



INSTITUTO UNIVERSITARIO DE INVESTIGACIÓN
EN ESTUDIOS NORTEAMERICANOS
"BENJAMIN FRANKLIN"

Course	Understanding Crisis and Trauma Issues with Respect to Immigrants and Refugees
Program, semester, year	International Studies Program, Spring 2023
Credits ECTS	3 USA
Instructor's full name and email	Mark F Lepore mlepore@clarion.edu
Block dates (days and time)	Third Block: Mar 6 - Apr 29, 2023 Monday-Thursday, 9am-12pm
Classroom	TBA
Class hours	45
Office Hours	
Requirements	
Language of instruction	English
Type of teaching	In person (with online sections in Blackboard)

INTRODUCTION

This course provides students with information and skills to effectively assess and intervene in crisis situations involving immigrant and refugee clients, families, and communities. Consistent with traditional understanding, a crisis can be described as an event or series of events that overtax a person's normal coping capabilities, or upset an individual's steady state of functioning, resulting in a state of disequilibrium. Specific interventions for crisis with this population are described. Research-based practice models, which effectively address crises are utilized and examined. Students will explore the implications for assessment and intervention in the midst of a crisis and learn self-care strategies. This course would be suitable for students from a variety of disciplines who are interested in understanding and assisting new immigrants and refugees and in understanding the social and emotional impact on their psychological acculturation needs.

COMPETENCES

Through didactic, experiential, research, and multimedia learning approaches the following topics, skills, and techniques will be introduced:

General Competences (GC):

GC1: Understanding of key constructs and theories associated with conceptualizing trauma and crisis.

GC2: Understanding the nature and types of trauma/crisis-a review of typologies and survey of intervention models.

GC3: Awareness of current practice trends in post trauma therapy

GC4: Overview of the cognitive, affective, behavioral, neurological sequelae associated with trauma.

Specific Competences (CE):

SC1: Introduction and application of skills and techniques utilized in crisis intervention, including assessment and triage, safety and security concerns, facilitation of validation, and preparation and rehearsal for maintenance.

SC2: Psychosocial factors associated with trauma response (e.g., age, ability, gender, cultural and racial identities, class, and spirituality/religious faith)

SC2: Caring for the caregiver: Attenuating compassion fatigue.

METHODOLOGY

Between experiential exercises in class, the readings and the class discussions, this class will provide a balance between practice and theory. The class will master material presented through lectures, class discussions, and experiential exercises, and written research.

PREPARATION FOR CLASS

- *Students will need to read all the articles and book chapters related to the topic before coming to class. While in class, student should show preparation of the readings by asking relevant questions and making comments related to the topic.*
- *Student should think about questions and relations of the texts with other previous knowledge. Write comments and reflections related to the readings, which can be shared in class to start debates and discussions.*
- *Student takes notes during class presentation and discussions.*

EVALUATION

Attendance and Participation: Attendance at all classes is expected. Due to the large amount of information covered in the first phase and the experiential nature of the latter stage, attendance is required. There is no substitute for a strong theoretical foundation and the practice of that knowledge, thus it is important that you attend every class and that you take part in the activities planned for each period.

Readings. It is assumed that all assigned readings will be completed prior to class. The success of the class depends on your cognitive understanding of the skills and concepts to be discussed and demonstrated. It is also important to realize that reading assignments will not always directly parallel the experiential portion of the course.

Personal Assessment Paper. In this paper, you will evaluate your own potential to effectively perform crisis intervention work with immigrant and refugee populations. In this paper you will identify and discuss personal attitudes, values, behaviors, and experiences that can impede or enhance your ability to do this work. Your paper is to reflect accurate knowledge of effective crisis worker characteristics and the dynamics of counselor burnout, vicarious traumatization, and compassion fatigue.

Personal Assessment Paper Guidelines

Objective: To evaluate your own potential to effectively perform crisis intervention work, particularly as applied to issues of immigrant and refugee populations. In this paper you will identify and discuss personal attitudes, values, behaviors, and experiences that can impede or enhance your ability to do this work. Include in your discussion some ways in which you might identify and address your unconscious cultural and religious/spiritual biases in a crisis intervention. In addition, briefly explain how trauma/crisis events may impact an individual who has a prior mental health history differently than one who does not have a prior mental health history. Your paper must reflect accurate knowledge of effective crisis worker characteristics and the dynamics of counselor burnout, vicarious traumatization, and compassion fatigue. You will use the course readings, and at least 5 professional

journal articles supporting your research and discussion. Your paper will be 6-8 pages in length including cover and reference pages, use 1-inch margins, Font Times New Roman 12, APA style guidelines for body, title page, references, and headers. Appropriate grammar and punctuation should be used. Papers should include a minimum of six (5) scholarly references:

To prepare to write this paper, you will need to do the following:

1. Research and review at least 5 professional articles on relating to the paper topic elements noted above.
2. Think about the topics we have read about and discussed in class so far, particularly as they may apply to immigrant and refugee populations.

In preparing to write your paper, consider the following:

- What personal qualities or characteristics might enhance your ability to be effective in crisis intervention work with immigrant and refugee populations?
- What personal qualities or characteristics might impede your ability to be effective in crisis intervention work with immigrant and refugee populations?
- How might crisis experiences in your own life increase the potential for countertransference when working with clients who have experienced similar forms of trauma and crisis?
- What steps might you take to lessen the potential for and therefore manage countertransference in these situations?
- What are some ways in which you could identify and address your unconscious cultural and religious/spiritual biases in a crisis intervention situation?
- As we know from the research, trauma/crisis events effect individuals differently depending upon a variety of factors. This can be even more true when such events effect an individual that already has a mental health disorder. Briefly explain how trauma/crisis events may impact an individual who has a prior mental health history differently than one who does not have a prior mental health history. Discuss ways in which this could be observed in these clients and different approaches that could be utilized to help these individuals in working through a crisis situation.
- What attitudes, values, behaviors, and experiences might contribute to your risk for vicarious traumatization or compassion fatigue?
- What feelings, attitudes, motives, and/or expectations might increase your risk for burnout?
- What are some preventative and restorative measures for burnout that are a good match for your particular needs?

**Remember that this self-assessment must be informed by the course readings and at least five professional journal articles dealing with this topic.

EVALUATION (arial 12)

The evaluation of this course is as follows:

PARTICIPATION	25 %
IN-CLASS ACTIVITIES	25 %
TASKS AND ASSIGNMENTS	25 %
RESEARCH PAPER	25 %

Plagiarism:

Plagiarism is a violation of academic norms and as such it can result in a failed course. In extreme cases it can include the expulsion from the program. In order to avoid this, it is recommended to remind students of how to cite and rephrase the works of authors when writing papers.

ATTENDANCE (Instituto Franklin-UAH Policy)

Attendance is mandatory. Students are not permitted to miss any classes of the program without proper justification (i.e. emergencies, health problems, in this case students have to show a medical note). The following types of excuses are not justified: family visits, illnesses without a medical note, personal trips, etc. Each unjustified absence will result in a grade deduction of 10 points in the final grade of the class (example: from A to B). Students will not be allowed, in the classroom or fieldtrips, to arrive 10 minutes late or more. If a student has continual delays, he/she will be penalized with an absence and the instructor may not allow them into class or the visit.

STUDENTS WITH SPECIAL NEEDS (Instituto Franklin-UAH Policy)

Students with special needs should contact Antonio Fernández: antonio.fernandezm@uah.es Instituto Franklin-UAH can accommodate these students who show through a medical note or a note from their academic advisor that require help in order to fulfill the program.

USE OF TECHNOLOGY IN CLASS

The use of technology is essential today in education, but if is used inappropriately it can be harmful for students. It is necessary that students ask for permission from the teacher in order to use any technological devices. Faculty should make clear to students in what instances technology can be used

CLASS SCHEDULE

DAYS	CLASS SCHEDULE	ASSIGNMENTS
MONTH		
BLOCK		
	Content	
	Exams	
	Holidays	

BIBLIOGRAHY

REQUIRED TEXTS

Van der Kolk, B. A. (2014). *The body keeps the score: Brain, mind, and body in the healing of trauma*. New York: Viking ISBN-10: 0670785938 ISBN-13: 978-0670785933

Volkan, V.D. (2017). *Immigrants and Refugees: Trauma, Perennial Mourning, Prejudice, and Border Psychology*. Karnac Books Ltd, London NW3 5HT. ISBN 10:0429914776
ISBN 13: 9780429914775

Recommended Reading:

Levine, P.A. (2015). *Trauma and Memory: Brain and Body in a Search for the Living Past: A Practical Guide for Understanding and Working with Traumatic Memory*. North Atlantic Books. Berkley, CA
ISBN-10: 1583949941; ISBN-13: 978-1583949948

Resources:

American Counseling Association Disaster Mental Health Resources
<http://www.counseling.org/knowledge-center/trauma-disaster>

Psychological First Aid. <http://www.ptsd.va.gov/professional/materials/manuals/psych-first-aid.asp>

International Society for Traumatic Stress Studies. <http://www.istss.org/home.aspx>
The society publishes treatment guidelines and other pertinent information on PTSD.

National Center for PTSD. <http://www.ptsd.va.gov/>
Sponsored by the U.S. Department of Veterans Affairs, this site covers a broad array of research, training, and public information,

The Sidran Foundation. <http://www.sidran.org/>
Sidran is a nonprofit foundation devoted to education, advocacy, and research to benefit people who are suffering from traumatic stress.

EMDR Institute. <http://www.emdr.com/>

EMDR Humanitarian Assistance Programs. www.emdrhap.org

The Trauma Center at Justice Resource Institute (JRI). <http://www.traumacenter.org/>

Give Back Yoga Foundation. <http://www.givebackyoga.org/>

Kripalu Center for Yoga & Health. <http://www.kripalu.org/>

Mind & Life Institute. <http://www.mindandlife.org/>

Center for Self Leadership. <https://www.selfleadership.org/>

Pesso Boyden System Psychomotor. <https://pbsp.com/>

Urban Improv. <http://urbanimprov.org/>

The Possibility Project. <http://the-possibility-project.org/>

International Society for Neurofeedback & Research. <http://www.isnr.org/>

The Association for Applied Psychophysiology and Biofeedback (AAPB)
<http://www.aapb.org/i4a/pages/index.cfm?pageid=1>

Headington Institute
<http://www.headington-institute.org/topic-areas/125/trauma-and-critical-incidents/246/vicarious-trauma>

Figley Institute. <http://www.figleyinstitute.com>

ProQOL.org. <http://www.proqol.org/Links.html>

INSTRUCTOR



Mark Lepore has earned a doctorate in Counselor Education and Supervision from Duquesne University. He holds an MA from Duquesne University and an MSW from West Virginia University. He also has a Clinical Social Work license, Professional Counselor license, and five education certifications. Dr. Lepore is currently the Director of the Clinical Mental Health Counseling Graduate Program at Clarion University of Pennsylvania. He has worked as a School Counselor where he had extensive experience in helping refugee students and families with acculturation and mental health needs and has shared his expertise in supporting the Refugee Support program at Jewish Family & Children Services in Pittsburgh, Pennsylvania, and has written about this work and insights gained in journal articles in the Journal of the Pennsylvania Counseling Association, in *Making Connections: Interdisciplinary Approaches to Cultural Diversity*, and in the *Journal of Psychology and Brain Studies*. Dr. Lepore's areas of specialty include crisis and trauma, grief and loss counseling, and school counseling and consultation. He is a mental health trainer for the American Red Cross and volunteer partner director for Service to the Armed Forces serving both in the United States and internationally to assist service members and their families with transitions and has volunteered for assignments after the terrorist attack of September 11th, hurricane Katrina, California wildfires, and many others. His team of mental health professionals wrote curriculum that is used extensively by the United States Department of Defense both nationally and internationally to assist service members and their families as they reintegrate back into the community. He was appointed by the governor of Pennsylvania to the Mine Families First Response and Communication Advisory Committee, to assist miners and family members experiencing crisis. Dr. Lepore also provides consultation to agencies, schools, and corporations when disruptive events occur within those organizations.