

**COUN 5523 – Counseling Individuals through Crisis, Grief, and Trauma**  
**Midwestern State University**  
**Gordon T. & Ellen West College of Education**  
**Semester Credits: 3**

**Contact Information**

**Professor: Dr. Renetta Harris, LPC, LSOTP**

**Semester: Fall 2023 POT A 8 Weeks**

**E-mail: Renetta.harris@msutexas.edu**

**In this Syllabi 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 Monday and end on Sunday \*EXCEPT for the final week. During the final week, everything is due on Friday. 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's important that we implement boundaries around home and work. Please ask your questions before the weekend.

**\*The MSU Clinical Mental Health program requires 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.**

**COVID-19:**

Scientific data shows that being fully vaccinated is the most effective way to prevent and slow the spread of COVID-19 and has the greatest probability of avoiding serious illness if infected in all age groups. Although MSU Texas is not mandating vaccinations in compliance with Governor Abbott's executive orders, we highly encourage eligible members of our community to get a vaccination. If you have questions or concerns about the vaccine, please contact your primary care physician or health care

professional. Given the recent rise in cases, individuals are also strongly encouraged to wear facial coverings when indoors among groups of people, regardless of vaccination status. Although MSU Texas is not currently requiring facial coverings, they have been an effective strategy in slowing the spread.

## **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 2: 1.a. history and philosophy of the counseling profession and its specialty areas
- Section 2: 1.c. counselors' roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams
- Section 2: 1.k. strategies for personal and professional self-evaluation and implications for practice
- Section 2: 1.l. self-care strategies appropriate to the counselor role
- Section 2: 3.g. effects of crisis, disasters, and trauma on diverse individuals across the lifespan
- Section 2: 5.j. evidence-based counseling strategies and techniques for prevention and intervention  
KPI
- Section 2: 5.k. strategies to promote client understanding of and access to a variety of community-based resources
- Section 2: 5.l. suicide prevention models and strategies

**Section 2: 5.m. crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid**

Section 2: 7.d. procedures for identifying trauma and abuse and for reporting abuse

Section 2: 7.m. ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results

Section 2: 8.b. identification of evidence-based counseling practices

Section 5C: 2.d. diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the Diagnostic and Statistical Manual of Mental Disorders (DSM) and the International Classification of Diseases (ICD)

Section 5C: 2.f. impact of crisis and trauma on individuals with mental health diagnoses

Section 5C: 2.i. legal and ethical considerations specific to clinical mental health counseling

### **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 Code of Ethics (2014). 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 Code of Ethics (2014), and treat all members of the class with respect.

#### **Inclusivity:**

It is my intent to present material and activities that are respectful. It is also my intent that students from all perspectives and diverse backgrounds be well-served by this course, that students' learning needs be addressed both in and out of class, and that students bring to this class be viewed as a resource, strength,

and benefit. Your suggestions about how to improve the value of inclusivity 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%**. Late papers can only be turned in before the deadline for the following assignments. Please observe that your assignments are worth a considerable amount 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
<p><b>Week of Monday, August 28, 2023 – Sunday, September 3, 2023</b></p>	<ul style="list-style-type: none"> <li>• Syllabus Review, You may work ahead.</li> <li>• Chapters one through four of Grief Counseling and Grief Therapy.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Read</b> Chapters one through four of Grief Counseling and Grief Therapy.</li> <li>• <b>Do Discussion Board, Post, and Comment</b></li> <li>• *Discussion Board Post and Reply due Sunday before 11:59 pm central.</li> </ul>
<p><b>Week of Monday, September 4, 2023 – Sunday, September 10, 2023</b></p> <p><b>Labor Day Monday September 4<sup>th</sup>, 2023</b></p>	<ul style="list-style-type: none"> <li>• Chapters five through eight of Grief Counseling and Grief Therapy.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Do Discussion Board, Post, and Comment</b></li> <li>• <b>Read</b> Chapters five through eight of Grief Counseling and Grief Therapy.</li> <li>• *Discussion Board Post and Reply due Sunday before 11:59 pm central.</li> </ul>
<p><b>Week of Monday, September 11, 2023 – Sunday, September 17, 2023</b></p> <p><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.</b></p>	<ul style="list-style-type: none"> <li>• <b>Grief Client Paper Appendix B Due 9/17/23 by 11:59 pm central to D2L.</b></li> <li>• Chapters nine and 10 of Grief Counseling and Grief Therapy.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Do Discussion Board, Post, and Comment</b></li> <li>• <b>Grief Client Paper Appendix B Due 9/17/23 by 11:59 pm central to D2L.</b></li> <li>• <b>Read:</b> Chapters nine and 10 of Grief Counseling and Grief Therapy.</li> <li>• *Discussion Board Post and Reply and Assignment due Sunday before 11:59 pm central.</li> <li>• *Turn in Paper to D2L.</li> </ul>

Midwestern State University  
COUN 5523 Counseling Individuals through Crisis, Grief, and Trauma

Class Dates	Class Topics	Assignments/Reading
<p><b>Week of Monday, September 18, 2023 – Sunday, September 24, 2023</b></p> <p>*2.1.c., 2.1.k., 2.1.l., 2.5.j., 2.5.1., <b>2.5.m.</b>, and 2.8.b.</p>	<ul style="list-style-type: none"> <li>• Review Readings Chapters 1-10</li> <li>• <b>Complete Grief Counseling and Grief Therapy Exam covering chapters one through 10 Appendix D due 9/24/23 by 11:59 pm central on D2L.</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Do Discussion Board, Post, and Comment</b></li> <li>• Review Readings Chapters 1-10</li> <li>• <b>Complete Grief Counseling and Grief Therapy Exam covering chapters one through 10 Appendix D due 9/24/23 by 11:59 pm central on D2L</b></li> <li>• <b>*Discussion Board Post and Reply and Exam due Sunday before 11:59 pm central.</b></li> <li>• <b>*Complete exam on D2L.</b></li> </ul>
<p><b>Week of Monday, September 25, 2023 – Sunday, October 1, 2023</b></p>	<ul style="list-style-type: none"> <li>• Chapters one through four of Crisis and Trauma Counseling.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Read</b> Chapters one through four of Crisis and Trauma Counseling.</li> <li>• <b>Do Discussion Board, Post, and Comment</b></li> <li>• <b>*Discussion Board Post and Reply due Sunday before 11:59 pm central.</b></li> </ul>
<p><b>Week of Monday, October 2, 2023 – Sunday, October 8, 2023</b></p> <p>*2.1.c., 2.1.k., 2.1.l., 2.3.g., 2.5.j., 2.5.k., 2.5.l., <b>2.5.m.</b>, 2.7.d., 2.7.m., 2.8.b., 5C.2.d., 5C.2.f., and 5C.2.l.</p>	<ul style="list-style-type: none"> <li>• <b>Trauma Client Paper Appendix C Due Sunday, October 8, 2023 by 11:59 pm central to D2L.</b></li> <li>• Chapters five through nine of Crisis and Trauma Counseling.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Do Discussion Board, Post, and Comment</b></li> <li>• <b>Trauma Client Paper Appendix C Due Sunday, October 8, 2023 by 11:59 pm central to D2L.</b></li> <li>• <b>Read:</b> Chapters five through nine of Crisis and Trauma Counseling.</li> <li>• <b>*Discussion Board Post and Reply and Assignment due Sunday before 11:59 pm central.</b></li> </ul>
<p><b>Week of Monday, October 9, 2023 – Sunday, October 15, 2023</b></p>	<ul style="list-style-type: none"> <li>• Chapters 10 through 15 of Crisis and Trauma Counseling.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Read:</b> Chapters 10 through 15 of Crisis and Trauma Counseling.</li> <li>• <b>Do Discussion Board, Post, and Comment</b></li> <li>• <b>*Discussion Board Post and Reply due Sunday before 11:59 pm central.</b></li> </ul>

Class Dates	Class Topics	Assignments/Reading
<p><b>Week of Monday, October 16, 2023 – *Friday, October 20, 2023</b></p> <p><b>*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.</b></p>	<ul style="list-style-type: none"> <li>• <b>Complete Crisis and Trauma Exam on D2L Appendix E before Friday, October 20<sup>th</sup>, 2023 by 11:59 pm central.</b></li> <li>• Review Chapters one through 15 of Crisis and Trauma Counseling.</li> </ul>	<ul style="list-style-type: none"> <li>• Review Chapters one through 15 of Crisis and Trauma Counseling.</li> <li>• <b>Do Discussion Board, Post, and Comment</b></li> <li>• <b>Complete Crisis and Trauma Exam on D2L Appendix E before Friday, October 20<sup>th</sup>, 2023 by 11:59 pm central.</b></li> <li>• <b>Discussion Board Post and Reply and Exam due *Friday before 11:59 pm central.</b></li> <li>• <b>*Complete final exam on D2L.</b></li> </ul>

## 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.

**Grade Breakdown:**

<b>Assignment</b>	<b>Points</b>
Online Assignments and Comments	8
Grief Client Paper (D2L)	32
Trauma Client Paper (D2L)	32
Grief Counseling Exam (D2L)	14
Crisis and Trauma Exam (D2L)	14
<b>Total Points</b>	<b>100</b>



**Grade Classifications:**

Letter Grade	Point Range
A	90-100
B	80-89
C	70-79
D	60-69
F	59 and 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 Account).

### **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:**

- Excellence in teaching, learning, scholarship, and artistic production
- Intellectual curiosity and integrity
- Critical thinking
- Emotional and physical well-being
- Mutual respect, civility, and cooperation
- Social justice
- Civic service
- Stewardship of the environment, and of financial and human resources
- A safe, attractive, and well-designed campus

### **Midwestern State University Counseling Program Objectives:**

- Reflect current knowledge and projected needs concerning counseling practice in a multicultural and pluralistic society
- 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
- Address student learning
- 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 in 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](#).

### **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) exists 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

<https://www.counseling.org/resources/aca-code-of-ethics.pdf>

American Psychiatric Association. (2023). *Diagnostic and statistical manual of mental disorders (5th ed TR.)*. Author.

American Psychological Association. (2020). *2020 APA Publication Manual*. Retrieved from

<https://apastyle.apa.org/products/publication-manual-7th-edition-spiral>

Council for Accreditation of Counseling and Related Educational Programs. (2016). *2016 CACREP*

*Standards*. Retrieved from <https://www.cacrep.org/for-programs/2016-cacrep-standards/>

United States National Library of Medicine, & National Institutes of Health. (n.d.). *National Center*

*for Biotechnology Information*. Retrieved from <https://www.ncbi.nlm.nih.gov/pmc/>

**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>

## **APPENDENCIES**

### **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 8 Pts.)**

- **Week 1 (1 pts)**
- **Week 2 (1 pts)**
- **Week 3 (1 pts)**
- **Week 4 (1 pts)**
- **Week 5 (1 pts)**
- **Week 6 (1 pts)**
- **Week 7 (1 pts)**
- **Week 8 (1 pts)**

**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.**

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

**Grief Client Paper Rubric (Possible 32Pts.)**

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

Midwestern State University  
COUN 5523 Counseling Individuals through Crisis, Grief, and Trauma

		diagnostic codes and symptoms.	symptoms.	detailed DSM-V diagnostic codes and symptom information.	
<b>Treatment Planning</b>	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.	
<b>Case Conceptualization</b>	The student's paper does not include a case conceptualization.	The student's paper includes a basic case conceptualization but does not include a counseling theory or counseling techniques.	The student's paper includes a case conceptualization as well as a counseling theory and counseling techniques for the client assessed.	The student's paper includes an exceptionally detailed case conceptualization as well as a counseling theory and counseling techniques for the client assessed.	
<b>Self-Care and Reflection</b>	The student's paper does not include a self-care and reflection section.	The student's paper includes does include a self-care and reflection section, but does not address both self-care and a reflection.	The student's paper includes a does include a self-care and reflection section and adequately addresses both self-care and reflection.	The student's paper includes a does include a self-care and reflection section and exceptionally addresses both self-care and reflection.	
<b>APA Formatting, Academic Writing, and Grammar</b>	The student's paper does not demonstrate graduate level writing and has major errors in APA, academic writing, spelling and/or grammar.	The student's paper demonstrates graduate level writing with moderate errors in APA, academic writing, spelling and/or grammar.	The student's paper demonstrates graduate level writing with minor errors in APA, academic writing, spelling and/or grammar.	The student's paper demonstrates graduate level writing with little to no errors in APA, academic writing, spelling and/or grammar.	
<b>Total Points Awarded</b>		<b>Out of 32</b>			

**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.**

**Trauma Client Paper Rubric (Possible 32Pts.)**

<b>Criterion</b>	<b>Improvement Needed 1</b>	<b>Developing 2</b>	<b>Proficient 3</b>	<b>Accomplished 4</b>	<b>Pts</b>
<b>Assessment of Client</b>	The student's paper does not include basic information about the client assessed.	The student's paper includes basic information about the client, but does not include additional information that provides understanding about the client assessed.	The student's paper includes a discussion of basic information about the client in addition to relevant information that creates an understanding of the client assessed.	The student's paper includes detailed information about the client that provides a deep understanding of the client assessed.	
<b>Strengths and Weaknesses</b>	The student's paper does not include strengths or weaknesses of the client assessed.	The student's paper includes either strengths or weaknesses of the client assessed but not both.	The student's paper includes both the strengths and weaknesses of the client assessed.	The student's paper provides detailed strengths and weaknesses of the client assessed that provides a thorough understanding of the client.	
<b>Safety Considerations</b>	The student's paper does not include a safety consideration section.	The student's paper includes does include a safety consideration section, but does not address safety planning steps.	The student's paper includes a does include a safety consideration section and adequately addresses safety planning steps.	The student's paper includes a does include a safety consideration section and exceptionally addresses safety planning steps.	
<b>Diagnosis</b>	The student's paper does not provide	The student's paper provides three	The student's paper provides	The student's paper provides three	



Midwestern State University  
COUN 5523 Counseling Individuals through Crisis, Grief, and Trauma

	possible diagnoses.	possible diagnoses but does not include the DSM-V diagnostic codes and symptoms.	three possible diagnoses including the DSM-V diagnostic codes and symptoms.	possible diagnoses including exceptionally detailed DSM-V diagnostic codes and symptom information.	
<b>Treatment Planning</b>	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.	
<b>Case Conceptualization</b>	The student's paper does not include a case conceptualization.	The student's paper includes a basic case conceptualization but does not include a counseling theory or counseling techniques.	The student's paper includes a case conceptualization as well as a counseling theory and counseling techniques for the client assessed.	The student's paper includes an exceptionally detailed case conceptualization as well as a counseling theory and counseling techniques for the client assessed.	
<b>Self-Care and Reflection</b>	The student's paper does not include a self-care and reflection section.	The student's paper includes does include a self-care and reflection section, but does not address both self-care and a reflection.	The student's paper includes a does include a self-care and reflection section and adequately addresses both self-care and reflection.	The student's paper includes a does include a self-care and reflection section and exceptionally addresses both self-care and reflection.	
<b>APA Formatting, Academic Writing, and Grammar</b>	The student's paper does not demonstrate graduate level writing and has major errors in APA, academic writing, spelling and/or grammar.	The student's paper demonstrates graduate level writing with moderate errors in APA, academic writing, spelling and/or grammar.	The student's paper demonstrates graduate level writing with minor errors in APA, academic writing, spelling and/or grammar.	The student's paper demonstrates graduate level writing with little to no errors in APA, academic writing, spelling and/or grammar.	
<b>Total Points Awarded</b>		<b>Out of 32</b>			

## 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.

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