



UNIVERSITY OF
**NORTHERN
COLORADO**

University of Northern Colorado

**APCE 661-700: Psychological Trauma and Intervention for Individuals, Families and Communities
Spring 2025: April 4 – 6 & April 18 - 20**

First Weekend

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

Second Weekend

April 18 4pm-10pm
April 19 8am-5pm
April 20 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.

TEXTS/READINGS:

Required to have a copy to read most of the book for class:

- 1) Perry, B. D., & Winfrey, O. (2021). *What happened to you? Conversations on trauma, resilience, and healing*. Flatiron Books. **Please purchase this book** as we will be reading most of it and utilizing portions of it for class discussions and assignments. Here is a link to purchase the book and it may be available on other platforms as well. [Amazon.com : what happened to you book](#)

Not required to have a copy as excerpts will be provided:

- 2) Quinn, C. (2021). *The sunset route: Freight trains, forgiveness, and freedom on the rails in the American West*. First edition. New York: The Dial Press

You do not need to purchase this book unless you choose to as part of your self-reflective and independent learning about trauma and the lived experience of trauma. *****We will be utilizing excerpts from this book that will be sent out in advance** to elucidate concepts we will be learning in class and to guide group discussions.

Not required to have a copy as this is for lecture and presentations only:

Class lectures and the roundtable presentations will be based upon the following text: Lopez Levers, L. (2023). *Trauma counseling: Theories and interventions for managing trauma, stress, crisis, and disaster* (2nd ed.). Springer Publishing Company

You do not need to purchase the textbook unless you would like to. Power Points from the text will be provided as a springboard for your roundtable presentation and you will be finding relevant research to help you learn about and present on your topic of interest. More explanation is provided in the assignment section of the syllabus and will be discussed the first evening of class.



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. You will be expected to read specific excerpts prior to them being discussed in class. The excerpts will be provided a few weeks prior to the start of class to give you adequate time to prepare.

1. “Burning Questions” mini-paper, (15 points).

Due noon on April 4th, 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 at various times over the two weekends. 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 1 – 2 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 (40 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 our experience and make it worth our effort and time.



Active participation is essential, and your participation grade will be evaluated in the following way:

- a. **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.
- b. **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.
- c. **Minimally Acceptable (50-69%)** – Passive participation: present, awake, alert, attentive, but not actively involved.
- d. **Unsatisfactory (49% or less)** – Uninvolved: absent, present but not attentive.

3. Oline or in Person Trauma or Crisis Training (40 points): Due Sunday, April 13

First, complete 10 hours of clinically focused trauma training. You will need to take more than one training in order to accumulate the required hours. **Do not** count previously completed trainings (you may complete training prior to the beginning of class as long as the training occurred after 2/20/2025). ***Please download a certificate of completion or a screenshot of completion of each training and upload those to Canvas.

Then, write a 4 – 7 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 at least three important points or skills you learned and how you plan to use this information in your career.

Training Opportunities:

Option 1: There is a free Collaborative Assessment and Management of Suicidality (CAMS) training happening on March 11, 2025. I will email this information to everyone as well. This is an evidence-based suicide intervention that I think is very effective. **This option accounts for 8 hours of the required 10 hours of training.**

<https://docs.google.com/forms/d/e/1FAIpQLScN0jGiLYKPJtabSIFrYE5wM79M6gB2MswEnAxctZhK4j0RNA/viewform>

Option 2: Mental Health First Aid Online: [Find a Course or Instructor « Mental Health First Aid](#) There are several options for 1-day trainings designed for working with adults or youth. Two hours of this course is self-paced, online, and approximately 5 hours is virtual with an instructor. **This option accounts for 8 hours of the required 10 hours of training.**

Option 3: 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: [Training | The National Child Traumatic Stress Network](#) Registration required, courses are free. **Psychological First Aid may also be offered through this organization.



- National Center for PTSD: https://www.ptsd.va.gov/professional/continuing_ed/find_a_course.asp
Registration required.
4. **In-Class Personal Perspective Mini Papers: (30 points, 10 each):** These will be handwritten, no notes needed, perspective papers (3 total) that will occur during both weekends based upon a topic or video we watch together in class. A prompt will be given and then you will write approximately 2 - 3 pages sharing your perspectives/reflections on the prompt. The prompts will incorporate class learning and the application of learning to future clinical work.

5. Small Group Roundtable Crisis/Trauma Presentation: (40 points) Due Saturday, April 19th

The purpose of these small group presentations (6 people in a group) is for students to actively apply and integrate concepts from the class to one of the following topics:

- 1) Mass Violence
- 2) School Violence
- 3) Criminal Victimization
- 4) Natural Disasters and First Responder Mental Health
- 5) Traumatic aftermath of Suicide or Homicide
- 6) Older Adults and Health Resourcing
- 7) The Impact of War on Military Veterans

The goal is to develop a valuable 15- minute presentation that you will use for your presentation. These presentations will also be made available to everyone in the class. 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 15-minute visual presentation on their interest area based upon information from the Lopez-Levers text (slides will be shared) and at least 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 be actively learning from their other group members' presentations.

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

6. **In-person final exam: (35 points) Due Sunday, April 20th.** This exam will be completed in class, on paper, the last Sunday of class. You will be allowed to have a one page, front/back "cheat sheet" to help you with the exam. After the completion of the class, I will grade the exams and then upload them into Canvas for you to see the grade and comments. This exam will be a mix of multiple choice and written/descriptive response and will include information from lectures, readings, and guest speakers.



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. Additionally, throughout this course, there will be periodic experiential engagement with somatic and creative approaches.

Course Day	Brief Schedule	Readings/Assignments Due
Weekend One Friday, April 4th	4-5:30ish pm: Introductions, settling in, building relationship	Bring your “ready to interact and engage” self
	5:30 – 6ish pm Syllabus, course structure, schedule. **6ish to 7ish Dinner 7 – 9 pm: Lecture: Introduction to and group work on transgenerational trauma 9 – finish: Resourcing strategies, self-care when working with people with trauma; partner share QOL questions	**Please read the transgenerational trauma and resilience genogram article that will be sent at least a month prior to the beginning of class Transgenerational trauma and resilience Genogram assignment (this will be done in class)



<p>Weekend One Saturday, Saturday April 5th</p>	<p>Early Morning: Small and large group discussion on chapters 1&2 of “What Happened to You”</p> <p>Mid-Morning: Guest speaker on creative art interventions with trauma then project time and lunch</p> <p>Early Afternoon: Lecture and learning on theoretical and developmental and neurobiological lens in working with trauma, vagus nerve and CNS activation and calming.</p> <p>Mid-Afternoon: Lecture on loss and grief; small group experiential on this topic; reflection paper</p>	<p>What Happened to You Chapters 1 & 2</p> <p>Reflection paper 1</p>
<p>Weekend One Sunday, April 6th</p>	<p>Early Morning: Small and large group discussion on chapters 4 & 5 of “What Happened to You”.</p> <p>Mid-Morning: Lecture on intimate partner violence; small group experiential on this topic.</p> <p>Early Afternoon: Lecture on sexual violence; small group experiential on this topic</p> <p>Mid-Afternoon: Assessments for Trauma and “Burning Questions” Discussion</p>	<p>What Happened to You Chapters 4 & 5</p>



<p>Weekend Two Friday, April 18th</p>	<p>4pm-4:30pm: settling, checking in</p> <p>Before Dinner: Small and large group discussion on chapters 6 & 7 of “What Happened to You”</p> <p>After Dinner: Research articles and video on suicidality; suicide assessment; small and large group discussion on suicidality and crisis response.</p> <p>Small and large 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; Stress and crisis</p>	<p>What Happened to You Chapters 6 & 7</p> <p>Reflection paper two</p>
<p>Weekend Two Saturday, April 19th</p>	<p>Early Morning: Small and large group discussion on segments 1 – 6 from Sunset Route book</p> <p>Mid-Morning: Guest speaker on Brain Spotting</p> <p>Early Afternoon: Guest speaker on somatic interventions with trauma</p> <p>Mid-Afternoon: Roundtable presentations</p>	<p>The Sunset Route segments 1-6</p> <p>Reflection paper three</p>



Weekend Two
Sunday, April 20th

Early Morning: Linger-
ing questions

Mid-Morning: Children,
adolescents and trauma: play,
metaphor, and interventions.

Early Afternoon: Lecture
and demonstration on EMDR
Therapy; adults with complex
trauma

Mid-afternoon: Final exam



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 Loften. 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>



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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 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.