 points; in-class activity)
You will develop a self-care plan during one of our class sessions (No need to think about this assignment before class). The self-care plan will contain signals of yourself when you are in distress and a list of activities that you could do to de-stress. You will ask to consider time and location required for each activity and make sure to include activities that need different lengths of time and could be done in different settings. See P. 11 the self-care plan template.

Self-care Journal (8 points; Due by Thursday, April 16th midnight through Canvas)
During the weeks between the two weekends when class meet, you will keep a journal that records your emotional responses to class readings, class content and experiences, as well as how you carry out self-care plan to manage your responses. You will modify your self-care plan as you gain more understandings of what work for you and what does not. In the end, you will submit a self-care journal, which contains:
- A modified version of self-care plan (make sure you mark what has been changed) (1 points)
- A log of at least 8 entries of emotional reactions toward class readings, content, experiences, and assignments as well as self-care activities that you did (5 points)
- 1-2 paragraphs of new awareness and learning about self-care you gained throughout this semester (2 points)
See P. 12 the self-care journal template.

Mini-clinical Training (25 points)
You will work with your colleagues to provide a mini clinical training (1-hour) in class on a specific topic in the area of trauma. Teams will be decided on the first day of the class.

Your team will read at least 10-12 recent (within around the last 10 years unless it is a classic article) peer reviewed articles from scientific journals (a list of possible journals follow syllabus on P. 15) pertaining to a specific population of trauma survivors or area of crisis intervention (e.g., ‘crisis in schools’ or ‘trauma in males’ are both too vague). Few examples could be: Empirically supported crisis intervention models in the schools; Deployment crisis and resilience factors in military families; Cultural concerns and trauma among urban African American teens; Resilience after trauma, etc.

Topic (1 point; Due by Sunday, April 5th midnight through Canvas)
All the selected topics should be pre-approved by the instructor. In the paper, you must include one to two paragraphs about the topic in which you are interested, your motivation for working on this topic, and references that you plan to use (no need to read them thoroughly yet). Please note, if you obtain too many or too few references on your topic, it may mean that your topic is either too broad or to narrow.

Clinical training presentation (14 points; Due by Friday, April 19th midnight through Canvas)
After reviewing articles in your selected area, you are the expert on this subject now. In class, you will present a 1-hour presentation with PPT to your colleagues. Your presentation will include a brief overview of the topic, important messages and highlights from literature, and clinical implications. You may want to use videos, class activities to make the presentation attractive. Make sure you include a Q&A section for your audience. Please be caution with the time you have and keep your presentation both INFORMATIVE and CONCISE! See detailed instruction on page 13.

**Brochure-style Handout (10 points; Due by Friday, April 19th midnight through Canvas)**

Besides the in-class presentation, you will also develop a handout for your colleagues to use. The purpose of this handout is to provide psych-education information on the topic to CLIENTS AND CLIENTS’ FAMILY MEMBERS. So, it should be user-friendly with sufficient and accurate information. See detailed instruction on page 14.

**Online/Live Trauma Training (15 points)**

You need to complete 9 hours of online (or live) clinically focused trauma training. **One of such trainings must be 6 hours Psychological First Aid from [http://learn.nctsn.org/course/index.php?categoryid=11](http://learn.nctsn.org/course/index.php?categoryid=11) unless you already completed this training.** You may not count other previously completed trainings. Check with Dr. Tian first on other training(s) you plan to undertake. **You must have your selected trainings list submitted through Canvas, for pre-approval by Thursday, April 2nd midnight through Canvas (1 point).**

Below is a list of some free training available, but again, these are not the only trainings you can choose. Feel free to explore other resources. Notice some training is 1 hour and others are 1.5 hour or longer.

- **The National Child Traumatic Stress Network**
  - Require registration
  - Select courses under the Continuing Education folder or Military and Veteran Families folder

- **International Society for Traumatic Stress Studies**
  - [https://www.istss.org/education-research/online-learning.aspx](https://www.istss.org/education-research/online-learning.aspx)
  - Select courses under free resources

- **National Center for PTSD**
  - [https://www.cts.va.gov/professional/continuing_ed/find_a_course.asp](https://www.cts.va.gov/professional/continuing_ed/find_a_course.asp)
  - Require registration
  - Under Continuing Education section

- **Colorado School Safety Resource Center**
  - [https://www.colorado.gov/pacific/cssrc/cssrc-online-training](https://www.colorado.gov/pacific/cssrc/cssrc-online-training)
  - Require registration

**Online Trauma or Crisis Intervention Training Papers (14 points; Due by Thursday, April 16th midnight through Canvas)**

After completion of the training, provide documentation that you completed the training and **write a 1-2 pages APA 6th format double-spaced reflection paper for EACH training you take.** Begin the paper with: (a) the training title(s) and source, focus, and summary of the module(s). Then, (b) discuss your responses to the content and quality of the training(s): provide a critique about the strengths of, and concerns about the training. Last, (c) summarize several of the most important points or skills you learned and how you plan to use them in the future.

Possible point values in each area are as follows:  

<table>
<thead>
<tr>
<th></th>
<th>TOTAL POSSIBLE POINTS = 100</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance and Participation</td>
<td>16</td>
</tr>
<tr>
<td>Burning Questions Paper</td>
<td>4</td>
</tr>
<tr>
<td>Trauma Reading Response Paper</td>
<td>10</td>
</tr>
</tbody>
</table>
Role-play Report 20
Self-care Log 10
Mini-clinical training 25
Online Trauma Training 15

Grading Scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93% to 100%</td>
<td>93-100</td>
</tr>
<tr>
<td>A-</td>
<td>90% to 92%</td>
<td>90-92</td>
</tr>
<tr>
<td>B+</td>
<td>87% to 89%</td>
<td>87-89</td>
</tr>
<tr>
<td>B</td>
<td>83% to 86%</td>
<td>83-86</td>
</tr>
<tr>
<td>B-</td>
<td>80% to 82%</td>
<td>80-82</td>
</tr>
<tr>
<td>C+</td>
<td>77% to 79%</td>
<td>77-79</td>
</tr>
<tr>
<td>C</td>
<td>73% to 76%</td>
<td>73-76</td>
</tr>
<tr>
<td>C-</td>
<td>70% to 72%</td>
<td>70-72</td>
</tr>
<tr>
<td>D+</td>
<td>67% to 69%</td>
<td>67-69</td>
</tr>
<tr>
<td>D</td>
<td>63% to 66%</td>
<td>63-66</td>
</tr>
<tr>
<td>D-</td>
<td>60% to 62%</td>
<td>60-62</td>
</tr>
<tr>
<td>F</td>
<td>Below 60%</td>
<td>Below 60</td>
</tr>
</tbody>
</table>

**Tips for Success:**

1. Attend all class meetings.
2. Read all materials assigned BEFORE each class meeting.
3. Actively participate in class discussions and individual and group projects.
4. Ask questions in class.
5. Provide proper feedback and consultation to classmates.
6. Treat all guest speakers with respect, attention, and gratitude.
7. Written work is due at the START of the class for which it is assigned. Late assignments will result in significant reduction of points.
8. You are responsible for all the reading assigned, even if we do not discuss every bit of it in class.
9. You are responsible for what we discuss in class, even if it is not in the readings.
**Tentative** Class Outline

PLEASE NOTE: Dr. Tian reserves the right to make changes to the schedule as the class proceeds. You will be provided with as much advance notice and/or accommodations as is possible. Be sure to check Canvas for additional course materials and updates.

### First Weekend

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Content</th>
<th>Class Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>April 3rd</td>
<td>4:00pm-5:00pm</td>
<td>Introduction of Trauma</td>
<td>Dulmus &amp; Hilarski, 2003; Ting et al., 2006</td>
</tr>
<tr>
<td></td>
<td>5:00pm-7:00pm</td>
<td>Treatment: Therapeutic relationship</td>
<td>Herman Ch. 7; Briere &amp; Scott Ch. 4</td>
</tr>
<tr>
<td></td>
<td>7:00pm-8:00pm</td>
<td>Dinner</td>
<td></td>
</tr>
<tr>
<td></td>
<td>8:00pm-9:00pm</td>
<td>Various Trauma &amp; self-care: Exercise on VT</td>
<td>Dass-Brailsford Ch. 14</td>
</tr>
<tr>
<td></td>
<td>9:00pm-10:00pm</td>
<td>Role-play: Be aware of personal reactions</td>
<td></td>
</tr>
<tr>
<td>April 4th</td>
<td>8:00am-11:00am</td>
<td>Trauma Reactions</td>
<td>Herman Ch. 2, 3, 4, 6</td>
</tr>
<tr>
<td></td>
<td>11:00am-12:00pm</td>
<td>Lunch</td>
<td></td>
</tr>
<tr>
<td></td>
<td>12:00pm-2:00pm</td>
<td>Cultural Influence of Trauma</td>
<td>Dass-Brailsford Ch. 1; Marsella, 2010</td>
</tr>
<tr>
<td></td>
<td>2:00pm-3:00pm</td>
<td>Intergenerational Trauma</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3:00pm-5:00pm</td>
<td>Crisis Intervention</td>
<td>Van Orden, 2010; Johancen-Walt, 2009; Perterson, 2002</td>
</tr>
<tr>
<td>April 5th</td>
<td>8:00am-10:00am</td>
<td>Treatment: Psycho-education</td>
<td>Briere &amp; Scott Ch. 5</td>
</tr>
<tr>
<td></td>
<td>10:00am-11:00am</td>
<td>Role-play: Psycho-education</td>
<td></td>
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<tr>
<td></td>
<td>11:00am-12:00pm</td>
<td>Lunch</td>
<td></td>
</tr>
<tr>
<td></td>
<td>12:00pm-1:00pm</td>
<td>History of Trauma (jigsaws group)</td>
<td>Herman Ch. 1</td>
</tr>
<tr>
<td></td>
<td>1:00pm-3:00pm</td>
<td>Assessment of Trauma</td>
<td>Briere &amp; Scott Ch. 2, 3</td>
</tr>
<tr>
<td></td>
<td>3:00pm-4:00pm</td>
<td>Role-play: Assessment</td>
<td></td>
</tr>
</tbody>
</table>
### *Tentative* Class Outline

#### Second Weekend

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Activity</th>
<th>Resource(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>April 17th</td>
<td>4:00pm-6:00pm</td>
<td>Treatment: Establish safety &amp; Somatic Approaches</td>
<td>Herman Ch. 8</td>
</tr>
<tr>
<td></td>
<td>6:00pm-7:00pm</td>
<td>Dinner</td>
<td></td>
</tr>
<tr>
<td></td>
<td>7:00pm-9:00pm</td>
<td>Treatment: Emotional Regulation &amp; Expression</td>
<td>Briere &amp; Scott Ch. 6, 8</td>
</tr>
<tr>
<td></td>
<td>9:00pm-10:00pm</td>
<td>Treatment: EMDR</td>
<td></td>
</tr>
<tr>
<td>April 18th</td>
<td>8:00am-10:00am</td>
<td>Treatment: Anxiety Management &amp; Relaxation</td>
<td>Briere &amp; Scott Ch. 10</td>
</tr>
<tr>
<td></td>
<td>10:00am-12:00pm</td>
<td>Child Abuse Reporting &amp; Elder Abuse</td>
<td></td>
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<tr>
<td></td>
<td>12:00pm-1:00pm</td>
<td>Lunch</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1:00pm-3:00pm</td>
<td>Treatment: Grief &amp; Loss</td>
<td></td>
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<tr>
<td></td>
<td>3:00pm-4:00pm</td>
<td>Mini-clinical Training Presentation</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4:00pm-5:00pm</td>
<td>Mini-Clinical Training Presentation</td>
<td></td>
</tr>
<tr>
<td>April 19th</td>
<td>8:00am-9:30am</td>
<td>Treatment: Cognitive Processing &amp; Exposure Therapy</td>
<td>Briere &amp; Scott Ch. 7; Herman Ch. 9, 10</td>
</tr>
<tr>
<td></td>
<td>9:30am-11:00am</td>
<td>Treatment: Resilience and Posttraumatic Growth</td>
<td>Bonanno, 2004; Brown, 2012; Briere &amp; Scott Ch. 9</td>
</tr>
<tr>
<td></td>
<td>11:00am-12:00pm</td>
<td>Lunch</td>
<td></td>
</tr>
<tr>
<td></td>
<td>12:00pm-1:00pm</td>
<td>Treatment: Brain-spotting &amp; Neuro-feedback</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1:00pm-2:00pm</td>
<td>Role-play: Treatment</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2:00pm-3:00pm</td>
<td>Mini-Clinical Training Presentation</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3:00pm-4:00pm</td>
<td>Mini-Clinical Training Presentation</td>
<td></td>
</tr>
</tbody>
</table>
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
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
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
Journal of Interpersonal Violence http://jiv.sagepub.com/
Journal of School Violence: http://www.tandfonline.com/toc/wjsv20/current#.Uv67WoVdC1c
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/
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
# Self-care Plan Template

<table>
<thead>
<tr>
<th>Signals of myself when in distress</th>
<th>Self-care activities</th>
<th>Time needed</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>e.g., shoulders tense up</td>
<td>Belly breathing</td>
<td>1-3 minutes</td>
<td>Anywhere</td>
</tr>
<tr>
<td>e.g., ruminating on things I did wrong</td>
<td>Distract myself using self-affirmations</td>
<td>1-3 minutes</td>
<td>Anywhere</td>
</tr>
</tbody>
</table>
Self-care Journal Template

Modified Self-care Plan

NOTE. Please make sure to mark what has been changed for you!

<table>
<thead>
<tr>
<th>Signals of myself when in distress</th>
<th>Self-care activities</th>
<th>Time needed</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>E.g., shoulders tense up</td>
<td>Belly breathing</td>
<td>1-3 minutes</td>
<td>Anywhere</td>
</tr>
<tr>
<td>Ruminating on things I did wrong</td>
<td>Ask for affirmations from friends (Modified)</td>
<td>1-3 minutes</td>
<td>Anywhere</td>
</tr>
<tr>
<td>Be inpatient with people (Added)</td>
<td>Spend some time by myself</td>
<td>5-10 minutes</td>
<td>By myself</td>
</tr>
<tr>
<td></td>
<td>A hot bubble bath</td>
<td>1 hour</td>
<td>Home</td>
</tr>
</tbody>
</table>

Log

<table>
<thead>
<tr>
<th>Date</th>
<th>Trigger</th>
<th>Signals</th>
<th>Self-care activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>e.g., 3/06</td>
<td>Reading Chapter one of Trauma and Recovery</td>
<td>Crying, Tremendous sadness</td>
<td>Belly breathing; Self-reflection journal; Discussed it with my partner</td>
</tr>
</tbody>
</table>

* You should **at least record 8 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 semester and your self-care strategies if you like.

Reflection of My Self-care:

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

Page 12 Spring 2019 APCE 661 Tian
Mini Clinical Training Guidelines

For this assignment, you will work with your colleagues to develop and present a 1-hour clinical training. As you prepare this presentation, imagine this is a presentation you will give at your prac II or internship site or your workplace. Please specify the setting (e.g., inpatient, outpatient, or integrated care) where you want to deliver the presentation because it will help you prepare the presentation. 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 intervention models for school settings; Deployment crises and resilience factors in military families; Cultural concerns and trauma among urban African American teens; 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.

After reviewing articles, you selected for your topic, you will prepare and present an hour presentation in class using PowerPoint. In this presentation (PPT), 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 APA style references

**Rubric for Oral Presentation**

<table>
<thead>
<tr>
<th>Rubric Description</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provides contextual information and clear justification for the importance of this topic</td>
<td>1</td>
</tr>
<tr>
<td>Demonstrates a solid foundation in the current state of knowledge related to the topic by critically and analytically using multiple professional/academic sources</td>
<td>3</td>
</tr>
<tr>
<td>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)</td>
<td>2</td>
</tr>
<tr>
<td>Addresses limitations of current research and/or practice and discuss future research directions</td>
<td>1</td>
</tr>
<tr>
<td>Offers specific suggestions and resources for further learning</td>
<td>1</td>
</tr>
<tr>
<td>Conduct at least one engaging activity that facilitate participants’ learning</td>
<td>2</td>
</tr>
<tr>
<td>Uses visual aids effectively and creatively</td>
<td>1</td>
</tr>
<tr>
<td>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</td>
<td>2</td>
</tr>
<tr>
<td>Includes APA citations to accurately credit sources and a complete APA Reference list at the end</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>14</strong></td>
</tr>
</tbody>
</table>
Brochure-style Handout for Clients’ Family Members Guideline

In addition to the presentation you present for other mental health professionals, you will also need to create a **Brochure-style Handout** (reference should be included in a separate page). You will bring a copy of your handout for each member of the class and the instructor on the day of your presentation. The handout will be about the same topic as your presentation, but it needs to be developed for a **different** intended audience. The handout you create should be appropriate to give to family members of a trauma or crisis survivor (of the specific topic you selected) to help them gain a better understanding of what their loved one may be going through. Therefore, the information on your handout should not be identical to what you included in your PowerPoint slides. The information needs to be considered from a different perspective and synthesized in a different way to make sure it is appropriate and helpful for family members of a trauma or crisis survivor. One way to test it is to have someone who is not from our profession read it and give you feedback on its readability and clarity.

Therefore, while this handout does cover the same topic as your presentation, you may find it necessary to read additional articles related to your topic to create a handout appropriate for family members. Additional articles you read to support the information you provide on your handout should still come from peer-reviewed journals within the last 10 years to ensure the information is accurate and current.

Your handout should include information related to the following elements:

- Brief description of the type of trauma or crisis.
- Overview of possible emotional, behavioral, cognitive, relational, etc. responses to the type of trauma or crisis (i.e. what type of responses might family members generally expect and/or be prepared to see in their loved one).
- Ways family members can be supportive of their loved one. This may include general suggestions, but you should also include suggestions that are as specific as possible, given your topic.
- Resources for family members to take care of themselves.
- Recommendations for additional resources that family members can access that help them understand the experience of their loved one.
  - Such resources may include websites, additional readings (articles, books), support groups, etc. Be sure to review the resources you recommend ensuring they are of good quality.
- Any additional information that would be helpful for family members regarding to your topic.
- A separate page that includes an APA-style reference list of resources you cited in your handout.
Role-play Guideline

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
   a. 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
   b. 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
   c. 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
   a. 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
   b. 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
   a. It is always more beneficial if you reflect on your performance after role-play
   b. Reflect on things that are easy for you and things that are difficult for you
   c. Reflect on things you did well and things you want to practice more
   d. Ask feedback from your partner, you might learn something that you did not notice and learn something new