



COUN 5523 Counseling Individuals through Crisis, Grief, and Trauma
Midwestern State University
Gordon T. & Ellen West College of Education

Contact Information

Instructor: Dr. Renetta Harris, PhD, LPC-S, LSOTP

Semester: Fall 2025 POT A

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Classroom/Class Times: Online

Office Hours: I am available to meet online through Zoom by appointment.

In this syllabus, you will find:

- Content areas
- Knowledge and skills outcomes
- Methods of instruction
- Required text or reading
- Student performance evaluation criteria and procedures
- A disability accommodation policy and procedure statement

***Important!** This course's weeks start on a Monday and end on Sunday for each week except for the Final Week! During the final week, everything is due on Friday, October 17, 2025. Please plan accordingly.

Instructor Response Policy:

During the week (Monday – Friday) I will respond within 24 hours. Do not expect a response from me on holidays and weekends. As professionals, it is important that we implement boundaries around home and work and model good self-care. Please try to ask your questions before the weekend.

*The MSU Clinical Mental Health and School Counseling programs require at least a B average. Cs are unacceptable, and more than 2 Cs will put you in danger of being removed from the program. Please consult the Student Handbook for more information.

COURSE DESCRIPTION

The purpose of counseling individuals through crisis, grief, and trauma is to provide students an overview of resources, tools, theories, and techniques to assist clients in dealing with crisis situations, grief experiences, and exposure to trauma.

COURSE RATIONALE

Crisis services, grief experiences, and exposure to trauma are three of the most common areas that counselors address with clients. The goal of this course is to share resources, and to teach theory and techniques to address crisis, grief, and trauma within the counseling session.

REQUIRED TEXTBOOK

Duffey, T., & Haberstroh, S. (2020). *Introduction to crisis and Trauma Counseling*. American Counseling Association.

Worden, J. W. (2018). *Grief counseling and grief therapy: A handbook for the mental health practitioner*. Springer Publishing Company, LLC.

COURSE OBJECTIVES

Knowledge and Skill Learning Outcomes: CACREP Standards

Upon successful completion of this course, students will learn:

CACREP Common Core Area Standards Addressed in this Course:

Section 3.A.1. history and philosophy of the counseling profession and its specialized practice areas

Section 3.A.3. counselors' roles, responsibilities, and relationships as members of specialized practice and interprofessional teams, including (a) collaboration and consultation, (b) community outreach, and (c) emergency response management

Section 3.A.11. self-care, self-awareness, and self-evaluation strategies for ethical and effective practice

Section 3.C.13. effects of crises, disasters, stress, grief, and trauma across the lifespan

Section 3.E.15. evidence-based counseling strategies and techniques for prevention and intervention KPI

Section 3.E.17. principles and strategies of caseload management and the referral process to promote independence, optimal wellness, empowerment, and engagement with community resources

Section 3.E.19. suicide prevention and response models and strategies

Section 3.E.20. crisis intervention, trauma-informed, community-based, and disaster mental health strategies Aid

Section 3.G.14. procedures for assessing clients' experience of trauma

Section 3.G.15. procedures for identifying and reporting signs of abuse and neglect

Section 3.G.5. culturally sustaining and developmental considerations for selecting, administering, and interpreting assessments, including individual accommodations and environmental modifications

Section 3.G.6. ethical and legal considerations for selecting, administering, and interpreting assessments

Section 3.H.2. identification and evaluation of the evidence base for counseling theories, interventions, and practices

Section 3.G.11. diagnostic processes, including differential diagnosis and the use of current diagnostic classification systems

Section 3.E.20. crisis intervention, trauma-informed, community-based, and disaster mental health strategies

Learning Objectives

1. Identify the difference between non-verbal and verbal communication, and acknowledge the importance of both when working with individuals who are going through crisis, grief, or trauma.
2. Understand how to identify a crisis situation, assess for risk, create safety plans, and implement other crisis assessment techniques.
3. Explore the concept of death-related loss (bereavement) as well as non-death related forms of loss such as relationship loss (divorce, etc.) and financial loss (job loss, etc.).
4. Understand key dynamics of personal trauma including rape, sexual assault, bullying, and domestic violence. Learn key strategies and crisis techniques.
5. Understand how working with trauma can affect crisis care workers and other caregivers leading to things like burnout, compassion fatigue, or secondhand depression.

COURSE EXPECTATIONS

The Clinical Mental Health Counseling Program, its faculty, and its students adhere to the University Code of Conduct, State of Texas licensure laws and regulations, and the American Counseling Association's (2014) *Code of Ethics*. The program has a professional responsibility to ensure that all students display ethical, professional, and personal behaviors that comply with these guidelines. Students are strongly encouraged to review, understand, and consult the [American Counseling Association website](#) for details related to these guidelines.

Department of Counseling students are expected to demonstrate appropriate classroom behavior, consistent with their counselor-in-training roles. Counselors-in-training are expected to convey attentiveness and respect in all professional and classroom settings.

Online Etiquette: It is expected that students use formal, professional language when corresponding online. It is expected that you use complete sentences, address one another with respect, follow the American Counseling Association's (2014) *Code of Ethics*, and treat all members of the class with respect.

Inclusivity: It is my intent to present material and activities that are respectful of different backgrounds. My intent is that students from all perspectives and backgrounds be well-served by this course, that students' learning needs be addressed both in and out of class, and that the differences that students bring to this class be viewed as a resource, strength, and benefit. Your suggestions about how to improve the value of inclusion in this course are encouraged and appreciated.

Confidentiality: Upholding confidentiality is a major responsibility of the student. Anything discussed during supervision, online in this class, or shared by individual students about themselves is considered confidential. Please do not share any information shared to you by other students.

Academic Dishonesty: Students at Midwestern State University are an essential part of the academic community and enjoy substantial freedom within the framework of the educational objectives of the institution. The freedom necessary for learning in a community so rich in diversity and achieving success toward our educational objectives requires high standards of academic integrity. Academic dishonesty has no place in an institution of advanced learning. It is each student's responsibility to know what constitutes academic dishonesty and to seek clarification directly from the instructor if necessary. Examples of academic dishonesty include, but are not limited to:

- Submission of an assignment as the student's original work that is entirely or partly the work of another person.
- Failure to appropriately cite references from published or unpublished works or print/non-print materials, including work found on the World Wide Web.
- Observing or assisting another student's work.
- Multiple Submission - Submitting a substantial portion or the entire same work (including oral presentations) for credit in different classes without permission or knowledge of the instructor.
- Usage of Artificial Intelligence (AI) software, this does not include editing tools of Word or Grammarly i.e., spell check or rewriting suggestions for clarity.

Statement of Disability: Disability Support Services (DSS) provides services to students with disabilities to insure accessibility to university programs. DSS offers information about accommodations and disability, evaluation referral, adaptive technology training and equipment, and interpreter services for academically related purposes.

If you suspect you have a disability that is impacting your academic performance or have been previously documented as a person with a disability, you will need to apply and provide documentation of that disability to the Disability Support Services. This documentation must be supplied by a qualified professional who is licensed or certified to diagnose the disability in question.

The Disability Support Services office is located in Room 168 of the Clark Student Center. If you need assistance, you can also contact them at (940) 397-4140.

Attendance: Class attendance is crucial to successful completion of this course since much of the training cannot be learned in textbooks. Therefore, GRADUATE STUDENTS are expected to be on time and to attend *every session online and all required face to face classes. Tardiness, leaving early, and absences are considered evidence of lack of dependability, and are taken seriously.

Late Work: All papers and assignments must be turned in the day they are due. *No exceptions. If you have an emergency, please let me know in advance, and/or email me your assignment the same day it is due. Any late papers will be lowered *10%. Please observe that your assignments are worth a considerable number of points and skipping even one assignment will most likely significantly lower your grade. Please begin planning your semester schedule accordingly.

SEMESTER COURSE OUTLINE

Class Dates	Class Topics	Assignments/Reading
Week of Monday, August 25, 2025 – Sunday, August 31, 2025	<p>Syllabus Review, You may work ahead.</p> <ul style="list-style-type: none"> • Chapters one through four of Grief Counseling and Grief Therapy. 	<p>Read Chapters one through four of Grief Counseling and Grief Therapy.</p> <ul style="list-style-type: none"> • Do Discussion Board, Post, and Comment • *Discussion Board Post and Reply due Sunday before 11:59 pm central.
Week of Monday, September 1, 2025 – Sunday, September 7, 2025 Labor Day Monday September 1, 2025	<ul style="list-style-type: none"> • Chapters five through eight of Grief Counseling and Grief Therapy. 	<p>Do Discussion Board, Post, and Comment</p> <ul style="list-style-type: none"> • Read Chapters five through eight of Grief Counseling and Grief Therapy. • *Discussion Board Post and Reply due Sunday before 11:59 pm central.
Week of Monday, September 8, 2025 – Sunday, September 14, 2025 *2.1.c., 2.1.k, 2.1.l, 2.5.k, 2.7.m, 2.8.b, 5C.2.d., and 5C.2.l.	<ul style="list-style-type: none"> • Grief Client Paper Appendix B Due 9/14/25 by 11:59 pm central to D2L. • Chapters nine and 10 of Grief • Counseling and Grief Therapy 	<ul style="list-style-type: none"> • Do Discussion Board, Post, and Comment • Grief Client Paper Appendix B Due 9/14/25 by 11:59 pm central to D2L. • Read: Chapters nine and 10 of Grief Counseling and Grief Therapy.
September 15, 2025 – September 21, 2025 *2.1.c., 2.1.k., 2.1.l., 2.5.j., 2.5.l., 2.5.m., and 2.8.b. Turn in to D2L	<ul style="list-style-type: none"> • Review Readings Chapters 1-10 • Complete Grief Counseling and Grief Therapy Exam covering chapters one through 10 Appendix D due 9/21/25 by 11:59 pm central on D2L. 	<p>Review Readings Chapters 1-10</p> <ul style="list-style-type: none"> • Complete Grief Counseling and Grief Therapy Exam covering chapters one through 10 Appendix D due 9/21/25 by 11:59 pm central on D2L • *Discussion Board Post and Reply and Exam due Sunday before 11:59 pm central. • *Complete exam on D2L.
Week of September 22, 2025 - September 28, 2025	Chapters one through four of Crisis and Trauma Counseling.	<ul style="list-style-type: none"> • Read Chapters one through four of Crisis and Trauma Counseling. • Do Discussion Board, Post, and Comment • *Discussion Board Post and Reply due Sunday before 11:59 pm central.

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Class Dates	Class Topics	Assignments/Reading
Week of September 29, 2025 - October 5, 2025 *2.1.c., 2.1.k., 2.1.l., 2.3.g., 2.5.j., 2.5.k., 2.5.l., 2.5.m., 2.7.d., 2.7.m., 2.8.b., 5C.2.d., 5C.2.f., and 5C.2.l.	Trauma Client Paper Appendix C Due Sunday, October 5, 2025 by 11:59 pm central to D2L. • Chapters five through nine of Crisis and Trauma Counseling	Trauma Client Paper Appendix C Due Sunday, October 5, 2025 by 11:59 pm central to D2L. • Read: Chapters five through nine of Crisis and Trauma Counseling. • *Discussion Board Post and Reply and Assignment due Sunday before 11:59 pm central.
Week of October 6, 2025 – October 12, 2025	Chapters 10 through 15 of Crisis and Trauma Counseling.	Read: Chapters 10 through 15 of Crisis and Trauma Counseling. Do Discussion Board, Post, and Comment *Discussion Board Post and Reply due Sunday before 11:59 pm central.
Week of October 13, 2025 – October 17, 2025 *2.1.c., 2.1.k., 2.1.l., 2.3.g., 2.5.j., 2.5.l., 2.5.m., 2.7.d., 2.8.b., and 5C.2.f.	Complete Crisis and Trauma Exam on D2L Appendix E before Friday, October 17, 2025 by 11:59 pm central. • Review Chapters one through 15 of Crisis and Trauma Counseling.	Review Chapters one through 15 of Crisis and Trauma Counseling. • Do Discussion Board, Post, and Comment • Complete Crisis and Trauma Exam on D2L Appendix E before Friday, October 17, 2025 by 11:59 pm central. • Discussion Board Post and Reply and Exam due *Friday before 11:59 pm central

EVALUATION AND ASSIGNMENTS

** ALL WRITTEN ASSIGNMENTS MUST BE SUBMITTED VIA D2L AND ALL WORK MUST BE COMPLETED USING THE LATEST APA EDITION STYLE.

Online Assignments and Comments: (8 pts.) Students are required to answer questions or complete assignments regularly related to the weekly reading. Almost every week students will be required to answer questions about the reading or be asked to reflect on a particular topic for that week. Students may also be required to engage in short creative projects instead of questions about the readings. If there is a discussion, students are required to participate and comment on at least one other person's thread. *The assignments and weekly comments are due by Sunday at 11:59 pm at the end of the week, aside from the last week. *The final week of this course everything is due on Friday. Follow directions to get full points each week. Late work will not be accepted (See Appendix A). 2.1.a, 2.1.c, 2.1.k, 2.3.g, 2.5.j, 2.5.k, 2.5.l, 2.5.m, 2.7.d, 2.7.m, 2.8.b, 5C.2.d, 5C.2.f, and 5C.2.l.

Grief Client Paper: (32 pts.)

***Please turn in the assignment to D2L.** Students will be given resources to analyze a fictional client through an intake interview. Students will read through their intake interview psychosocial and write a paper dissecting and assessing the fictional client. Students will address possible areas of concern, strengths, weaknesses, safety considerations, two possible diagnoses, treatment planning, a case conceptualization, self-care, and a reflection. Students will discuss possible DSM-5 TR diagnoses using correct in-text citations and listing the source on the reference page. Students will also write about how they would approach working with the client and any possible challenges they might face while working with the client. Students will follow the template given in D2L and will use the fictional client provided. Papers must be academically written with appropriate grammar. Please use appropriate APA 7 formatting. (See Appendix B) 2.1.c., 2.1.k, 2.1.l, 2.5.k, 2.7.m., 2.8.b, 5C.2.d., and 5C.2.l.

Trauma Client Paper: (32 pts.)

***Please turn in the assignment to D2L.**

Students will be given resources to analyze a fictional client through an intake interview. Students will read through their intake interview psychosocial and write a paper dissecting and assessing the fictional client. Students will address possible areas of concern, strengths, weaknesses, safety considerations, two possible diagnoses, treatment planning, a case conceptualization, self-care, and a reflection. Students will discuss possible DSM-5 TR diagnoses using correct in-text citations and listing the source on the reference page. Students will also write about how they would approach working with the client and any possible challenges they might face while working with the client. Students will follow the template given in D2L and will use the fictional client provided. Papers must be academically written with appropriate grammar. Please use appropriate APA 7 formatting. (See Appendix C) 2.1.c., 2.1.k., 2.1.l., 2.3.g., 2.5.j., 2.5.k., 2.5.l., 2.5.m., 2.7.d., 2.7.m., 2.8.b., 5C.2.d., 5C.2.f., and 5C.2.l

Grief Counseling Exam: (14 pts.)

***Please complete the exam on D2L.**

*Before you begin, please take 10-30 minutes utilizing mindfulness techniques to create a positive and safe space to take your exam. See examples on Appendix D and E.

Students will complete an exam over chapters one through 10 of the Grief Counseling and Grief Therapy text. Exam will feature 20 questions. You may take the exam twice, with your highest grade being kept. (See Appendix D) 2.1.c., 2.1.k., 2.1.l., 2.5.j., 2.5.l., 2.5.m., and 2.8.b

Crisis and Trauma Exam (14 pts.)

***Please complete the exam on D2L.**

*Before you begin, please take 10-30 minutes utilizing mindfulness techniques to create a positive and safe space to take your exam. See examples on Appendix D and E.

Students will complete an exam over chapters one through 15 of the Introduction to Crisis and Trauma Counseling textbook. Exam will feature 20 questions. You may take the exam twice, with your highest grade being kept. (See Appendix E) 2.1.c., 2.1.k., 2.1.l., 2.3.g., 2.5.j., 2.5.l., 2.5.m., 2.7.d., 2.8.b., and 5C.2.f.

Assignments	Modality	Points
Online Assignments and Comments	D2L	8
Grief Client Paper	D2L	32
Trauma Client Paper	D2L	32

Assignments	Modality	Points
Grief Counseling Exam	D2L	14
Crisis & Trauma Exam	D2L	44
Total Points	N/A	100

Grade Classifications:

- A = 90-100
- B = 80-89
- C = 70-79
- D = 60-69
- F = 59 or Below

DEPARTMENT OF COUNSELING STATEMENT OF EXPECTATIONS

The counselor education program is charged with the dual task of nurturing the development of counselors-in-training and ensuring quality client care. In order to fulfill these dual responsibilities, faculty must evaluate students based on their academic, professional, and personal qualities. A student's progress in the program may be interrupted for failure to comply with academic standards or if a student's interpersonal or emotional status interferes with training-related requirements. For example, in order to ensure proper training and client care, a counselor-in-training must abide by relevant ethical codes and demonstrate professional knowledge, technical and interpersonal skills, professional attitudes, and professional character. These factors are evaluated based on one's academic performance and one's ability to convey warmth, genuineness, respect, and empathy in interactions with clients, classmates, staff, and faculty. Students should demonstrate the ability to accept and integrate feedback, be aware of their impact on others, accept personal responsibility, and be able to express feelings effectively and appropriately. For further clarification on student review and retention please refer to the handbook.

Classroom Behaviors: Department of Counseling students are expected to demonstrate appropriate classroom behavior, consistent with their counselor-in-training roles. Counselors-in-training are expected to convey attentiveness and respect in all professional and classroom settings. Specifically, these include:

- Avoiding tardiness and late arrival to class.
- Being attentive and participative in class and online.
- Not using cell phones and text messaging during class.
- Not surfing the web, emailing, tweeting, or using instant messaging (IM) during class.
- Minimizing eating and disruptive snacking during class.
- Avoiding personal conversations with students during class, which are disruptive to fellow students and the learning environment.

STUDENT ETHICS AND OTHER POLICY INFORMATION

Ethics: For further information about Midwestern State University's policies regarding student ethics and conduct, please contact 940-397-4135 (Student Support Services).

Special Notice: Students whose names do not appear on the class list will not be permitted to participate (take exams or receive credit) without first showing proof of registration (Schedule of Classes and Statement of

Campus Carry: Senate Bill 11 passed by the 84th Texas Legislature allows licensed handgun holders to carry concealed handguns on campus, effective August 1, 2016. Areas excluded from concealed carry are appropriately marked, in accordance with state law. For more information regarding campus carry, please refer to the University's webpage at: [Campus Carry](#). As this is an online class, this policy should not apply, but please familiarize yourself with this and other campus policies. ***Please note, open carry of handguns, whether licensed or not, and the carrying of all other firearms, whether open or concealed, are prohibited on campus.**

Limited Right to Intellectual Property: By enrolling in this course, the student expressly grants MSU a "limited right" in all intellectual property created by the student for the purpose of this course. The "limited right" shall include but shall not be limited to the right to reproduce the student's work product in order to verify originality and authenticity, and for educational purposes.

Midwestern State University Mission Statement: MSU is a leading public liberal arts university committed to providing students with rigorous undergraduate and graduate education in the liberal arts and the professions. Through an emphasis upon teaching, augmented by the opportunity for students to engage in research and creative activities alongside faculty and to participate in co-curricular and service programs, Midwestern State prepares its graduates to embark upon their careers or pursue advanced study. The university's undergraduate education is based upon a comprehensive arts and sciences core curriculum. The understanding that students gain of themselves, others, and the social and natural world prepares them to contribute constructively to society through their work and through their private lives.

Midwestern State University Values:

- People-Centered – Engage others with respect, empathy, and joy.
- Community – Cultivate a welcoming and belonging campus environment.
- Integrity – Always do the right thing.
- Visionary – Adopt innovative ideas to pioneer new paths.
- Connections – Value relationships with broader communities.

Midwestern State University Counseling Program Objectives:

1. Reflect current knowledge and projected needs concerning counseling practice in a multicultural and pluralistic society
2. Reflect input from all persons involved in the conduct of the program, including counselor education program faculty, current and former students, and personnel in cooperating agencies
3. Address student learning
4. Written so they can be evaluated

*Please refer to your Clinical Mental Health student handbook, and or your practicum and internship manual located within the D2L shell for review.

Desire-to-Learn (D2L): Extensive use of the MSU D2L program is a part of this course. Each student is expected to be familiar with this program as it provides a primary source of communication regarding assignments, examination materials, and general course information. You can log into [D2L](#) through the MSU Homepage. If you experience difficulties, please contact the technicians listed for the program or contact your instructor.

Important Dates:

Last day for term schedule check date on [Academic Calendar](#).

Deadline to file for graduation check date on [Academic Calendar](#).

Last Day to drop with a grade of "W" check date on [Academic Calendar](#). Refer to: [Drops, Withdrawals & Void](#)

Online Computer Requirements: Taking an online class requires you to have access to a computer (with Internet access) to complete and upload your assignments. It is your responsibility to have (or have access to) a working computer in this class. **Assignments and tests are due by the due date, and personal computer technical difficulties will not be considered reason for the instructor to allow students extra time to submit assignments, tests, or discussion postings.* Computers are available on campus in various areas of the buildings as well as the Academic Success Center. ***Your computer being down is not an excuse for missing a deadline!!** There are many places to access your class! Our online classes can be accessed from any computer in the world that is connected to the internet. Contact your instructor immediately upon having computer trouble. If you have technical difficulties on the course, there is also a student helpdesk available to you. The college cannot work directly on student computers due to both liability and resource limitations however they are able to help you get connected to our online services. For help, log into [D2L](#).

Services for Students with Disabilities

In accordance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, Midwestern State University endeavors to make reasonable accommodations to ensure equal opportunity for qualified persons with disabilities to participate in all educational, social, and recreational programs and activities. After notification of acceptance, students requiring accommodations should make application for such assistance through Disability Support Services, located in the Clark Student Center, Room 168, (940) 397-4140. Current documentation of a disability will be required in order to provide appropriate services, and each request will be individually reviewed. For more details, please go to [Disability Support Services](#).

Active Shooter

The safety and security of our campus is the responsibility of everyone in our community. Each of us has an obligation to be prepared to appropriately respond to threats to our campus, such as an active aggressor. Please review the information provided by MSU Police Department regarding the options and strategies we can all use to stay safe during difficult situations. For more information, visit [Safety / Emergency Procedures](#). Students are encouraged to watch the video entitled "Run. Hide. Fight." which may be electronically accessed via the University police department's webpage: ["Run. Hide. Fight."](#)

Obligation to Report Sex Discrimination under State and Federal Law

Midwestern State University is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from sex discrimination of any kind. State and federal law require University employees to report sex discrimination and sexual misconduct to the University's Office of Title IX. As a faculty member, I am required to report to the Title IX Coordinator any allegations, personally observed behavior, or other direct or indirect knowledge of conduct that reasonably may constitute sex discrimination or sexual misconduct, which includes sexual assault, sexual harassment, dating violence, or stalking, involving a student or employee. After a report is made, the office of Title IX will reach out to the affected student or employee in an effort to connect such person(s) with resources and options in addressing the allegations made in the report. You are also encouraged to report any incidents to the office of Title IX. You may do so by contacting:

Laura Hetrick
Title IX Coordinator
Sunwatcher Village Clubhouse
940-397-4213
laura.hetrick@msutexas.edu

You may also file an online report 24/7 at [Online Reporting Form](#)

Change of Schedule: A student dropping a course (but not withdrawing from the University) within the first 12 class days of a regular semester or the first four class days of a summer semester is eligible for a 100% refund of applicable tuition and fees. Dates are published in the [Schedule of Classes](#) each semester.

Refund and Repayment Policy: A student who withdraws or is administratively withdrawn from Midwestern State University (MSU) may be eligible to receive a refund for all or a portion of the tuition, fees and room/board charges that were paid to MSU for the semester. However, if the student received financial aid (federal/state/institutional grants, loans and/or scholarships), all or a portion of the refund may be returned to the financial aid programs. As described below, two formulas (federal and state) exist in determining the amount of the refund. (Examples of each refund calculation will be made available upon request).

Smoking/Tobacco Policy: College policy strictly prohibits the use of tobacco products in any building on campus. Adult students may smoke only in the outside designated-smoking areas at each location.

Alcohol and Drug Policy: To comply with the Drug Free Schools and Communities Act of 1989 and subsequent amendments, students and employees of Midwestern State are informed that strictly enforced policies are in place which prohibits the unlawful possession, use or distribution of any illicit drugs, including alcohol, on university property or as part of any university-sponsored activity. Students and employees are also subject to all applicable legal sanctions under local, state and federal law for any offenses involving illicit drugs on university property or at university-sponsored activities.

Grade Appeal Process: Update as needed. Students who wish to appeal a grade should consult the Midwestern State University [MSU Catalog](#)

***Notice:** Changes in the course syllabus, procedure, assignments, and schedule may be made at the discretion of the instructor.

RESOURCES

American Counseling Association. (2014). *2014 ACA Code of Ethics*. Retrieved from [article](#).

American Psychiatric Association. (2022). *Diagnostic and statistical manual of mental disorders* (5th ed. TR). Author.

American Psychological Association. (2020). *2020 APA Publication Manual*. Retrieved from [article](#).

Council for Accreditation of Counseling and Related Educational Programs. (2016). *2016 CACREP Standards*. Retrieved from [article](#).

United States National Library of Medicine, & National Institutes of Health. (n.d.). *National Center for Biotechnology Information*. Retrieved from [website](#).

WEBSITES:

Academia (n.d.) Retrieved from <https://academia.edu/>

American Counseling Association (n.d.) Retrieved from <https://www.counseling.org/>

American Psychological Association (n.d.). Retrieved from <https://www.apa.org>

APPENDICES

Appendix A

Online Assignments and Comments (8 pts.)

CACREP Standards:

2.1.a, 2.1.c, 2.1.k, 2.3.g, 2.5.j, 2.5.k, 2.5.l, 2.5.m, 2.7.d, 2.7.m, 2.8.b, 5C.2.d, 5C.2.f, and 5C.2.l.

Students will receive participation points each week that goes into their final grade

Rubric of Online Assignments and Comments (Possible 25 Pts.)

Week	Points Earned
Week 1 (1 pts)	Out of 1 point
Week 2 (1 pts)	Out of 1 point
Week 3 (1 pts)	Out of 1 point
Week 4 (1 pts)	Out of 1 point
Week 5 (1 pts)	Out of 1 point
Week 6 (1 pts)	Out of 1 point
Week 7 (1 pts)	Out of 1 point
Week 8 (1 pts)	Out of 1 point
Total Points Earned	Out of 8 points

Appendix B

Grief Client Paper (32 pts.)

CACREP Standards:

2.1.c., 2.1.k, 2.1.l, 2.5.k, 2.7.m., 2.8.b, 5C.2.d., and 5C.2.l.

Turn in paper to D2L.

Grief Client Paper Rubric (Possible 32 Pts.)

Criterion	Improvement Needed 1	Developing 2	Proficient 3	Accomplished 4
Assessment of Client	The student's paper does not include basic information about the client assessed.	The student's paper includes basic information but does not include additional information that provides understanding about the client.	The student's paper includes a discussion of basic information and additional relevant information that creates an understanding of the client.	The student's paper includes detailed information about the client that provides a deep understanding of the client.
Strengths & Weaknesses	The student's paper does not include the strengths or weaknesses of the client.	The student's paper includes either strengths or weaknesses but not both.	The student's paper includes both strengths and weaknesses	The student's paper provides detailed strengths and weaknesses that provide a thorough understanding of the client.
Safety Considerations	The student's paper does not include a safety considerations section.	The student's paper does include a safety consideration section, but does not address safety planning steps.	The student's paper includes a safety consideration section and adequately addresses safety planning steps.	The student's paper includes a safety consideration section with exceptionally addressed planning steps.
Diagnosis	The paper does not provide a possible diagnosis.	The paper provides three possible diagnoses but does not include the DSM-V diagnostic codes & symptoms.	The paper includes three possible diagnoses including the DSM-V diagnostic codes & symptoms	The student's paper provides three possible diagnoses including exceptionally detailed DSM-V diagnostic codes

				and symptom information.
Treatment Planning	The student's paper does not provide treatment plan goals.	The student's paper provides treatment plan goals; however, they are not directly related to the three possible diagnoses.	The student's paper provides treatment goals that are directly related to the three possible diagnoses for the client assessed.	The student's paper provides exceptionally detailed treatment goals that are directly related to the three possible diagnoses for the client assessed.
Case Conceptualization	The student's paper does not include a case conceptualization.	The paper includes a basic case conceptualization but does not include a counseling theory or counseling techniques.	The paper includes a case conceptualization as well as a counseling theory and counseling techniques for the client assessed.	The paper includes an exceptionally detailed case conceptualization as well as a counseling theory and counseling techniques for the client.
Self-Care & Reflection	The paper does not include a self-care and reflection section.	The paper includes a self-care and reflection section, but does not address both self-care and a reflection.	The paper includes a self-care and reflection section and adequately addresses both self-care and reflection.	The paper includes a self-care and reflection section and exceptionally addresses both self-care and reflection.
APA Formatting, Academic Writing, and Grammar	The paper does not demonstrate graduate level writing and has major errors in APA, academic writing, spelling and/or grammar.	The paper demonstrates graduate level writing with moderate errors in APA, academic writing, spelling and/or grammar.	The paper demonstrates graduate level writing with minor errors in APA, academic writing, spelling and/or grammar.	The paper demonstrates graduate level writing with little to no errors in APA, academic writing, spelling and/or grammar.

Appendix C

Trauma Client Paper (32 pts.)

CACREP Standards:

2.1.c., 2.1.k., 2.1.l., 2.3.g., 2.5.j., 2.5.k., 2.5.l., 2.5.m., 2.7.d., 2.7.m., 2.8.b., 5C.2.d., 5C.2.f., and 5C.2.l.

Please see template paper located in D2L. Turn in paper to D2L

Criterion	Improvement Needed 1	Developing 2	Proficient 3	Accomplished 4
Assessment of Client	The student's paper does not include basic information about the client assessed.	The student's paper includes basic information but does not include additional information that provides understanding about the client.	The student's paper includes a discussion of basic information and additional relevant information that creates an understanding of the client.	The student's paper includes detailed information about the client that provides a deep understanding of the client.
Strengths & Weaknesses	The student's paper does not include the strengths or weaknesses of the client.	The student's paper includes either strengths or weaknesses but not both.	The student's paper includes both strengths and weaknesses	The student's paper provides detailed strengths and weaknesses that provide a thorough understanding of the client.
Safety Considerations	The student's paper does not include a safety considerations section.	The student's paper does include a safety consideration section, but does not address safety planning steps.	The student's paper includes a safety consideration section and adequately addresses safety planning steps.	The student's paper includes a safety consideration section with exceptionally addressed planning steps.
Diagnosis	The paper does not provide a possible diagnosis.	The paper provides three possible diagnoses but does not include the DSM-V diagnostic codes & symptoms.	The paper includes three possible diagnoses including the DSM-V diagnostic codes & symptoms	The student's paper provides three possible diagnoses including exceptionally detailed DSM-V diagnostic codes and

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				symptom information.
Treatment Planning	The student's paper does not provide treatment plan goals.	The student's paper provides treatment plan goals; however, they are not directly related to the three possible diagnoses.	The student's paper provides treatment goals that are directly related to the three possible diagnoses for the client assessed.	The student's paper provides exceptionally detailed treatment goals that are directly related to the three possible diagnoses for the client assessed.
Case Conceptualization	The student's paper does not include a case conceptualization.	The paper includes a basic case conceptualization but does not include a counseling theory or counseling techniques.	The paper includes a case conceptualization as well as a counseling theory and counseling techniques for the client assessed.	The paper includes an exceptionally detailed case conceptualization as well as a counseling theory and counseling techniques for the client.
Self-Care & Reflection	The paper does not include a self-care and reflection section.	The paper includes a self-care and reflection section, but does not address both self-care and a reflection.	The paper includes a self-care and reflection section and adequately addresses both self-care and reflection.	The paper includes a self-care and reflection section and exceptionally addresses both self-care and reflection.
APA Formatting, Academic Writing, and Grammar	The paper does not demonstrate graduate level writing and has major errors in APA, academic writing, spelling and/or grammar.	The paper demonstrates graduate level writing with moderate errors in APA, academic writing, spelling and/or grammar.	The paper demonstrates graduate level writing with minor errors in APA, academic writing, spelling and/or grammar.	The paper demonstrates graduate level writing with little to no errors in APA, academic writing, spelling and/or grammar.

Appendix D

Grief Exam (20 pts.)

CACREP Standards:

2.1.c., 2.1.k., 2.1.l., 2.5.j., 2.5.l., 2.5.m., and 2.8.b.

*Please complete the exam on D2L.

Students will complete an exam over chapters one through 10 of the Grief Counseling and Grief Therapy text. You may take the exam twice, with your highest grade being kept.

Breathing Exercises:

- Breath Focus
- Bringing intentional attention to each breath.
- Deep Breathing
- Inhale for 4 seconds, hold until 7, and exhale at 8.
- Diaphragmatic Breathing
- Lie down, place one hand on your chest, and one below rib cage, focus on deep body breathing.
- Pursed Lip Breathing
- Inhale slowly, pucker/purse lips, exhale slowly
- Resonant or Coherent Breathing
- Inhale for 5 seconds, Exhale for 5 seconds

Grounding Techniques:

- Progressive Muscle Relaxation
- Counting backwards from 100 by 7
- Play categories
- Cool water on the skin
- Reframing

Appendix E

Crisis and Trauma Exam (20 pts.)

CACREP Standards:

2.1.c., 2.1.k., 2.1.l., 2.3.g., 2.5.j., 2.5.l., 2.5.m., 2.7.d., 2.8.b., and 5C.2.f.

*Please complete the exam on D2L.

Students will complete an exam over chapters one through 15 of the Introduction to Crisis and Trauma Counseling textbook. You may take the exam twice, with your highest grade being kept.

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Criterion	Improvement Needed 1.5	Developing 3	Proficient 4.5	Accomplished 6	Pts
Introduction <ul style="list-style-type: none"> • Introduced the group topic, and theory to be utilized • Went over group confidentiality • Explain limits of group confidentiality 	Student did not address this section.	Student partially addressed this section during group.	Student addressed this section, but did not cover all necessary information, skills, or items during group.	Student addressed this section in full and covered all necessary information, skills, or items during group.	
Facilitation Skills <ul style="list-style-type: none"> • Able to keep group on task • Encourages all members to participate • Was able to provide active engagement with the group • Used group facilitation skills effectively (active listening, questioning, modeling, linking, on task, participating encouragement. 	Student did not address this section.	Student partially addressed this section during group.	Student addressed this section, but did not cover all necessary information, skills, or items during group.	Student addressed this section in full and covered all necessary information, skills, or items during group.	

Intervention or Activity <ul style="list-style-type: none"> • Provided appropriate activity • Stated purpose of activity • Executed activity well 	Student did not address this section.	Student partially addressed this section during group.	Student addressed this section, but did not cover all necessary information, skills, or items during group.	Student addressed this section in full and covered all necessary information, skills, or items during group.	
Wrap up <ul style="list-style-type: none"> • Effective summarization by facilitator. 	Student did not address this section.	Student partially addressed this section during group.	Student addressed this section, but did not cover all necessary information, skills, or items during group.	Student addressed this section in full and covered all necessary information, skills, or items during group.	
Counselor Identity <ul style="list-style-type: none"> • Maintained professionalism throughout mock group session. 	Student did not address this section.	Student partially addressed this section during group.	Student addressed this section, but did not cover all necessary information, skills, or items during group.	Student addressed this section in full and covered all necessary information, skills, or items during group.	
Total Points Awarded Out of 30					

Final Exam (24 pts.)

CACREP Standards Addressed:

TK 20 6a, 6b, 6c, 6d, 6e, 6f, 6g, 6h, and 9.1.e.

Final Exam (24 pts.)

Students will take a 24-question final exam worth 24 points (24%) of their final grade. These Questions will cover all chapters within the textbook. Students may take the final exam twice, with their highest grade being kept. Before you take the exam, please take a moment to utilize breathing exercises and mindfulness to better prepare you to take the exam.

Breathing Exercises:

- Breath Focus
 - Bringing intentional attention to each breath.
- Deep Breathing
 - Inhale for 4 seconds, hold until 7, and exhale at 8.
- Diaphragmatic Breathing
 - Lie down, place one hand on your chest, and one below rib cage, focus on deep body breathing.
- Pursed Lip Breathing
 - Inhale slowly, pucker/purse lips, exhale slowly
- Resonant or Coherent Breathing
 - Inhale for 5 seconds, Exhale for 5 seconds

Grounding Techniques:

- Progressive Muscle Relaxation
- Counting backwards from 100 by 7
- Play categories
- Cool water on the skin
- Reframing

*I have abided by the Midwestern State University Code of Academic Integrity on the above assignments.