

COUN 537: Crisis, Grief, & Trauma Counseling

School of Health and Social Sciences

5 Credits

Effective Date: 7/1/2023

Grading Type: Decimal

List any Pre-requisite or Co-Requisite: N/A

Access to the Internet is required.

All written assignments must be in Microsoft-Word-compatible formats.

See the library's APA Style Guide tutorial for a list of resources that can help you use APA style.

Faculty Information

Faculty Name: [INSERT]

Contact Information: [INSERT]

Professional experience information for instructors is found under *Syllabus, Schedule, and Course Team* in the online course menu.

Contact Information

Contact information for instructors is found under *Syllabus, Schedule, and Course Team* in the online course menu.

Course Description

This course is an introduction to the research and practice of crisis counseling, trauma counseling, and disaster mental health. Students develop counseling competency to engage with survivors and perpetrators of violence in a process of change. Theoretical understanding and counseling competencies include attention to social context, ethics, and legal implications, including analyzing social and cultural dimensions of power in interpersonal relationships.

Course Resources

Duffey, T., & Haberstroh, S. (Eds.). (2020, April 1). *Introduction to Crisis and Trauma Counseling*.

Required and recommended resources to complete coursework and assignments are found on the course [Reading List](#). Access is provided through the *Reading List* link in the online course as well as from the library homepage (“Find Your Reading List” button).

Note: Required resources that must be purchased by the student are tagged “Purchase from a vendor of your choosing.” Required resources with a direct link, “Available through CityU Library”, are available electronically at no cost to students.

Course Outcomes

This course will prepare students to:

- a) Evaluate the potential impact of trauma and violence, and societal factors that impact a culture of violence.
- b) Describe and demonstrate self-care strategies that help counselors and clients cope with the impact of crises, disasters, and traumatic events.

- c) Complete and apply specialized training in psychological first aid for disaster mental health relief.
- d) Complete and apply specialized training in evidence-based treatments for traumatic stress.

Additional Information

Tevera

Students are expected to remain updated and keep their profiles and tasks current in the Tevera system. In each quarter and for each course in Brightspace, students should make sure that they have clicked the Tevera link for that course in the course shell. Students must complete all tasks in Tevera for each course prior to the end of each term. If there are issues with Tevera, students should follow the guidance in the “Help” section on the Tevera home page. If there are still difficulties, students may reach out to the instructor for further instructions. Students will be signing receipts of acknowledgment stating that they are both registered and trained in the use of the Tevera site. In order to get started, students should watch the most current [Tevera video orientation](#).

Methods of Instruction

This course may utilize a mixture of synchronous class sessions and digital delivery methods. Methods of instruction may include lecture, discussion, role plays, case study review and consultation, video and/or media review, panels or guest speakers, and other interactive activities. Additionally, engagement with Tevera, Zoom, and Brightspace will be required, including review of content and readings, discussion boards, video review, and submission of written work or presentations.

Program Learning Outcomes (PLOs)

1. Professional Counseling Orientation and Ethical Practice

Demonstrates understanding and applies professional ethical standards including clear and appropriate relationships with clients, colleagues, and the community.

2. Social and Cultural Diversity

Collaborates with people of diverse ethnicity, culture, gender identity, sexual identity, physical ability, religious beliefs, and socioeconomic status through a lens of social justice and advocacy.

3. Human Growth and Development

Develops understanding and awareness into what impacts personal development through a lens of resiliency and wellness for clients across the lifespan.

4. Career Development

Demonstrates knowledge and working application of career development in counseling practice.

5. Counseling and Helping Relationships

Establishes and maintains effective counseling relationships and employs theoretically grounded counseling techniques.

6. Group Counseling and Group Work

Applies methods, skills, and other group approaches in a multicultural society using theories of group counseling, principles of group dynamics, facilitation styles, and direct experiences.

7. Assessment and Testing

Gathers information to assess needs and next steps in the counseling process, including assessment for suicide/homicide risk and reporting requirements for abuse/ neglect of vulnerable populations.

8. Research and Program Evaluation

Locates resources and critically evaluates research related to core areas of counseling to incorporate into clinical practice.

9. Social Justice

Demonstrates systemic understanding of the role of counselors in promoting social justice for the well-being of the greater community.

Specialty Areas:

10. Clinical Mental Health Counseling

Applies counseling theory to client presenting problems and diagnoses, including co-occurring disorders, with appropriate theoretical-based treatment planning and interventions for projected outcomes.

11. Marriage, Couple, and Family Counseling

Applies family systems theory to client(s) presenting problems and diagnoses, including co-occurring disorders, with appropriate theoretical-based treatment planning and interventions for projected outcomes.

12. Professional School Counseling

Demonstrates understanding and application of collaborative work with school and community resources to implement a K-12 comprehensive counseling program.

(Note: KPI-F: Formative/First Assessment, KPI-S: Summative/Second Assessment; where applicable)

Course Objectives Matrix

Course Activity/ Assignment	COs	PLOs	CACREP Core	CACREP CMHC	CACREP MCFC	CACREP PSC
Crisis/Disaster/ Trauma Treatment Plan and Resources	a, b		1.b., 1.c, 1.e, 1.l, 2.d., 2.f, 2.h., 3.g, 5.b, 5.h., 5.j, 5.k, 5.m, 7.c, 7.d	c.1.c., c.2.f, c.2.j, c.3.b, c.3.e	f.1.d, f.1.e., f.2.g, f.2.i, f.2.m, f.3.a, f.3.b, f.3.d	g.1.d., g.1.e, g.2.b, g.2.e, g.2.g, g.2.k, g.3.h
Self-Care Reflection and Plan	a, b		1.k, 1.l, 1.m, 2.f, 3.g, 5.k	c.2.f	f.2.g, f.2.i	g.2.e
Online Training Activities	c, d		2.f, 3.g, 5.j, 5.k, 5.m	c.2.f, c.2.j	f.2.g, f.2.i, f.2.m	g.2.e, g.2.g
Course Materials and Class Activities	a, b, c, d		1.b, 1.c, 1.e, 1.k, 1.l, 1.m, 2.d, 2.f, 2.h, 3.g, 3.i, 4.b, 4.d, 5.j, 5.l, 5.m, 7.c, 7.d	c.2.e, c.2.f, c.2.j	f.1.d, f.2.f, f.2.g, f.2.i, f.2.m, f.3.b	g.1.e, g.2.e, g.2.g

Grading Scale

The grades earned for the course will be calculated using City University of Seattle's decimal grading system, found in the current [University Catalog](#).

Grading rubrics with details on how each assignment will be graded are located under *Assignments* and/or in *My Grades* in the online course menu. Students should review the rubric for each assignment prior to completing their work in order to understand how it will be assessed.

Course Assignments and Grading

CityU's Standard Graduate Rubric Scale

	Exceeds Standard	At Standard	Approaching Standard	Below Standard
Overall Score Row Value	92	85	75	0
Value Range	100 - 92	91.99 - 85	84.99 - 75	74.99 - 0
Decimal Range	4.0-3.7	3.6-3.0	2.9-2.0	1.9-0.0

Overview of Course Grading

The grades earned for the course will be derived using City University of Seattle's decimal grading system, based on the following:

Overview of Required Assignments	Points
Crisis/Disaster/Trauma Treatment Plan and Resources	500
Self-Care Reflection and Plan	200
Online Training Activities	200
Engagement	100
TOTAL	1000 POINTS

Crisis/Disaster/Trauma Treatment Plan and Resources (500 points - 50% of Final Grade)

For this assignment, students research a topic (listed below) in order to create a potential treatment plan. Students also compile available resources, including local community/regional supports and organizations. Students present this information in a paper that consists of three sections. The paper is expected to adhere to APA Style (no abstract needed, but references should be included).

Section 1: Literature Review

First, students choose a topic that aligns with their area of specialty. Students conduct a literature review (at least five sources plus two others) regarding their topic and evidence-based treatment options for those directly impacted. The literature review should include at least two recommended/suggested resources from the course Reading List. Using this research as evidence and support, students write a paper (6 – 8 pages) that directly addresses potential

impacts of that trauma/crisis on diverse client populations. Using a social justice and advocacy focus, students should identify and address barriers to access and equity of services.

Section 2: Treatment Plan

Second, based on their research, students create a brief treatment plan for a potential client impacted by their topic area (3 - 4 pages). The treatment plan needs to include specifics regarding the demographics of their client and possible impacts due to age, developmental stage, racial identity, socio-economic status, etc. and other possible impacts of privilege/marginalization. The treatment plan should address any potential barriers that their client might face, including cultural, economic, etc. and how those barriers would be addressed in treatment. The treatment plan should include interventions addressing relevant ACA Multicultural and Social Justice Competencies.

Section 3: Resources

Third, this paper requires inclusion of a list of resources (including local/regional community-based) that could be used to support people impacted by this trauma/crisis. Resources should include the name of the resource, address, phone, email, point of contact if available, and a brief description of what the resource provides. Specific attention should be given to resources that reach diverse communities.

Potential Topics (topic not from list must be pre-approved by instructor):

- Racial Trauma
- Religious Trauma
- Sexual Abuse/Assault/Rape/Sex Trafficking
- Addiction Crisis
- Hate Crime
- Terrorism
- Terminal Illness/Sudden Death
- Severe Health/Disability Crisis
- War/Hostage Taking
- Natural Disaster
- Childhood Abuse/Trauma
- School Violence
- Violent Death (homicide)
- Vicarious Trauma/Compassion Fatigue
- Domestic Violence

Grading Components

% of Grade

Integration of Concepts and Research into Treatment Plan

40%

Analysis and Integration of Research	30%
Identification and Inclusion of Social Justice Issues/Advocacy	20%
Organization, Coherence, Style, & Mechanics (APA)	10%
TOTAL	100%

Self-Care Reflection and Plan (200 points - 20% of Final Grade)

Students reflect upon and explain how abuse, violence, and trauma have affected either their own life or the life of someone they know. Students should consider the impact of trauma and interpersonal violence on their relationships, marriages, and families. This reflection should include indications how societal factors, privilege, and marginalization can impact a culture of violence within the multiple systems of the impacted person(s). There should be clear presentation of any potential issues for transference/countertransference and/or trauma triggers that they need to keep in awareness as they provide counseling for traumatic situations and/or traumatized clients.

Using their reflection, students create a personal self-care plan. This plan should include a “trauma genogram” and specifics regarding activities, supports, etc. that the student can access to address personal impact of working with crisis, disaster, and trauma-impacted humans.

<i>Grading Components</i>	<i>% of Grade</i>
Demonstration of Insight/Awareness	40%
Specificity and Personalization of Self-care Plan	30%
Comprehensive Inclusion of Societal/Cultural Impacts	15%
Organization, Coherence, Style, & Mechanics (APA)	15%
TOTAL	100%

Online Training Activities (200 points - 20% of Final Grade)

Through online activities, students explore evidence-based practice in crisis intervention and trauma treatment. Students complete two free online training courses. The first training, Psychological First Aid (PFA), is approximately 6 hours and worth 150 course points. The student submits a copy of the PFA certificate as evidence of completion. Students can choose

the topic for the second training course, worth 50 course points. Students report the second training topic to the instructor for approval. Other evidence-based online training could be substituted with the prior approval of the instructor. Students must submit a copy of certification/evidence of completion in order to receive credit.

<i>Grading Components</i>	<i>% of Grade</i>
Completion of PFA Online Training	75%
Completion of Additional Online Training	25%
TOTAL	100%

Engagement (100 points - 10% of Final Grade)

During the course of the term, students are expected to attend all classes and engage throughout. Participation includes professional conduct and willingness to engage during in-class activities. Questions and discussions are welcomed and will be a part of each class meeting. Students also engage in a variety of activities, including discussion and role-plays. To maximize the benefits of class meetings, students are expected to attend classes on time for their full duration and to engage in the manner expected of a professional counselor to earn full points for each class. If there are extenuating circumstances or questions about expectations, students should consult the program’s attendance policy and speak with the instructor about any concerns. Grades for engagement and attendance are based on participation, including evaluation and feedback regarding in-class activities.

<i>Grading Components</i>	<i>% of Grade</i>
Attendance & Professionalism	50%
Participation	50%
TOTAL	100%

Course Policies

Attendance Policy

Attendance is expected at all course meetings, online and in-person, and is an important part of professionalism and the engagement grade. If a student anticipates missing all or part of the course meeting, they should contact the instructor as soon as possible.

Unexcused absences are not eligible for engagement points or make-up opportunities. Excused absences are eligible for engagement points but may require a makeup activity at the discretion of the instructor (i.e., attending another section of the course with advance permission).

The following are reasons for an excused absence:

- Medical issue(s) of self or person the student is a caretaker of
- Death of a loved one
- Additional reasons may be considered at the discretion of the instructor, and documentation may be requested to confirm the excused absence

Missing more than 25% of course meetings, whether excused or unexcused absences will result in a grade penalty, up to and including failing the course.

For extenuating circumstances, an incomplete grade may be assigned at the discretion of the instructor.

Missing course meetings in part (i.e., leaving early, arriving late, extended absence after breaks) for 10 or more minutes may result in grade penalties. Three instances of lateness will constitute one unexcused absence.

Attendance is a necessary component of earning engagement points but is not sufficient in and of itself. Engagement points require active participation in the learning environment and are reflective of the professional expectations of counselors.

- In-person, examples of engagement could include but are not limited to engaging in group discussions, participating in-class activities, clarifying assignments with the instructor, adding to discussion boards, and thoughtful application of class content in written assignments.
- For online course meetings, this could include but is not limited to keeping the camera on and participating in discussion aloud or via chat. Online etiquette for telehealth is a helpful gauge for the expectations for course meetings as well.

For inclement weather, students will be contacted in advance by their instructor. Students should be communicative with their instructor if they have concerns.

Late Assignment Policy

Per School of Health and Social Sciences policy, graduate students are required to submit all assignments by the due dates stated in the syllabus. A late assignment is one that is submitted after the due date and time or after any extension has expired.

If circumstances prevent a student from meeting the due date, the student is obliged to contact the instructor and request an extension at least 48 hours prior to the date the assignment is due. Emergency situations will be considered on a case-by-case basis. Being busy, pressured with outside work, or having competing academic commitments are not valid reasons to grant extensions. A student who receives an extension in advance of the due date and abides by the agreement with the instructor is not subject to late penalties.

Without prior arrangement with the instructor, students who submit assignments late will receive a 5 percent deduction in grade each day or part of the day that the assignment is late. For example, if the assignment is submitted two days late, 10 percent of the grade will be deducted.

Coursework received after one week (seven days) will not be graded and will receive a zero grade.

Overview:

- Assignments submitted after the deadline are subject to point deductions.
- Assignments submitted after the deadline may not be eligible for partial credit or receive feedback if they are graded, depending on the discretion of the instructor.
- In the event of extenuating circumstances, students should communicate with their instructor prior to the due date.
- Requests for extensions must be submitted 48 hours in advance of the due date and instructors may require submission of the assignment at its current level of development for consideration of the extension request.

Participation

Participation in all MAC courses requires active engagement in classroom discussions and Brightspace discussions when they are a required part of the class. Participation includes the sharing of new ideas, examples, and resources; as well as constructive disagreement and incorporation of course materials and concepts in the discussion.

As future counselors, students are expected to behave in a professional and ethical manner during class time. Students who are unfamiliar with ethical responsibilities are required to review the American Counseling Association's most recent Code of Ethics (www.counseling.org). With regard to electronic devices: cell phones are to be turned off and texting is not allowed during class time. If a student is on call or expecting an emergency phone call, first let the instructor know and then respectfully step out of the classroom in order to respond. Computers are to be used for class-related assignments or note-taking only. If they are used for other purposes (i.e., recording, social communication, non-class-related activities), students will be asked to leave class.

Consistent attendance and a willingness to be actively involved in classroom discussions, small group activities, and at times classroom presentations or role-plays assist in creating a vibrant learning community. In certain classes, participation is included in the course grade. In these instances, participation points cannot be made up if they are not in the class session.

Professional Writing

Assignments require error-free writing that uses Standard English conventions and logical flow of organization to address topics clearly, completely, and concisely. CityU requires the use of APA style.

University Policies

Students are responsible for understanding and adhering to all of City University of Seattle's academic policies. The most current versions of these policies can be found in the [University Catalog](#) that is linked from the CityU Web site.

Antidiscrimination

City University of Seattle and its staff and faculty are committed to supporting our students. We value equity, diversity, and inclusion as a way of life as well as the educational opportunities it provides. City U will not tolerate any form of discrimination based on race, color, ethnicity,

sexual orientation, gender identification, socioeconomic status, or religious values. If you have experienced any discrimination based on any of the above, we encourage you to report this to the University. Please report this to your instructor. If you do not feel safe reporting this to your instructor, please report to the Provost or to the Vice President of Student Affairs.

Non-Discrimination & Prohibition of Sexual Harassment

City University of Seattle adheres to all federal, state, and local civil rights laws prohibiting discrimination in employment and education. The University is committed to ensuring that the education environment is bounded by standards of mutual respect and safety and is free from discriminatory practices.

In the U.S., the University is required by Title IX of the Education Amendments of 1972 to ensure that all of its education programs and activities do not discriminate on the basis of sex/gender. Sex include sex, sex stereotypes, gender identity, gender expression, sexual orientation, and pregnancy or parenting status. Sexual harassment, sexual assault, dating and domestic violence, and stalking are forms of sex discrimination, which are prohibited under Title IX and by City University of Seattle policy. City University of Seattle also prohibits retaliation against any person opposing discrimination or participating in any discrimination investigation or complaint process internal or external to the institution. Questions regarding Title IX, including its application and/or concerns about noncompliance, should be directed to the Title IX Coordinator. For a complete copy of the policy or for more information, visit the [CityU website](#) or contact the Title IX Coordinator.

In Canada, in compliance with the British Columbia Human Rights Code, the Alberta Human Rights Act, WorksafeBC, and the Workers' Compensation Board of Alberta, the University believes that its environment should at all times be supportive and respectful of the dignity and self-esteem of individuals. Discrimination, harassment and bullying conduct, whether through person-to-person behaviour or via electronic communications such as email or social media is not acceptable and will not be tolerated. As an educational institution, it is our responsibility to cultivate an environment of excellence, equity, mutual respect and to recognize the value and potential of every individual. The University will take all necessary steps to meet or exceed the requirements of the law to prevent discrimination, harassment and bullying. The Respectful Workplace Policy for the prevention of discrimination, harassment and bullying policy and procedure can be found at [CityU in Canada](#) website.

Religious Accommodations

City University of Seattle has a policy for accommodation of student absences or significant hardship due to reasons of faith or conscience, or for organized religious activities. The University's policy, including more information about how to request an accommodation, is available in the University Catalog and on the [my.cityu.edu](#) student portal. Accommodations must be requested by the 20% mark of this course (e.g. day 14 of a ten-week course, day 7 of a 5-week course) using the Religious Accommodations Request Form found on the student dashboard in the [my.cityu.edu](#) student portal.

Academic Integrity

Academic integrity in students requires the pursuit of scholarly activity that is free from fraud, deception and unauthorized collaboration with other individuals. Students are responsible for understanding CityU's policy on academic integrity and adhering to its standards in meeting all

course requirements. A complete copy of this policy can be found in the [University Catalog](#) under *Student Rights and Responsibilities* on the page titled *Academic Integrity Policy*.

Attendance

Students taking courses in any format at the University are expected to be diligent in their studies and to attend class regularly.

Regular class attendance is important in achieving learning outcomes in the course and may be a valid consideration in determining the final grade. For classes where a physical presence is required, a student has attended if they are present at any time during the class session. For online classes, a student has attended if they have posted or submitted an assignment. A complete copy of this policy can be in the [University Catalog](#) under *Student Rights and Responsibilities* on the page titled *Attendance*.

Final Assignment Due Date

Final assignments for each class at CityU must be due on or before the final date of the course as indicated in the university's course information system. Due dates that extend beyond the final date of the course may negatively impact tuition funding for students.

Support Services

Disability Services Accommodations Statement

Students with a documented disability who wish to request academic accommodations are encouraged to contact Disability Support Services to discuss accommodation requests and eligibility requirements. Please contact Disability Support Services at disability@cityu.edu or 206.239.4752 visit the [Disability Support Services](#) page in the my.cityu.edu portal or in the *Start Your Course Here* module in your course under *Support Services*. Confidentiality will be observed in all inquiries. Once approved, information about academic accommodations will be shared with course instructors.

Library Services

CityU librarians are available to help students find the resources and information they need to succeed in this course. Contact a CityU librarian through the [Ask a Librarian](#) service, or access [library resources and services online](#), 24 hours a day, seven days a week.

Smarthinking Tutoring

CityU students have access to free online tutoring offered through Smarthinking, including writing support, from certified tutors 24 hours a day, seven days a week. Contact CityU's Student Support Center at mycityusupport@cityu.edu to request a user name and password.

Course Schedule

(Specific topics and class activities will be developed by the course instructor.)

Modules/ Dates	Topic/Activity	Readings before class	Class Activity	Assignments
Module 1	Introductions & Syllabus; ADDRESSING Model; What is Trauma?	DSM 5-TR PTSD Addressing Model Readings: Preface, Chapters 1-3		
Module 2	Neuropsychology of trauma, crisis, and disaster responses; Long-term impacts of trauma	Readings Chapter 4		
Module 3	Assessing /recognizing trauma responses			
Module 4	Clinical interventions I	Readings: Chapter 5-6		
Module 5	Clinical interventions II	Readings: Chapter 12		Due: Online Training Activities (Certificates)
Module 6	Religious, and generational trauma;			
Module 7	Racial Trauma			
Module 8	Crisis planning and response	Readings: Chapter 11, 13-14		
Module 9	The impact of grief and loss; Complicated and long-term grieving	Readings: Chapters 7-10		Due: Crisis/Disaster/Trauma Treatment Plan and Resources
Module 10	The Mandate of self-care	Readings: Chapter 15		Due: Self Care Plan and Reflection

Course Rubrics

Crisis/Disaster/Trauma Treatment Plan and Resources

	Exceeds Standard	At Standard	Approaching Standard	Below Standard
Integration of Concepts and Research into Treatment Plan (40%)	Treatment plan includes more than 10 specifics regarding the demographics of the client and possible impacts due to age, developmental stage, racial identity, socio-economic status, etc. and other possible impacts of privilege/marginalization; Addresses more than 10 potential barriers that client might face, including cultural, economic, etc. and how those barriers will be addressed; Includes evidence-based interventions addressing relevant ACA Multicultural and Social Justice Competencies.	Treatment plan includes 8-10 specifics regarding the demographics of the client and possible impacts due to age, developmental stage, racial identity, socio-economic status, etc. and other possible impacts of privilege/marginalization; Addresses 8-10 potential barriers that client might face, including cultural, economic, etc. and how those barriers will be addressed; Includes mostly evidence-based interventions addressing relevant ACA Multicultural and Social Justice Competencies.	Treatment plan includes 4-7 specifics regarding the demographics of the client and possible impacts due to age, developmental stage, racial identity, socio-economic status, etc. and other possible impacts of privilege/marginalization; Addresses 4-7 potential barriers that client might face, including cultural, economic, etc. and how those barriers will be addressed; Does not include evidence-based interventions addressing relevant ACA Multicultural and Social Justice Competencies.	Treatment plan includes 0-3 specifics regarding the demographics of the client and possible impacts due to age, developmental stage, racial identity, socio-economic status, etc. and other possible impacts of privilege/marginalization; Addresses 0-3 potential barriers that client might face, including cultural, economic, etc. and how those barriers will be addressed; Does not include evidence-based interventions addressing relevant ACA Multicultural and Social Justice Competencies.
Analysis and Integration of Research (30%)	Exceeds required research; Sources of research are peer-reviewed/scholarly; Demonstrates depth of research analysis to integrate the research effectively and makes additional	Meets required research; Sources of research are peer-reviewed/scholarly; Research analysis is adequate and in student's own words; Evidence of	Meets some of the required research; Some but not all sources of research are peer-reviewed/scholarly; Research analysis is minimal, direct quotes are over 5% of the	Does not meet most or any of the required research; Some, or most of the sources of research are not peer-reviewed/scholarly; Research analysis is missing, direct

	connections specific to the client; Areas of advocacy are included in the analysis; Analysis and research directly apply and are utilized within the treatment plan.	research and analysis connects themes specific to the client; Evidence of analysis and research is found within the treatment plan.	paper, and there is greater than 25% of the research and analysis that is in the author(s) words; Limited connection of research to themes specific to the client; Minimal evidence of analysis and research found within the treatment plan.	quotes are over 10% of the paper, and there is greater than 30% of the research and analysis that is in the author(s) words; Lack of connection of research to themes specific to the client; No evidence of analysis or research found within the treatment plan.
Identification of Relevant Resources for Diverse Communities (20%)	Includes a thorough ecologically constructed and thought-out list of 11-15 resources (including local/regional community-based) that reach diverse communities that could be used to support people impacted by this trauma/crisis.	Includes a list of 8-10 resources (including local/regional community-based) that reach diverse communities that could be used to support people impacted by this trauma/crisis.	Includes a list of 4-7 resources (including local/regional community-based) that reach diverse communities that could be used to support people impacted by this trauma/crisis.	Includes a list of 0-3 resources (including local/regional community-based) that reach diverse communities that could be used to support people impacted by this trauma/crisis.
Organization, Coherence, Style, & Mechanics (APA) (10%)	Paper has (a) no errors in APA style and is (b) almost free of errors in spelling, grammar, and punctuation. These errors do not detract from the paper. Writing is formal and flows from one section to another; Paper meets page number requirements.	Paper has (a) rare errors in APA style that do not detract from paper and is (b) almost free of errors in spelling, grammar, and punctuation. These errors do not detract from the paper. Writing is formal and flows from one section to another; Paper meets minimum page number requirements.	Paper has either (a) several errors in APA style that detract from paper, or (b) mechanical errors such as errors in spelling, grammar, and punctuation that detract from paper. Writing is informal at times and sections can be choppy; Paper is one page below minimum page requirement.	Paper has both (a) stylistic errors in APA style or formal writing style that detract from paper, and (b) mechanical errors in spelling, grammar, and punctuation that detract from paper. Writing is informal at times and sections can be choppy; Paper is two pages below minimum page requirement.

Self-Care Reflection and Plan

	Exceeds Standard	At Standard	Approaching Standard	Below Standard
Demonstration of	Demonstrates outstanding self-reflection and	Demonstrates self-reflection and personal awareness as evidenced	Demonstrates superficial self-reflection and	Demonstrates minimal/missing self-reflection and

Insight/Awareness (40%)	<p>personal awareness as evidenced by in depth explanation of ways abuse, violence, and trauma affected their own life and the life of others; Demonstrates the impact of trauma and interpersonal violence on their relationships, marriages, and families through in depth examples; Provides multiple examples of potential issues for transference/ countertransference and/or trauma triggers while counseling in traumatic situations and/or with traumatized clients.</p>	<p>by at least two example explanations of ways abuse, violence, and trauma affected their own life and the life of others; Demonstrates the impact of trauma and interpersonal violence on their relationships, marriages, and families through two examples in each area; Provides at least two examples of potential issues for transference/ countertransference and/or trauma triggers while counseling in traumatic situations and/or with traumatized clients.</p>	<p>personal awareness as evidenced by at least one example explanation of ways abuse, violence, and trauma affected their own life and the life of others; Demonstrates minimal impact of connection of trauma and interpersonal violence on their relationships, marriages, and/or does not address all three domains of relationships; Provides superficial insights of potential issues for transference/ countertransference and/or trauma triggers while counseling in traumatic situations and/or with traumatized clients.</p>	<p>personal awareness; Failure to present examples of ways abuse, violence, and trauma affected their own life and the life of others; Demonstrates lack of understanding or acknowledgment of impact of connection of trauma and interpersonal violence on their relationships, marriages, and/or does not address all three domains of relationships; Fails to provide potential issues for transference/ countertransference and/or trauma triggers while counseling in traumatic situations and/or with traumatized clients.</p>
Specificity and Personalization of Self-Care Plan (30%)	<p>Demonstrates outstanding self-care plan that is grounded in self-insight and awareness; Provides in depth trauma genogram for review which includes activities and multiple types of supports; Plan includes potential barriers to self-care and ways to address said barriers.</p>	<p>Demonstrates self-care plan that is grounded in self-insight and awareness; Provides trauma genogram for review which includes 3 activities and 3 supports.</p>	<p>Demonstrates self-care plan that is limited in self-insight and awareness; Fails to provide trauma genogram for review; Less than 3 activities and 3 supports.</p>	<p>Lacks self-care plan that would demonstrate self-insight and awareness; Fails to provide trauma genogram for review; Lack of self-care activities and supports.</p>
Comprehensive Inclusion of Societal/Cultural Impacts (15%)	<p>Demonstrates understanding of all three factors (societal factors, privilege, and marginalization) by providing in-depth examples of the cultural impact of violence within the</p>	<p>Demonstrates understanding of three factors (societal factors, privilege, and marginalization) by providing one example of the cultural impact of violence within the multiple systems of the</p>	<p>Demonstrates limited understanding of all three factors (societal factors, privilege, and marginalization) providing minimal and superficial examples of the</p>	<p>Fails to demonstrate or articulate an understanding of factors (societal factors, privilege, and marginalization) providing minimal and/or no examples</p>

	multiple systems of the impacted person (population).	impacted person (population).	cultural impact of violence within a singular system of the impacted person (population).	of the cultural impact of violence within a singular system of the impacted person (population).
Organization, Coherence, Style, & Mechanics (APA) (15%)	Paper has (a) no errors in APA style and is (b) almost free of errors in spelling, grammar, and punctuation. These errors do not detract from the paper. Writing is formal and flows from one section to another.	Paper has (a) rare errors in APA style that do not detract from paper and is (b) almost free of errors in spelling, grammar, and punctuation. These errors do not detract from the paper. Writing is formal and flows from one section to another.	Paper has either (a) several errors in APA style that detract from paper, or (b) mechanical errors such as errors in spelling, grammar, and punctuation that detract from paper. Writing is informal at times and sections can be choppy.	Paper has both (a) stylistic errors in APA style or formal writing style that detract from paper, and (b) mechanical errors in spelling, grammar, and punctuation that detract from paper. Writing is informal at times and sections can be choppy.

Online Training Activities

	Exceeds Standard	At Standard	Approaching Standard	Below Standard
Completion of PFA Online Training (75%)	Completes training by required due date, provides certificate of completion; Able to integrate training into course discussion.	Completes training by required due date; Provides certificate of completion.	Completes required training after required due date; Submits certificate of completion after required due date.	Does not complete the training; Does not provide certificate of completion.
Completion of Additional Online Training (25%)	Completes training by required due date, provides certificate of completion; Able to integrate training into course discussion.	Completes training by required due date; Provides certificate of completion.	Completes required training after required due date; Submits certificate of completion after required due date.	Does not complete the training; Does not provide certificate of completion.

Engagement

	Exceeds Standard	At Standard	Approaching Standard	Below Standard
Attendance and Professionalism (50%)	Present and on time for class; Outstanding demonstration of professional conduct including interactions	Present and on time for class; Demonstrates professional conduct and respect for all involved.	Attended class but is late and/or left class early; Demonstrates limited understanding and application of professional conduct in interactions.	Didn't attend the full class session; Does not demonstrate understanding or application of professional

	with instructor and peers.			conduct in interactions.
Engagement (50%)	Demonstrates outstanding preparation of class materials through questions, discussions, and role-plays; Demonstrates willingness and eagerness to engage in activities with instructor and peers.	Demonstrates adequate preparation and application of course materials; Adequate participation and engagement in class activities.	Lack of preparation for class meeting is evident; Limited participation and interactions with instructor, classmates, and others; Demonstrates lack of interest and investment of self in class activities.	Did not participate or interact with instructor, classmates, or others; Does not demonstrate interest or investment of self in class activities.