



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

Fall 2025

Contact Information

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Semester Credits: 3

Office: Bridwell Hall, Room 318

Office Hours: **Tuesdays** 8:30 am – 10:30 am; **Wednesdays** 9:00am-10:30 am,
and **Thursdays** 9:30 am – 10:30 am

Phone Number: 940-397-4435

***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.

Textbook & Instructional Materials

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 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 Objectives/Learning Outcomes/Course Competencies

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.

Student Handbook

Refer to: [Student Handbook](#)

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 Misconduct Policy & Procedures

Academic Dishonesty: Cheating, collusion, and plagiarism (the act of using source material of other persons, either published or unpublished, without following the accepted techniques of crediting, or the submission for credit of work not the individual's to whom credit is given). Additional guidelines on procedures in these matters may be found in the Office of Student Conduct.

[Office of Student Conduct](#)

Grading/Assessment

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

Table 2: Total points for final grade.

Grade	
A	90-100
B	80-89
C	70-79
D	60 to 69
F	59 or below

COURSE SCHEDULE:

Class Dates	Class Topics	Assignments/Reading
Week of Monday, August 25, 2025 – Sunday, August 31, 2025	Syllabus Review, You may work ahead. • Chapters one through four of Grief Counseling and Grief Therapy.	Read Chapters one through four of Grief Counseling and Grief Therapy. • Do Discussion Board, Post, and Comment • *Discussion Board Post and Reply due Sunday before 11:59 pm central.

Class Dates	Class Topics	Assignments/Reading
<p>Week of Monday, September 1, 2025 – Sunday, September 7, 2025</p> <p>Labor Day Monday September 1, 2025</p>	<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.
<p>Week of Monday, September 8, 2025 – Sunday, September 14, 2025</p> <p>*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.</p>	<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.
<p>September 15, 2025 – September 21, 2025</p> <p>*2.1.c., 2.1.k., 2.1.l., 2.5.j., 2.5.1., 2.5.m., and 2.8.b. Turn in to D2L</p>	<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.
<p>Week of September 22, 2025 - September 28, 2025</p>	<p>Chapters one through four of Crisis and Trauma Counseling.</p>	<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.

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

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.

Important Dates

Last day for term schedule changes: 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](#).

Instructor Class Policies

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.or course, class etiquette expectations, etc.

Inclement Weather

In the case of campus closure due to inclement weather, you may be notified of any disruptions to the course and how it will be addressed.

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).

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](#).

College Policies

Campus Carry Rules/Policies

Refer to: [Campus Carry Rules and Policies](#)

Smoking/Tobacco Policy

College policy strictly prohibits the use of tobacco products in any building owned or operated by MSU TEXAS. 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.

Campus Carry

Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes has prohibited. The new Constitutional Carry law does not change this process. Concealed carry still requires a License to Carry permit, and openly carrying handguns is not allowed on college campuses. For more information, visit [Campus Carry](#).

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](#)

Should you wish to visit with someone about your experience in confidence, you may contact the MSU Counseling Center at 940-397-4618. For more information on the University's policy on Title IX or sexual misconduct, please visit [Title IX Website](#)

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](#).

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>

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	Points Earned
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	The student's paper includes	The student's paper includes	The student's paper includes

	include basic information about the client assessed.	basic information but does not include additional information that provides understanding about the client.	a discussion of basic information and additional relevant information that creates an understanding of the client.	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	The student's paper provides treatment goals that are directly related to the three possible diagnoses for	The student's paper provides exceptionally detailed treatment goals that are directly related to

		three possible diagnoses.	the client assessed.	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	The student’s paper includes	The student’s paper includes	The student’s paper includes

	include basic information about the client assessed.	basic information but does not include additional information that provides understanding about the client.	a discussion of basic information and additional relevant information that creates an understanding of the client.	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	The student's paper provides treatment goals that are directly related to the three possible diagnoses for	The student's paper provides exceptionally detailed treatment goals that are directly related to

		three possible diagnoses.	the client assessed.	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., 2.5.1., 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.