DEPARTMENT: EDUCATIONAL STUDIES, LEADERSHIP & COUNSELING

COURSE PREFIX: CNS **COURSE NUMBER: 752** **CREDIT HOURS: 3**

I. TITLE: Trauma and Crisis Counseling

II. COURSE DESCRIPTION AND PREREQUISITE(S):
An examination of diverse trauma and crisis situations used by counselors to assist individuals, groups, and organizations manage and resolve the crises.
Prerequisites: None

III. COURSE OBJECTIVES: The purpose of this course is to prepare the students to deal with the inevitable crisis situations they will encounter as counselors. Students will reflect on how people deal with crises, explore their crisis experiences, and start to develop their skills in crisis intervention. The students will also examine some of the relevant research on crises, resolution, and resilience. However, the major focus throughout the course will be on learning the practical skills and requisite knowledge and attitudes of helping people in crisis. It is important for students to self-monitor because the course could be emotionally challenging.

A. Students will gain knowledge of: (based on CACREP Standards, 2009)
   1. Triage, risk assessment, and diagnosis of individuals in crisis or experiencing trauma (CACREP Section II: G.3.c., G.5.b., G.5.c.; Section III CMHC: D6, K5, L3; SC: D4)
   2. Conducting counseling session with individuals in crisis in various settings (phone, in the field, at an agency, or in a school). (CACREP Section II: G.5.c.; Section III CMHC: C5)
   3. Professional roles, responsibilities, and functions of counselors working with persons experiencing trauma or crisis situations and the emergency operations for agency and school counselors in relation to crisis and trauma counseling (CACREP Section II: G.1.b., G.1.c.; Section III CMHC: A10; SC: A7)
   4. Ethical standards and issues related to crisis/trauma counseling (CACREP Section II: G.1.j.; Section III CMHC: A2)
   5. Cultural considerations, strategies for workings with diverse populations, and self-awareness in crisis/trauma counseling (CACREP Section II: G.2.b., G.2.e.; Section III CMHC: C6)
   6. Impact of trauma/crisis on individuals at varying developmental levels (CACREP Section II: G.3.C.; Section III CMHC: A9, C6, L3; SC: C6)
   7. Models of wellness and resilience in trauma/crisis counseling (CACREP Section II: G.3.d.; Section III CMHC: C6, D5)
   8. Theories, interventions, and techniques in crisis/trauma counseling (CACREP Section II: G.3.d., G.5.c., G.5.g.; Section III CMHC: C6)
   9. Evidenced informed practice and importance of research in crisis/trauma counseling (CACREP Section II: G.8.e.; Section III CMHC: K5, L3)

B. Students will develop skills to:
   1. Explain and apply the ACA *Code of Ethics* in crisis/trauma situations (CACREP Section II: G.1.j.; Section III CMHC: A2, B1)
   2. Demonstrate knowledge of PTSD and other clinical symptoms and diagnosis often associated with trauma, as well as, conduct risk assessments for suicidal/homicidal ideation (CACREP Section II: G.1.b., G.1.c., G.5.c.; Section III CMHC: K5, L3; SC: D4)
   3. Demonstrate knowledge of various crisis/trauma situations and appropriate interventions (CACREP Section II: G.5.c., G.5.g.; Section III CMHC: D5, D6; SC: C6)
   4. Develop safety plans, policies, and procedures for clients, self and other professionals, and bystanders (G.5.c., G.5.g.; Section III CMHC: C6, D6)
   5. Develop plans and procedures for organizations and communities that may experience a crisis/trauma (CACREP Section II: G.5.b., G.5.c.; Section III CMHC: C6; SC: A7)
   6. Demonstrate counselors role in interdisciplinary emergency management teams (CACREP Section II: G.1.c., G.5.c.; Section III CMHC: A10, D6)
   7. Explain impact of cultural experiences when working with clients who are in crisis or have experienced a trauma (CACREP Section II: G.2.d., G.3.c.; Section III CMHC: A9, D5, L3)
   8. Develop a self-care plan (CACREP Section II: G.2.e.; Section III CMHC: A9)
   9. Application of current research and evidenced based practices in trauma/crisis counseling (CACREP Section II: G.1.d., G.8.e.; Section III CMHC; C6, D6)

The MSU counseling faculty recognize diversity and embrace a cross-cultural approach in support of the worth, dignity, potential, and uniqueness of people within their social and cultural contexts (ACA 2005 Code of Ethics Preamble).

IV. CONTENT OUTLINE:

A. Introduction
B. History and theoretical foundations
C. Physiological and Neurological Response to Trauma
D. Multicultural aspects
E. QPR suicide prevention training
F. Maslow's Hierarchy of Needs
G. Crisis Definitions
H. Theories and Models of Intervention
I. Assessment
J. Grief and loss as trauma
K. Self-injurious behavior/suicide
L. Current treatment modalities for trauma victims
M. The function and types of individual, group and community interventions
N. Victimization and violence

O. Legal and ethical aspects of crisis intervention
P. State laws and statutes
Q. Self-Care of the Responder

V. INSTRUCTIONAL ACTIVITIES:

A. Discussion
B. In-Class Exercises
C. Reading Assignments
D. Writing Assignments
E. Student Presentations

VI. FIELD, CLINICAL, AND/OR LABORATORY EXPERIENCES:

None

VII. TEXTS AND RESOURCES:

A. Required Texts

Brierre, J & Scott, C (2013) Principles of trauma treatment: A guide to symptoms, evaluation, and treatment (2nd ed.). Thousand Oaks, CA: Sage.

Jackson-Cherry, L. R., & Erford, B. T. (2014). *Crisis assessment, intervention, and prevention* (2nd ed.). Upper Saddle River, NJ :Pearson.

B. Supplemental Resource Texts

Brierre, J. & Lanktree, C (2012) *Treating complex trauma in children and adolescents*. Thousand Oaks, CA: Sage.

Courtois, C.A., Ford, J.D., van der Kolk, B.A., & Herman, J.L. Eds. (2009). *Treating Complex Traumatic Stress Disorders: An Evidence-based Guide.* New York: Guildford Press.

Chu, J. (2011). *Rebuilding shattered lives: Treating complex PTSD and dissociation*. Hoboken, NJ: John Wiley & Sons.

Duncan, B. L., Miller, S., Wampold, B., & Hubble, M. Eds (2010) *The heart and soul of change: Delivering what works in therapy*, Washington, DC: American Psychological Association.

Hermann, J. (1997) *Trauma and recovery: The aftermath of violence from domestic abuse to political terror.* New York: Basic Books. ** Considered classical text

James, R. K. (2013). *Crisis intervention strategies*. Belmont, CA: Cengage.

Janoff-Bulman, R. (1992). *Shattered assumptions: Towards a new psychology of trauma.* New York: Free Press. ** Considered classical text

Norcross, J.C. Ed. (2002). *Psychotherapy relationships that work: Therapist contributions and responsiveness to patients.* New York: Oxford University Press.

Rothchild, B. (2000). *The body remembers: The psychophysiology of trauma and trauma treatment.*

van Dernoot Lipsky, L. (2009). Trauma stewardship: An everyday guide to caring for self while caring for others. San Francisco, CA: Berret-Koehler Publishers.

C. Resources/Reference Websites

Authors:

John Brierre (ITCT, and ITCT-A) http://www.johnbriere.com/

Christine Courtois (Adult Sexual Abuse Survivors/Incest) http://www.drchriscourtois.com/

Cheryl Lanktree (ITCT-A) http://www.cblanktree.com/

Heart and Soul of Change Project http://heartandsoulofchange.com/

Babette Rothchild (somatic trauma therapy) http://www.somatictraumatherapy.com/

Bruce Perry (Childhood Trauma; NMT) http://childtrauma.org/index.php/home

Organizations Supported by Federal or State Research Funding

National Center for PTSD (NCPTSD) http://www.ptsd.va.gov/

National Child Traumatic Stress Network (NCTSN) http://www.nctsn.org/

National Institute of Mental Health: PSTD (NIMH) http://www.nimh.nih.gov/health/topics/posttraumatic-stress-disorder-ptsd/index.shtml

Assessment-Based Treatment for Child Trauma (TAP model) http://www.taptraining.net/

Project Educare http://weblog.niu.edu/educare/

SAMHSA Webguide to EBP http://www.samhsa.gov/ebpWebguide/index.asp

VIII. EVALUATION AND GRADING PROCEDURES:

Self-Care Plan	50 points
Movie Crisis Paper	100 points
Reflection Papers	25 points each, 50 total
Crisis Intervention Video and Handout	100 points
Total	300 points

Assignments should be submitted in a timely manner. **There will be penalty for late submission to the tune of 1 point per day late.**

The following scale will be used:

A = 90-100% B = 80-89% C = 70-79% D = 60-69% E = 0-59%

NOTE: It is important to note that students who demonstrate personal limitations that might impede future performance, or consciously violate ethical standards and/or are ineffective, will not receive instructor endorsement to continue in clinical courses.

1) **Self-Care Plan (50 points)** (CACREP Section II: G.1.d.; Section III CMHC: A9) Every mental health professional needs and deserves to establish routines of self-care. With that in mind, I am wondering what *your* routines of self-care entail . . . . Here are some questions for you to consider:

   - How does your stress manifest in you physically? Mentally? Emotionally? Spiritually?
   - When are you at your best physically? Mentally? Emotionally? Spiritually?
   - When are you at your worst?
   - What are your personal limits?
   - What are the personal factors and experiences in your life that have most affected your work?
   - What are the professional experiences and factors that have most affected your personal life?

   Every mental health professional has vulnerabilities, weaknesses, and needs. After you have answered the above questions, take time to identify your vulnerabilities, weaknesses, and needs. Then develop a self-care plan that addresses how you plan to address your mental, emotional and spiritual (if relevant) needs during times of stress. **Due 7/8/13**

2) **Movie Crisis Paper (100 points)** (CACREP Section II: G.2.b., G.3.c., G.5.c., G.5.g., G.8.e., Section III: A9, C6, D6, I1, K5, L3; SC: C6, D4) Watch a movie from the "selected list" or with prior approval of the instructor. Write a 4-6 page paper, not including title page, references, and abstract, in APA (sixth ed.) style. Identify: (1) who is in crisis (may be more than one, but primary one), (2) the nature of the crisis, (3) the course of the crisis (impact on client, family, community), (4) a apply crisis intervention model including the use of psychological first aid, (5) identify potential resources needed, (6) discuss the person's attempt at coping with the crisis (whether effective or not), and (7) identify a list of potential issues that the person might need to address if referred for counseling, including issues related to developmental level – and why (8) identify if this person would meet a criteria for a diagnosis and if so which one and is it developmentally appropriate (9) complete a risk assessment and 10) identify any evidenced based practices that might be utilized when working with this client. Minimum of four professional peer reviewed journal articles are required to support aspects of the paper and must be published within the last 10 years. Articles must be included with the paper. **Due 7/26/13**

3) **Reflection Papers (25 points each, 50 total)**. (CACREP Section II: G.2.e., G.5.b., Section III: CMHC A9, C5, D6) Personal reflection papers are an opportunity for you to reflect on your thoughts and emotions about the readings and/or class (e.g., lecture, activities, speakers, etc.) and are an avenue for personal and professional growth. Effective crisis intervention requires that you must know yourself and what personal

"issues" that might come up for you. They are not research papers and do not require a trip to the library or academic citations, unless appropriate. Instead, they are about you and your emotional reactions as you look inside yourself and struggle to tolerate more anxiety and to accept life on life's terms—to develop greater integrity. These are designed to identify and explore personal attitudes, values, and behaviors that can impede or enhance the counseling experience with your clients. They will be graded on both quality and quantity of self-reflection. Do not just cognitively discuss what we covered in class. Papers should be 2-3 pages, not including title page, abstract, and references and written in APA style. **Due 7/16/13 and 7/23/13**

4) **Crisis Intervention Demonstration Video and Handout - Group Assignment (100 points)** (CACREP Section II: G.1.c., G.5.g.; Section III: A9, A10, I1; SC: A7)
    - Form groups of 5-6 people. Submit names of your "crisis team" at the end of first class.
    - Create a 15-20 minute crisis intervention demonstration video with a crisis scenario and an intervention script (roles in video) which includes ALL individuals in your group.
    - As part of script development, team members must find appropriate professional references (minimum of 1 per group member) plus the text and lecture notes to clearly identify specific issues, concerns, ethical issues and appropriate interventions.
    - Each group will present the video to the class as if the class were a consultation team and provide appropriate discussion of key factors identified in the film. Every member of the group must be actively involved in the presentation.
    - You will demonstrate how you would work as part of an interdisciplinary emergency management team (either in an agency or school system).
    - You will demonstrate the use of crisis and/or suicide prevention models (including but not limited to psychological first aid).
    - Presentations must include power point.
    - Handouts that educate the class must also be provided, including a reference page that identifies the person who was responsible for that particular reference.
    - Total time for each presentation will be approximately 1 hour (including about 10 minutes for processing the activity), but final allocation will be determined by the number of groups.
    - Written materials associated with your presentation and a copy of your power point slides must be submitted to the instructor by the 3rd week of class. **Due 8/2/13**

Additional Notes on Assignments:

- For each paper be ready to have a class discussion about the subject matter.

- Concerning the assignments, this syllabus is subject to change throughout the course of the semester. Updated versions of the syllabus will be posted on Canvas.
- All papers will be written in APA format. If you have questions about formatting, refer to the sample and power point instructions.
- All assignments will be posted to Canvas, unless otherwise stated in the syllabus or in class. When uploaded assignments save in the following format **pender_rebecca_nameofassignment.**
- *Policy on late assignments:* If an assignment is late, 1 point will be deducted for each day the assignment is late. If you have difficulty turning in your assignment on time, contact the instructor PRIOR to the due date of the assignment. Otherwise, points will be taken off for the assignment being late.

IX. ATTENDANCE POLICY:

This course adheres to the policy published in the MSU *Graduate Bulletin*. Additionally, students are expected to be on time for class. Tardiness and/or missed classes can result in a drop in letter grade. Cell phones will need to be off. If you anticipate a situation that requires your immediate attention, put your phone to vibrate.

X. ACADEMIC HONESTY POLICY:

Murray State University takes seriously its moral and educational obligation to maintain high standards of academic honesty and ethical behavior. Instructors are expected to evaluate students' academic achievements accurately, as well as ascertain that work submitted by students is authentic and the result of their own efforts, and consistent with established academic standards. Students are obligated to respect and abide by the basic standards of personal and professional integrity.

Violations of Academic Honesty include:

Cheating - Intentionally using or attempting to use unauthorized information such as books, notes, study aids, or other electronic, online, or digital devices in any academic exercise; as well as unauthorized communication of information by any means to or from others during any academic exercise.

Fabrication and Falsification - Intentional alteration or invention of any information or citation in an academic exercise. Falsification involves changing information whereas fabrication involves inventing or counterfeiting information.

Multiple Submission - The submission of substantial portions of the same academic work, including oral reports, for credit more than once without authorization from the instructor.

Plagiarism - Intentionally or knowingly representing the words, ideas, creative work, or data of someone else as one's own in any academic exercise, without due and proper acknowledgement.

Instructors should outline their expectations that may go beyond the scope of this policy at the beginning of each course and identify such expectations and restrictions in the course syllabus.

When an instructor receives evidence, either directly or indirectly, of academic dishonesty, he or she should investigate the instance. The faculty member should then take appropriate disciplinary action.

Disciplinary action may include, but is not limited to the following:

1) Requiring the student(s) to repeat the exercise or do additional related exercise(s).
2) Lowering the grade or failing the student(s) on the particular exercise(s) involved.
3) Lowering the grade or failing the student(s) in the course.
If the disciplinary action results in the awarding of a grade of E in the course, the student(s) may not drop the course.

Faculty reserve the right to invalidate any exercise or other evaluative measures if substantial evidence exists that the integrity of the exercise has been compromised. Faculty also reserve the right to document in the course syllabi further academic honesty policy elements related to the individual disciplines.

A student may appeal the decision of the faculty member with the department chair in writing within five working days. Note: If, at any point in this process, the student alleges that actions have taken place that may be in violation of the Murray State University Non-Discrimination Statement, this process must be suspended and the matter be directed to the Office of Equal Opportunity. Any appeal will be forwarded to the appropriate university committee as determined by the Provost.

XI. NON-DISCRIMINATION POLICY STATEMENT:

Murray State University endorses the intent of all federal and state laws created to prohibit discrimination. Murray State University does not discriminate on the basis of race, color, national origin, gender, sexual orientation, religion, age, veteran status, or disability in employment, admissions, or the provision of services and provides, upon request, reasonable accommodation including auxiliary aids and series necessary to afford individuals with disabilities equal access to participate in all programs and activities.

For more information, contact the Executive Director of Institutional Diversity, Equity and Access, 103 Wells Hall, (270) 809-3155.

Course Specifics for CNS 752 (Summer 2013)

Instructor:	Rebecca Pender, Ph.D., LPC (IL), AMFT (IL), NCC
Telephone:	Office: (270) 809-6905
Office:	Alexander Hall, Room 3220
E-Mail:	rpender@murraystate.edu
Office Hours:	TBA
Meeting Days:	Tuesday and Friday

Meeting Times: 1 pm – 5 pm
Location: Murray: BUS 101; Madisonville 249

CACREP Counseling Program Specifics for CNS 752

Clinical Mental Health Counseling Objectives:		**Assessment**
Foundations A2	Understands ethical and legal considerations specifically related to the practice of clinical mental health counseling.	Discussion
Foundations A9	Understands the impact of crisis, disasters, and other trauma-causing events on people.	Discussion, Movie Paper, Reflections, Intervention Project, Self-Care Plan
Foundations A10	Understands the operation of an emergency system within clinical mental health agencies and in the community.	Discussion, Intervention Project
Counseling, Prevention, & Intervention C5	Understands the range of mental health service delivery and the clinical mental health counseling services network.	Discussion, Reflection Papers
Counseling, Prevention, & Intervention C6	Understands the principles of crisis intervention for people during crises, disasters, and other trauma-causing events.	Discussion, Movie Paper
Counseling, Prevention, & Intervention D6	Demonstrates the ability to use procedures for assessing and managing suicide risk.	Discussion, Movie Paper
Diagnosis K5	Understands appropriate use of diagnosis during a crisis, disaster, or other trauma-causing event.	Discussion, Movie Paper
School Counseling Objectives:		**Assessment**
Foundations A7	Understands the operation of the school emergency management plan and the roles and responsibilities of the school counselor during crisis, disasters, and other trauma-causing events.	Discussion, Reflections, Intervention Project
Counseling, Prevention, & Intervention C6	Understands the potential impact of crises, emergencies, and disasters on students, educators, and schools, and knows the skills needed for crisis intervention.	Discussion, Movie Paper,
Counseling, Prevention, & Intervention D4	Demonstrates the ability to use procedures for assessing and managing suicide risk.	Discussion, Movie Paper

COURSE SCHEDULE AND ASSIGNMENTS

Class	Topic	Assignments/ Readings Due	CACREP Standard(s)
Class 1 7/2/15	Course Overview Overview of Crisis Intervention Safety and Self-Care in Crisis Situations	Jackson-Cherry & Erford Chapters 1 and 2	CACREP Section II: G.1.b., G.3.d., Section III: CMHC A9, A10, C5, C6
Class 2 7/5/13	Ethical and Legal Considerations in Crisis Counseling Essential Crisis Intervention Skills Risk Assessment and Interventions: Suicide and Homicide	Jackson-Cherry & Erford Chapters 3, 4, and 5	CACREP Section II: G.1.c., G.1.j., G.5.g.; Section III CMHC A2, A9, B1, C6, D6; SC: D4

Class 3 7/8/13	Substance Abuse and Crisis Intimate Partner Violence Sexual Assault	Jackson-Cherry & Erford Chapters 6, 7, and 8 **Self-Care Plan Due**	CACREP Section II: G.1.d.; Section III CMHC: A9
Class 4 7/12/13	Child Sexual Abuse Emergency Preparedness and Response in the Community and Workplace Emergency Preparedness and Response in Schools and Universities	Jackson-Cherry & Erford Chapters 9, 10, and 11	CACREP Section II: G.1.c., G.3.c; Section III: CMHC A9, A10; SC: A7
Class 5 7/16/13	Grief and Loss Military Deployment and Reintegration Issues Death Notifications	Jackson-Cherry & Erford Chapters 12, 13, and 14 **Reflection Paper Due**	CACREP Section II: G.2.e., G.5.b., Section III: CMHC A9, C5, D6
Class 6 7/19/13	Trauma, Effects, and Assessment Central Issues in Trauma Treatment	Briere & Scott Chapters 1-4	CACREP Section II: G.1.c., G.3.c; Section III: CMHC A9
Class 7 7/23/13	Clinical Interventions: Psychoeducation, Distress Reductions, cognitive interventions	Briere & Scott Chapters 5-7 **Reflection Paper Due**	CACREP Section II: G.2.e., G.5.b., Section III: CMHC A9, C5, D6
Class 8 7/26/13	Clinical Interventions: Emotional Processing, Increasing Identity and Relational Functioning, Mindfulness in Trauma Treatment	Briere & Scott Chapters 8-10 **Movie Crisis Paper Due**	CACREP Section II: G.2.b., G.3.c., G.5.c., G.5.g., G.8.e., Section III: A9, C6, D6, I1, K5, L3; SC: C6, D4
Class 9 7/30/13	Clinical Interventions: Treating the Effects of Acute Trauma, Psychobiology and Psychopharmacology of Trauma	Briere & Scott Chapters 11-13	CACREP Section II: G.1.c., G.3.c; Section III: CMHC A9
Class 10 8/2/13	Group Presentations Course Closure	**Crisis Intervention Demonstration Video and Handout Due**	CACREP Section II: G.1.c., G.5.g.; Section III: A9, A10, I1; SC: A7

Self-Care Plan (50 pts)

CACREP Standards	Exceeds Standards	Meets Standards	Developing Standards	Does Not Meet Standards	Score
Section II Social & Cultural Diversity: G.2.e.	Student thoroughly describes the importance of self-awareness when working with crisis and trauma survivors. = 20	Student describes the importance of self-awareness when working with crisis and trauma survivors. = 13	Student partially describes the importance of self-awareness when working with crisis and trauma survivors. = 7	Student fails to describe the importance of self-awareness when working with crisis and trauma survivors. = 0	
Section III CMHC Foundations: A9	Thoroughly describes the impact of crisis, disasters, and other trauma-causing events on people and professional counselors.	Describes the impact of crisis, disasters, and other trauma-causing events on people and professional counselors. Illustrates	Partially describes the impact of crisis, disasters, and other trauma-causing events on people and professional counselors. Partially	Fails to describe the impact of crisis, disasters, and other trauma-causing events on people and professional counselors. Fails to	

	Thoroughly illustrates an action plan for how to maintain wellness while engaging in crisis and trauma counseling. = 20	an action plan for how to maintain wellness while engaging in crisis and trauma counseling. = 13	illustrates an action plan for how to maintain wellness while engaging in crisis and trauma counseling. = 7	illustrate an action plan for how to maintain wellness while engaging in crisis and trauma counseling. = 0	
Professional Writing	Refined level of writing that excellently adheres to APA format, including appropriate margins, font, running head, sentence & paragraph structure, & citations & reference list (if necessary). = 10	Appropriate level of writing that adheres to APA format with few mistakes in margins, font, running head, sentence & paragraph structure, & citations & reference list (if necessary). = 7	Writing mostly does not demonstrate APA format. = 4	Inappropriate writing and missing APA formatting. = 0	
Total Points Possible: 50					**/50**

Movie Crisis Paper (100 pts)

CACREP Standards	Exceeds Standards	Meets Standards	Developing Standards	Does Not Meet Standards	Score
Section II Human Growth and Development G.3.c.	Student fully describes the crisis/trauma situation and how this may impact a variety of clients at different developmental levels. = 13	Student describes the crisis/trauma situation and how this may impact a variety of clients at different developmental levels. = 9	Student partially describes the crisis/trauma situation and how this may impact a variety of clients at different developmental levels. =5	Student fails to describe the crisis/trauma situation and how this may impact a variety of clients at different developmental levels. = 0	
Section II Helping Relationships G.5.c., G.5.g.	Student thoroughly describes the crisis intervention model/theory he or she would utilize with client. =13	Student describes the crisis intervention model/theory he or she would utilize with client. =9	Student partially describes the crisis intervention model/theory he or she would utilize with client. =5	Student fails to describe the crisis intervention model/theory he or she would utilize with client. =	
Section II Research and Program Evaluation G.8.e. Section III CMHC: Research and Evaluation: I1	Student thoroughly utilizes research to help guide clinical assessment regarding crisis and trauma situation. = 13	Student utilizes research to help guide clinical assessment regarding crisis and trauma situation. =9	Student partially utilizes research to help guide clinical assessment regarding crisis and trauma situation. = 5	Student fails to utilize research to help guide clinical assessment regarding crisis and trauma situation. =	
Section III CMHC Foundations: A9; SC: C6	Student thoroughly describes the impact of crisis, disasters, and other trauma causing events on person of varying ages. =13	Student describes the impact of crisis, disasters, and other trauma causing events on person of varying ages. =9	Student partially describes the impact of crisis, disasters, and other trauma causing events on person of varying ages. =5	Student fails describe the impact of crisis, disasters, and other trauma causing events on person of varying ages. =	
Section III CMHC Counseling, Prevention, Intervention: C6	Student thoroughly describes the principles of crisis/trauma	Student describes the principles of crisis/trauma	Student partially describes the principles of crisis/trauma	Student fails to describe the principles of crisis/trauma	

	intervention and how he/she would apply these principles to case study. =13	intervention and how he/she would apply these principles to case study. =9	intervention and how he/she would apply these principles to case study. =5	intervention and how he/she would apply these principles to case study. =	
Section III CMHC Counseling, Prevention, Intervention: D6; SC Prevention and Intervention: D4	Student clearly demonstrates use of a risk assessment with case study. = 13	Student demonstrates use of a risk assessment with case study. =9	Student partially demonstrates use of a risk assessment with case study. =5	Student fails to demonstrate use of a risk assessment with case study. =	
Section III CMHC Diagnosis: K5, L3	Student thoroughly discusses the appropriate diagnosis for the individual who is suffering from the crisis/trauma event and justifies how it is developmentally appropriate. = 13	Student discusses the appropriate diagnosis for the individual who is suffering from the crisis/trauma event and justifies how it is developmentally appropriate. = 9	Student partially discusses the appropriate diagnosis for the individual who is suffering from the crisis/trauma event and justifies how it is developmentally appropriate. = 5	Student fails to discuss the appropriate diagnosis for the individual who is suffering from the crisis/trauma event and justifies how it is developmentally appropriate. = 0	
Professional Writing	Refined level of writing that excellently adheres to APA format, including appropriate margins, font, running head, sentence & paragraph structure, & citations & reference list (if necessary). = 9	Appropriate level of writing that adheres to APA format with few mistakes in margins, font, running head, sentence & paragraph structure, & citations & reference list (if necessary). = 6	Writing mostly does not demonstrate APA format. = 3	Inappropriate writing and missing APA formatting. = 0	
Total Points Possible: 100					**/100**

Reflection Paper Rubric (25 pts each, 50 pts total)

CACREP Standards	Exceeds Standards	Meets Standards	Developing Standards	Does Not Meet Standards	Score
Section II Social & Cultural Diversity: G.2.e	Student thoroughly describes the impact of crisis and trauma on counselors and the importance of self-care. = 6	Student describes the impact of crisis and trauma on counselors and the importance of self-care. =4	Student partially describes the impact of crisis and trauma on counselors and the importance of self-care. =2	Student fails to describe the impact of crisis and trauma on counselors and the importance of self-care. =0	
Section II Helping Relationships G.5.b.	Student thoroughly describes the counselor's characteristics that influence the helping relationship in crisis and trauma counseling. = 6	Student describes the counselor's characteristics that influence the helping relationship in crisis and trauma counseling. = 4	Student partially describes the counselor's characteristics that influence the helping relationship in crisis and trauma counseling. = 2	Student fails to describe the counselor's characteristics that influence the helping relationship in crisis and trauma counseling. = 0	
Section III Prevention and Intervention SC: C6; Foundations CMHC A9	Student thoroughly describes the impact of crisis and trauma on individuals at varying developmental levels. =6	Student describes the impact of crisis and trauma on individuals at varying developmental levels. =4	Student partially describes the impact of crisis and trauma on individuals at varying developmental levels. =2	Student fails to describe the impact of crisis and trauma on individuals at varying developmental levels. =0	

Professional Writing	Refined level of writing that excellently adheres to APA format, including appropriate margins, font, running head, sentence & paragraph structure, & citations & reference list (if necessary). = 7	Appropriate level of writing that adheres to APA format with few mistakes in margins, font, running head, sentence & paragraph structure, & citations & reference list (if necessary). = 5	Writing mostly does not demonstrate APA format. = 3	Inappropriate writing and missing APA formatting. = 0	
Total Points Possible: 25					**/25**

Crisis Intervention Demonstration Video and Handout Rubric (100 pts)

CACREP Standards	Exceeds Standards	Meets Standards	Developing Standards	Does Not Meet Standards	Score
Section II Professional Orientation and Ethics: G.1.c.; Section III Foundations CMHC: A10; SC: A7	Student thoroughly describes the roles and functions of a crisis counselor and the role of a counselor as part of an interdisciplinary and emergency management team. =20	Student describes the roles and functions of a crisis counselor and the role of a counselor as part of an interdisciplinary and emergency management team. =13	Student partially describes the roles and functions of a crisis counselor and the role of a counselor as part of an interdisciplinary and emergency management team. =7	Student fails to describe the roles and functions of a crisis counselor and the role of a counselor as part of an interdisciplinary team and emergency management team. =0	
Section II Helping Relationships: G.5.g.	Student thoroughly describes crisis/trauma models and interventions including the use of psychological first aid. = 20	Student describes crisis/trauma models and interventions including the use of psychological first aid. =13	Student partially describes crisis/trauma models and interventions including the use of psychological first aid. =7	Student fails to describe crisis/trauma models and interventions including the use of psychological first aid. =0	
Section II Research and Program Evaluation: G.8.e.	Student thoroughly utilizes research to help develop crisis demonstration assignment. = 20	Student utilizes research to help develop crisis demonstration assignment. = 13	Student partially utilizes research to help develop crisis demonstration assignment. =7	Student fails to utilize research to help develop crisis demonstration assignment. =0	
Professional Writing	Refined level of writing that excellently adheres to APA format, including appropriate margins, font, running head, sentence & paragraph structure, & citations & reference list (if necessary). = 10	Appropriate level of writing that adheres to APA format with few mistakes in margins, font, running head, sentence & paragraph structure, & citations & reference list (if necessary). = 7	Writing mostly does not demonstrate APA format. =4	Inappropriate writing and missing APA formatting. = 0	
Video Demonstration and Handout	Student submits a thorough video demonstration and handout. = 20	Student submits a video demonstration and handout. = 13	Student submits either a video demonstration or handout. = 7	Student submits does not submit a video demonstration or handout. = 0	
Group Feedback	Group members report there was full collaboration on this project. = 10	Group members report there was collaboration on this project. = 7	Group members report there was some collaboration on this project. =4	Group members report there was little collaboration on this project. = 0	

Total Points Possible: 100	**/100**