



PCC 865: Crisis & Trauma Counseling
Tuesdays 6:00-8:00 pm starting February 7

Project Based Learning Approach

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SYLLABUS

Course Description

The assessment and treatment of clients in crisis and suffering from trauma will be studied using empirical materials and formulations drawn from several theoretical approaches. The time-limited nature of crisis intervention related legal and ethical issues and interfacing appropriately with other service providers will be studied.

Students will also learn the fundamentals of traumatology, including the basics of victimology, traumatic stress, and stress research. Special emphasis will be given to adult survivors of various types of abuse, post-traumatic stress disorder (PTSD), including racial-based stress, racial and cultural trauma.

Course Outcomes

At the completion of the course, the students will be able to

1. Identify several theoretical approaches to crisis intervention. (PLO #6)
2. Identify various types of abuse and trauma. (PLO #5 & 6)
3. Assess crisis situations for specific risks, including suicide, homicide, abuse, and neglect. (PLO #5 &)
4. Formulate a concrete, well informed safety plan with client and others. (PLO #5 & 6)
5. Recognize when and how to report to authorities as required by ethics code(s) and law. (PLO #5 & 6)
6. Formulate a concrete, well informed intervention and follow up plan for a diversity of persons and communities commonly encountered crisis and traumatic situations. (PLO #3 & 5)
7. Identify victimization patterns and abuse behavior patterns. (PLO #5 & 6)
8. Demonstrate appropriate skills in counselling crisis and trauma survivors. (PLO #5 & 6)

9. Be able to integrate and employ spiritual disciplines/practices into one's own personal spiritual journey to prevent compassion fatigue. (PLO #4)

Course Texts

Briere, John & Scott, Catherine (2017). **Principles of Trauma Therapy: A Guide to Symptoms, Evaluation, and Treatment (DSM V Update)**. Sage Publications: CA.

Bryant, Thema. (Host). (2019-present). **The Homecoming Podcast with Dr. Thema** (Audio podcast). <https://drthema.com/podcast/> or <https://podcasts.apple.com/us/podcast/the-homecoming-podcast-with-dr-thema/id1471604689>
Episodes: 1, 5, 9, 14 or 16, 25, 38, 41 or 42, 48 or 49, 60, 74

Duffey, Thelma & Haberstroh, Shane (2020). **Introduction to Crisis and Trauma Counseling**. ACA: VA

Haines, Staci K. (2019). **The Politics of Trauma: Somatics, Healing, and Social Justice**. North Atlantic Books: CA.

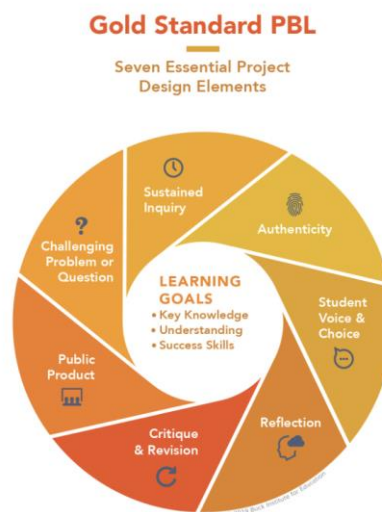
Additional Texts for PhD Students

Alexander, Jeffrey (2004). **Cultural Trauma and Collective Identity**: University of California Press: CA.

Caruth, Cathy (2016). **Unclaimed Experience: Trauma, Narrative, and History**. John Hopkins Press: NY

Herman, Judith (2015). **Trauma and Recovery: The Aftermath of Violence—from Domestic Abuse to Political Power**. Basic Books: NY.

Course Methodology: Project Based Learning (PBL)



Learning Success and Accessibility

We are committed to student success in this course. Given our multifarious teaching and learning styles occasional accommodations are expected. Hence, if there are aspects of the course that prevent or impede your learning, please let us know as soon as possible. We will work collaboratively to design learning strategies that meet both a student's unique needs and the requirements of the course.

Additionally, student accommodations for documented conditions should be developed and requested before the beginning of the semester. See the *Accessibility, Special Needs, and Disabilities* policy and process set out in the Academic Handbook (19-20 Handbook, 12). Such accommodations are developed in consultation with the Registrar.

Expectations for course engagement:

1. Inclusive/Expansive Language

As a part of our time together, we expect students to use respectful, inclusive and expansive language for God and humans. This does not mean that you may never use masculine pronouns for God, but it does mean that it is not the only way to describe God. Avoid using "man" for all human beings and "mankind" for humanity. In this course you are invited to stretch your metaphoric language.

2. Confidentiality

The course material may invite students to discuss personal and sensitive content at their discretion. It is essential for all of us to ensure that what we share remains confidential.

Minimum Technological Requirements:

- Internet Connection - Students must have regular, reliable access to a high-speed internet connection that is sufficient to run streaming video with no difficulty. Usually, cable or DSL would work.
- Web Browser - Students must have the latest version of a standard web browser (Firefox, Internet Explorer, Safari, Chrome, etc.)
- Operating System – Students must have access to a reasonably up-to-date computer and operating system (Windows, Mac OS, etc.). Computers must play sound. The Styberg Library has a limited number of laptop computers available for check-out. The Northwestern University Library has a computer center as well.
- Moodle Learning Management System – Students should have access to the Moodle LMS and know how to navigate it, that is , submitting writing assignments and other requirements on it.

- File Format – Students must be able to work with files normal to the Microsoft Office environment, especially .doc/.docx. Many students with Apple computers can manage such files with the iWork suite of applications. Students without MS Office or Apple iWork might try the freely available OpenOffice applications: <http://www.openoffice.org>. Also available to students is the Google Drive suite to create documents and presentations (<http://drive.google.com>)

Course Requirements

A. Interview & Reflection: Group

1. Students will develop a set of interview questions for gaining insight into the life of a first responder or other primary care giver who works mostly with crisis and trauma situations in your own community or the community you are currently residing.
2. Set up a time and a place for the interview with your interviewee and then conduct the interview, including wherever possible a site visit. The site visit and interview should be conducted in an area of interest to you. The interview should be somewhere between 1 – 2 hours long and must address the following related issues: types of services provided, types of stress experienced in the profession, peak seasonal stress periods, certification/licensure requirements for staff, work hours, and services provided to staff to combat fatigue, and the interviewee’s personal take on the work he/she is doing: challenges and growth opportunities.
3. Write a 3-5-page double-spaced reflection on the interview experience. Provide a brief overview of the interviewee especially their reflection on the crisis and/or trauma work they are doing. Then, respond to the following prompts: How has the work of crisis and trauma counseling and the person providing the service impacted your own self-understanding, both as a person and clinician-in-training. What is the nature, function, and relevance of this particular type of counseling especially during this unprecedented time? How might BIPOC communities’ benefit from this type of personal and communal intervention?

B. Student-Led: Group



C. Take-Home Exam| Individual: Crisis & Trauma Case Conceptualization (2 case vignettes: 1 Crisis Scenario and 1 Trauma Case)

Students are asked to provide a multi-layered description of the crisis or trauma situation and resolution using the following categories.

1. Crisis & Trauma Origins
2. Crisis & Trauma Profile/Manifestations
 - Crisis & Trauma Assessment
 - BASIC Functioning
3. Crisis & Trauma Resolution Tasks
 - Short-Term Goals
 - Long-Term Goals
4. Therapeutic Interventions

Additional requirement for PHD Students ONLY:

D. Prepare and record an hour-long webinar on the general topic “Racial Trauma: Analysis & Intervention.” At a minimum, the webinar should cover the following topics, and must make use of course texts:

1. Describe various conceptualizations of racial trauma and its impact among BIPOC Communities.
2. Describe the lived experiences of racial-based stress (e.g. microaggression) and racial trauma.
3. Develop personal and communal strategies to deal with and mitigate the effects of trauma on personal and public health.

Criteria for Evaluation

Your grade will be determined by the following criteria:

Interview & Reflection	25%	A	94-100	C+	77-79
Student-Led Project	25%	A-	90-93	C	74-76
Take Home Exam (Crisis: 25%) & (Trauma: 25%)	50%	B+	87-89	C-	70-73
Webinar on Racial Trauma (PhD Students) 25%		B	84-86	D	60-69
		B-	80-83		
Total Points	100%				