

Crisis and Trauma Counseling

PSYC 260

Fall 2025 Section 01 In Person 3 Unit(s) 08/20/2025 to 12/08/2025 Modified 08/18/2025

Contact Information

Instructor: Dr. Lester A Papa Ph.D., Ed.S.

Email: lester.papa@sjsu.edu

Office: DMH 323

Phone: 4089245671

Office Hours

Monday, 3:00 PM to 5:00 PM, DMH 323

Course Information

Seminar

Tuesday, 9:00 AM to 11:45 AM, DMH 308

Course Description and Requisites

Advanced course on trauma including strategies for assessing, managing, short and long term- treatment for acute and chronic stress reactions. Empirically supported risk and protective factors, and evidence-based treatments are covered. Resilience, personal, multidisciplinary, and community perspectives are emphasized.

Prerequisite: PSYC 203A and Graduate Standing in MS Psychology program

Letter Graded

Classroom Protocols

Electronic Correspondence with Instructor

It is expected that you will use either Canvas or your .sjsu.edu email for any electronic correspondence with me. Personal email addresses may go ignored since I typically only receive SPAM and unwanted email communications from them.

I regularly check my email and I on average obtain anywhere from 15 to 30 email contacts daily. Thus, it may take me anywhere between 24-72 business hours to return your email.

If no response from me has occurred during that time, kindly resend your email. Resent emails will typically get faster responses.

Extensions on Assignments

Requests for extensions to assignments are made on a case-by-case basis. Typically, you will need to email me with your reason for an extension and then book a time to speak with me. This needs to be accomplished at least 48 hours BEFORE an assignment is due. The only exceptions to this rule are circumstances beyond a student's control. However, it is still the student's responsibility to contact the instructor by email or phone as soon as possible to determine if an extension is warranted and the duration of the extension.

Late assignments

Late assignments are generally not accepted. Please rely on asking for an extension ahead of time in order to avoid submitting assignments late. Assignments that are late will be graded as 0. If you feel you have an extenuating circumstance that warrants a late submission without a prior extension, please let me know. I am always willing to work with you but this is not a guarantee that I can accept the late work.

Academic Integrity

Plagiarism, cheating, and any other forms of academic dishonesty will not be tolerated. The University Academic Integrity Policy F15-7 [pdf] requires you to be honest in all your academic coursework. If evidence of academic misconduct is found, you will receive a zero on the assignment(s) in question and I will file a report with the Office of Student Conduct and Ethical Development. Visit the Student Conduct and Ethical Development website for more information.

Program Information

Licensure Learning Outcomes (LLOs) indicate how each course meets the educational requirements as detailed by the CA Board of Behavioral Sciences. [The MS Clinical LLOs are detailed on our program website. \(https://sjsu.edu/psych/graduate-programs/masters-clinical-psych/learning-objectives.php\)](https://sjsu.edu/psych/graduate-programs/masters-clinical-psych/learning-objectives.php)

Program learning outcomes (PLOs) are skills and knowledge that students will have achieved upon completion of the MS in Clinical Psychology degree. Each course in our curriculum contributes to one or more of these PLOs. The PLOs for the degree are:

1. Interventions and evidence-based applications
 - 1.1 Students will be able to apply, compare, and contrast a variety of psychotherapy theories and implement at least one chosen theory or intervention with clinical case material
 - 1.2 Students will be able to evaluate, select, and implement empirically supported clinical interventions for clinical case material and clients
2. Communication and Case presentation
 - 2.1 Students will be able to integrate and communicate clinical case material
 - 2.2 Students will be able to synthesize contextual and cultural variables into their understanding of and presentation of client materials
 - 2.3 Students will effectively respond to queries about clinical material and engage in discussions about their clients with supervisors and peers
 - 2.4 Students will be able to analyze cases other than those they are treating, applying theories, principles, and relevant empirical findings to those cases
3. Competent Assessment and Evaluation
 - 3.1 Students will be able to evaluate, select, and implement different assessment devices and strategies for assessing client outcomes and processes of change over the course of treatment including nomothetic and idiographic approaches
4. Professional clinical practice
 - 4.1 Students will demonstrate competency consistent with professional standards of practice in areas including, but not limited to, psychotherapy theory, service delivery, ethics, assessment, research methods, family/couples therapy, cultural diversity and humility, risk management and safety planning, psychopharmacology, and issues relevant to adult and child clinical populations.
5. Preparation and meeting professional licensing requirements
 - 5.1 Students will demonstrate fulfillment of coursework and other pre-degree licensing requirements outlined by the Board of Behavioral Sciences

Course Learning Outcomes (CLOs)

The specific learning objectives for this course are as follows:

CLO1. Appreciate and understand the nature and prevalence of crisis situations and traumatic events, and how individuals, families, and communities respond in unique and universal ways.

CLO2. Recognize and conceptualize the impact of developmental, social, political, and cultural influences on the experience of trauma as well as the course of recovery.

CLO3. Describe normal and pathological responses to crisis situations and traumatic events, including acute and chronic changes in cognitive, affective, behavioral, and neurochemical processes.

CLO4. Utilize theoretical formulations to understand empirically supported interventions and treatments for acute and chronic trauma responses.

CLO5. Develop diagnostic and assessment skills by recognizing and assessing the essential features of traumatic events and common stress disorders (e.g., PTSD).

CLO6. Create a toolkit of resources (books, web-sites, mobile apps) for traumatized individuals and their support systems, including resources for mental health providers working with this population.

Course Materials

Handbook of PTSD: Science and Practice

Author: Friedman, Schnurr, and Keane

Publisher: Guilford Press

Edition: 3rd

Year: 2021

ISBN: 9781462547074

My Grandmother's Hands: Racialized Trauma and the Pathway to Mending our Hearts and Bodies

Author: Menkam, R

Publisher: Central Recovery Press

Year: 2017

ISBN: 9781942094470

Course Requirements and Assignments

Assignment: Packback Questions & Responses

CLO: 1-5

PLO: 1.1, 1.2, 4.1

The Packback Questions platform will be used for online discussion about class topics. Packback Questions is an online community where you can be fearlessly curious and ask open-ended questions to build on top of what we are covering in class and relate topics to real-world applications.

Packback Requirements:

Your participation on Packback will count toward 15% of your overall course grade.

There will be weekly submissions. To receive full credit, you should submit the following per each deadline period:

- 1 open-ended Question every week with a minimum Curiosity Score of 75, worth 5pts of each assignment grade (Due Sunday at 11:59pm)
- 1 Response every week with a minimum Curiosity Score of 75, worth 5pts of each assignment grade (Due Friday at 11:59PM)

Thus, the point of this assignment is to ask questions and then be able to answer these questions using the discussions from class.

Participation: In-Class Discussions & Roleplays

CLO: 1-5

PLO: 1.1, 1.2, 2.1-2.4, 3.1, 4.1

Discussions

All students are expected to participate in in-class discussions. The discussions provide an opportunity for students to demonstrate knowledge of the readings and incorporate their personal experiences, reflections, and synthesis of the material. Discussions are typically facilitated by the instructor or the Discussion Leaders (see next section). At the end of the discussion/seminar portion, students will be asked to complete a brief discussion form where they will report what they have learned and what questions remain. Students with a complete discussion form will receive full credit (10 points).

In-Class Discussion Leaders

You have all been randomly assigned to lead at least one discussion (see course schedule for when you have been assigned). When it is your week to lead discussions, you are expected to thoroughly read and understand the material. In addition, you will prepare by reading questions posed by your classmates on Packback. Once class begins, it is expected that you and your partner(s) facilitate a discussion that addresses a few of the questions posed by your classmates. Your classmates will then answer the questions from Packback.

In addition to leading the discussion, you will need to write a reflection on your experience as discussion leader. You will oversee facilitating such didactic conversations as practicing MFTs and this is a simulation of that. In your reflection, be sure to include an overview of preparing for the in-class discussion, the process of discussion in class, and what you learned after reviewing how your classmates answer the questions online.

OR

Book Chapter Reviews

There will be weeks when there is not a discussion leader but there will be assigned chapters that are randomly assigned to you. During those weeks, you and your group will be responsible for summarizing information to the class in about 10-12 minutes. The important concepts from that

chapter will need to be shared with your colleagues during class. Your group may share notes or any other materials that will help with our review but the point will be to answer this question:

- What do I need to know from this chapter to enrich my understanding of trauma, intervention, and/or assessment?

You will also be taking time to answer questions from your colleagues as well.

Role-plays

Experiential learning is one of the best evidence-based practices for learning a skill. There are many crucial skills that you will be learning in this class such as assessing risk, making a safety plan, safety actions, etc. Thus, you will each be engaging in role-plays throughout the semester. The point of the role-plays is to learn a skill either directly (in the role-play) or vicariously (as an observer). Role-plays are not graded, and each role-play will vary in length and involvement. You will not know what the role-play is about until you volunteer for it. Once you have finished your turn role-playing, you will not be expected to role-play again. If you have not volunteered for a role-play, you will be expected to volunteer for a future one.

Assignment: Cultural Adaptation of Trauma Focused Cognitive Behavioral Therapy (TF-CBT)

CLO: 1-5

PLO: 1.1, 1.2, 2.1-2.4, 3.1, 4.1

As a licensed MFT/PC you will be required to complete 36 hours of continuing education every two years. The BBS recently changed so that all these hours can be completed in self-study if the course is from an approved CE provider. You will be asked to complete two online courses. The first course will be on Trauma-Focused Cognitive-Behavior Therapy. Completion of the TF-CBT on-line training is required (<https://tfcbt2.musc.edu/en>) and there is a \$35 fee for each learner. Please be aware that this training does take a lot of time! Account for your time wisely and get started early.

After completion of the training, you will be asked to apply your newly learned knowledge of TF-CBT to a case. You will create a 1 page, single-spaced, vignette of a child between the ages of 8 and 16 who has experienced some traumatic event. You will be asked to apply the TF-CBT treatment to this child and will be writing their treatment plan. You need to culturally adapt the treatment in some way to fit the child's needs. You will be citing at least 3 articles that can justify why and/or how you are adapting the treatment. Successful completion of this assignment will demonstrate that you know TF-CBT *and* how to adapt it for your child's specific needs.

Assignment: HDCC Resource Project

CLO: 1-6

PLO: 2.1-2.3, 3.1, 4.1

You will be expected to put the skills learned in this class into practice and be able to disseminate trauma-informed insights to the community. We have teamed up with the Healthy Development Community Clinic (HDCC) located at Oak Grove High School.

You will create a resource for parents and youth who would likely seek services at the HDCC. You will be working in pairs or in a trio, but all members will be creating content. The topics will be guided by the topics you select for your in-service training. If you are comfortable creating content in a language other than English, then you are encouraged to do so! The HDCC serves a linguistically diverse community and resources in languages other than English are often rare.

Final: Critique of Online CEU Courses or Self-help Book/Workbook

CLO: 1-5

PLO: 1.1, 1.2, 2.1-2.4, 3.1, 4.1

For your second major assignment, you will be writing a review and critique of either a CEU course or of a self-help book/workbook. The focus of this exercise is for you reverse engineer the theory and model used in the course or book. Then, provide an informed appraisal of its usefulness for clinical practice. There are hundreds, if not thousands, of self-help books/manuals/workbooks for survivors of trauma, and the number of websites and mobile apps are growing daily. Please note that your CEU course or workbook needs to be approved by me *prior to* completion of this assignment. Inappropriate selection of CEU or workbook for this assignment will result in poor scores.

A critique of either a CE course or self-help/workbook will serve as your final exam and will meet Class Objective 1-5. The assignment is due on the final exam day scheduled for this class.

You will need to provide me with the name of the second CEU course or self-help book prior to writing the critique. Here are a few popular self-help books/resources, but I am open to others. To get a list of many self-help resources, simply type "self-help trauma" into your browser.

General trauma/PTSD

Follette, V.M., & Pistorello, J. Finding life beyond trauma: Using Acceptance and Commitment Therapy to heal from post-traumatic stress and trauma-related problems. New Harbinger Publications.

Matsakis, A. (1996). I can't get over it: A handbook for trauma survivors (second edition). New Harbinger Publications.

Rothbaum, B., Foa, E., & Hembree, E. Reclaiming your life from a traumatic experience: A prolonged exposure treatment program workbook. Treatments That Work.

PTSD Coach – Mobile App – available in iOS and Android markets (free)

Posttraumatic Stress Module/Workbook chapters– available on afterdeployment.org

Disaster

Kehayan, V.A., Napoli, L.S., & Napoli, J.C. (2005). Resiliency in the face of disaster and terrorism: 10 things to do to survive. Personhood Press.

Combat/War

Hoge, C. Once a Warrior—Always a Warrior: Navigating the transition from combat to home—including combat stress, PTSD, and mTBI.

Whealin, J.M., DeCarvalho, L.T., & Vega, E.M., (2008). Strategies for managing stress after war: Veteran's workbook and guide to wellness. John Wiley & Sons.

Suicide/homicide

Rynearson, E.K. (2001). Retelling violent death. Taylor & Francis.

Sexual/Physical Assault

Rothbaum, B.O., & Foa, E.B. (1999). Reclaiming your life after rape: Cognitive behavioral therapy for posttraumatic stress disorder. TherapyWorks.

Final: In-Service Presentations

CLO: 1-6

PLO: 2.1-2.4, 3.1

Students will work in groups to present an in-service training on a special topic. We will select the special topics together. In the past, topics included: disaster (work with first responders), school/mass violence (work with students/staff), war trauma (work with veterans), hate crimes (work with survivors), and motor vehicle accidents (prevention for teens). Student presenters will need to meet with me to review their selection of relevant readings.

Students will be required to develop a PowerPoint presentation that is specific to their topic and should include research citations on each slide. The point of the presentation is to train your peers in whatever topic you pick and prepare material to along with it. More information about this assignment is posted on Canvas.

✓ Grading Information

[Course Grade Breakdown](#)

Assignments	Points	Percentage of Total Grade
<i>Packback Discussions</i>	12 x 10 = 120 points	15%
<i>Discussion Leader Reflection</i>	1 x 40 = 40 points	5%
<i>In-Class Participation</i>	14 x 10 = 140 points	17.5%
<i>HDCC Content</i>	1 x 100 = 100 points	6.25%
<i>Cultural Adaptation of TF-CBT</i>	1 x 150 = 150 points	18.75%
<i>Self-Help Critique</i>	1 x 100 = 100 points	12.5%
<i>In-Service Training</i>	1 x 150 = 150 points	18.75%
<u>Totals</u>	800 Points	100%

Breakdown

Grade	Points
A plus	760-800
A	744-759
A minus	720-743
B plus	680-719

B	664-679
B minus	640-663
<C+	< 639

University Policies

Per [University Policy S16-9 \(PDF\)](http://www.sjsu.edu/senate/docs/S16-9.pdf) (<http://www.sjsu.edu/senate/docs/S16-9.pdf>), relevant university policy concerning all courses, such as student responsibilities, academic integrity, accommodations, dropping and adding, consent for recording of class, etc. and available student services (e.g. learning assistance, counseling, and other resources) are listed on the [Syllabus Information](https://www.sjsu.edu/curriculum/courses/syllabus-info.php) (<https://www.sjsu.edu/curriculum/courses/syllabus-info.php>) web page. Make sure to visit this page to review and be aware of these university policies and resources.

Course Schedule

PSYC 260, Crisis and Trauma Counseling, Fall 2025

Course Schedule

Week	Date	Topics	Readings	Assignments Due
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1	8/26	<ul style="list-style-type: none"> · Introduction to course and assignments · Competencies · Epidemiology of trauma · Role Play: Building Rapport 	<p>Cook, J. M., & Newman, E. (2014). A consensus statement on trauma mental health:</p> <p>The New Haven Competency Conference process and major findings. Psychological Trauma: Theory, Research, Practice, And Policy, 6(4), 300-307. doi:10.1037/a0036747</p> <p>Moh, Y. S., & Sperandio, K. R. (2022). The need to consider requiring trauma training in entry-level academic training programs in clinical mental health counseling. Journal of Mental Health Counseling, 44(1), 18-31.</p>	<p>Packback Questions 1 due by Sunday at 11:59pm.</p> <p>Start TF-CBT Training.</p> <p>https://tfcbt2.musc.edu/en</p>
2	9/02	<ul style="list-style-type: none"> · Historical study of PTSD · Sociopolitical climate and PTSD · Assessment: Stressful and Traumatic Life Events · ROLE PLAY: Intake 	<p>Handbook:</p> <p>Chapters 3, 4, & 5: Everyone</p>	<p>Packback Responses 1 Due on Friday at 11:59pm.</p> <p>Packback Questions 2 Due by Sunday at 11:59pm.</p>

3	9/09	<ul style="list-style-type: none"> · Cognitive, behavioral, and biological changes in response to trauma · Crisis Management: suicidal/homicidal thoughts and behaviors · Role play: Risk Assessment 	<p>Handbook:</p> <p>Chapters 6: Everyone</p> <p>Chapter 7: Tanvi, David</p> <p>Chapter 8: Arden, Maram</p> <p>Chapter 9: Anna, Margot, Hannah</p> <p>Chapter 11: Gurkirat, Caroline, Isela</p> <p>Chapter 12: Daniela, George, Michelle</p> <p>Suicide Prevention Toolkit: https://store.samhsa.gov/product/SMA12-4669</p> <p>*You don't need to read the whole thing but be familiar with this resource.</p>	<p>Packback Responses 2 Due on Friday at 11:59pm.</p> <p>Packback Questions 3 due by Sunday at 11:59pm.</p>
4	9/16	<ul style="list-style-type: none"> · PTSD: Diagnosis and Assessment · ROLE PLAY: Diagnostic Assessment 	<p>Handbook: Chapters 1 & 2; 16 & 17</p> <p>Leaders: Daniela & Maram</p>	<p>Packback Responses 3 Due on Friday at 11:59pm.</p> <p>Packback Questions 4 due by Sunday at 11:59pm.</p>
5	9/23	<ul style="list-style-type: none"> · Conceptualizing the Roots of Racial Trauma and the Body · ROLE PLAY: Cultural aspects interview 	<p>Menakem: Part 1 (Ch. 1-9)</p> <p>Leaders: Hannah & Arden</p>	<p>Packback Responses 4 Due on Friday at 11:59pm.</p> <p>Packback Questions 5 due by Sunday at 11:59pm.</p> <p>TF-CBT Assignment assigned</p>

6	09/30	<ul style="list-style-type: none"> · Childhood trauma · Psychosocial Treatment for PTSD for children and adolescents · ROLE PLAY: Psychoducation for kids 	<p>Handbook: Ch. 14 & 20</p> <p>Leader: Isela & Tanvi</p>	<p>Packback Responses 5 Due on Friday at 11:59pm.</p> <p>Packback Questions 6 due by Sunday at 11:59pm.</p>
7	10/07	<ul style="list-style-type: none"> · Trauma-Focused CBT · Cultural adaptations of treatment · ROLE PLAY: Clinician Adaptation of treatment 	<p>Handbook: Chapter 26</p> <p>Soto, A., Smith, T. B., Griner, D., Domenech Rodríguez, M., & Bernal, G. (2018). Cultural adaptations and therapist multicultural competence: Two meta-analytic reviews. <i>Journal of Clinical Psychology</i>, 74(11), 1907–1923. https://doi.org/10.1002/jclp.22679</p> <p>Lange, B. C., Nelson, A., Lang, J. M., & Stirman, S. W. (2022). Adaptations of evidence-based trauma-focused interventions for children and adolescents: a systematic review. <i>Implementation Science Communications</i>, 3(1), 108.</p>	<p>Packback Responses 6 Due on Friday at 11:59pm.</p> <p>Packback Questions 7 due by Sunday at 11:59pm.</p>
8	10/14	<ul style="list-style-type: none"> · Evidence-based treatments for PTSD · Role Play: Psychoeducation for Adult 	<p>Handbook:</p> <p>Chapter 19: Everyone</p> <p>Chapter 21: Daniela, Tanvi, Hannah</p> <p>Chapter 22: Gurkirat, David, Caroline</p> <p>Chapter 23: Anna, Maram, George, Michelle</p> <p>Chapter 24: Arden, Margot, Isela</p>	<p>Packback Responses 7 Due on Friday at 11:59pm.</p> <p>Packback Questions 8 due by Sunday at 11:59pm.</p>

9	10/21	<ul style="list-style-type: none"> · Technology and Treatment · Review topics for in-service training and creation of the trauma informed resources for the HDCC 	<p>Handbook: Ch. 28 & 29</p> <p>Leaders: David & George</p>	<p>Packback Responses 8 Due on Friday at 11:59pm.</p> <p>Packback Questions 9 due by Sunday at 11:59pm.</p> <p>TF-CBT Assignment Due</p>
10	10/28	<ul style="list-style-type: none"> · Healing Self and Others · Role Play: Active Treatment 	<p>Menkam: Part 2 (Ch. 10-17)</p> <p>Leaders: Margot, Gurkirat, & Caroline</p>	<p>Packback Responses 9 Due on Friday at 11:59pm.</p> <p>Packback Questions 10 due by Sunday at 11:59pm.</p> <p>Pick Topics for In-service Trainings!</p>

11	11/04	<ul style="list-style-type: none"> · Vicarious Traumatization · Post-traumatic growth · Therapist supports · Role Play: Active Treatment 	<p>Finklestein, M., Stein, E., Greene, T., Bronstein, I., & Solomon, Z. (2015). Posttraumatic stress disorder and vicarious trauma in mental health professionals. <i>Health & Social Work, 40</i>(2), e25-e31. doi:10.1093/hsw/hlv026</p> <p>Iqbal, A. (2015). The ethical considerations of counselling psychologists working with trauma: Is there a risk of vicarious traumatization?. <i>Counselling Psychology Review, 30</i>(1), 44-51.</p> <p>Lawson, G., & Myers, J. E. (2011). Wellness, professional quality of life, and career sustaining behaviors: What keeps us well?. <i>Journal Of Counseling & Development, 89</i>(2), 163-171. doi:10.1002/j.1556-6678.2011.tb00074.x</p> <p>Triplett, K. N., Tedeschi, R. G., Cann, A., Calhoun, L. G., & Reeve, C. L. (2012). Posttraumatic growth, meaning in life, and life satisfaction in response to trauma. <i>Psychological Trauma: Theory, Research, Practice, And Policy, 4</i>(4), 400-410. doi:10.1037/a0024204</p> <p><u>Plus one of your choice!</u></p>	<p>Packback Responses 10 Due on Friday at 11:59pm.</p> <p>Packback Questions 11 due by Sunday at 11:59pm.</p> <p>CE/Self-Help Book Critique Assigned (Pick your topic)</p>
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12	11/11	<ul style="list-style-type: none"> · Infant Mental Health and Trauma · Role Play: Dyadic Work 	Lieberman, A. F., Ghosh Ippen, C., & Van Horn, P. (2015). <i>Don't hit my mommy: A manual for child-parent psychotherapy with young children exposed to violence and other trauma</i> . Section I Child-Parent Psychotherapy: A Relationship-Based Trauma-Informed Treatment Model. (pp.07-48). Zero to Three.	Packback Responses 11 Due on Friday at 11:59pm. Packback Questions 12 due by Sunday at 11:59pm.
13	11/18	<ul style="list-style-type: none"> · Mending the Collective · Role Play: Termination 	Menkam: Part 3 (Ch. 18-24) Leaders: Anna & Michelle	Packback Responses 12 Due on Friday at 11:59pm. Packback Questions 13 due by Sunday at 11:59pm.
14	11/25	<ul style="list-style-type: none"> · In-Service Training Workday 	NONE	Packback Responses 13 Due on Friday at 11:59pm. In-Service Training Due
15	12/02	<ul style="list-style-type: none"> · In-Service Training Day 1 	NONE	
Final Exam 8:30-10:30AM	12/11	<ul style="list-style-type: none"> · In-Service Training Day 2 	NONE	CE/Self-Help Book Critique Due at 11:59pm (FINAL)

Course schedule is subject to change and will updated to reflect any necessary changes.