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**TENNESSEE TECH UNIVERSITY**  
**College of Education**  
***Counseling and Psychology***

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**COUN6680 TRAUMA, GRIEF, & CRISIS COUNSELING**  
***Course Syllabus***

**I. Course Description**

**COUN6680. Trauma, Grief, and Crisis Counseling.** This course will focus on risk assessment, safety planning, preliminary intervention and follow up planning relevant to crises occurring in the helping professions. Course will satisfy both national accreditation and state licensing requirements (3 credit hours). Prerequisite: COUN 6670.

**II. Instructor & Course Information**

Instructor: Wesley B. Webber, Ph.D., NCC

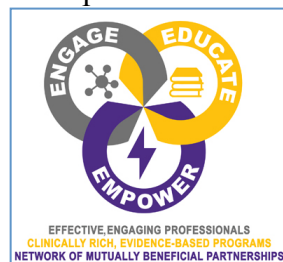
Office: TJ Farr 303E

- E-mail: [wwebber@tntech.edu](mailto:wwebber@tntech.edu)
- Virtual Office Hours: By Appointment

Course Information

- Thursdays 4:00 – 6:00pm/ Hybrid: 50 minutes online training each week
- Course is designated as TechFlex during COVID-19. Therefore, we will meet in-person or online via Zoom and assignments will be submitted on ilearn.
- Zoom link:  
<https://us02web.zoom.us/j/87105601990?pwd=b1cxYVZsTDJpQVU0SFJhYjhZjBtZz09>
- Zoom Meeting ID: 871 0560 1990
- Zoom Passcode: 335824

Conceptual Framework



## Conceptual Framework Statement

Prepare effective, engaging professionals through clinically rich, evidence-based programs with a network of mutually beneficial partnerships.

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**IV. Prerequisites**

COUN 6670 – Assessment.

**V. Texts and References**

Required:

- Harris, D.L., & Winokeur, H.R. (2021). *Principles and practice of grief counseling*. (3<sup>rd</sup> ed.). New York, NY: Spring Publishing.
- Jackson- Cherry, L. R. & Erford, B.T. (2018). *Crisis assessment, intervention, and prevention*. (3<sup>rd</sup> ed.). Upper Saddle River, NJ: Pearson.

Tk20 assessment system. [Link to Tk20](#)

#### Recommending Readings:

#### Trauma Readings

- Brown, L. (2008). *Cultural Competence in Trauma Therapy: Beyond the Flashback*. American Psychological Association.
- Drozdek, B & Wilson, J. (Eds) (2007). *Voices of Trauma: Treating Survivors Across Cultures*. Springer.
- Foa, E., Keane, T., and Friedman, M. & Cohen, J. (Eds.) (2009). *Effective Treatments for PTSD*. The Guilford Press: New York.
- Hays, P. (2008). *Addressing cultural complexities in practice*. Washington, DC: American Psychological Association
- Kirmayer, L., Lemelson, R., & Barad, M. (2007). *Understanding Trauma: Integrating Biological, Clinical, and Cultural Perspectives*. Cambridge University Press.
- Kleber, R.F., Figley, C. R., and Gersons, B.P.R. (Eds.) (1995). *Beyond Trauma: Cultural and Societal Dynamics*. New York: Plenum Press
- Marsella, A., Friedman, M., Gerrity, E., and Scurfield, R. (1996). *Ethnocultural Aspects of Posttraumatic Stress Disorder*. American Psychological Association: Washington.
- Nader, K., Dubrow, N., and Stamm, N. (Eds.) (1999). *Honoring Differences: Cultural Issues in the Treatment of Trauma and Loss*. Brunner/Mazel.
- Rotschild, B. (2003) *The Body Remembers: The Psychophysiology of Trauma and Trauma Treatment*. Norton.
- Ogden, Minton, and Pain. (2005). *Psychological Trauma and the Brain: Towards a Neurobiological Treatment Model*. In *Trauma and the Body: A Sensorimotor Approach*. (pp 88-99). W.W. Norton & company, Inc.
- Seigel, Daniel. (2003). *An Interpersonal Neurobiology of Psychotherapy: The Developing Mind and the Resolution of Trauma*. In Marion Solomon and Daniel Seigel (Eds.). *Healing Trauma: Attachment, Mind, Body, and Brain*. (pp 1-56). W.W. Norton & company, Inc.
- Wilson, J., and Keane, T. (2004). *Assessing Psychological Trauma and PTSD*. (2nd. Ed.). The Guilford Press: New York.
- Wilson, John P. (Ed.); Tang, Catherine So-kum (Ed.). (2007) *Cross-cultural assessment of psychological trauma and PTSD*. New York, NY, US: Springer

## Grief Readings

- Worden, J.W. (2009). *Grief counseling and grief therapy: A handbook for the mental health practitioner* (5th ed.), New York: Springer Publishing.
- James, J.W. & Friedman, R. (2001). *When children grieve: For adults to help children deal with death, divorce, pet loss, moving and other losses*. New York: HarperCollins Publishing, Inc.
- Kubler-Ross, E. & Kessler, D. (2007). *Finding the meaning of grief through the five stages of loss*. New York, NY: Scribner.
- Neimeyer, R.A. (Ed.) (2001). *Meaning reconstruction and the experience of loss*. Washington, D.C.: American Psychological Association

## Assigned Readings:

- All assigned reading are outlined on the Course Calendar of this syllabus.

## Additional Assigned Readings:

- Any additional readings will be available in electric format on iLearn.

**VI. IDEA Essential and Important Learning Objectives Associated to this Course**

1. Learning to apply course material (to improve thinking, problems solving, and decisions)
2. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course.
3. Learning to apply knowledge and skills to benefit others or serve the public good.

**VII. Course CACREP Objectives/Student Learning Outcomes**

Standard	Content/Reading	Formative Assessment	Summative Assessment
2.F.1.c. counselors' roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams	Jackson-Cherry & Erford (2018) Chapters 12-13	In-class activities, Online Training Reflection Papers	Trauma, Grief, and Crisis Response Paper
2.F.5.h. developmentally relevant counseling treatment or intervention plans	Harris & Winokuer (2021) Chapter 7, Jackson-Cherry & Erford Chapters 6 - 11	In-class activities, Online Training Reflection Papers	Trauma, Grief, and Crisis Response Paper

Standard	Content/Reading	Formative Assessment	Summative Assessment
2.F.5.i. development of measurable outcomes for clients	Briere & Scott (2015) Chapter 3, Jackson-Cherry & Erford (2018) Chapters 6 - 7	In-class activities, Online Training Reflection Papers	Trauma, Grief, and Crisis Response Paper
2.F.k. strategies to promote client understanding of and access to a variety of community-based resources	Jackson-Cherry & Erford (2018) Chapter 12, In-class discussions	In-class activities, Online Training Reflection Papers	Trauma, Grief, and Crisis Response Paper
2.F.5.l. suicide prevention models and strategies	Jackson-Cherry & Erford (2018) Chapter 6	In-class activities, Online Training Reflection Papers	Trauma, Grief, and Crisis Response Paper
2.F.5.m. crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid	Jackson-Cherry & Erford (2018) Chapter 12, Class lectures	In-class activities, Online Training Reflection Papers	Trauma, Grief, and Crisis Response Paper
2.F.7.c. procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide	Jackson-Cherry & Erford (2018) Chapter 6	In-class activities, Online Training Reflection Papers	Trauma, Grief, and Crisis Response Paper
2.F.7.d. procedures for identifying trauma and abuse and for reporting abuse	Jackson-Cherry & Erford (2018) Chapter 10, Class lectures	In-class activities, Online Training Reflection Papers	Trauma, Grief, and Crisis Response Paper
5.C.2.f. impact of crisis and trauma on individuals with mental health diagnoses	Jackson-Cherry & Erford (2018) Chapter 5, Class lectures	In-class activities, Online Training Reflection Papers	Trauma, Grief, and Crisis Response Paper
5.D.2.h. impact of crisis and trauma on individuals with disabilities	Jackson-Cherry & Erford (2018) Chapter 8, Class discussion	In-class activities, Online Training Reflection Papers	Trauma, Grief, and Crisis Response Paper

Standard	Content/Reading	Formative Assessment	Summative Assessment
5.G.2.e. school counselor roles and responsibilities in relation to the school emergency management plans, and crises, disasters, and trauma	Jackson-Cherry & Erford (2018) Chapter 13	In-class activities, Online Training Reflection Papers	Trauma, Grief, and Crisis Response Paper
5.G.2.g. characteristics, risk factors, and warning signs of students at risk for mental health and behavioral disorders	Class lectures and class discussions	In-class activities, Online Training Reflection Papers	Trauma, Grief, and Crisis Response Paper

### VIII. Student Responsibilities

The following dispositions summarize the responsibilities accepted by the student participating in this course. Counseling and Psychology Graduate Program Information

1. Scholarship (mastery in coursework and competency in application)
2. Responsibility (acceptance of ownership of personal, academic, and professional development and behavior)
3. Respect for Diversity (recognition of the needs and values of individuals)
4. Effective Communication (ability to communicate clearly verbally and in writing, and to accept new ideas and constructive feedback)
5. Reflection (ability to assess one's own decision making process and recognize consequences of behavior)
6. Professional Behavior (recognition of ethical, legal, and professional standards of conduct)
7. Critical Thinking (capability for critical thinking and real world problem-solving)

### IX. Major Teaching Methods

Instruction will consist of lecture, discussion, higher order questioning, case studies, cooperative learning, video modeling, role playing, experiential exercises, group participation, reflection and writing assignments, and supervised feedback.

## **X. Special Instructional Platform/Materials**

### Instructional Materials

- iLearn
- laptop/computer

## **XI. Topics to Be Covered**

- I. Trauma Counseling
  - A. What is Trauma?
  - B. The Effects of Trauma
  - C. Trauma Definitions and Symptoms
  - D. This is Your Brain on Trauma
  - E. Assessing Trauma and Posttraumatic Outcomes
  - F. Central Issues in Trauma Treatment
  - G. Paths to Recovery
- II. Grief Counseling
  - A. Attachment, Loss, And The Experience Of Grief
  - B. Understanding The Mourning Process
  - C. The Mourning Process: Mediators Of Mourning
  - D. Grief Counseling: Facilitating Uncomplicated Mourning
  - E. Abnormal Grief Reactions: Complicated Mourning
  - F. Grief Therapy: Resolving Complicated Mourning
  - G. Grieving Special Types Of Losses
  - H. Grief And Family Systems
  - I. The Counselor's Own Grief
- III. Crisis Counseling
  - A. Basic Concepts of Crisis Intervention
  - B. Safety Concerns in Crisis Situations
  - C. Ethical and Legal Considerations in Crisis Counseling
  - D. Essential Crisis Intervention Skills
  - E. Loss, Grief, and Bereavement
  - F. Risk Assessment and Intervention: Suicide and Homicide
  - G. Understanding and Treating Substance Use Disorders with Clients in Crisis
  - H. Intimate Partner Violence
  - I. Sexual Violence
  - J. Child Sexual Abuse
  - K. Military and First Responders
  - L. Emergency Preparedness and Response in the Community and Workplace
  - M. Emergency Preparedness and Response in Schools and Universities
  - N. Counselor Self-care in Crisis Situations

## **IV. Grading and Evaluation Procedures**

The following assessment procedures will be used to evaluate students' knowledge of the course.



## Evaluation and Assessment Procedures

Category	Assignment	Percentage	Overall Category Weight
Formative	Trauma, Grief, and Crisis Response Pretest	1%	45%
	Wellness Activity	2%	
	Self-care Log	12%	
	Online Training Completions and Reflection Papers	30%	
Summative	Trauma & Grief Exam	15%	55%
	Crisis Intervention Exam	15%	
	Trauma, Grief, and Crisis Response Paper	25%	
	Total	100%	

All course requirements will be used to determine student's achievement of the course objectives listed under section "assignments and related policy" of this syllabus. All required assignments would be given a specific grade. Final course grades will incorporate the grading system as follows:

## Grading Scale

A	93 -100
B	85 – 92
C	77 – 84
D	69 – 76
F	<68

A grade of an A or B demonstrates Competency level, while any grade C and below does not. In addition, a grade of an "I" is given only when a valid rationale for such a grade is presented and terms for completion of the course are agreed upon.

#### **V. Late Assignments**

All submitted work is final. Your submissions should reflect your best professional effort. All assignments should be completed on or before the announced due date. Ten percent will be deducted from an assignment when it is late. After one week, assignments will be accepted by the discretion of the professor. It is the student's responsibility to ensure assignments are submitted on time. All submitted work is final. Your submissions should reflect your best professional effort.

#### **VI. Assignment Format**

ALL assignments should be typed, double-spaced, 12-point Times New Roman font, and adhere to APA guidelines (APA Publication Manual, 6<sup>th</sup> or 7<sup>th</sup> ed.). Assignments not meeting these minimum standards will be returned and counted as late.

#### **VII. Additional Evaluation Areas**

##### **Academic Misconduct Policy Tennessee Technological University Policy No. 217**

“Academic Misconduct” – any action or attempted action that may result in creating an unfair academic advantage for oneself or an unfair academic advantage or disadvantage for any other member or members of the academic community. This includes a wide variety of behaviors such as cheating, plagiarism, altering academic documents or transcripts, gaining access to materials before they are intended to be available, and helping a friend to gain an unfair academic advantage. Students who do any of these actions or attempted actions may receive a reduction in grade on the assignment, an “F” or a “0” for the assignment, or an “F” for the course. All of the procedures will follow the guidelines established by the Student Academic Misconduct Policy No. 217 at Tennessee Technological University.

#### **VIII. Attendance Policy**

Attendance to, arriving on time for, preparation for, and participation in scheduled classes is required. There are no excused absences, as this class requires a high level of participation from students. Should a student miss more than one (1) class, then the student will be dropped from the course and receive a failing grade at the instructor's discretion. As arriving late or leaving early is a disruption to the entire class, I would ask that all students inform the class members and me should leaving early or arriving late for class be necessary. Habitually leaving early or arriving late will result in failure of the course.

## **IX. Class Participation**

Participation in class is essential to the value of the learning experience within this course. A student's grade may be affected negatively by low participation. In particular, the instructor will evaluate students' participation on the basis of the following criteria.

## **X. Assignments and Related Policy**

### **A. Reading Assignments**

Students are expected to complete all reading assignments per the Course Schedule

### **B. Wellness Activity**

Due to the heavy nature of course content, each class period will be ended with a wellness activity facilitated by a class member. This activity will last approximately 5-10 minutes and will be held at the end of each class. You are encouraged to use your creativity.

### **C. Exams**

Students will take a midterm and final exams that will ask questions from content on trauma, grief, and crisis counseling. More details about the exams will be discussed in class. Exams must be taken individually without the help or assistance of another individual.

### **D. Trauma, Grief, and Crisis Response Pre-test/Post-test.**

Students will complete the following responses at the beginning and the end of the term.

You are counseling a client or student who has experienced a trauma. Provide a description of the client/student that includes demographic information and symptomology. How would you provide treatment for this individual? What theoretical frameworks, techniques, and/or assessments would you potentially utilize? What would be important ethical considerations within your professional identity?

You are counseling a client or student who is grieving the loss of someone close to him or her. Provide a description of the client/student that includes demographic information and symptomology. How would you provide treatment for this individual? What theoretical frameworks, techniques, and/or assessments would you potentially utilize? What would be important ethical considerations within your professional identity?

You are counseling a client or student who has stated that he or she is contemplating suicide. Provide a description of the client/student that includes demographic information and symptomology. How would you provide treatment for this individual? What theoretical frameworks, techniques, and/or assessments would you potentially utilize? What would be important ethical considerations within your professional identity?

At the end of the Pre-test:

- On a scale of 1-10 (with 1 being little to 10 being significant), how would you rank your competence in regards to this course? How come?
- Describe in detail what outcomes that you like to see in yourself after this class (i.e., what do you look like when you see a client with trauma after this class)?
- What are three (3) questions that you have wondered in relation to trauma, grief, and crisis counseling and intervention?
- What makes each of these questions interesting to you?
- How do you think that you might use the information from these questions and content from the course in your future career?

At the end of the Post-test:

- On a scale of 1-10 (with 1 being little to 10 being significant), how would you rank your competence in regards to this course? How come?
- What have you learned over this semester in regards to this topic?
- Review the outcomes from the Pre-test that you would have liked to have seen in yourself after this class (i.e., what do you look like when you see a client with trauma after this class)? Reflect on whether they were accomplished. How come?
- Compared to your pre-test, what are three (3) new questions that you have wondered in relation to trauma, grief, and crisis counseling and intervention?
- How do you now think that you might use the information from these course in your future career?

## E. Self-care Log

### Self-care Plan

You will develop a self-care plan during one of our class sessions (No need to think about this assignment before class). The self-care plan will contain signals of yourself when you are in distress and a list of activities that you could do to de-stress. You will ask to consider time and location required for each activity and make sure to include activities that need different lengths of time and could be done in different settings.

### Self-care Journal

You will keep a journal that records your emotional responses to class readings, class content and experiences, as well as how you carry out self-care plan to manage your responses. You will modify your self-care plan as you gain more understandings of what work for you and what does not. In the end, you will submit a self-care journal, which contains:

- a) A modified version of self-care plan (make sure you mark what has been changed)
- b) A log of at least 6 entries of emotional reactions toward class readings, content, experiences, and assignments as well as self-care activities that you did
- c) 1-2 paragraphs of new awareness and learning about self-care you gained throughout this semester

## F. Online/Live Trauma, Grief, and Crisis Training

You need to complete 12 hours of online (or live) clinically focused trauma, grief, and/or crisis training. You may not count other previously completed trainings. Check with Dr. Webber first on other training(s) you plan to undertake.

Below is a list of some free training available, but again, these are not the only trainings you can choose.

Feel free to explore other resources. Notice the length of the trainings vary as some can be one hour and others much longer.

### **The National Child Traumatic Stress Network**

- <http://www.nctsn.org/>
- Require registration
- Select courses under the Continuing Education folder or Military and Veteran Families folder

### **International Society for Traumatic Stress Studies**

- <https://www.istss.org/education-research/online-learning.aspx>
- Select courses under free resources

### **National Center for PTSD**

- [https://www.ptsd.va.gov/professional/continuing\\_ed/find\\_a\\_course.asp](https://www.ptsd.va.gov/professional/continuing_ed/find_a_course.asp)
- Require registration
- Under Continuing Education section

### **Colorado School Safety Resource Center**

- <https://www.colorado.gov/pacific/cssrc/cssrc-online-training>
- Require registration

### **Suicide Prevention Resource Center**

- <https://training.sprc.org>
- Require registration

### *Online Trauma or Crisis Intervention Training Papers*

After completion of the training, provide documentation that you completed the training and write a 1-2 pages for every 1 hour of training. Papers should be in APA 6th or 7<sup>th</sup> edition format. Begin the paper with: (a) the training title(s) and source, focus, length, and summary of the module(s). Then, (b) discuss your responses to the content and quality of the training(s): provide a critique about the strengths of and concerns about the training. Last, (c) summarize several of the most important points or skills you learned and how you plan to use them in the future.

\*\*\*If you have any problems with assignments and/or due dates, please contact me prior to the due date so possible accommodations may be made if necessary.

**XI. Class Plan by Weeks or Days**

Please see Course Schedule at the end of the Syllabus.

**XII. Disability Accommodation**

Students with a disability requiring accommodations should contact the Accessible Education Center (AEC). An Accommodation Request (AR) should be completed as soon as possible, preferably by the end of the first week of the course. The AEC is located in the Roaden University Center, Room 112; phone 931-372-6119. For details, view the Tennessee Tech's Policy 340 – [Services for Students with Disabilities at Policy Central](#).

**XIII. Recording**

This class may be recorded by video and/or audio. The video and audio recording is used for educational purposes and may be made available to all students presently enrolled in the course and to school officials with a legitimate educational interest in reviewing the recording.

**XIV. COVID-19**

1. Students must take personal responsibility in following the recommended CDC COVID-19 guidelines. Students are expected follow all COVID-19 directives published by Tennessee Tech including, but not limited to, notices on Tennessee Tech's webpage, building and facilities signage, and similar publications. The university's Return to Campus Student Handbook can be found at <https://www.tntech.edu/return/index.php>.
2. According to Tennessee Tech University's protocols, face coverings must be worn (covering the mouth and nose) by students in the classroom at all times.
3. Students must abide by predetermined social distancing guidelines and seating arrangements. Movement during class sessions should be limited as to not endanger other students or faculty. Students should be conscious and respectful of others and their health concerns.
4. Students who refuse to comply with university protocols on these matters will be reported to the Tennessee Tech Dean of Students.
5. Students should direct all requests for excused class absences related to COVID-19, regardless of where the COVID-19 testing is performed, to Tennessee Tech's Health Services. The Office of Student Affairs will provide notifications to faculty members of student absences and the expected length of the absence.



<b>COURSE SCHEDULE</b> <b>COUN 6680-002 Trauma, Grief, and Crisis Counseling</b> <b>SPRING 2021</b>			
<b>Week</b>	<b>Content</b>	<b>Hybrid Component</b>	<b>Readings &amp; Assignments Due Before Class</b>
1 January 21	Introductions & Syllabus Trauma, Grief, and Crisis Self-care Plan Template	<i>Work on Online Modules</i>	<ul style="list-style-type: none"> <li>• <i>Read Syllabus</i></li> </ul>
2 January 28	What is Trauma? The Effects of Trauma Trauma Definitions and Symptoms	<i>Work on Online modules</i>	<ul style="list-style-type: none"> <li>• Pre-test Trauma, Grief, and Crisis Response Paper</li> <li>• <i>Self-care Log#1</i></li> <li>• <i>Read selected readings on ilearn</i></li> </ul>
3 February 4	This is Your Brain on Trauma Assessing Trauma and Posttraumatic Outcomes Central Issues in Trauma Treatment	<i>Work on Online modules</i>	<ul style="list-style-type: none"> <li>• <i>Read selected readings on ilearn</i></li> </ul>
4 February 11	Paths to Recovery	<i>Work on Online modules</i>	<ul style="list-style-type: none"> <li>• <i>Self-care Log#2</i></li> <li>• <i>Read selected readings on ilearn</i></li> </ul>
5 February 18	Theoretical Underpinnings in Grief Counseling	<i>Work on Online modules</i>	<ul style="list-style-type: none"> <li>• <i>Read Chapters 1-4 in Harris text</i></li> </ul>
6 February 25	Practice and Process of Grief Counseling	<i>Work on Online modules</i>	<ul style="list-style-type: none"> <li>• <i>Self-care Log#3</i></li> <li>• <i>Read Chapters 5-12 in Harris text</i></li> </ul>
4 March 4	Current Issues and Trends in Grief Counseling	<b><i>Submit 6 hours of online modules</i></b>	<ul style="list-style-type: none"> <li>• <i>Read Chapters 13-15 in Harris text</i></li> </ul>
8 March 11	<b>MIDTERM WEEK</b> <b>TRAUMA AND GRIEF EXAM ONLINE</b>		
<b>Week 9 - SPRING BREAK</b> <b>MARCH 15-20</b>			



10 March 25	Chapter 1: Basic Concepts of Crisis Intervention Chapter 2: Safety Concerns in Crisis Situations Chapter 3: Ethical and Legal Considerations in Crisis Counseling	<i>Work on Online modules</i>	<ul style="list-style-type: none"> <li>• <i>Self-care Log#4</i></li> <li>• <i>Read Chapters 1-3 in Jackson-Cherry text</i></li> </ul>
11 April 1	Chapter 4: Essential Crisis Intervention Skills Chapter 5: Loss, Grief, and Bereavement Chapter 6: Risk Assessment and Intervention: Suicide and Homicide	<i>Work on Online modules</i>	<ul style="list-style-type: none"> <li>• <i>Read Chapters 4-6 in Jackson-Cherry text</i></li> </ul>
12 April 8	Chapter 8: Intimate Partner Violence Chapter 9: Sexual Violence Chapter 10: Child Sexual Abuse	<i>Work on Online modules</i>	<ul style="list-style-type: none"> <li>• <i>Self-care Log#5</i></li> <li>• <i>Read Chapters 8-9 in Jackson-Cherry text</i></li> </ul>
13 April 15	Chapter 7: Understanding and Treating Substance Use Disorders with Clients in Crisis Chapter 11: Military and First Responders	<i>Work on Online modules</i>	<ul style="list-style-type: none"> <li>• <i>Read Chapters 7&amp;11 in Jackson-Cherry text</i></li> </ul>
14 April 22	Chapter 12: Emergency Preparedness and Response in the Community and Workplace Chapter 13: Emergency Preparedness and Response in Schools and Universities	<i>Work on Online modules</i>	<ul style="list-style-type: none"> <li>• <i>Self-care Log#6</i></li> <li>• <b>Post-test Trauma, Grief, and Crisis Response Paper</b></li> <li>• <i>Read Chapters 12-13 in Jackson-Cherry text</i></li> </ul>
15 April 29	Chapter 14: Counselor Self-care in Crisis Situations Self-care Log Discussion	<b><i>Submit 12 hours of online modules</i></b>	<ul style="list-style-type: none"> <li>• <i>Read Chapter 14 in Jackson-Cherry text</i></li> </ul>
16 May 3-7	<b>FINALS WEEK</b> <i>CRISIS EXAM ONLINE</i>		