

**CEPD 7153-01 Crisis Intervention
Fall 2016**

Class Meeting Time/Location	Tuesdays 5:30-8:00 Ed Center #3	Online Hours	Mondays 1:00-3:00
Instructor	Julia Whisenhunt, PhD, LPC, NCC, CPCS	Telephone	678-839-6116 678-839-6567
Office Location	Ed Annex, room 241	UWG email	jwhisenh@westga.edu
Office Hours	Monday 1-3 (online) Tuesday 1:00-5:30 Wednesday 1:00-4:30		

Support for Courses

CourseDen D2L Home Page https://westga.view.usg.edu/	Student Services http://uwgonline.westga.edu/online-student-guide.php
D2L UWG Online Help (M-F:8 AM – 5 PM) http://uwgonline.westga.edu/students.php Call: 678-839-6248 or 1-855-933-8946 or email: online@westga.edu	Center for Academic Success http://www.westga.edu/cas/ 678-839-6280
24/7/365 D2L Help Center Call 1-855-772-0423 or search: https://d2lhelp.view.usg.edu/	Distance Learning Library Services http://libguides.westga.edu/content.php?pid=194430
University Bookstore http://www.bookstore.westga.edu/	Ingram Library Services http://www.westga.edu/library/

COE Vision

The College of Education at the University of West Georgia will be recognized for *Leading a New World of Learning*, with relevant and innovative programs that contribute to educational improvement and the betterment of society.

COE Mission

Locally connected and globally relevant, the Mission of the College of Education is to prepare graduates for meaningful careers in diverse settings. Spanning undergraduate through doctoral study, we are committed to depth of knowledge and excellence in teaching, professional practice, and applied research.

The vision and mission of the College of Education at UWG form the basis on which programs, courses, experiences, and outcomes are created. National, state (i.e., GA PSC), and professional (i.e., CACREP) standards are incorporated as criteria against which candidates are measured. This course’s objectives, activities, and assignments are related directly to the appropriate standards.

Course Description

This course provides an introduction to the theory and practice of crisis intervention and trauma counseling. Students will be prepared to recognize, understand, and respond to the needs of individuals who are experiencing or have experienced individual, family, or community level crises, disasters, or trauma.

Course Objectives

Students will demonstrate a knowledge and understanding of the following:	CACRE P	CMH C	SC
1. knowledge of counselors’ roles and responsibilities as members of an interdisciplinary emergency management response team during a local, regional, or national crisis, disaster or other trauma-causing event; understands the operation of an emergency management system within clinical mental health agencies and in the community. <i>(Allen, Burt, Bryan, Carter, Orsi, & Durkan, 2002; Jackson-Cherry & Erford, 2010; Kanel, 2007; U. S. Department of Education, 2007;2009); (Knowledgeable, proactive, collaborative, decisive, adaptive)</i>	IIG.1c	A10	
2. knowledge of the effects of crises, disasters, and other trauma-causing events on persons of all ages <i>(Jackson-Cherry & Erford, 2010; Kanel, 2007); (Knowledgeable, empathetic)</i>	IIG.3c		C6
3. knowledge of crisis intervention and suicide prevention models, including the ability to use procedures for assessing and managing suicide risk and the use of psychological first aid strategies <i>(Jackson-Cherry & Erford, 2010; Kanel, 2007; Neimeyer, Fortner & Melby, 2001); (Knowledgeable, decisive, adaptive)</i>	IIG.5g	D6	C6
4. understanding of the impact of crises, disasters, and other trauma-causing events on people <i>(Jackson-Cherry & Erford, 2010; Kanel, 2007); (Knowledgeable, empathetic, culturally sensitive)</i>		A9	
5. understanding of the principles of crisis intervention for people during crises, disasters, and other trauma-causing events. <i>(Jackson-Cherry & Erford, 2010; Kanel, 2007); (Knowledgeable, empathetic, culturally sensitive)</i>		C6	
6. understanding of the operation of the school emergency management plan and the roles and responsibilities of the school counselor during crises, disasters, and other trauma-causing events <i>(Allen, Burt, Bryan, Carter, Orsi, & Durkan, 2002; Jackson-Cherry & Erford, 2010; Kanel, 2007; U. S. Department of Education, 2007;2009); (Knowledgeable, proactive, collaborative, decisive, adaptive)</i>			A7

7. understanding of the potential impact of crises, emergencies, and disasters on students, educators, and schools, and knows the skills needed for crisis intervention (Allen, Burt, Bryan, Carter, Orsi, & Durkan, 2002; Jackson-Cherry & Erford, 2010; Kanel, 2007; U. S. Department of Education, 2007;2009); (Knowledgeable, empathetic, culturally sensitive, collaborative, decisive, adaptive)			C6
8. knowledge of school and community collaboration models for crisis/disaster preparedness and response (Allen, Burt, Bryan, Carter, Orsi, & Durkan, 2002; Jackson-Cherry & Erford, 2010; Kanel, 2007; U. S. Department of Education, 2007;2009); (Knowledgeable, proactive, collaborative, decisive, adaptive)		D.4	M7

Course Information

Required Text(s)

James, R. K., & Gilliland, B. L. (2013). *Crisis intervention strategies* (8th ed.). Belmont, CA: Cengage. 978 1337129887 **OR** 978 1305860438 (**bundle at UWG Bookstore, which includes MindTap or CourseMate**)

Shea, S. C. (2011). *The practical art of suicide assessment: A guide for mental health professionals and substance abuse counselors*. Hoboken, NJ: Mental Health Presses. 9780615455648**

Myer, R. A., James, R. K., & Moulton, P. (2011). *This is not a fire drill: Crisis intervention and prevention on college campuses*. Hoboken, NJ: Wiley. 0470458046**

Sanderson, C. (2013). *Counseling skills for working with trauma*. Philadelphia, PA: Jessica Kingsley. 184905326X**

****Students will either choose the (a) Shea, (b) Myer, James, & Moulton, OR (c) Sanderson text, respective of their professional goals.******

Required Instructional Resource

Tk20 Subscription (available at the University Bookstore or at <http://westga.tk20.com/campustoolshighered/start.do>.)

**If you have purchased a subscription previously, DO NOT re-subscribe. For more information about this resource, see <http://www.westga.edu/academics/education/tk20-system.php>. For assistance, email tk20@westga.edu.

Course References

ACA code of ethics (2005). Available at:

<http://www.counseling.org/Resources/CodeOfEthics/TP/Home/CT2.aspx>

Allen, M., Burt, K., Bryan, E., Carter, D., Orsi, R., & Durkan, L. (2002). School counselors' preparation for and participation in crisis intervention. *Professional School Counseling*, 6, 96-102.

- American School Counselor Association (2007). *The professional school counselor: Crisis/critical incident response in the schools* (rev). Retrieved from http://asca2.timberlakepublishing.com/files/PS_Crisis_Critical.pdf.
- Echterling, L. G., Prosbury, J. H., & McKee, J. E. (2005). *Crisis intervention: Promoting resilience and resolution in troubled times*. Upper Saddle River, NJ: Pearson.
- Jackson-Cherry, L. R., & Erford B. T. (2010). *Crisis intervention and prevention*. Upper Saddle River, NJ: Pearson.
- James, R. K. (2008). *Crisis intervention strategies* (6th ed). Belmont, CA: Brooks/Cole.
- Kanel, K. (2007). *A guide to crisis intervention* (3rd ed). Belmont, CA: Brooks/Cole.
- McAdams, C. R., III, & Keener, H. J. (2008). Preparation, action, recovery: A conceptual framework for counselor preparation and response in client crises. *Journal of Counseling & Development*, 86, 388-398.
- Neimeyer, R. A., Fortner, B., & Melby, D. (2001). Personal and professional factors and suicide intervention skills. *Suicide and Life-Threatening Behavior*, 31, 71-82.
- U. S. Department of Education. (2007). *Practical information on crisis planning: A guide for schools and communities*. Retrieved from: <http://222.ed.gov/admins/lead/safety/crisisplanning.html>.
- U. S. Department of Education. (2009). *Action guide for emergency management at institutions of higher education*. Retrieved from: <http://www.ed.gov/admins/lead/safety/emergencyplan/remaction-guide.pdf>.

Approaches to Instruction

Instruction in this course is delivered through the use of formal lecture, class discussion, readings, large and/or small group experiences, films/videos/DVDs, informal writing exercises, online activities and class sessions, student presentations, case studies, guest speakers, and library resources.

This course will be delivered approximately **51%** online. This requires the online equivalent of **1148** minutes of instruction (seat-time) and an additional **2296** minutes of supporting activities. As such, you will be required to complete the following online activities during this course:

<u>Activity</u>	<u>Instructional Equivalent</u>
Online resources (videos, websites)	98 minutes
Online continuing education trainings	180 minutes
Online discussion board posts	390 minutes
Online lessons	480 minutes

Additionally, it is anticipated that students will need to work independently for twice the number of minutes listed above to complete the online activities.

Assignments and Evaluation Procedures

Assignments

- 1. Syllabus Review Quiz (Individual; .5 Points):** Working individually, you will complete a brief quiz to verify that you have reviewed the syllabus and understand the demands of this course. If you have any additional questions or concerns, we can discuss them in class, via email, or in my office. Completion of this quiz constitutes your participation and attendance for the first week of classes. If you do not complete this quiz, you will be marked *absent* and may be dropped from the course.

- 2. Crisis & Trauma Resource Directory (Individual; 5 points):** Develop a directory of both national trauma/crisis intervention service providers/resources and those within the county in which you intend to work. The directory should include name of the provider, address, phone number, fax, website, email, hours of operation and list of services. Make sure to use an organized format to present this information. *Course Objective 1*
- 3. Interview with a Provider (Individual; 15 points):** Locate and interview one trauma/crisis counseling provider. The interview should take place face-to-face, preferably at the provider's place of service. Prepare a list of 10 to 12 questions. Suggested topics include types of services provided, legal and ethical challenges, organizational structure, training and certification/licensure requirements of personnel, work hours, types of stress experienced, challenges and benefits of crisis/trauma work, and activities to avoid burnout. Make sure to maintain a professional tone throughout the interview and avoid asking overly invasive questions. If you have concerns regarding the appropriateness of your questions, please present them to me for feedback *prior* to conducting your interview. Be sure to send a letter of appreciation to the provider following the interview. Submit to the D2L dropbox one document, which includes the following: 1) the provider's name, contact information, specialty, place of work, license type, and years of crisis/trauma experience; 2) a list of the questions you asked and a summary of the provider's responses to each question; 3) a two page reflection regarding your response to the interview and anything you learned that was helpful in your professional development; 4) a copy of your letter of appreciation to the interviewee. *Course Objectives 1, 2, 3, 4, 5*
- 4. Book Club (Small Group; 5@ 4 points each=20 points):** Choose either the (a) *Shea*, (b) *Myer, James, & Moulton*, OR (c) *Sanderson text*, based on your professional goals. With a group of 2 other students, you will form a book club. You will be responsible for gathering with your book club five times during the course of the semester and discussing at least five chapters from your respective text. Book clubs should meet live (e.g., face-to-face, online video chat, phone); texting, emailing, and chatting are not considered live interaction. Prior to your first book club meeting, you and your club members will determine the six chapters you will read and discuss. Following each book club meeting, your club will submit one list of the points you found most important/salient from the chapter. Make sure to provide all book club members' names in the document. *Course Objectives 1, 2, 3, 4, 5, 6, 8*
- 5. Participation/Review of Required Course Materials (Individual; 15 weeks @ 1 points each=15 points):** For each module, there are required course materials (i.e., readings, videos/webinars/podcasts, and non-graded activities). You are expected to review all of these **required** materials as part of your participation in the course. To receive course credit for your review of these required materials, you will complete a brief "quiz" in each course module, through which you will indicate your level of participation in each respective module. We are all counseling professionals, so please exercise good ethics in determining your participation score for each module. *Objectives 1-8*
- 6. Online Training Programs (Individual; 3@9 points each=27 points):** You will be responsible for completing three online crisis/trauma continuing education courses, two of which have been pre-assigned. You are required to complete the Psychological First Aid

(<http://www.ptsd.va.gov/professional/manuals/psych-first-aid.asp>) and the Trauma-Focused CBT (<http://tfcbt.musc.edu/>) trainings. Weblinks for these courses are also provided on D2L. You will choose the third online training course based on your career objectives or area of interest. Suggested trainings are offered on D2L and several types of courses can be accessed at <http://learn.nctsn.org/course/category.php?id=3>, but students may locate and complete a reputable crisis/trauma training of their choosing. This third training must be equivalent to at least 2 clock hours. Upload a copy of each training certificate to the respective D2L dropbox. *Course Objectives 1, 2, 3, 4, 5, 6, 7, 8*

7. **Crisis Response Protocol (Small Group; 7.5 points; TK20 Key Assessment):** Working in groups of three, students will be responsible for developing a crisis response protocol. Using the therapeutic setting in which group members intend to work (e.g., secondary school, hospital, university, community agency, private practice) and preferred age group, each group will develop a crisis response protocol for the agency. This protocol should include policies and procedures for responding to individual crises (i.e., suicide and homicide) and both natural and man-made disasters (i.e., tornado, hurricane, flood, earthquake, terrorism, mass shooting). This protocol should include actions/roles of the individual counselor and other collaborating partners (i.e., EMS, law enforcement, supervisors) in appropriately responding to crises. *Course Objectives 1, 2, 3, 4, 5, 6, 7, 8* **FAILURE TO SUBMIT ASSIGNMENTS DESIGNATED AS KEY ASSESSMENTS THROUGH TK20 WITHIN THE TIME FRAME DESIGNATED ON THE SYLLABUS WILL RESULT IN A GRADE OF 0 FOR THE ASSIGNMENT**

8. **Trauma Treatment Plan (Small Group; 10 points; TK20 Key Assessment):** Working in groups of three, students will be responsible for developing a treatment plan for a client who has experience at least one major trauma. The identified client used in the treatment plan can be from a fictional source (e.g., book, movie, TV show) or can be created. This treatment plan should be comprehensive and should reflect a clear case conceptualization, specific treatment outcomes, evidence-based clinical interventions, and a clear evaluation method. Each aspect of this treatment plan should demonstrate an understanding of crisis/trauma and the ability to apply that knowledge to the clinical treatment of survivors. As such, groups should make sure to address suicide risk assessment and use psychological first aid. *Course Objectives 1, 2, 3, 4, 5, 6, 7, 8* **FAILURE TO SUBMIT ASSIGNMENTS DESIGNATED AS KEY ASSESSMENTS THROUGH TK20 WITHIN THE TIME FRAME DESIGNATED ON THE SYLLABUS WILL RESULT IN A GRADE OF 0 FOR THE ASSIGNMENT**

Evaluation Procedures

Assignment	Points	Assessment Tools	Submit via:	Due Date
Syllabus Review Quiz	.5	Quiz	D2L Quiz	8-19-16
Crisis & Trauma Resource Directory	5	Rubric	D2L Dropbox & DB	9-13-16
Interview with a Provider	15	Rubric	D2L Dropbox	10-25-16
Book Club	5@4=20	Rubric	D2L Dropbox	9-7-16 9-21-16 10-5-16

				10-19-16 11-2-16
Participation	15@1=15	S/U	D2L Quizzes	Weekly (Tuesdays at 5:30 for F2F sessions; Fridays at 11:30 pm for online sessions)
Online Training Programs	3@9=27	Successful completion @ 80% or greater	D2L Dropbox	8-30-16 9-20-16 10-11-16
Crisis Response Protocol	7.5	Rubric	D2L Dropbox	11-8-16
Trauma Treatment Plan	10	Rubric	D2L Dropbox	11-16-16
Total	100			

****Key assessments are indicated in red font.**

Grading

A=90-100

B=80-89

C=70-79

F=<70

A grade of Incomplete (“I”) can be granted only in cases of non-academic emergency (i.e., illness, death in family, etc.). Prior permission from the instructor is required. Late assignments, if accepted, will be penalized at a rate of half credit.

Any graduate level student earning a grade of F or WF and/or two C’s, regardless of her/his academic standing, will be suspended from the program.

Class, Department, and University Policies

*For important policy information on the UWG Honor Code, Email, and Credit Hour policies, as well as information on Academic Support and Online Courses, please review the information found in the **Common Language for Course Syllabi** documentation at http://www.westga.edu/assetsDept/vpaa/Common_Language_for_Course_Syllabi.pdf. Additions and updates are made as institution, state, and federal standards change, so please review it each semester. In addition to the above information the following policies apply to this course.*

Diversity: The University of West Georgia affirms the equal dignity of each person by valuing cultural, ethnic, racial, and gender diversity in students, faculty, and staff. The Department of Clinical and Professional Studies (CPS) is committed to fostering an educational environment in which diversity is embraced. As such, CPS will not tolerate discrimination against any persons.

Professional Conduct: Students in this class are considered professionals-in-training and, as such, are expected to conduct themselves professionally. Professionalism includes behavior related to, but is not limited to, dress/clothing, written and oral communication, interpersonal interaction, confidentiality and privacy, and laws and ethical codes.

The counseling program at University of West Georgia leads directly to certification, licensure, and professional practice in the field of counseling. For this reason, should the instructor note any impairment in the judgment, interpersonal attributes, or intellectual functioning, this will be brought to the attention of the student and measures may be required for remediation. To graduate from the program, the student must be willing and able to endorse the ethical standards of the American Counseling Association.

Student Review: CEP has a procedure for the review of students regarding academic performance and appropriate counselor dispositions. (See [Graduate Student Handbook](#) for details.) If there is reason for concern revealed in class or during the completion of course assignments, the faculty may initiate a student review. If such a review occurs, the student will be made aware of the procedure. Reasons for student review may include, but are not limited to, unprofessional or inappropriate dispositions and/or behaviors.

Academic Honesty: All work completed in this course must be original work developed this semester. Students are expected to adhere to the highest standards of academic honesty. Plagiarism occurs when a student uses or purchases ghostwritten papers. It also occurs when a student utilizes ideas or information obtained from another person without giving credit to that person. If plagiarism or another act of academic dishonesty occurs, it will be dealt with in accordance with the academic misconduct policy as stated in the latest Student Handbook and the Graduate Catalog.

Disability: The official UWG policy is contained in the link to the [Common Language for Course Syllabi](#) located on the Provost's website. All students are provided with equal access to classes and materials, regardless of special needs, temporary or permanent disability, special needs related to pregnancy, etc. For more information, please contact Disability Services at the University of West Georgia: http://www.westga.edu/studentDev/index_8884.php.

Students with a documented disability may work with UWG Accessibility Services to receive essential services specific to their disability. All entitlements to accommodations are based on documentation and USG Board of Regents standards. If a student needs course adaptations or accommodations because of a disability or chronic illness, or if he/she needs to make special arrangements in case the building must be evacuated, the student should notify his/her instructor in writing and provide a copy of his/her Student Accommodations Report (SAR), which is available only from Accessibility Services. Faculty cannot offer accommodations without timely receipt of the SAR; further, no retroactive accommodations will be given.

UWG Cares: If you or someone you know is in a distressing situation, support is available at <http://www.westga.edu/UWGCares/>. The website contains access to helpful resources and phone numbers related to emergency or crisis situations and safety concerns, medical concerns, multicultural, psychological and personal issues and interpersonal conflict.

Student Services: Click on the following link [Student Services](#) for a listing of all services available to students at UWG.

Attendance: Attendance is required. Students are expected to attend each class, to be on time, and to be present for the full class session. Any potential problems or exceptions to any part of this

requirement should be discussed immediately with the instructor. Excused absences will not be granted more than 7 days following the absence. More than one absence and/or tardy will result in a reduction of the final grade at the rate of 2 points per absence and 1 point per tardy for each absence and/or tardy beyond the first. Attendance will be taken each class meeting. You are responsible for all information and changes in the course content that may occur in your absence.

Class organization: This course will be interactive and use a variety of instructional strategies including online work, lecture, discussion, class activities, fieldwork, and (possibly) guest speakers. To make this class rewarding, enjoyable, and useful for your future career, students are encouraged to bring materials to share with the class and to make suggestions to make it a successful learning experience. Students remain responsible for any assigned material not covered in class.

Student participation: When called upon, students will be expected to demonstrate higher-order thinking skills by providing both their answer and an appropriate rationale upon which their answer is based. Having each student actively participating during each class session allows the professor to assess students' class preparation; their level of understanding of course concepts; enhances group work; develops students' critical thinking skills, and their ability to speak in front of fellow classmates.

Grading of Group Assignments: Barring extraneous circumstances (e.g., a group member not contributing, a group member not responding to communication from others, a group member not submitting quality work, etc.), all group members will receive the same grade on a group assignment. However, in the event of an extraneous circumstance, the instructor reserves the right to individually award grades for group work and/or utilize a peer rating system. All students in this course are professional counselors and, as such, are expected to try to resolve any group issues independently. However, if a group issue cannot be resolved, the group members should contact the professor *before* submission of the final assignments so that she can intervene.

Class handouts: Handouts will generally be posted on D2L, but may be disseminated in hard copy form during class time. Students who miss class are responsible for obtaining any class notes and handouts from a fellow class member.

Cell phones & Electronic Equipment: **The use of cell phones, including texting and internet, is not permitted in this class.** If you expect an emergency phone call, you may place your phone on silent or vibrate and answer it outside of the classroom. The use of computers is only acceptable for the purpose of taking class notes. **Any non-class-related use of computers is considered unprofessional and is not accepted in this class.** If you are found using any electronic device for non-class-related purposes, you will be asked to put it away or leave class. Part of your graduate students includes the development of professional behavior. The inappropriate use of technology during class is considered inappropriate and unprofessional and will not be condoned in this class.

Extra Credit: No extra credit opportunities will be offered for this class.

Late Work: Late work will not be accepted for this class, unless pre-approved by the instructor and for reasons related to valid university business and/or essential medical/dental care. Late work, when approved, must be submitted within 7 days of the initial deadline. Late assignments, if accepted, are subject to a penalty of half credit.

Expected Response Times: Unless otherwise noted, you should receive an email response within 48 business hours. If I am unable to address your need within 48 hours, I will email you accordingly and provide an estimated response time. Further, I will make every attempt to return major assignments within 7-10 days, but the amount of feedback required may extend that time.

Student Email Policy: University of West Georgia students are provided a MyUWG email account, which is the official means of communication between the University and student. It is the student's responsibility to check this email account for important University related information.

Communication Rules: Please do NOT email the instructor via D2L. All email communication should be sent to jwhisenh@westga.edu. Assignments submitted via email will not be accepted; submit all assignments via D2L.

Changes to The Syllabus: This syllabus is subject to change.

Class Schedule (tentative; subject to change)

Class Date	Required Readings	Topics & Activities to Be Completed	Assignments Due
Week 1 8-16-16 Online	James & Gilliland, Chpts. 1, 2 <i>See D2L for additional readings & course materials</i>	1. Introductions, review of syllabus 2. Approaching Crisis Intervention 3. Culturally Effective Helping	Syllabus Quiz
Week 2 8-23-16	James & Gilliland, Chpts. 3, 4 <i>See D2L for additional readings & course materials</i>	1. Intervention & Assessment Models 2. Tools of the Trade	
Week 3 8-30-16	James & Gilliland, Chpts. 5, 6 <i>See D2L for additional readings & course materials</i>	1. Crisis Case Handling 2. Telephone/Online Crisis Counseling	PFA Training Due
Week 4 9-6-16 Online	<i>See D2L for additional readings & course materials</i>	1. Addiction	Book club #1 Due
Week 5 9-13-16	James & Gilliland, Chpt. 7 <i>See D2L for additional readings & course materials</i>	1. PTSD 2. TeachLive Session	Resource Directory Due
Week 6 9-20-16 Online	James & Gilliland, Chpt. 13 <i>See D2L for additional readings & course materials</i>	1. Crisis in Schools	TF-CBT Training Due; Book club #2 Due
Week 7 9-27-16	<i>See D2L for additional readings & course materials</i>	1. Self-Injury	
Week 8 10-4-16 Online	James & Gilliland, Chpt. 8 <i>See D2L for additional readings & course materials</i>	1. Lethality	Book club #3 Due
Week 9 10-11-16	James & Gilliland, Chpt. 9 <i>See D2L for additional readings & course materials</i>	1. Sexual Assault 2. Podcast: <i>Child Forensic Interview</i> 3. TeachLive Session	Third Training Due
Week 10 10-18-16 Online	James & Gilliland, Chpt. 12 <i>See D2L for additional readings & course materials</i>	1. Loss and Grief	Book club #4 Due
Week 11	James & Gilliland,	1. Partner Violence	Interview Due

10-25-16	Chpts. 10 & 11 <i>See D2L for additional readings & course materials</i>	2. Family Crisis Intervention 3. Guest speaker: Jill Hendricks	
Week 12 11-1-16 Online	James & Gilliland, Chpt. 14 <i>See D2L for additional readings & course materials</i>	1. Violent Behavior in Institutions	Book club #5 Due
Week 13 11-8-16	James & Gilliland, Chpt. 15 <i>See D2L for additional readings & course materials</i>	1. Legal and Ethical Issues 2. Guest speaker: Chief Thomas Mackel	Crisis Response Protocols Due
Week 14 11-15-16 Online	James & Gilliland, Chpt. 17 <i>See D2L for additional readings & course materials</i>	1. Disaster Response	Trauma Treatment Plan Due
Week 15 11-29-16	James & Gilliland, Chpt. 16 <i>See D2L for additional readings & course materials</i>	Burnout, Vicarious Trauma, Compassion Fatigue	TK20 Submission Due
Week 16 12-6-16 Online		Final Exam Day	None

All required readings, podcasts, and webinars are indicated on D2L. All narrated PPTs are required. Additional materials are available on D2L for your reference, but are not required.

Note: When multiple items are listed as “choose 1” within a given course module, you are required to review only 1 of those indicated as “choose 1,” based on your interests. All items indicated as “required” are required in addition.

ASSIGNMENT RUBRICS
See D2L for Point Levels

Crisis & Trauma Resource Directory:

Criterion	Possible Points	Earned Points
Directory is well organized and clearly presented.	1	
Directory includes at least 10 national providers/resources.	1	
Directory includes at least 10 local providers/resources.	1	
For each provider/resource, the following information is provided: contact, hours of operation, and list of services.	1	
Directory reflects a broad range of resources to meet varied client needs (i.e., food, shelter, healthcare, clothing, counseling, medical, spiritual, etc.)	1	

Interview with a Provider:

Evaluation Rubric	Possible Points	Earned Points
Provide evidence that you have conducted an interview with a crisis/trauma counseling provider.	3	
A list of the questions you asked is provided. Questions are professional and appropriate in tone. Interviewee answers to all questions are summarized.	3	
Reaction paper demonstrates a thoughtful analysis of the interview and what you learned that was helpful in your professional development.	3	
Reaction paper is written clearly, is grammatically correct, well organized, and APA compliant. Reaction paper does not exceed maximum required length (2 pages, double spaced), but is not less than 1 ½ pages long.	3	
Include a copy of your letter of appreciation. Letter is written in a professional tone.	3	

Book Club:

Criterion	Possible Points	Earned Points
Evidence of meeting is provided. Include the text name and book chapter number/name.	1	
Statement that all book club members equally engaged in both (a) preparation for the meeting and (b) the actual meeting is provided.	1	
List of important/salient points reflects a thoughtful examination of the book chapter and how the respective material relates to your chosen profession.	1	
List of important/salient points is written in full sentences. Writing is grammatically correct, clear, and APA compliant.	1	

Crisis Response Protocol

Criterion	Possible Points	Earned Points
Protocols include policies and procedures for responding to individual crises (i.e., suicide and homicide) and both natural and man-made disasters (i.e., tornado, hurricane, flood, earthquake, terrorism, mass shooting).	2.5	
Protocols include actions/roles of the individual counselor and other collaborating partners (i.e., EMS, law enforcement, supervisors) in appropriately responding to crises.	2.5	
Protocols are clear, realistic, grounded in best practices, and demonstrate an understanding of the process of managing crisis situations.	2.5	

Treatment Plan and Crisis Response Protocol:

Criterion	Possible Points	Earned Points
Case conceptualization provides a succinct introduction to the client and overview of the primary treatment issues, including a summary of the crisis/trauma and the client's response to it.	2.5	
Specific treatment outcomes are identified and reflect an understanding of crisis intervention and trauma therapy, are directly connected to the client's presenting problem(s) and other identified treatment issues, and are stated concretely.	2.5	
Evidence-based clinical interventions for crisis intervention and trauma therapy are identified and are directly connected to the identified treatment issues and outcomes.	2.5	
A clear evaluation method is defined and is appropriate for the treatment issues, treatment outcomes, and intervention model.	2.5	