



Missouri State
U N I V E R S I T Y

CRISIS COUNSELING AND DISASTER MENTAL HEALTH RESPONSE (COU 768)

INSTRUCTOR INFORMATION

Instructor Name: Dr. Myers

Email:

STUDENT SUCCESS AND INCLUSIVITY:

At Missouri State University we are committed to your success and the creation of an environment where all students are welcome. As a community of learners, we acknowledge the value in the engagement and exchange of ideas with individuals, whose backgrounds may be different than our own.

A key element to your success as a student is to actively engage in the course activities, with your peers, and me - your instructor. If you anticipate or experience academic barriers during the course, contact me right away so we can discuss options for addressing those barriers. Missouri State University (as an institution) and I (as a human being and instructor of this course) are committed to full inclusion in education for all persons. Services and reasonable accommodations are available to persons with temporary and permanent disabilities, to students facing mental health or other personal challenges, and to students with other kinds of learning challenges. Please let me know if there are circumstances affecting your ability to participate in class. Some resources that might be of use include:

- [Disability Resource Center](#)
- [Counseling Center](#)
- [Multicultural Center](#)
- [Academic Advising & Transfer Center](#)

COUNSELING PROGRAM OBJECTIVES

Knowledge. Students will demonstrate appropriate breadth and depth of knowledge and comprehension in the areas of culturally relevant service, prevention, treatment, referral, and program management associated with the broader field of counseling as well as the selected specialty (i.e., mental health or school counseling).

Clinical Skills. Students will demonstrate meaningful, therapeutic alliances that utilize culturally sensitive appraisal and assessment techniques for working with individuals and groups in a culturally pluralistic world.

Research and Appraisal. Students will demonstrate analytical knowledge and skills for appraising and contributing to professional counseling literature and program evaluation in selected specialty areas (i.e., mental health or school counseling).

Professional Dispositions. Students will conduct themselves in accordance with the highest ethical standards and values of professional counseling and develop an understanding of oneself and the use of self in the counseling process.

Specialty Areas. Students will demonstrate appropriate breadths and depth of knowledge and skills in their respective specialty areas (i.e., mental health or school counseling).

DEFINITION OF COUNSELING: Recently ACA and 28 other Counseling Organizations adopted the following definition: “Counseling is a professional relationship that empowers diverse individuals, families, and groups to accomplish mental health, wellness, education, and career goals.”

REFLECTIVE COUNSELING PRACTICE: The Counseling Programs are committed to providing students with opportunities for self-reflection as those practices are congruent with the beliefs of the Professional Education Unit at Missouri State University and constitute the cornerstone of modern professionalism. Self-reflective practice requires openness, awareness, honesty, self-analysis, problem solving, conflict resolution, tolerance, and responsibility. These personal attributes and skills are crucial to the development of excellence in our schools and community agencies serving a diverse, multicultural society.

COURSE DESCRIPTION:

Prerequisite: admission to Counseling program; and COU 710 and COU 711. Study of and practice in conducting clinical interviews, appraising and assessing level of functioning and mental status, and developing diagnoses of psycho-emotional disorders. Includes assessment of learning and functioning of children, introduction to counseling theories, interventions and issues in working with clients from diverse, minority and ethnic cultures. Values, beliefs and norms of various cultures, including the student's, will be examined as they pertain to the counseling process. 3(3-0) D

COURSE OVERVIEW:

This course is designed to develop knowledge and skills for clinical interviewing, and conceptualization and diagnosis, using the most current DSM and ICD information that professional counselors will be expected to utilize in the field. A critical-analysis perspective will be expected, so that students integrate current research in neurological, trauma, and developmental literature, as well as understanding the critiques, potential bias, and appropriate use of diagnosis. Students will also be introduced to and practice utilizing assessment tools, including biopsychosocial, suicide risk, mini-mental health, substance use, and diagnostic assessments (including discussion about co-occurring disorders). The course is both didactic and experiential, focusing on specific knowledge and skill-sets critical to the ethical and effective counseling professional. Students are expected to demonstrate facility utilizing both knowledge and clinical skills to ethically and effectively navigate client presentations from diverse backgrounds and experiences, with lifespan and cultural identity considerations, and to be able to demonstrate professional report writing ability.

METHODS OF INSTRUCTION:

Didactic In-Person: This course is a “traditional” learning style in the classroom. Methods involved in this form of student-centered approach include small group discussion, problem-based learning, reflective writing, and contemplative work as well as skills practice and report writing.

COURSE MATERIALS:

Required Texts:

Duffey, T., & Haberstroh, S., eds. (2020). *Introduction to Crisis and Trauma Counseling*. ACA
Sweeton, J. (2019). *Trauma Treatment Toolbox*. PESI

Current Research Articles in Course:

Bray, B. (2021). Crisis counseling: A blend of safety and compassion. *Counseling Today* (July 27, 2021). <https://ct.counseling.org/2021/07/crisis-counseling-a-blend-of-safety-and-compassion/>
Rogers, J., & Miller, C. (2020). Lessons learned from a community crisis. *Counseling Today* (October 5, 2020). <https://ct.counseling.org/2020/10/lessons-learned-from-a-community-crisis/>
Rumsey, A. D., McCullough, R., & Chang, C. Y. (2020). Understanding the Secondary Exposure to Trauma and Professional Quality of Life of School Counselors. *Professional School Counseling*. <https://doi.org/10.1177/2156759X20973643>
SAMHSA. (n.d.) Compassion fatigue and self-care for crisis counselors. <https://www.samhsa.gov/dtac/ccp-toolkit/self-care-for-crisis-counselors>
Webber, J., Mascari, B., Dubi, M., & Gentry, E. (2006). Moving forward: Issues in trauma response and treatment. https://www.counseling.org/docs/default-source/vistas/moving-forward-issues-in-trauma-response-and-treatment.pdf?sfvrsn=11dd7e2c_10

MSU COUNSELING SYLLABUS MATRIX

This course is designed to meet certain content standards for accreditation adopted by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) 2016 standards. As such, CACREP standards covered in the course, goals, learning outcomes, learning objectives, curricular activities, and curricular assessments are displayed below:

| THEMES | LEARNING OBJECTIVES | CACREP STANDARDS (2016) | LEARNING ACTIVITIES | LEARNING OUTCOMES | EVALUATION TOOLS |
|--|---|---------------------------------------|-----------------------------------|---|--|
| Trauma-Informed Approach to Mental Health and Crisis/Disaster Events across the Lifespan | Procedures for identifying trauma and abuse and for reporting abuse Effects of crisis, disasters, and trauma on diverse individuals across the lifespan Impact of crisis and trauma on individuals with mental health diagnoses | 2.F.7.d 2.F.3.g 5.C.2.f | -Weekly Trauma Toolbox Activities | Students will facilitate trauma response tools from the assigned workbook, and complete a journal of effectiveness. | Targeted Participation Worksheets; Toolbox facilitation and journal; Crisis Interview and response paper; Current crisis paper |

| | | | | | |
|--|--|---|---|--|---|
| <p>Trauma-Informed strategies for crisis intervention <i>Individual and community-based intervention strategies; Assessing risk and danger; Resilience; Culturally responsive factors; Childhood adversity and trauma response throughout lifetime; Complex Trauma and potential manifestation; Neuro basics related to adaptations to trauma; Tools for self- and other-regulation; Wellness perspective; Compassion fatigue and vicarious trauma</i></p> | <p>Suicide prevention models and strategies Crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid Procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide School counselor roles and responsibilities in relation to the school emergency management plans, and crises, disasters, and trauma</p> | <p>2.F.5.1 2.F.5.m 2.F.7.c 5.G.2.e</p> | <p>-Video: Felliti and ACEs study -video: Resilience -video: Gabor Mate Attachment v Authenticity -video: Frank Anderson Transcending Trauma -video: Victor Lee Lewis EFT -video: SAMHSA Vicarious Trauma and Compassion Fatigue -video: SAMHSA Disaster and Trauma Response Skills</p> | <p>Students will complete two external trainings (Psychological First Aid and a “student choice” training) to increase their knowledge and skills.</p> | <p>Targeted Participation Worksheets; PFA training and response; student choice training and response paper; Crisis Interview and paper; Current Crisis and paper</p> |
|--|--|---|---|--|---|

COURSE EXPECTATIONS

Attendance and Engagement Policy: I ask that you attend each class and be a consistent, appropriate, and knowledgeable participant in class discussion. Unexcused absences, excessive excused absences as well as repeated tardiness or leaving class early, will result in lowering of your final course grade. Given the nature of this course, students who miss more than two classes will be dropped from the course and will be encouraged to take the course at its next offering. Everyone learns differently, and it is important to me to honor a variety of learning styles and ways of knowing. If you are unsure how you are engaging in the class, please set up a meeting with me and we can discuss perceptions. Engaged and contemplative engagement can be demonstrated by the following:

- verbal contributions in larger classroom discussion
- verbal contributions in small group discussions
- clear demonstration of course content knowledge in assignments
- introspection of course content
- voicing dissenting thoughts in a respectful way to course content
- asking questions/adding comments which indicate thoughtful reflection on material
- gaining and compiling resources outside of what is required for the course
- engaging in advocacy outside of course

Technology: The use of technology is a part of our everyday lives at the university and there is important information you should know about your own computer’s capabilities, Internet access, Blackboard, and other technology tools whether you are participating in a classroom on campus or taking an online class. For information on the basic computer requirements to be successful in class visit the [Knowledge Base for Computer Requirements](#) on the Missouri State University

website. It is strongly recommended that, in addition to your standard means of access, you have an alternative plan for acquiring course materials, should your computer fail to function, or your Internet connectivity becomes disrupted. The MSU campus library is an excellent option if it is nearby; otherwise, most public libraries offer Internet access. If you have a laptop computer, then familiarity with local “hotspots” might also serve you well. It is your responsibility to actively and proactively address technical problems, therefore, develop a plan to address technical problems before they arise. If you need assistance with Blackboard the MSU helpdesk can be reached by phone at 417-836-5891 or by emailing HelpDesk@MissouriState.edu. You can also visit the [Help Desk website](#) for a live chat option.

Blackboard. We will utilize Blackboard throughout the semester. I will use the announcements tool to post information about the course as the semester progresses. All course assessments will be submitted through Blackboard (this includes any written assignments, quizzes, tests, etc.), and should be **uploaded in PDF format only**. You will also have access to view your grades through the My Grades link so you can stay up to date on how you are doing in the course. If you are unfamiliar with how to use Blackboard, I recommend reviewing the [Blackboard Basics for Students](#) on the Computer Services Knowledge Base. **Blackboard Ally:** To help ensure you have access to your digital learning materials in formats that work for your different devices, learning needs, and preferences, Blackboard includes a new tool called Ally. Explore the [Accessibility website](#) to learn more.

Classroom Expectations for Students using Digital Learning Platforms: Students using a digital learning platform (Zoom, Blackboard, Teams) should maintain professional, focused behavior while in class. Be aware that the instructor and other students are observing your behavior. Successful students find that consistently using a distraction-free, well-lit, “study area” works best. Unprofessional behavior such as attending class while driving, lying in bed or stretched out on the couch, eating, playing with children or pets; or multi-tasking including texting, or working with other documents or apps while attending class using Zoom or Teams contributes to poor performance and is unprofessional. Students who engage in unprofessional behavior while using Zoom or Teams technology will be reminded of these expectations privately one time. If the behavior continues, this will be reflected in assessment of their professional dispositions, and related grading policies for participation will apply.

Digital Delivery Netiquette

- I. Make sure you have a camera so that you can be seen through video when possible. Experiment with your lighting so that your face can be seen, especially for breakout sessions.
- II. Be aware of what/who is behind you and any other sounds in the area. Choose the quietest space available and mute yourself when you are not talking. Use earphones or buds when feasible.
- III. All participants should dress appropriately, as you would for class.
- IV. Use the chat box for comments, and the Q&A section for questions, or raise your hand for questions that involve discussion with the entire class.
- V. Please do not engage in other activities on your computer during class, since research shows that our brains cannot multitask.

Participation in Asynchronous and Synchronous Learning: Participation in experiential learning, case studies, and class discussions is required. Each student is expected to treat each person with respect, even when there are differences in experiences or viewpoints. Participation points will be awarded based on class participation and in some weeks, student questions demonstrating grasp of materials to be handed in at the end of class. (Substantive contributions based on readings and class experiences, raising questions that demonstrate either the student's areas of confusion or the depth of the student's understanding and a furthering of the topics at hand.) Each person has something important to contribute to the collective learning in our class experience, so it is the expectation that each student will participate in class discussions. Here are some "ground rules" participation:

1. Breathe and settle your body when conversations are tough. A Mindful approach to learning has been correlated with an increase in cultural consciousness (Anderson & Blisard, 2013).
2. Be open to learning, perhaps from a new perspective than you have previously considered, especially when it comes to systems-level analysis of our society. Try to move outside your comfort zone.
3. Be fully present and be an active participant. Use "I" language and speak from your own experience.
4. Respect each person's right to be heard and to have their own experience that may differ from yours.
5. Listen to others before responding.
6. Don't mistake your discomfort of feeling ideas challenged as a lack of safety—we will aim for "Brave" space of mutual respect for each other's humanity while we strive to understand the impact of individual and group experiences as future counselors.
7. Be responsible for your own growth and development. Notice your own reactions and become curious about them as a source of deeper understanding.
8. Do not judge another person's feelings, and do not mistake your feelings for "fact"; the goal is truly hearing and understanding. Be soft on people and hard on the barriers to understanding.
9. Be gentle with yourself and others as we all learn and grow.

Student Engagement: Participation and questions are expected in class discussions. It is the responsibility of each of us to treat each other with respect, even when there are differences in experiences or viewpoints. Participation points will be awarded based on class participation and in some weeks, student worksheets or exit tickets demonstrating grasp of materials will be handed in at the end of class or posted to Blackboard. Student engagement and understanding attained from worksheets or exit surveys should demonstrate your depth of understanding of the material and a furthering of the topic at hand.)

Expectations for Written Work . Students are expected to have read required materials prior to class. These readings are complementary and cumulative and will be used as a basis for all class activities, including quizzes. My expectation is that we will build upon the readings and develop higher-order applications of the concepts: analyzing, evaluating, creating (Anderson, Krathwol & Bloom, 2001), rather than simply review the readings, so your preparation is critical. We will have

guest speakers, watch films and have discussions or participation activities (graded) meant to build on the readings. If you don't understand concepts in the book or want discussion, it is up to you to initiate that conversation!

All written projects are expected to adhere to the proper use of grammar, spelling and word choice, use of nonsexist and culturally sensitive language, as well as proper acknowledgment of quotations and citations. Journals are less formal stylistically but should use proper grammar and respectful language. Assignments in this class do not require APA style for formatting sections. Instead, please use the assigned prompts in the paper itself (single spaced) and write your response below them (double spaced). All written work should demonstrate graduate-level thought and analysis (see comments regarding Bloom's revised taxonomy in #7 above), and should reflect understanding and integration of course materials and process. If you need assistance, please don't hesitate to consult the Missouri State University writing lab and the "Bear Claw" in the library. For help with APA style: https://owl.purdue.edu/owl/purdue_owl.html

Plagiarism or cheating of any form will not be tolerated (see Academic Integrity and all other University policies [here](#)):

Key Performance Indicator Policy: A key performance indicator measures your performance in either a CACREP common core area or specialty area (clinical mental health counseling or school counseling). Failure to demonstrate proficiency on a Key Performance Indicator Assignment requires for you to re-do the assignment. If one is unable to demonstrate competency after a second review, one is required to retake the course to ensure that successful demonstration of knowledge and skill in the related area is achieved.

STUDENT OUTCOME TOOLS

1. Current Crisis/Disaster Events Report (CACREP 2016 standards covered as part of this assignment: 2.F.7.d., 2.F.3.g., 5.C.2.f., 2.F.5.l., 2.F.5.m., 2.F.7.C., 5.G.2.e.): This assignment is designed to get you thinking about the prevalence of crises and disasters in society, as well as the perception of how counselors can, or should, be able to help. Find an article from recent news media reporting which describes a crisis, disaster or traumatic event in which *crisis counselors were either actually on site or were discussed as being needed on site*. This may involve something close to home, or an international event. You may notice that mental health or social service providers are on site, but not called "crisis counselors" particularly in international events. Consider the situation and description of services (to be provided to determine if this is "crisis care." Please do NOT use COVID-19 as we will be making applications to this more current crisis throughout the semester. Your report should include the following (please keep these prompts in your paper and otherwise use APA style for language and references):

- a. Summarize the event. what, when, where, who was impacted, how long it lasted, etc.)
- b. Explain why the counselors were called, or called for.
- c. Who were the target clients--including who they were specifically intended to be.
- d. Do you think others in this event might have benefited from the counseling? Explain who and why.

- e. Discuss what you expect the “presenting issues” in a crisis session for this particular situation might be, and for whom.
- f. What are intersectional issues that might alter the risk to marginalized populations?
- g. Reflections on any other information that stands out in this article or situation not listed above.
- h. Conclusion

2. Mental Health First Aid Training (you may choose adult or youth, or if you have already taken MHFA, you can choose the “train-the-trainer” option). (CACREP 2016 standards covered as part of this assignment: 2.F.7.d., 2.F.3.g., 5.C.2.f., 2.F.5.l., 2.F.5.m., 2.F.7.C., 5.G.2.e.): This course requires that you complete a free 6- or 8-hour Online or In-Person Missouri Mental Health First Aid Program. This training serves as attendance for one class period. You will attach a copy of your certificate with your application paper addressing the following (use the bullet points as headers in your paper to show that you have addressed each area):

- a. Introduction that describes the specific training and location, and why you chose that, as well as briefly indicates your prior training in crisis/disaster/trauma applications, and what your overall experience was during this training.
- b. How does this training relate to our current “twin pandemic” conditions (must discuss both COVID-19 and US Reckoning with Racism). In this section, also broaden out to other marginalized populations: risk, response, and counselor-preparation.
- c. Describe information and at least 5 techniques/strategies you learned, and how you would be able to apply these in the (specified) setting you plan to work.
- d. Describe how this training fits with other information discussed in the course (may contradict, complement, expand, etc.). Please make connections with theory, cultural considerations, lifespan considerations, complex trauma conditions, and recommendations for resilience-building. (Please be specific, citing readings and class activities, using both texts and any video content we have utilized in class)
- e. What areas do you need to address in your own development (or healing) to be more prepared and effective utilizing this training in a professional setting (other than licensure, of course). Hint: consider counter-transference, self-care, and the possible harmful impact of “wounded healers”.
- f. Conclusion

3. Crisis Intervention Training Options (Student Choice): (CACREP 2016 standards covered as part of this assignment: 2.F.7.d., 2.F.3.g., 5.C.2.f., 2.F.5.l., 2.F.5.m., 2.F.7.C., 5.G.2.e.): During COU 768, you must obtain training in at least one additional area related to crisis intervention. This should be a minimum 4.5-hour training, and you are free to choose an area of your interest and that applies to your future work as a counselor. This training serves as attendance for one class period. Some options, including NCTSN will be discussed in class. You will attach a copy of your certificate with your application paper addressing the following (use the bullet points as headers in your paper to show that you have addressed each area):

- a. Introduction that describes the specific training and location, and why you chose that, as well as briefly indicates your prior training in crisis/disaster/trauma applications, and what your overall experience was during this training.
- b. How does this training relate to our current “twin pandemic” conditions (must discuss both COVID-19 and US Reckoning with Racism). In this section, also broaden out to other marginalized populations: risk, response, and counselor-preparation.
- c. Describe information and at least 5 techniques/strategies you learned, and how you would be able to apply these in the (specified) setting you plan to work.
- d. Describe how this training fits with other information discussed in the course (may contradict, complement, expand, etc.). Please make connections with theory, cultural considerations, lifespan considerations, complex trauma conditions, and recommendations for resilience-building. (Please be specific, citing readings and class activities, using both texts and any video content we have utilized in class)
- e. What areas do you need to address in your own development (or healing) to be more prepared and effective utilizing this training in a professional setting (other than licensure, of course). Hint: consider counter-transference, self-care, and the possible harmful impact of “wounded healers”.
- f. Conclusion

Please have your chosen training approved before beginning. Some possible sources listed below, from a group I belong to called Trauma-Informed Educators (I have not taken all of these, so check them out if you’re interested):

FREE:

[Clinicians Suicide Prevention Summit](#)—PESI—

[Rise to Resilience](#) Melissa McPheeters (choose 4 of these workshops to satisfy the requirement).

[Trauma Sensitive Schools Modules](#)-Wisconsin (choose 8-10 modules)

Starr Commonwealth [Trauma Informed Resilient Schools](#) (24 shorter modules)

[National Child Traumatic Stress Network](#) (multiple options—must have minimum 4.5 hours)

[Bounceback](#) CBT for kids with childhood trauma (all recordings seem to be about 4.5 hours)

[SAMHSA](#) online Disaster Behavioral Health Trainings (various—need to accumulate 4.5 hrs)

[Tulane Psychological Resiliency](#)

PAID:

Complex Trauma Training: [Trauma-Focused Schools](#) (\$149)

4. **Crisis/Disaster Experience Interview:** (CACREP 2016 standards covered as part of this assignment: 2.F.7.d., 2.F.3.g., 5.C.2.f., 2.F.5.l., 2.F.5.m., 2.F.7.C., 5.G.2.e.): This project is designed to help you get a closer look at someone’s lived experience of either providing or receiving some form of crisis intervention, including their suggestions for how that experience could have been improved, and what that may look like for your future work in the helping profession.

- Communicate with someone who has either provided or received crisis intervention following what they define as a “crisis,” “trauma,” or “disaster.”
 - Interviews with “clients” may be an individual or family (If you interview a child, be sure to have permission from their consenting adult.)
 - Interviews with “providers” may include counselors or other mental health providers such as social workers, family advocates, medical professionals, chaplains, military or VA, law enforcement, school employees, or others that identify as having provided this intervention.
 - You are not to engage in a counseling session in this assignment, you are there to gather information about their experiences in a specific instance.

Information to gather (this worksheet page should be included with your paper):

- Narrative regarding the crisis, trauma or disaster that brought them to engage in the intervention. (Allow the individual to share as much or as little as they choose.)
- Their description of their experience with crisis intervention- who, what, when, where, why, how, and any other questions that come up as you listen.
- What do they think went well during this experience of crisis intervention?
- What do they think should have been done differently?
- What advice do they have for you coming into the field as a counselor who will be providing crisis intervention?

Write a 5-7 page report synthesizing the information you gathered, and including these salient points (keep prompts in paper):

- Briefly describe the interviewee and the situation (use pseudonym to protect confidentiality).
- What did you learn from your interactions with this individual?
- Integrate class discussions, presentations and readings so far. How does this mesh (or differ) from the readings, class discussion, and films? (cite sources of materials in APA style.)
- How will you use this to improve your work as counselor?

- 5. Toolbox Facilitation:** (CACREP 2016 standards covered as part of this assignment: 2.F.7.d., 2.F.3.g., 5.C.2.f., 2.F.5.l., 2.F.5.m., 2.F.7.C., 5.G.2.e.): Students will present one-two tool from the Trauma Toolbox book and will partner with a classmate to be “subject” or the “client” role for demonstration as needed. Each student will participate twice—once presenting one tool, and once in a partnership/support role. In all cases, the expectation is that you meet with your co-presenter to discuss the activity and what presentation should be chosen to maximize benefit and to reduce risk to a wide range of clients.
- 6. Toolbox Journal:** (CACREP 2016 standards covered as part of this assignment: 2.F.7.d., 2.F.3.g., 5.C.2.f., 2.F.5.l., 2.F.5.m., 2.F.7.C., 5.G.2.e.): Students will keep an annotated journal with each of the toolbox activities presented in class. Personal experience with the activity, notes for how the student might utilize the activity, considerations with marginalized populations, and what did and didn’t work should be included. In each entry. This is a short

entry—a half page should do. Entries should be identified by date and name of activity from the Toolbox book. The goal of this is to have notes for student’s future use, so focus on application is most valuable. Due date in syllabus.

7. **Guest Speakers/Participation Worksheets:** (CACREP 2016 standards covered as part of this assignment: 2.F.7.d., 2.F.3.g., 5.C.2.f., 2.F.5.l., 2.F.5.m., 2.F.7.C., 5.G.2.e.): Periodically, there may be additional assignments in the form of participation worksheets or journal assignments. These will be announced at the time assigned along with their due date, typically within two days of class. At times throughout the semester, guests will present trainings or other lectures during class. The information presented may be part of your final exam, or you may be expected to complete a journal after the lecture. At all times you are expected to remain respectful, even if you disagree with the information presented. Trigger warnings are implicit in this course and should be considered provided herein.

8. **Final Exam:** (CACREP 2016 standards covered as part of this assignment: 2.F.7.d., 2.F.3.g., 5.C.2.f., 2.F.5.l., 2.F.5.m., 2.F.7.C., 5.G.2.e.): A multiple choice, T/F exam will be posted on Blackboard during Finals Week.

COURSE GRADING:

Your final grade is determined by the total number of points you earn for each of the course activities (breakdown listed in the Grading Scale Table below).

| | |
|-------------------------------------|-------------|
| Trauma Toolbox Facilitation | 75 |
| Trauma Toolbox Journal | 125 |
| Current Crisis Counseling Paper | 75 |
| Mental Health First Aid + Paper | 200 |
| Student Choice Training + Paper | 200 |
| Crisis Experience Interview | 100 |
| Participation/Guest/Quiz activities | 75 |
| Final Exam | 150 |
| TOTAL POINTS: | 1000 |

GRADING SCALE

Final grades will be determined using the total points you earned during the semester:

93.00% or higher = A; 90.00% to 92.99% = A-; 87.00% to 89.99% = B+; 83.00%-86.99%= B; 80.00% to 82.99% = B-; 77.00% to 79.99% = C+; 73.00% to 76.99% = C; 70.00% to 72.99% = C-; 67.00% to 69.99% = D+; 60.00% to 66.99% = D; 59.99% or lower = F

UNIVERSITY POLICIES:

The purpose of the [University Syllabus Policy Statements](#) is to support teaching and learning on the Missouri State campus. The established policies are in place to ensure that students, faculty, and staff may pursue academic endeavors with as few obstacles as possible. As a student at Missouri State University, you are a part of the university community therefore, you are responsible for familiarizing yourself with the [University Syllabus Policy Statements](#). These policies cover topics such as nondiscrimination, disability accommodation, academic integrity, among many others. For program and course specific policies please refer to the individual course syllabus provided by your instructor.

COPYRIGHT AND RECORDING: Class lectures are protected by copyright law and constitute the intellectual property of the faculty member. Accordingly, students are not permitted to record lectures or other class activities unless they have received an approved disability accommodation authorizing such recording, or they have obtained permission from the faculty member prior to recording. Distribution or sale of recordings or other course materials is prohibited without the written permission of the instructor and other students who are recorded. Distribution without permission is a violation of copyright law and the Code of Student Rights and Responsibilities (Sections 4.6, 4.8, 4.9). The faculty member, however, reserves the right to record lectures or other class activities, and may make any such recordings available to student who have missed a lecture or activity due to illness or another excused reason.

SUICIDE PREVENTION, AVAILABLE SUICIDE PROGRAMS AND RELATED

PROCEDURES: In accordance with Missouri law (Mo. Rev. Stat. §173.1200), Missouri State has established a new policy regarding Suicide Prevention, Available Suicide Programs and Related Procedures. The Suicide Prevention Resource Policy can be found at the following link:

https://www.missouristate.edu/policy/Op1_08-suicide-prevention-available-suicide-programs-and-related-procedures.htm

COPYRIGHT & FAIR USE STATEMENT:

This course may contain copyrighted material, the use of which may not have been specifically authorized by the copyright owner. This material is available in an effort to explain issues relevant to the course or to illustrate the use and benefits of an educational tool. The material contained in this course is distributed without profit for research and educational purposes. Only small portions of the original work are being used and those could not be used easily to duplicate the original work. This should constitute a ‘fair use’ of any such copyrighted material (referenced and provided for in section 107 of the US Copyright Law). In other cases, materials reflect the instructor’s original intellectual work, including games, models and other educational tools. These have implied copyright whether previously published or not. If you wish to use any material from this course for purposes of your own that go beyond ‘fair use’, you must obtain expressed permission from the copyright owner.

DISABILITY ACCOMMODATION POLICY FOR STUDENTS:

Policy statement

MSU perceives students with disabilities as a valued identity group and integral to our campus diversity. We strive to proactively create usable, equitable, inclusive learning environments. However, due to the design of a University course or program, students with disabilities may

experience barriers to their full and meaningful participation. When this occurs students should request an environmental or course adaptation through the process outlined below. It is the policy of Missouri State University to comply with all applicable federal and state laws prohibiting disability discrimination.

The Disability Resource Center (DRC) is the University office responsible for the evaluation and implementation of reasonable accommodations based on a disability. The DRC provides resources and collaborates with all students with disabilities. The DRC is the entry point for all disability resources and accommodations for the Springfield Campus. Students interested in receiving a reasonable accommodation must contact the DRC information: Meyer Library, Suite 111, 417-836-4192 (voice) or 417-836-6792 (TTY), MissouriState.edu/Disability. On the West Plains and Mountain Grove Campuses, students should contact the Advisement and Academic Coaching Center for Empowering Student Success (AACCESS), 128 Garfield, 417-255-7222, WPAACCESS@MissouriState.edu.

Requesting accommodations

Students with disabilities who experience or anticipate barriers to their participation are encouraged to request accommodations by going through the following process. Students should request accommodations as soon as a barrier to participation is anticipated as accommodations cannot be provided retroactively. Distance learning students should follow this same accommodation process. Students with disabilities should contact the DRC for an appointment. The purpose of the appointment is to discuss the barriers the student has experienced or anticipates. Students should then complete the online [request for accommodation form](#) and submit it. Students may also fill out a hardcopy form through the appropriate resource office.

COURSE CALENDAR: TOPICS, ASSIGNMENTS AND CACREP STANDARDS

Statement of Flexibility: Please note that the course calendar, my office hours, removing or altering assignments in advance of their due date, etc. are subject to change due to inclement weather, student needs, instructional delays, etc. I will communicate any changes that may occur in class (when possible) and through the course announcements on Blackboard.

| Week | Date | Readings | Topics | 2016 CACREP Standards Addressed | Assignments/Experiences (due before class begins— see Blackboard for due dates/times) |
|------|------|---|--|---|---|
| 1 | | Bray article SAMSHA article | Intro to class Syllabus Review Texts and Requirements Film | | |
| 2 | | Crisis-Trauma: CH 1-2 Toolbox: CH 1, 2 | Intro to Crisis /Trauma Counseling Relationship Social Cultural Contexts Neuro Elements Integrating Brain Change | 2.F.5.m.; 2.F.3.g.; 5.C.2.f.; | Hand out scenarios for next week |
| 3 | | Crisis-Trauma: CH 3-4 Social Cultural Context Neurobiological | Culturally and Contextually Competent Counseling | 2.F.5.m.; 2.F.3.g.; 5.C.2.f.; | Current Crisis paper due |
| 4 | | Class will not meet so you can work on your external training modules and writeups | | | |
| 5 | | Crisis-Trauma: CH 15 | Raising Resilience in Times of Risk | 2.F.5.m.; 2.F.3.g.; 5.C.2.f.; | |
| 6 | | Rumsey, McCullough & Chang article; Crisis-Trauma: CH 5 Theories and Skills | Trauma Theories/ Skills Compassion Fatigue and Vicarious Trauma ACE, childhood adversity | 2.F.5.m.; 2.F.3.g.; 5.C.2.f.; 5.G.2.e | Crisis Interview paper |
| 7 | | Crisis-Trauma: CH 6 Theories and Skills | Gabor Mate' Wisdom of Trauma | 2.F.5.m.; 2.F.3.g.; 5.C.2.f.; | |
| 8 | | Crisis-Trauma: CH 7 Suicide Prevention/Intervention | Suicide Prevention/Intervention EMDR | 2.F.5.m.; 2.F.3.g.; 5.C.2.f.; 2.F.5.l.; 2.F.7.c.; | Mental Health First Aid certification and reflection |
| 9 | | Crisis-Trauma: CH 8 | Violence, Abuse and Neglect Across the Lifespan | 2.F.5.m.; 2.F.3.g.; 5.C.2.f.; 2.F.7.d.; | |
| 10 | | Crisis-Trauma: CH 9 | Developmental, Transitional and Situational Crises Across Lifespan | 2.F.5.m.; 2.F.3.g.; 5.C.2.f.; 5.G.2.e; 2.F.7.d. | |
| 11 | | Class will not meet so you can work on your external training modules and writeups | | | |
| 12 | | Crisis-Trauma: CH 10 | Crisis and Trauma Counseling with Couples and Families | 2.F.5.m.; 2.F.3.g.; 5.C.2.f. | |

| | | | | | |
|----|--|---|--|---------------------------------|--|
| 13 | | Rogers & Miller article; Crisis-Trauma: CH 11 | Community Violence and Community Trauma | 2.F.5.m.; 2.F.3.g.; 5.C.2.f. | Certificate and reflection from Student Choice training |
| 14 | | Webber, Mascari, Dubi, & Gentry article; Crisis-Trauma: CH 12-14 | Counseling Military, Intervention and Prevention in K-12 | 2.F.5.m.; 2.F.3.g.; 5.C.2.f. | Toolbox Journal due in Blackboard by 8pm 12-9-2020 |
| 15 | | FINAL | | | |