**THE EDUCATION UNIVERSITY OF HONG KONG**

As at 3 April 2019

**Course Outline**

**Part I**

**Programme Title :** All Full-time Undergraduate Programmes

**Programme QF Level** : 5

**Course Title :** Understanding and Coping with Post-Crisis Stress

 危機之後

**Course Code :** GEM1033 *(for 2019/20 cohort and onwards)* | CSL1047

 *(Equivalent to CSL1032 Helping People With Post-Crisis*

 *Stress)*

**Department :** Curriculum and Instruction

**Partnering Agency :** Relevant NGOs including Youth Global Network and others

**Credit Points :** 3

**Contact Hours :** 39

Classroom/lecture sessions: 8

 Service-based experiential learning activities: 37.5 *(counted as 25 contact hours)*

 Reflection and group sharing sessions: 6

**Pre-requisite(s) :** NA

**Medium of Instruction :** CMI

**Course Level :** 1

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**Part II**

The University’s Graduate Attributes and seven Generic Intended Learning Outcomes (GILOs) represent the attributes of ideal EdUHK graduates and their expected qualities respectively. Learning outcomes work coherently at the University (GILOs), programme (Programme Intended Learning Outcomes) and course (Course Intended Learning Outcomes) levels to achieve the goal of nurturing students with important graduate attributes.

In gist, the Graduate Attributes for Undergraduate, Taught Postgraduate and Research Postgraduate students consist of the following three domains (i.e. in short “PEER & I”):

* **P**rofessional **E**xcellence;
* **E**thical **R**esponsibility; &
* **I**nnovation.

The descriptors under these three domains are different for the three groups of students in order to reflect the respective level of Graduate Attributes.

The seven GILOs are:

1. Problem Solving Skills

2. Critical Thinking Skills

3. Creative Thinking Skills

4a. Oral Communication Skills

4b. Written Communication Skills

5. Social Interaction Skills

6. Ethical Decision Making

7. Global Perspectives

1. **Course Synopsis** Crises are inevitable in our lives. Natural disasters – earthquakes, tsunamis, and hurricanes – happen in different parts of the world every year. On a smaller scale, minor disasters such as fires or fatal traffic accidents are more common in our local society. These disasters and accidents often cause sudden casualties, leaving the survivors to experience not only immediate shock and loss, but also prolonged stress and trauma.

Helping people to cope with their post-crisis emotional problems in a healthy manner and to return to their daily routines as rapidly as possible in the circumstances has become a major concern of many voluntary crisis counseling organizations. Since the 1990s, *“Post Crisis Counseling” (PCC)* skills have been developed and refined based on frontline practice and experience in helping trauma victims. These PCC skills have nevertheless been demonstrated to be highly teachable and will be learned under proper training and supervision in an experiential manner. The course aims at enabling students to acquire the essential knowledge and skills associated with PCC through interactive lectures, experiential service-based learning workshops and practicums so that students may be able to offer critical help to people in need whenever such situations arise.

1. **Course Intended Learning Outcomes** (CILOs)

*Upon completion of this course, students will be able to:*

CILO1 Demonstrate an understanding of the background, key concepts and basic theories associated with PCC

CILO2 Develop interpersonal skills to observe and understand the emotional reactions of trauma victims and other affected people

CILO3 Develop skills on collaboration and team work to provide victims with effective emotional therapy as well as referral to further professional help as needed

CILO4 Develop positive personalities and work attitudes as helpers and maintain positive emotional health in their own lives

1. **Content, CILOs and Teaching & Learning Activities**

| **Content** | **CILOs**  | **Suggested Teaching & Learning Activities** |
| --- | --- | --- |
| 1. **Basic Concepts and Theories Associated with PCC:**

Crisis and disasters; consciousness and sub-consciousness; Neuro-Linguistic Programming (NLP); crisis intervention; and psychological first aid | CILO1 | * Lectures
* Readings
* Discussions
1. hours)\*
 |
| 1. **Emotional Reactions of Trauma Victims:**

Trauma and stress; stress-induced psychosomatic disorders; post-traumatic stress disorders (PTSD); and vicarious traumatization | CILO 1&2 | * Lectures
* Videos
* Role play
1. hours)\*
 |
| 1. **Learning Practical Skills and their Application:**

Basic concepts and skills in crisis management; stress and coping,personalqualities and values of an effective crisis counsellor;social support, therapeutic skills in PCC: e.g. timeline therapy, fast phobia cure; making referral and providing resources | CILO 1, 2&3 | Service-based experiential learning activities conducted by PCC experts including: skill development workshops, role play and job shadowing in real contexts. Students will be involved in various service activities supervised by PCC experts.1. hours)\*#
 |
| 1. **Evaluation and Debriefing:** Maintaining helpers’ own emotional health and understanding their roles and limitations as helpers
 | CILO 4 | * Course assessment
* Debriefing workshops
* Group sharing sessions

(6 hours)\* |

***\**** *The allocation of contact hours are for reference and should be seen as an indication only.*

*# 1.5 hours out-of-classroom activities equals 1 classroom contact hour. The practicum includes field visits to NGOs in this field and practicum sessions supervised by professionals from the partnering agencies.*

1. **Assessment**

|  |  |  |
| --- | --- | --- |
| **Assessment Tasks**  | **Weighting (%)** | **CILO** |
| 1. **Proposal for service learning:**

Students are required to develop a plan (800 words) of action in a group. The plan should outline the activities to be carried out to achieve certain objectives in the real the practice of service learning. | 25% | CILO 1, 2&3 |
| 1. **Performance Assessment:**

Students are required to apply the knowledge and skills learnt from the course in practice both in simulation and in real contexts. Their performance will be assessed through role-play during skill development workshops (20%) and by PCC experts during job shadowing in real contexts (20%).  | 40% | CILO 1, 2, 3&4 |
| 1. **Reflection on service learning:**

Students will complete two individual reflective journal writings (20%) (1100 words each) and an in-class presentation as a group on the overall learning experience in the practice of service learning (15%).  | 35% | CILO 1, 2, 3&4 |

1. **Required Text(s)**Nil
2. **Recommended Readings**

吳淑晶（2014）：從敘事治療觀點看〈心靈點滴〉中杭特．亞當斯重寫生命故事。 《諮商與輔導》，344，頁30-33。

胡嘉琪（2014）：《從聽故事開始療癒 : 創傷後的身心整合之旅》，臺北市，張老師。

曾文志（Wen-Chih Tseng）、簡宏江（Hung-Chiang Chien）（2016）：歷經創傷事件大一學生的感恩在創傷後成長與知足常樂之間的調節作用，《育達科大學報》，42，頁131-151。

學校危機處理 - 危機善後介入工作及心理支援應用手冊<https://www.edb.gov.hk/attachment/tc/student-parents/crisis-management/about-crisis-management/crisistc.pdf>

Neimeyer, R. A. (2015)：《悲傷治療的技術：創新的悲傷輔導實務》(初版. Ed.)，台北市，心理出版社股份有限公司。

Baldwin, D. S., Anderson, I. M., Nutt, D. J., Allgulander, C., Bandelow, B., den Boer, J. A., ... & Malizia, A. (2014). Evidence-based pharmacological treatment of anxiety disorders, post-traumatic stress disorder and obsessive-compulsive disorder: A revision of the 2005 guidelines from the British association for psychopharmacology. *Journal of Psychopharmacology, 28*(5), 403-439.

Bisson, J. I., Roberts, N. P., Andrew, M., Cooper, R., & Lewis, C. (2013). Psychological therapies for chronic post-traumatic stress disorder (PTSD) in adults. *Cochrane Database Syst Rev, 12.*

Cohen, K., & Collens, P. (2013). The impact of trauma work on trauma workers: A metasynthesis on vicarious trauma and vicarious posttraumatic growth. *Psychological Trauma: Theory, Research, Practice, and Policy, 5*(6), 570.

Cook, A., Spinazzola, J., Ford, J., Lanktree, C., Blaustein, M., Cloitre, M., & Mallah, K. (2017). Complex trauma in children and adolescents. *Psychiatric Annals, 35*(5), 390-398.

Corey, G. (2015). *Theory and practice of counseling and psychotherapy* (13th ed.) Boston, MA : Cengage Learning.

Drennan, L. T., McConnell, A., & Stark, A. (2014). *Risk and crisis management in the public sector*. London:Routledge.

Evans, G. W., & Kim, P. (2013). Childhood poverty, chronic stress, self-regulation, and coping. *Child Development Perspectives, 7*(1), 43-48.

Felman, S. (2013). Education and crisis, or the vicissitudes of teaching. In *Testimony* (pp. 21-76). London: Routledge.

Figley, C. R. (2013). *Compassion fatigue: Coping with secondary traumatic stress disorder in those who treat the traumatized.* London: Routledge.

Jin, Y., Liu, B. F., & Austin, L. L. (2014). Examining the role of social media in effective crisis management: The effects of crisis origin, information form, and source on publics’ crisis responses. *Communication Research, 41*(1), 74-94.

McCabe, O. L., Everly Jr, G. S., Brown, L. M., Wendelboe, A. M., Abd Hamid, N. H., Tallchief, V. L., & Links, J. M. (2014). Psychological first aid: A consensus-derived, empirically supported, competency-based training model. *American Journal of Public Health, 104*(4), 621-628

Oh, H. J., Ozkaya, E., & LaRose, R. (2014). How does online social networking enhance life satisfaction? The relationships among online supportive interaction, affect, perceived social support, sense of community, and life satisfaction*. Computers in Human Behavior, 30,* 69-78.

Pishghadam, R., & Shayesteh, S. (2014). Neuro-Linguistic Programming (NLP) for language teachers: Revalidation of an NLP scale*.* *Theory and Practice in Language Studies, 4*.

Resick, P. A. (2014). *Stress and trauma.* New York, US: Psychology Press.

Shultz, J. M., & Forbes, D. (2014). Psychological first aid: Rapid proliferation and the search for evidence*. Disaster Health, 2*(1), 3-12.

Slavich, G. M., & Irwin, M. R. (2014). From stress to inflammation and major depressive disorder: A social signal transduction theory of depression*.* *Psychological Bulletin, 140*(3), 774.

1. **Related Web Resources**

Fast Phobia Cure. Neuro-Linguistic Programming Technique, Retrieved from <https://www.nlp-techniques.org/nlp-techniques-neuro-linguistic-programming-techniques/key-nlp-techniques/fast-phobia-cure/>

1. **Related Journals**

Anxiety, Stress, and Coping,

Journal of Mental Health,

Journal of Traumatic Stress,

International Journal of Stress Management

1. **Academic Honesty**

The University adopts a zero tolerance policy to plagiarism. For the University’s policy on plagiarism, please refer to the *Policy on Academic Honesty, Responsibility and Integrity with Specific Reference to the Avoidance of Plagiarism by Students* (<https://www.eduhk.hk/re/modules/downloads/visit.php?cid=9&lid=89>). Students should familiarize themselves with the Policy.

1. **Others**

This course does not aim to train professional counselors. Rather, it aims to arouse students' interest and awareness in this field and to introduce them to some basic knowledge and skills so that they could work as paraprofessionals (i.e. they could only assist and work alongside trained professionals, most likely in the role of volunteers) under supervised situations.

Through experiential-based learning activities, field visits, and supervised practicum in relevant NGOs in Hong Kong, this course will provide mind-broadening experiences for students to see how knowledge in various fields are integrated to help people in need after crisis situations. It will also help students to appreciate the connections between classroom-based learning and their application in real life situations.

The partnering agency will provide the necessary support in course delivery and practicum opportunities for students. Equipped with the basic knowledge and skills in this area, students could explore further learning and volunteering opportunities in the NGOs.